

RE 8 Year Overview

Intent: RE Explores important questions about life, encourages respect and the value of diversity and helps pupils develop their own beliefs, values and ideals.

Key Skills:		
Explore	Express	Compare

Key Strands		
Believing	Expressing	Living

Reference should be made to Rights at the beginning of each lesson: **Article 30** - you have the right to practice your own culture, language and religion.
When planning a sequence of work, please refer to the planning steps outlined in your Year Group Unit of Study.

	Autumn	Spring	Summer
Religious festivals:	Rosh Hashanah (Judaism) – 6 th September 21 Diwali (Sikhism/Hinduism) – 4 th November 21 Hanukkah (Judaism)–28 th Nov–6 th December 21 Christmas (Christianity) – 25 th December 21	Chinese New Year – 1 st February 22 Holi (Hinduism) – 19 th March 22 Easter (Christianity) – 17 th April 22 Vaisakhi (Sikhism) – 14 th April 22 Start of Ramadan (Islam) – 2 nd April 22	Eid (Islam) – 2 nd May 22
EYFS: Discovering			
Pre-School	People, Culture, Communities: Begin to make sense of their own life story and family's history. Show interest in different occupations.	People, Culture, Communities: Develop positive attitudes about the difference between people.	People, Culture, Communities: Continue to develop positive attitudes about the difference between people.
Reception	Believing Which people are special and why? (People, Culture and Communities) F2	Expressing Which times are special and why? (People, Culture and Communities) F4	Living What is special about our world and why? (People, Culture and Communities) F6
KS1: Exploring			
Year 1: Christians and Muslims	Living What does it mean to belong to a faith community? 1.7	Believing Who is a Christian and what do they believe? 1.1	Expressing What makes some places sacred? 1.5
KS1 year-wide unit: How and why do we celebrate special and sacred times? 1.6 (Expressing)			
Year 2 Christians and Muslims	Believing Who is a Muslim and what do they believe? 1.2 <i>Prior learning: 1.1</i>	Believing What can we learn from sacred books? 1.4	Expressing How should we care for others and the world, and why does it matter? 1.8
Key Stage 2: Connecting			
Year 3 Christians, Muslims, Hindus & Jews	Believing What do different people believe about God? L2.1 <i>Prior learning: 1.1</i>	Expressing Why do people pray? L2.4 <i>Prior learning: 1.5</i>	Living What does it mean to be a Hindu in Britain today? L2.8 <i>Prior learning: 1.7</i>
LKS2 year-wide unit: Why are festivals important to religious communities? L2.5 (Expressing) & L2.5a How do people from non-religious communities celebrate key festivals?			

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Year 4 Christians, Muslims, Hindus & Jews	Believing L2.2 Why is the bible so important for Christians today? <i>Prior learning: 1.4</i>	Living L2.10 How do family life and festivals show what matters to Jewish people? <i>Prior learning: 1.7</i>	Living L2.9 What can we learn from religions about deciding what is right and wrong? <i>Prior learning: 1.8</i>
Year 5 Christians, Muslims, Hindus, Jews, Buddhists, Secularists	Believing U2.1 Why do some people believe God exists? <i>Prior learning: L2.1</i>	Expressing U2.4 If God is everywhere, why go to a place of worship? <i>Prior learning: 1.5 & L2.4</i>	Living U2.6 What does it mean to be a Muslim in Britain today? <i>Prior learning: L2.8</i>
UKS2 year-wide units: U2.9 What can be done to reduce racism? Can religion help? (Expressing) U2.10 Green religion? How and why should religious communities do more to care for the earth? (Living)			
Year 6 Christians, Muslims, Hindus, Jews, Buddhists, Secularists	Believing U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? <i>Prior learning: L2.3</i>	Expressing U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>Prior learning: L2.5</i>	Living U2.7 What matters most to Christians and Humanists? <i>Prior learning: L2.9</i>