

## RE Curriculum Overview

| YEAR 1  | Key Questions                                    | Faith(s) /Themes                                  |
|---|--|---|
| Unit 1<br>Autumn<br>1   | <b>Is everybody special?</b>                     | <b>Christianity/God/Belonging</b>                 |
| <i>What does it mean to belong?<br/>Who am I?</i>   |  |   |
| Unit 2<br>Autumn<br>2   | <b>Should we celebrate Harvest or Christmas?</b> | <b>Christianity/Harvest/Christmas/Celebration</b> |
| <i>How and why are celebrations, including religious celebrations, important to people?<br/>What do people believe about God, people and the natural world?</i>                       |  |   |
| Unit 3<br>Spring 1  | <b>How should people care for the world?</b>     | <b>Christianity/Judaism/Creation</b>              |
| <i>What do people believe about God, people and the natural world?</i>  |  |   |
| Unit 4<br>Spring 2  | <b>Should everyone follow Jesus?</b>             | <b>Christianity/Jesus/Leaders/Rabbi/Vicars</b>    |
| <i>What and how can people learn from leaders and teachers including religious leaders and teachers?<br/>How and why are some stories and books sacred and important in religion?</i> |  |   |
| Unit 5<br>Summer<br>1   | <b>Can stories change people?</b>                | <b>Christianity/Judaism/Old Testament stories</b> |
| <i>How and why are some stories and books sacred and important in religion?</i>   |  |   |
| Unit 6<br>Summer<br>2   | <b>Do we need shared special places?</b>         | <b>Judaism/Synagogue/Community/Symbols</b>        |
| <i>What does it mean to belong?<br/>Who am I?<br/>How and why do symbols express meaning including religious meaning?</i>   |  |   |

| YEAR 2  | Key Questions                                | Faith(s)/Themes  |
|---|--|--|
| Unit 1<br>Autumn<br>1   | <b>Who should you follow?</b>                | <b>Christianity/Judaism/Moses/<br/>Old Testament etc</b> |
| <i>What and how can people learn from leaders and teachers including religious leaders and teachers?<br/>Who am I?</i>    |  |  |
| Unit 2<br>Autumn<br>2   | <b>Should you wear symbols?</b>              | <b>Christianity/Judaism/Symbols/Christmas</b>            |
| <i>How and why do symbols express meaning including religious meaning?<br/>What does it mean to belong?<br/>Who am I?</i> |  |  |
| Unit 3<br>Spring 1  | <b>Does everyone celebrate the New Year?</b> | <b>Christianity/Judaism/New Year/<br/>Rosh Hashanah</b>  |
| <i>How and why do symbols express meaning including religious meaning?<br/>What does it mean to belong?<br/>Who am I?</i> |  |  |
| Unit 4  | <b>Is Easter important for the Church?</b>   | <b>Christianity/Easter/Holy Week</b>                     |

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| <b>Spring 2</b>   |   |  |
| <p><i>How and why are celebrations, including religious celebrations, important to people?</i><br/> <i>What do people believe about God, people and the natural world?</i><br/> <i>How and why are some stories and books sacred and important in religion?</i></p> |   |  |
| <b>Unit 5<br/>Summer<br/>1</b>  | <b>Are some stories more important than others?</b> | <b>Christianity/Judaism/Old Testament/<br/>Moral stories</b> |
| <p><i>How and why are some stories and books sacred and important in religion?</i></p>  |   |  |
| <b>Unit 6<br/>Summer<br/>2</b>  | <b>How should you spend the weekend?</b>            | <b>Judaism/Shabbat</b>                                       |
| <p><i>What does it mean to belong?</i><br/> <i>How and why are celebrations, including religious celebrations, important to people?</i><br/> <i>What do people believe about God, people and the natural world?</i></p>   |   |  |

