

RE overview – key National Curriculum links

	Autumn		Spring		Summer	
FS2 (Discovering)	Why is the word God so important to Christians	Why is Christmas special for Christians?	Being Special: Where do we belong?	Why is Easter special to Christians?	Which places are special and why?	Which stories are special and why?
	<ul style="list-style-type: none"> To find out about the Christian belief that God created the heavens and the earth. To learn the key events from the creation story. 	<ul style="list-style-type: none"> To learn the key events from the Christian Christmas story. 	<ul style="list-style-type: none"> (The learning is thematic, focusing on Christianity, Hindu Dharma and Islam.) To reflect upon the things that are special to them. 	<ul style="list-style-type: none"> To find out about the key events from Palm Sunday until Easter Day in the Christian Salvation story. 	<ul style="list-style-type: none"> To focus on special places for Muslims and Christians. To reflect upon places that are special in their own lives. 	<ul style="list-style-type: none"> To encounter stories from different religious worldviews. To find out about why these might be special to a believer.
Year 1 (Exploring)	Who do Christians say made the world?	Why does Christmas matter to Christians?	Who is Jewish and how do they live?	What do Christians believe God is like?	What does it mean to belong to a faith community?	How should we care for the world and for others, and why does it matter?
	<ul style="list-style-type: none"> To learn about the Christian creation story and be able to retell it using key vocabulary. Begin to understand that some Christians believe different things about creation. Begin to compare texts found within the creation story and start to think about how 	<ul style="list-style-type: none"> Think about the terms secular and religious. Talk about the key events from the Christmas story in more detail. Find out about how Christmas is celebrated today and begin to consider which traditions are secular and which are religious. 	<ul style="list-style-type: none"> Learn about Jewish worldviews and ways of life. Learn about texts from the Torah and their importance for Jewish people today. Find out about the mezuzah and the Shema prayer and what they mean for believers. 	<ul style="list-style-type: none"> Find out what parables are. Learn about the parable of the Lost Son and what this story teaches many Christians about God. Think carefully about what it means for Christians to ask for forgiveness from God and the promise that 	<ul style="list-style-type: none"> Focus on what it means to belong to a faith community. Revisit knowledge from prior units about Muslims, Christians, and Jewish people, considering how members of these communities show that they belong. To encounter artefacts, places 	<ul style="list-style-type: none"> Encounter stories and texts that say something about different people being unique and valuable. Making links to Christian and Jewish worldviews and the belief that God loves all people. Revise their knowledge of Genesis 1 and

	<p>Christians might try to be stewards.</p> <ul style="list-style-type: none"> Consider how Christians may act in response to creation. 	<ul style="list-style-type: none"> Focus on religious artwork, saying how and why it helps Christians today to celebrate the key events from the story. 	<ul style="list-style-type: none"> Find out about Shabbat and Chanukah, discussing why Jewish people mark these times, what they learn from stories found in the Torah and why they are important today. 	<p>people will be welcomed back into God's family.</p> <ul style="list-style-type: none"> Learn the story of Jonah and the Big Fish and how many Christians put their beliefs into practice through worship. 	<p>of worship and symbols.</p> <ul style="list-style-type: none"> To consider where they belong and the communities to which they are a part of. 	<p>what this account of creation tells Christians and Jews about caring for the world.</p> <ul style="list-style-type: none"> Think carefully about different ways that Christians and Jews care for people of the world. Take time to consider why people who are religious and non-religious should care for others and look after the natural world.
<p>Year 2 (Exploring)</p>	<p>What is the good news Christians believe Jesus brings?</p>	<p>What is the good news Christians believe Jesus brings?</p>	<p>Who is a Muslim and how do they live? (Part 1)</p>	<p>Why does Easter matter to Christians?</p>	<p>Who is a Muslim and how do they live? (Part 2)</p>	<p>What makes some places special to believers?</p>
<ul style="list-style-type: none"> To learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. To learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness. To learn about the instructions that Jesus gives in the Bible. Take time to consider whether Jesus' 	<ul style="list-style-type: none"> To learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. To learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness. To learn about the instructions that Jesus gives in the Bible. Take time to consider whether Jesus' good news is only good news 	<ul style="list-style-type: none"> To find out about Islam, key beliefs and ways of living for Muslims. To learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach 	<ul style="list-style-type: none"> To recognize that the concepts of God, Incarnation, Gospel, and Salvation are all part of the big story of the Bible. To find out about the key events of Holy Week and Easter, making links with the Christian belief of salvation. Pupils will learn about how Christians show their 	<ul style="list-style-type: none"> To find out about Islam, key beliefs and ways of living for Muslims. To learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach 	<ul style="list-style-type: none"> To find out about various places of worship and why they are important, Focus on the key features of churches, mosques and synagogues learning about how these can vary within different traditions. Spend time considering the similarities that all places of worship have and how they support their local 	

