

RE overview – key National Curriculum links

	Autumn	Spring	Summer
Year 1	<p>Festivals (Christianity and Islam)</p> <ul style="list-style-type: none"> To explore stories and celebrations To learn from artefacts To engage with the social and emotional aspects of celebrations To talk about how people come from different religions To express their own ideas about belonging 	<p>Stories of Jesus (Christianity)</p> <ul style="list-style-type: none"> To retell two stories of Jesus To respond to stories about Jesus To ask and answer questions about religious stories To begin to think and respond to 'big questions' 	<p>Religious artefacts (Christianity and Islam)</p> <ul style="list-style-type: none"> To learn from artefacts To write questions about religious artefacts to find out what they mean and how they are used To talk about how people come from different religions and how we can tell
Year 2	<p>Places of Worship/ belonging (Christianity and Islam)</p> <p>Discuss reasons why some people go to Mosques, Churches or Synagogues often</p> <p>Consider the different groups that they belong to</p> <p>Discuss stories of co-operation and kindness within different religions</p> <p>Ask how and why questions about people who practice their religions including how they follow leaders.</p>	<p>What's it like to be a Muslim in Sheffield? (Islam)</p> <p>Discuss about symbols and artefacts within a Mosque</p> <p>Discuss about what happens in a Mosque</p> <p>Discuss stories of co-operation and kindness within different religions</p> <p>Ask how and why questions about people who practice their religions</p> <p>Discuss why people go to Mosques often</p>	<p>How and why do people pray? (Christianity and Islam)</p> <ul style="list-style-type: none"> To Learn about praying in different ways To talk about how and why people pray in different religions To look at how different people have expressed their ideas about God and to think about their own ideas
End point KS1:	<p>By the end of KS1 children will be able to:</p> <ul style="list-style-type: none"> ✓ Recognise that there are different religions. ✓ Talk about how different religions celebrate different things; Harvest festival, Christmas, Easter and Eid. ✓ Explain that there are different artefacts at different celebrations and festivals. ✓ Explain that parables are stories in the Bible, which have a moral or a lesson. ✓ Explain that there are different sacred places. ✓ Notice some similarities between the beliefs of some key beliefs of Christianity and Islam. ✓ Talk about some similarities and differences between how Christians and Muslims pray. 		
Year 3	<p>Faith in Practice (beliefs and questions) (Christianity, Islam, Judaism)</p>	<p>Family and Community (Prayer) (Islam, Judaism and Sikhism)</p>	<p>The journey of life and death (Christianity, Islam Hinduism and Buddhism)</p>