| <b>YEAR 3</b>  | <b>Key Questions</b>  | <b>Faith(s) /Themes</b>                                       |
|--|---|---|
| <b>Unit 1<br/>Autumn<br/>1</b>   | <b>Do Christians have to take communion?</b>                  | <b>Christianity/Worship/Communion</b>                         |
| <p><i>Why, where and how do people worship?</i><br/> <i>How and why do families and communities, including religious ones, live out what are important to them, their traditions and beliefs?</i></p>  |   |   |
| <b>Unit 2<br/>Autumn<br/>2</b>   | <b>Is light a good symbol for celebration?</b>                | <b>Hindu/Christianity/Judaism/<br/>Advent/Divali/Chanukah</b> |
| <p><i>Why are some occasions sacred to believers?</i><br/> <i>How and why are religious and spiritual ideas expressed and in the ways they are?</i><br/> <i>How do people's beliefs about God, the world and others impact on their lives?</i></p>   |   |   |
| <b>Unit 3<br/>Spring 1</b>   | <b>Is a Jewish /Hindu child free to choose their beliefs?</b> | <b>Judaism/Hindu/Belief/Commandments</b>                      |
| <p><i>What influences the way people behave and what is expected of a person in following a religion or belief?</i><br/> <i>How and why are religious and spiritual ideas expressed and in the ways they are?</i></p>  |   |   |
| <b>Unit 4<br/>Spring 2</b>   | <b>Does Easter make sense without Passover?</b>               | <b>Judaism/Christianity/Freedom</b>                           |
| <p><i>How do sacred texts and other sources help people to understand God, the world and human life?</i><br/> <i>Why are some occasions sacred to believers?</i></p>   |   |   |
| <b>Unit 5<br/>Summer<br/>1</b>   | <b>Does Jesus have authority for everyone?</b>                | <b>Christianity/Authority</b>                                 |
| <p><i>Why and how are people influenced and inspired by others?</i><br/> <i>What influences the ways people behave and what is expected of a person in following a religion or belief?</i></p>   |   |   |
| <b>Unit 6<br/>Summer<br/>2</b>   | <b>Can made-up stories tell the truth?</b>                    | <b>Christianity/Truth/Story</b>                               |
| <p><i>How do sacred texts and other sources help people to understand God, the world and human life?</i><br/> <i>How do people's beliefs, including religious beliefs, make a difference to the ways in which they respond to local and global issues of human rights, fairness, social justice and the importance of the environment?</i></p> |   |   |

| YEAR 4   | Key Questions                                     | Faith(s)/Themes                      |
|--|---|--------------------------------------|
| <b>Unit 1</b><br>Autumn<br>1   | <b>Do Murtis help Hindus understand God?</b>      | <b>Hindu/Art/Symbol/God</b>          |
| <p><i>How and why are religious and spiritual ideas expressed and in the ways they are?</i><br/> <i>Why, where and how do people worship?</i><br/> <i>What influences the ways people behave and what is expected of a person in following a religion or belief?</i></p>   |   |                                      |
| <b>Unit 2</b><br>Autumn<br>2   | <b>Should Christians worship Mary?</b>            | <b>Christianity/Mary/Worship</b>     |
| <p><i>Why, where and how do people worship?</i><br/> <i>Why and how are people influenced and inspired by others?</i></p>  |   |                                      |
| <b>Unit 3</b><br>Spring<br>1   | <b>Is a holy journey necessary for believers?</b> | <b>Hindu/Christianity/Pilgrimage</b> |
| <p><i>How do people's beliefs about God, the world and others impact on their lives?</i><br/> <i>What influences the ways people behave and what is expected of a person in following a religion or belief?</i></p>  |   |                                      |
| <b>Unit 4</b><br>Spring<br>2   | <b>Should believers give things up?</b>           | <b>Christianity/Lent</b>             |
| <p><i>How do people's beliefs about God, the world and others impact on their lives?</i><br/> <i>How and why do families and communities, including religious ones, live out what are important to them, their traditions and beliefs?</i></p>   |   |                                      |
| <b>Unit 5</b><br>Summer<br>1   | <b>Did Jesus really do miracles?</b>              | <b>Christianity/Miracles</b>         |
| <p><i>How do sacred texts and other sources help people to understand God, the world and human life?</i><br/> <i>Why and how are people influenced and inspired by others?</i></p>   |   |                                      |
| <b>Unit 6</b><br>Summer<br>2   | <b>Does prayer change things?</b>                 | <b>Christianity/Hindu/Prayer</b>     |
| <p><i>How do people's beliefs about God, the world and others impact on their lives?</i><br/> <i>How do people's beliefs, including religious beliefs, make a difference to the ways in which they respond to local and global issues of human rights, fairness, social justice and the importance of the environment?</i></p> |   |                                      |

