

Year 1 RE Topic Overview

Autumn		Spring		Summer	
1	2	1	2	1	2
<p>What do Christians believe God is like? (5-6 hours)</p> <p><i>Start</i>-How do Christians follow Jesus?</p>	<p><i>Continue</i>-How do Christians follow Jesus? (4-6 hours)</p> <p>Christmas Year 1: Why is Christmas important to Christians? (Block half day 2-3 hours)</p>	<p>Who is Jesus? (5-6 hours)</p>	<p>Why did Jesus tell parables? (4-5 hours)</p> <p>Easter Y1: What do eggs have to do with Easter? (Block half day-2-3 hours).</p>	<p>What is the Torah, and why is it important to Jews? (5-6 hours)</p> <p><i>Start</i>- Why do Jewish families celebrate Shabbat?</p>	<p><i>Continue</i>-Why do Jewish families celebrate Shabbat? (5-6 hours)</p> <p>Why should we look after our world? (3-4 hours)</p>

Year 2 RE Topic Overview

Autumn		Spring		Summer	
1	2	1	2	1	2
<p>Is the world a fair place? (5-6 hours)- link to Harvest etc if appropriate.</p>	<p>Why is the Bible an important book for Christians? (5-6 hours)</p> <p>Christmas Year 2: What does the Christmas story tell Christians about Jesus? (block-half day-2-3 hours)</p>	<p>Why is 'Church' important to Christians? (5-6 hours)</p>	<p>Why do Christians call Jesus 'Savior'? (4-5 hours)</p> <p>Easter Y2: Why is Easter important to Christians? (block half day-2-3 hours)</p>	<p>Who is Allah and how do Muslims worship him? (5-6 hours)</p> <p>Start-What is important to Muslim families?</p>	<p>Continue-What is important to Muslim families? (5-6 hours)</p> <p>What are symbols and why do we use them? (4-6 hours)</p>

Year 3 RE Topic Overview

Autumn		Spring		Summer	
1	2	1	2	1	2
<p>What does it mean to be a Jew? (6-8 hours)</p>	<p>What are important times for Jews? (6-8 hours)</p> <p>Christmas Year 3: Why are presents given at Christmas?- and what might Jesus think? (block-half day- 3-4 hours)</p>	<p>How does the bible reveal God's rescue plan? (5-6 hours)</p>	<p>How did Jesus change lives? (5-6 hours)</p> <p>Easter Y3: What happened-and what matters most to Christians? (block half day- 3-4 hours)</p>	<p>How did the church begin? (5-6 hours)</p> <p>Why do Christians share communion? (3-4 hours)</p>	<p>How do people express their beliefs through art?(6-8 hours)</p>

Year 4 RE Topic Overview

Autumn		Spring		Summer	
1	2	1	2	1	2
<p>How can a synagogue help us understand the Jewish faith? (6-8 hours)</p>	<p>What do Christians believe about God? (5-6 hours)</p> <p>Christmas Year 4: How can artists help us understand Christmas? (block-half day-3-4 hours)</p>	<p>Why is praying important for Christians? (5-6 hours)</p> <p>Start- Is Christian worship the same all around the world? (6-8 hours)</p>	<p>Continue- Is Christian worship the same all around the world? (6-8 hours)</p> <p>Easter Y4: How does lent help Christians prepare for Easter?(block half day-3-4 hours)</p>	<p>What do Sikhs value? (6-8 hours)</p>	<p>How did it all begin? (6-8 hours)</p>

Year 5 RE Topic Overview

Autumn		Spring		Summer	
1	2	1	2	1	2
<p>What is the 'golden rule'?- and are they all the same? (6-8 hours)</p>	<p>Who did Jesus say 'I AM' (5-6 hours)</p> <p>Christmas Year 5: Why is light an important sign at Christmas (block-half day-3-4 hours)</p>	<p>How do people celebrate new life? (6-8 hours)</p>	<p>How did Jesus' teaching challenge people? (5-6 hours)</p> <p>Easter Y5: How do Christians know what happened at Easter? (block half day-3-4 hours)- <i>Easter Experience.</i></p>	<p>How can a mosque help us to understand the Muslim faith? (6-8 hours)</p>	<p>How do the pillars of Islam help Muslims live a good life? (6-8 hours)</p>

Year 6 RE Topic Overview

Autumn		Spring		Summer	
1	2	1	2	1	2
<p>What helps Hindu's to worship? (6-8 hours)</p>	<p>The Trinity: How is God three-and yet one? (5-6 hours)</p> <p>Christmas Year 6: What do the gospels say about the birth of Jesus-and why is it good news? (block-half day-3-4 hours)</p>	<p>How can churches help us to understand Christian belief? (6-8 hours)</p>	<p>Adam, Eve, Christmas, Easter-What are the connections? (5-6 hours)</p> <p>Easter Y6: Did Jesus have to die? (block half day-3-4 hours)- <i>Easter Experience.</i></p>	<p>What is the 'Buddhist way of Life'?</p>	<p>How can we live together in one world? (6-8 hours)</p>



End of key stage expectations: showing knowledge & understanding

by the end of Key Stage 1, pupils will be able to:

- identify similarities in features of religions and beliefs
- retell religious, spiritual and moral stories
- identify possible meanings for stories, symbols and other forms of religious expression
- identify how religion and belief is expressed in different ways

by the end of Key Stage 2, pupils will be able to:

- explore, gather, select, and organise ideas about religion and belief
- investigate and describe similarities and differences within and between religions and beliefs
- comment on connections between questions, beliefs, values and practices, drawing on key texts when appropriate
- suggest meanings for a range of forms of expression, using appropriate vocabulary
- describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally

by the end of Key Stage 3, pupils will be able to:

- use religious and philosophical terminology and concepts to explain religions, beliefs and value systems
- explain some of the challenges offered by religious and non-religious beliefs in the world today, including their place in public life
- interpret religious beliefs and practice from different perspectives
- explain the reasons for, and effects of diversity within and between religions, beliefs and cultures



End of key stage expectations: expressing ideas, beliefs & insights

by the end of Key Stage 1, pupils will be able to:

- respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings
- ask questions about their own and others' ideas, feelings and experiences
- give a reason why something may be valued by themselves and others
- recognise that some questions about life are difficult to answer

by the end of Key Stage 2, pupils will be able to:

- investigate and describe how sources of inspiration and influence make a difference to themselves and others
- apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives
- suggest what might happen as a result of their own and others' attitudes and actions
- suggest answers to some questions raised by the study of religions and beliefs

by the end of Key Stage 3, pupils will be able to:

- present clearly their own views on matters of religious and non-religious belief and practice whilst respectfully taking into account others' viewpoints
- express their own insights into the challenges of committing to a religion or world view in the world today
- explain the challenges posed to themselves and others by religious, spiritual and philosophical questions
- present clearly their own views of matters to do with moral and ethical concern comparing and contrasting others' views and insights appropriately