

Subject Overview - RE



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	LAS Unit My Friends	LAS Unit Special Times for Me and Others	LAS Unit Myself	LAS Unit Our Special Books	LAS Unit Our Special Places	LAS Unit My Senses
Reception	LAS Unit My Friends	LAS Unit Special Times for Me and Others	LAS Units Special people to me	LAS Unit Our Special Books	LAS Unit Our Special Things	LAS Unit Our Beautiful World
Year 1	LAS Compulsory God – Christianity	LAS Compulsory Community – Christianity	LAS Compulsory Being Human – Christianity	LAS Compulsory Life Journey – Christianity	LAS Additional Places of worship	LAS Additional Places of worship
Year 2	LAS Additional Thankfulness	LAS Compulsory God – Islam	LAS Compulsory Community – Islam	LAS Compulsory Life Journey – Islam	LAS Compulsory Being Human – Islam	LAS Additional Thankfulness

Progression of Knowledge

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	The Golden Rule – treat others the way you want to be treated (e.g. Mark 12:30-31, Hadith 13, Leviticus 19:18, etc.)	Explore the idea of special times: birthdays, key events in life, events of national significance, etc.	Examples of people who belong to religious communities – ways in which religion is an ordinary part of their lives (e.g. Christians visiting church to worship, Muslims participating in big community festival celebrations, Sikhs helping out in the <i>langar</i> [canteen] in the gurdwara, etc.)	Think about how religious people treat their books to show that they respect them	Use the senses to explore different artefacts from different religions Investigate how these artefacts are used by religious people in their places of worship	Explore different ways of using the senses using stimulus associated with religion, e.g. music, art, story, incense, food, etc.
Reception	The Golden Rule – treat others the way you want to be treated (e.g. Mark 12:30-31, Hadith 13, Leviticus 19:18, etc.) Examples of this from different religions, e.g. the Good Samaritan (Christianity), the Prophet Salih and the camel (Islam), Joseph and his brothers (Judaism)	Explore the idea of special times: birthdays, key events in life, events of national significance, etc. Religious festivals, e.g. Christmas, Eid ul-Fitr, Hanukkah, Holi, Diwali, etc. – what happens during these festivals? How do they bring people together in a community?	Introduce some special people in religion, e.g. Jesus, Prophet Muhammad, Moses, Guru Nanak, etc. Introduce the idea that some people in religious communities have special jobs, e.g. vicar, imam, rabbi, etc. Think about different jobs these people have, e.g. teacher, leader, someone to look after the community, etc.	Engage with some stories from religion, e.g. Jesus' birth, the parables (e.g. the Good Samaritan and the Lost Sheep), the story of the Prophet Muhammad and the spider, the story of Jonah and the whale, etc. Think about how religious people treat their books to show that they respect them	Use the sense to explore a range of artefacts from different religions; think about what they might be used for and how they might help people understand God/the world/each other a bit better	Explore different stories of creation (including the Jewish story), e.g. Christianity, Hinduism Explore beliefs about the natural world and how human beings should relate to it (e.g. stewardship in Christianity and Judaism, every living thing being part of <i>Brahman</i> , the ultimate reality in Hinduism, etc.)