	<p>good news is only good news for Christians or whether there are things for people from different worldviews.</p>	<p>for Christians or whether there are things for people from different worldviews.</p>	<p>Muslims today.</p> <ul style="list-style-type: none"> To learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world. 	<p>beliefs about Jesus being their saviour within celebrations and worship in church at Easter.</p>	<p>Muslims today.</p> <ul style="list-style-type: none"> To learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world. 	<p>communities in practical ways.</p>
<p>End point KS1:</p>	<p>By the end of KS1 children will be able to:</p> <ul style="list-style-type: none"> ✓ Identify core beliefs and concepts studied and give a simple description of what they mean ✓ Give examples of how stories show what people believe (e.g. the meaning behind a festival) ✓ Give clear, simple accounts of what stories and other texts mean to give examples of how people use stories, texts and teachings to guide their beliefs and actions ✓ Give examples of ways in which believers put their beliefs into practice ✓ Think, talk and ask questions about whether the ideas they have been studying, have something to say to them ✓ Give a good reason for the views they have and the connections they make 					
<p>Year 3 (Connecting)</p>	<p>What is it like for someone to follow God?</p> <ul style="list-style-type: none"> To learn about the Old Testament people of God and how they lived their lives. To learn the story of Noah, considering what it was like for him to follow God. To learn about the covenant that Christians believe Noah made with God, making links to the promises that Christians make at 	<p>What is the trinity and why is it important for Christians?</p> <ul style="list-style-type: none"> To find out about the baptism of Jesus and where this is found in the Bible. To study the text in detail and find out what it means for Christians today. To investigate how Christians show their beliefs about God and the Trinity and how these impact their lives. To find out about infant and believer's 	<p>How do festivals and worship show what matters to a Muslim?</p> <ul style="list-style-type: none"> To identify some beliefs about God in Islam, expressed in Surah 1. To make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. 	<p>How do festivals and family life show what matters to Jewish people?</p> <ul style="list-style-type: none"> To build on their knowledge about Jewish worldviews and way of life. To recap work on Shabbat and deepen it by considering how different Jews today mark it. To understand that Jews are diverse – beginning to use the language of Orthodox and Progressive. 	<p>What do Christians learn from the creation story?</p> <ul style="list-style-type: none"> This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. To familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how 	<p>How and why do people try to make the world a better place?</p> <ul style="list-style-type: none"> To find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. To consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings.

	<ul style="list-style-type: none"> a wedding ceremony. To spend time looking at several texts that share stories from the Old Testament people of God in detail. To consider the importance of returning to the original text for meaning. To learn about the story of Abram/Abraham and the covenant that he made with God. To consider why following God might sometimes feel hard for believers. 	<p>baptism in the church and what this means for Christians today.</p>	<ul style="list-style-type: none"> To ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people. 	<ul style="list-style-type: none"> To explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom. 	<p>Christians are called to look after God's world.</p> <ul style="list-style-type: none"> To think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible. 	<ul style="list-style-type: none"> To consider why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and non-religious (e.g Humanist) worldviews. To find out about the Jewish idea of Tikkun Olam and consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering diversity of views. To raise their own questions about caring for the world and consider the responsibility that everyone must care for the world.
<p>Year 4 (Connecting)</p>	<p>What kind of world did Jesus want?</p> <ul style="list-style-type: none"> To learn about the concept of 'Gospel'* which tells the story of the life and teaching of Jesus. To learn about the calling of the first disciples and how Christians today try to follow Jesus. To find out about Jesus' actions towards other people. To learn about links between the 	<p>For Christians, when Jesus left; what was the impact of Pentecost?</p> <ul style="list-style-type: none"> To find out about the events of Pentecost found in the Bible. Begin to consider what the events found in Acts 2 might have meant for the first Christians and what they mean for Christians today. To make links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God. 	<p>What do Hindus believe God is like?</p> <ul style="list-style-type: none"> To introduce Hindu Dharma to pupils, building on some encounters they may have had in EYFS and Key Stage One. To act as philosophers considering how Hindus might see the world. To look at the concepts of Brahman to build up understanding. 	<p>Why do Christians call the day that Jesus died 'Good Friday'?</p> <ul style="list-style-type: none"> To learn about how the Christian Salvation story fits into the big story of the Bible. To find out about the main events of holy week. To explore texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today. 	<p>What does it mean to be a Hindu in Britain today?</p> <ul style="list-style-type: none"> To build on their understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir, and the festival of Diwali. To reflect on the idea of dharma through two stories which will sow seeds for examining this concept in more 	<p>How and why do people mark the significant events of life?</p> <ul style="list-style-type: none"> To learn about the beliefs of people from different worldviews surrounding commitment and promises. To discuss the meaning and importance of ceremonies of commitment for religious and non-religious people. To take time to consider the links