| YEAR 5  | Key Questions                                | Faith(s)/Themes                                |
|---|--|--|
| <b>Unit 1</b><br>Autumn<br>1  | <b>Do Muslims need the Qur'an?</b>           | <b>Islam/Muhammad (pbuh)/God/Allah/Jibreel</b> |
| <p><i>How do sacred texts and other sources help people to understand God, the world and human life?</i><br/> <i>What influences the ways people behave and what is expected of a person in following a religion or belief?</i></p> |  |  |
| <b>Unit 2</b><br>Autumn<br>2  | <b>Does God communicate with man?</b>        | <b>Christianity/Peace/Christmas</b>            |
| <p><i>How do sacred texts and other sources help people to understand God, the world and human life?</i><br/> <i>What influences the ways people behave and what is expected of a person in following a religion or belief?</i></p> |  |  |
| <b>Unit 3</b>   | <b>Does the community of the Mosque help</b> | <b>Islam/Sacred Places/Mosque</b>              |

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| <b>Spring 1</b>  | <b>Muslims lead better lives?</b>                                       |  |
| <i>Why, where and how do people worship?<br/>How do people's beliefs, including religious beliefs, make a difference to the ways in which they respond to local and global issues of human rights, fairness, social justice and the importance of the environment?</i>                     |   |  |
| <b>Unit 4<br/>Spring 2</b>   | <b>Was the death of Jesus a worthwhile sacrifice?</b>                   | <b>Christianity/Sacrifice/Sin/Redemption</b> |
| <i>What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?<br/>Why and how are people influenced and inspired by others?</i>   |   |  |
| <b>Unit 5<br/>Summer 1</b>   | <b>Are you inspired?</b>  | <b>Christianity/Holy Spirit/Inspiration</b>  |
| <i>Why and how are people influenced and inspired by others?<br/>How do people's beliefs, including religious beliefs, make a difference to the ways in which they respond to local and global issues of human rights, fairness, social justice and the importance of the environment?</i> |   |  |
| <b>Unit 6<br/>Summer 2</b>   | <b>What's best for our world?<br/>Does religion help people decide?</b> | <b>Christianity/Islam/Charity/Zakat</b>      |
| <i>Why and how are people influenced and inspired by others?<br/>How do people's beliefs, including religious beliefs, make a difference to the ways in which they respond to local and global issues of human rights, fairness, social justice and the importance of the environment?</i> |   |  |

| <b>YEAR 6</b>   | <b>Key Questions</b>   | <b>Faith(s)/Themes</b>             |
|---|--|------------------------------------|
| <b>Unit 1<br/>Autumn 1</b>  | <b>Are the Saints encouraging role models?</b>                         | <b>Christianity/Saints</b>         |
| <i>Why and how are people influenced and inspired by others?<br/>How do people's beliefs about God, the world and others impact on their lives?</i>   |  |                                    |
| <b>Unit 2<br/>Autumn 2</b>  | <b>Is "God made Man" a good way to understand the Christmas story?</b> | <b>Christ/Incarnation/Emmanuel</b> |
| <i>How do sacred texts and other sources help people to understand God, the world and human life?<br/>How and why are religious and spiritual ideas expressed and in the ways they are?</i>                                     |  |                                    |
| <b>Unit 3<br/>Spring 1</b>  | <b>Do clothes express belief?</b>                                      | <b>Islam/Hijab/Sikh/Khalsa/5Ks</b> |
| <i>How and why do families and communities, including religious ones, live out what are important to them, their traditions and beliefs?<br/>How do people's beliefs about God, the world and others impact on their lives?</i> |  |                                    |
| <b>Unit 4<br/>Spring 2</b>  | <b>Is the resurrection important to Christians?</b>                    | <b>Christianity/Eternal life</b>   |
| <i>What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?<br/>How do people's beliefs about God, the world and others impact on their lives?</i>               |  |                                    |
| <b>Unit 5<br/>Summer 1</b>  | <b>Can we know what God is like?</b>                                   | <b>Christianity/Islam/Hindu</b>    |
| <i>How do sacred texts and other sources help people to understand God, the world and human life?<br/>How and why are religious and spiritual ideas expressed and in the ways they are?</i>                                     |  |                                    |

**Unit 6**  
**Summer**  
**2**

**Does what you believe about creation matter?**

**Multi faith/Creation/Care for world**

*How do people's beliefs, including religious beliefs, make a difference to the ways in which they respond to local and global issues of human rights, fairness, social justice and the importance of the environment?*

*How do people's beliefs about God, the world and others impact on their lives?*