Year 1	<p>God (God)</p> <p>What do Christians learn/understand about God through Old Testament Bible stories?</p> <ul style="list-style-type: none"> □ God's encounters with people in the Old Testament e.g. Moses, Abraham, Noah □ God as a guide □ God as faithful □ God as protector □ God has a plan <p>What do stories in the New Testament tell Christians about Jesus?</p> <ul style="list-style-type: none"> □ His life and teachings (parables) □ Miracles □ His followers 	<p>(Personal Expression)</p> <p>What do Christians do to express their beliefs?</p> <ul style="list-style-type: none"> □ Through developing a sense of community with other Christians, e.g. by attending church, taking part in prayer events □ Through worship - different types of churches, styles of worship □ Through personal devotion – commitment to God shown through prayer, actions, e.g. baptism, confirmation □ Through everyday actions and behaviour towards other people <p>Which celebrations are important to Christians?</p> <ul style="list-style-type: none"> □□ Key festivals such as Christmas and Easter – what happens and why 	<p>Being Human (Faith in Everyday life)</p> <p>What does the Bible say about how Christians should treat others/live their lives?</p> <ul style="list-style-type: none"> □ Parables (e.g. the Good Samaritan), Creation Story (people should look after what God has made). □ Adam and Eve – making choices □ Humans are created equal and special □ Jesus' teaching – treat each other as special and equal, e.g. the Greatest Commandment (Mark 12:30-31), the Golden Rule (Matthew 7:12) <p>How can Christian faith and beliefs be seen in the actions of inspirational Christians?</p> <ul style="list-style-type: none"> □ Examples from the Bible, e.g. Daniel, Noah, David, Esther, Jonah, Mary, the disciples 	<p>Life Journey/Community (Beginning and belonging)</p> <p>What do Christians do to celebrate birth?</p> <ul style="list-style-type: none"> □ Birth (christening, dedication), meaning of actions and symbols <p>What does it mean and why does it matter to belong?</p> <ul style="list-style-type: none"> □ What belonging means to individual Christians in the locality □ The church's role in bringing people together, e.g. during key festivals such as Christmas and Easter 	<p>Sacred Spaces (Places of worship)</p> <p><i>Christianity and Judaism</i></p> <p>Symbols, architecture, worship, diversity, practices, connections with key beliefs, etc.</p> <ul style="list-style-type: none"> ❖ Different places that are special to us – what makes them so special? Association with particular people, communities, events, etc. ❖ Using our senses to think about how a place can be special – sound, smell, touch, sight; why is it important that a special space engages all our senses? ❖ The word sacred and what it means. ❖ Places of worship as sacred places. <p>Ways in which places of worship express key beliefs from those religions (see compulsory units on Community and additional unit on Places of Worship). Different places that are special to us – what makes them so special? Association with particular people, communities, events, etc.</p>	<p>Sacred Spaces (Places of worship)</p> <ul style="list-style-type: none"> ❖ Places of worship as sacred places. ❖ Ways in which places of worship express key beliefs from those religions (see compulsory units on Community and additional unit on Places of Worship). Different places that are special to us – what makes them so special? Association with particular people, communities, events, etc. ❖ Opportunity to create own sacred place, explaining reasons why it is special, including reference to the ways in which it engages the senses <p>If possible, this is an opportunity to visit a number of places of worship to think about what makes them special to the community that use them</p>
Year 2	<p>Thankfulness (Thankfulness)</p> <p>Religious/non-religious beliefs about thankfulness and gratitude; examples of</p>	<p>God – Islam (God)</p> <p>How is Allah described in the Qur'an?</p>	<p>Islam – Community (Personal expression)</p> <p>What do Muslims do to express their beliefs?</p>	<p>Life Journey – Islam (Expressions of belonging)</p> <p>What do Muslims do to celebrate birth?</p>	<p>Being Human – Islam (Faith in everyday life)</p> <p>What does the Qur'an say</p>	<p>Thankfulness (Thankfulness)</p> <p>Religious/non-religious beliefs about thankfulness and gratitude; examples of</p>

	<p>religious festivals/practices that focus on saying thank you, e.g. Eid, Sukkot, Harvest, Holi</p> <ul style="list-style-type: none"> ❖ Make links with compulsory units on Life Journey: saying thank you for the birth of a new baby (recap if necessary) ❖ Think about the importance of gratitude – do you only have to say thank you if you believe in God? ❖ Christianity: Harvest festival 	<ul style="list-style-type: none"> □ Tawhid (Oneness of Allah), Creator, provider of all good things □ 99 names of Allah <p>What do Muslims learn about Allah and their faith through the Qur'an?</p> <ul style="list-style-type: none"> □ The Qur'an and why it is special- the revealed book for Muslims □ Stories which help Muslims understand the power of Allah, e.g. the Night of Power, creation story 	<ul style="list-style-type: none"> □ Ibadah (worship and belief in action) - use of significant objects, e.g. prayer beads, prayer mats, compass □ Worship in the home □ Respect for teachers and elders <p>Which celebrations are important to Muslims?</p> <ul style="list-style-type: none"> □ Festivals: the importance of Eidul-Fitr (end of Ramadan) and Eidul-Adha (Ibrahim's test of faith) 	<ul style="list-style-type: none"> □ Birth of a baby as a blessing - aqiqah ceremony, why belonging is special □ Call to prayer (Adhaan) into baby's ear and taste of something sweet □ Shaving of head, weighing of hair 	<p>about how Muslims should treat others and live their lives?</p> <ul style="list-style-type: none"> □ Imam (Faith), Sha'adah (statement of faith) □ Akhlaq (character, moral conduct) □ Serving others, supporting the poor, e.g. Zakah, almsgiving <p>How can the Muslim faith and beliefs be seen in the actions of inspirational Muslims?</p> <ul style="list-style-type: none"> □ Stories about Muhammed and other Prophets, e.g. Ibrahim □ Examples of stories and teaching, e.g. Abdullah, the Servant of God 	<p>religious festivals/practices that focus on saying thank you, e.g. Eid, Sukkot, Harvest, Holi</p> <ul style="list-style-type: none"> ❖ Judaism: key beliefs: in one God, who has created the world; in the people of Israel (Jewish people) as the chosen people of God; the covenants (a series of contracts between God and his chosen people that ties them together in relationship), e.g. with Noah, Abraham, and Moses); the mitzvot (commandments) – the laws that God asks his chosen people to follow, e.g. the Ten Commandments; ❖ Sukkot - asking questions about protection – making connections with the idea of community and belonging – everyone needs someone else, etc.
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Progression of Skills