	<ul style="list-style-type: none"> To learn about Christian celebrations and commitments To describe and understand links between Bible stories of creation and Christian beliefs about God as a creator To express and communicate their understanding of the challenges of commitment for a Christian person To discuss a range of ideas of some 'big questions' To develop ideas about different ways science and religion handle questions of origins 	<ul style="list-style-type: none"> To pursue an enquiry into Jewish and Islamic Prayer To explore beliefs about worship, prayer god and human life To find out the meanings of symbols, words and actions used in prayer To find similarities and differences (also comparing to other religions) To investigate the meaning of prayer within these communities 	<ul style="list-style-type: none"> To find out about and describe some ways in which different religions see life as a journey To make connections between different features of religions and world views, discovering more about celebrations, worship and rituals To compare how different religions celebrate the birth of a baby To develop their understanding of beliefs about life after death through seeking answers to their own questions To develop understandings of links between beliefs
Year 4	<p>Inspirational people of Faith (Christianity, Islam, Buddhism)</p> <ul style="list-style-type: none"> To experience well told story-telling and develop their own skills as story tellers in relation to 'great lives, in a religious story' To describe the lives of some inspirational spiritual leaders from the modern world To understand how key leaders can be sources of wisdom for religious believers To explore the lives of religious leaders from contemporary life (including challenges they have faced) To apply ideas of their own by giving reasons for their views about leaders 	<p>Different forms of worship (Christianity, Buddhism, Sikhism)</p> <ul style="list-style-type: none"> To find out more about different forms of worship, prayer and meditation in different communities To expressively and creatively express their understanding of what it means to belong to a religion or world view 	<p>What is a pilgrimage (Christianity, Islam, Judaism)</p> <ul style="list-style-type: none"> To find out some interesting examples of religious pilgrimage, gathering knowledge and developing understanding To consider why people go on pilgrimages To make some connections between Hajj and Lourdes describing the motives that people have for their journeys
	<p>By the end of LKS2 children will be able to:</p> <ul style="list-style-type: none"> ✓ Explain how Christians view God as the Creator. ✓ Discuss what the 5 Pillars of Islam are and why they are important. ✓ Talk about how different religions pray differently and consider why this may be. ✓ Recognise that some religions people view life as a journey. ✓ Recognise some similarities and differences between religious views about life and death; be able to give some examples. ✓ Recognise that key leaders can be sources of wisdom for religious believers. ✓ To recognise that religion is a commitment, give examples of possible challenges and sacrifices. ✓ Recognise that people go on Pilgrimages for different reasons. 		
Year 5	<p>Sacred Places (Christianity, Sikhism, Buddhism)</p> <ul style="list-style-type: none"> To pursue an enquiry into local places of worship and beliefs about worship The pupils relate the meanings of symbols and actions used in worship to the different religions 	<p>Beliefs and their impacts (Christianity, Islam, Hinduism)</p> <ul style="list-style-type: none"> To explore and respond thoughtfully to the spiritual paths of Hindus, using a range of sources of wisdom 	<p>Sacrifice (Christianity, Islam, Judaism)</p> <ul style="list-style-type: none"> To learn about devotion and commitment in Christianity

	<ul style="list-style-type: none"> • To consider what happens in holy buildings • To discuss and present thoughtfully their own and others' views on religious belonging in Sheffield today 	<ul style="list-style-type: none"> • To describe the impact of examples of religious teachings -To express their own ideas about religious issues and questions giving reasons for their thoughts • To discuss and debate reasons why different people have different ideas about whether God is real and what God is like, recognising the right to freedom of religion and belief for all 	<ul style="list-style-type: none"> • To discuss and apply their own their own ideas about ethical questions and human rights issues (What is fair and unfair?) • To learn from examples of Christian practice and consider the challenges of trying to live a good life
Year 6	<p style="text-align: center;">Holy texts (Christianity, Islam , Judaism)</p> <ul style="list-style-type: none"> • To respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions • To consider why some holy texts are seen as sources of wisdom in different communities • To express thoughtful ideas about what is right and wrong in the light of their learning 	<p style="text-align: center;">Religions and their contributions- Sheffield and the world (Christianity, Islam, Sikhism)</p> <ul style="list-style-type: none"> • To discover and explore what Jewish, Humanists and Christians teach about how we can all live together for the well-being of each other • To apply their ideas about justice and fairness to the work of three development charities • To write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable 	<p style="text-align: center;">Religious belonging (Christianity, Buddhism, Hinduism)</p> <ul style="list-style-type: none"> • To investigate aspects of community life such as weekly worship, charitable giving or beliefs about caring for others (showing their understanding and expressing ideas of their own) • To creatively express some of their own commitments • To list and describe similarities and differences between the ways that different communities show that they belong • To discuss and apply ideas from different religious codes for living (commandments) to compile a charter of their own moral values
End point UKS2:	<p>By the end of UKS2 children will be able to:</p> <ul style="list-style-type: none"> ✓ Discuss how in Sheffield we have lots of different places of worship and different worship and gatherings take place in each one. ✓ Recognise that everyone has the right to freedom when it comes to religion and their beliefs. ✓ Understand the challenges of commitment to a community of faith or belief, giving examples. ✓ Consider and apply ideas about ways in which diverse communities can live together for the well-being of all. ✓ Recognise that holy texts are to be respected, even if you do not belong to a religious community. ✓ Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning, providing examples from their learning. ✓ Recognise that different religions have and give to many charities which help locally and around the world. ✓ Reflect thoughtfully on their ideas and opinions of the different features of the religions and worldviews studied using examples from their past learning. 		