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	<p>Recognise that others also have needs.</p> <p>Identify good choices they can make.</p> <p>Talk about what is important to me and other people.</p>	<p>Recognise, name and talk about special times in their own lives.</p> <p>Recognise, name and talk about celebrations that they take part in.</p> <p>Recognise that people celebrate in different ways.</p> <p>Talk about what is important to me and other people.</p>	<p>Recognise, name and talk about special times in their own lives.</p> <p>Recognise that people belong to religious communities.</p>	<p>Begins to explore artefacts, books and objects from other religions using my senses.</p> <p>Ask questions about what you have explored.</p> <p>Listen to religious stories.</p> <p>Say how books should be cared for.</p>	<p>Recognise things are special to them.</p> <p>Recognise things are special to others.</p> <p>Explore different artefacts.</p>	<p>Use senses to explore different religions.</p>
Reception	<p>Reflect upon own feelings and experiences.</p> <p>To explain how to be a good friend.</p> <p>To recognise the needs of others as well as ourselves.</p> <p>To describe ways that we can care for others.</p>	<p>Recognise, name and describe special times in their own lives.</p> <p>Recognise, name and describe celebrations that they take part in.</p> <p>Name and describe some religious celebrations.</p> <p>Identify the jobs or roles of people in their community.</p>	<p>Recognise that different people have different jobs.</p> <p>Recognise and name the jobs people in religious communities have.</p> <p>Recognise some special people in religion.</p>	<p>Begins to explore artefacts, books and objects from other religions using my senses.</p> <p>Listen to and talk about religious stories.</p> <p>Recognise things that are special to them and why.</p> <p>Recognise things are special to others and why.</p>	<p>Identify and name some religious books (Bible, Quran, Torah)</p> <p>Identify living things and that all living things have needs.</p> <p>To show respect for all living things and explain why this is important.</p>	<p>To recall a creation story.</p> <p>To begin to express their own opinions about the world in which they live.</p> <p>To begin to understand the religious beliefs of others.</p>

		<p>Identify the jobs or roles of people in religious communities.</p> <p>Explain what makes someone special to them.</p> <p>Name some special people in religion (Jesus, Allah).</p>		<p>Suggest and describe how books should be cared for and why.</p>		
Year 1	<p>Remember a Christian story and talk about it.</p> <p>Talk about what I find interesting or puzzling.</p> <p>Explain that Christians believe that God is like a father who is protective forgiving, loving, guiding.</p> <p>Begin to explain how stories from the Old Testament teach us about God.</p> <p>Begin to explain how stories from the New Testament teach us about Jesus.</p>	<p>To name and describe a Christian celebration.</p> <p>Explain why Christians celebrate Christmas and Easter.</p> <p>To name and describe some ways that Christians show their beliefs (attend church, pray, worship God, commitment to the religion through Baptism)</p>	<p>Retell a Christian story.</p> <p>Explain the message of a Christian story.</p> <p>Explain how a religious story guides the behavior of Christians.</p> <p>Name a key religious figure.</p> <p>Explain how a religious figure demonstrates their Christian beliefs.</p>	<p>Recognise the groups they belong to (family, school, clubs, community).</p> <p>Explain the meaning of 'belonging'.</p> <p>Describe how it feels to belong.</p> <p>Describe how Christians demonstrate their belonging to the Christian community (Baptism)</p> <p>Explain at least one religious action and symbol of a baptism.</p>	<p>Identify places that are special to them and explain what makes them special.</p> <p>Explain the meaning of the word 'Sacred'.</p> <p>Name a special place to Christians.</p> <p>Explain why a place of religious significance is special to Christians.</p> <p>Explain the word 'pilgrimage'.</p> <p>Name and describe features of a church.</p> <p>Describe how the features of places of worship express key beliefs from those religions</p>	<p>Name a special place to Jews.</p> <p>Explain why a place of religious significance is special to Jews.</p> <p>Name and describe features of a synagogue.</p> <p>Describe how the features of places of worship express key beliefs from those religions</p>
Year 2	<p>Explain the word 'thankfulness'</p> <p>Name what they are thankful for and why.</p> <p>Describe how they show gratitude.</p>	<p>Explain who Allah is and who he is important to.</p> <p>Explain what the Quran teaches Muslims about Allah.</p>	<p>To name and describe Muslim celebrations (Eidul-Fitr (end of Ramadan) and Eidul-Adha (Ibrahim's test of faith).</p>	<p>Explain the religious actions and symbols of a birth ceremony (Birth of a baby as a blessing - aqiqah ceremony, why belonging is special, Call to prayer (Adhaan) into</p>	<p>Retell a Muslim story.</p> <p>Explain the message of some Muslim stories.</p> <p>Explain how religious stories guide the behavior</p>	<p>Describe how Jews show gratitude.</p> <p>Describe the celebration of Sukkot.</p> <p>Explain the symbols of the celebration Sukkot.</p>

	<p>Explain why being thankful is important.</p> <p>Describe religious events (such as Harvest festivals) and explain show thankfulness.</p>	<p>Remember a story from the Quran and talk about it.</p> <p>Explain how stories from the Quran teach Muslims about Allah.</p> <p>To name the religious book of Islam (Quran) and why it is special to Muslims.</p>	<p>Explain why Muslims celebrate Eidul-Fitr (end of Ramadan) and Eidul-Adha (Ibrahim's test of faith)</p> <p>To name and describe some ways that Muslims show their beliefs (attend mosque, Ibadah (worship and belief in action) - use of significant objects, e.g. prayer beads, prayer mats, compass, worship in the home, respect for teachers and elders.</p> <p>Describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.</p>	<p>baby's ear and taste of something sweet, Shaving of head, weighing of hair)</p> <p>Explain why it is important to feel that you belong.</p>	<p>of Muslims (Imam (Faith), Sha'adah (statement of faith, Akhlaq (character, moral conduct, Serving others, supporting the poor, e.g. Zakah, almsgiving)</p> <p>Explain how inspirational Muslims demonstrate their beliefs (□ Stories about Muhammed and other Prophets, e.g. Ibrahim, Examples of stories and teaching, e.g. Abdullah, the Servant of God).</p>	<p>Name and describe some of the key beliefs of Jews.</p>
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Progression of Vocabulary

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Special, respect, care, kind, share, friend.	Birthday, wedding, Christmas, myself, me, celebrate, family, story	I, me, myself, live, family, school, house, church, vicar	Bible, book, library, special, story.	Special, worship, religious, object	Look/see, hear, touch/feel, smell, taste.
Reception	Special, unique, respect, care, kind, share, unique, individual, relationship, friendship.	Birthday, wedding, Christmas, myself, me, celebrate, family, Hannukah, believe, menorah, Diwali, diva lamp, story, nativity, Rama, Sita, God, Rangoli pattern, Hindu, Jew, Christian	I, me, myself, live, family, school, house, church, vicar, people who help us (teacher, policeman, firefighter, nurse, doctor, paramedic) parents, relatives, vicar, church, imam, rabbi, prophet, God, Jesus, Allah, Muhammad. Christians, Jew, Muslim	Bible, Torah, Qu'ran, book, library, special, protect, care, respect, believe, story, Christians, Muslim, Jew.	Special, worship, artefact, religious, believe, God, Christians	Look/see, hear, touch/feel, smell, taste, creation, look after, protect care, respect, living things, world, environment, God, believe, Christians.
Year 1	God, Jesus, Holy Spirit, Bible, Old testament, New testament, parable, miracle, disciple, belief, story	Worship Prayer Baptism Confirmation Easter Christmas Celebration Community Festival Church	Parables Creation Story - Adam and Eve The Greatest Commandment (Mark 12:30-31) The Golden Rule (Matthew 7:12) Inspiration	Christening Baptism Dedication Community Birth Festivals Belonging	Altar, pew, font, stained glass window, lecturn, pulpit, sacred, church, cross, Christian, sacred, pilgrim, pilgrimage, God, journey, religious, church, cathedral, Jerusalem, Bethlehem, Jesus, crucified, Jewish, Judaism, Western Wall, pray, prayer, Wailing Wall	Ark, synagogue, star of david, eternal light, pews, Bimah, Torah scrolls, Hebrew, ner tamid, menorah, Christian, sacred, pilgrim, pilgrimage, God, journey, religious, church, cathedral, Jerusalem, Bethlehem, Jesus, crucified, Jewish, Judaism, Western Wall, pray, prayer, Wailing Wall
Year 2	Harvest festival Baptism God Allah Sukkot Islam	Tawhid (Oneness of Allah) Qur'an Muhammed Allah 99 names	Ibadah Prayer beads Prayer mats Compass Eid-ul-Fitr Eid-ul-Adha	Aqiqah Adhaan	Iman Sha'adah Akhlaq Zakah Ibrahim	Mitzvot Covenant Commandments Thankfulness Gratitude God

	Christianity Judaism Thankfulness Gratitude		Worship pray, sacred, Muslim, mosque, mihrab, minbar, washing area, minaret,			Allah Sukkot Islam Christianity Judaism
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