	<p>teachings within Bible and what the meaning of Jesus' good news for Christians is.</p> <ul style="list-style-type: none"> To learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people. 	<ul style="list-style-type: none"> To learn how Christians today show their beliefs about the Holy Spirit in worship and the way that they live their lives. 	<ul style="list-style-type: none"> To use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman. 	<ul style="list-style-type: none"> To find out about how Christians today remember, celebrate and respond to the events of holy week and Easter. To begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do. 	<p>depth in Upper Key Stage 2.</p>	<p>between ideas of love, commitment and promises within the ceremonies that they study.</p> <ul style="list-style-type: none"> To learn about several rites of passage and use their knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones.
<p>End point LKS2:</p>	<p>By the end of LKS2 children will be able to:</p> <ul style="list-style-type: none"> ✓ Identify and describe the core beliefs and concepts studied ✓ Make clear links between texts/sources of authority and the core concepts studied ✓ Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers ✓ Make simple links between stories, teachings and concepts studied and how people live, individually and in communities ✓ Describe how people show their beliefs in how they worship and in the way they live ✓ Identify some differences in how people put their beliefs into practice ✓ Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly ✓ Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live ✓ Give good reasons for the views they have and the connections they make 					
<p>Year 5 (Connecting)</p>	<p>What does it mean if Christians believe God is Holy and loving?</p> <ul style="list-style-type: none"> To learn about what Christians believe God is like. To study passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving. To learn how to use key vocabulary such 	<p>What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> To extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an. To find out about Muslim sources of authority and how they guide daily living for believers. To learn about ibadah and links to the Five Pillars, festivals, and places of worship. 	<p>Why is the Torah so important to Jewish people?</p> <ul style="list-style-type: none"> To build on their learning about the Jewish worldview and way of life. To build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews. To investigate the centrality of Torah. 	<p>Creation and Science, conflicting or complimentary?</p> <ul style="list-style-type: none"> To find out about the importance of creation within the 'Big Story' of the Bible. To study Genesis 1 and find out about how different Christians may interpret this text in different ways. To discuss whether Genesis 1 is conflicting or complementary 	<p>How can following God bring freedom and justice?</p> <ul style="list-style-type: none"> To find out about the story of the Exodus, sequencing key events and considering different interpretations. To make clear connections between Bible texts studied and what Christians believe about how God can help during difficult 	<p>What matters most to Humanists and Christians?</p> <ul style="list-style-type: none"> To think carefully about actions, sources of authority, values, religious and non-religious worldviews. To make links with sources of authority that tell people how to be good. To think about the similarities and differences between Christian

	<p>as 'omnipotent, omniscient and eternal' to describe the Christian view of God.</p> <ul style="list-style-type: none"> • Pupils will link their learning in this topic to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers. • To be able to explain that for most Christians, getting to know God is like getting to know a person. 	<ul style="list-style-type: none"> • To learn about submission, obedience, generosity, self-control and worship; making clear links to how these are lived out in the lives of Muslims today. • To spend time finding out about the lived experience of Muslims in Britain today. 	<ul style="list-style-type: none"> • To consider how interpretation of Torah influences dietary choices. • To reflect on how Jewish practice is being adapted in the light of current thinking on gender and climate. 	<p>with what science says.</p> <ul style="list-style-type: none"> • To encounter scientists who are religious and those who are not. • To encounter different theological theories that some Christians use to interpret the creation story. • To understand that whilst some people see science and religion as opposites, others do not. 	<p>times and how they should behave.</p> <ul style="list-style-type: none"> • To explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. • To investigate the Ten Commandments, considering why the People of God were given these and what they mean for believers today. 	<p>and Humanist ideas about being good and how people live.</p> <ul style="list-style-type: none"> • To consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult.
<p>Year 6 (Connecting)</p>	<p>Christians and how to live: what would Jesus do?</p> <ul style="list-style-type: none"> • To learn about the four gospels, noting some of the similarities and differences between them. • To learn about the context of the gospels, using eyewitness accounts, different sources and reflections to the life and teachings of Jesus. • To learn about the differences between Jesus' direct teaching and his 	<p>Why do Christians believe that Jesus was the Messiah?</p> <ul style="list-style-type: none"> • To learn about the concept of 'incarnation' and how it fits within the big story of the Bible. • To explore key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. • To study and discuss selected texts alongside key Christian beliefs, using theological terms. • To consider the idea of Jesus fulfilling the 	<p>Why do Hindus want to be good?</p> <ul style="list-style-type: none"> • To build on learning about the Hindu worldview and way of life. • To build on their understanding of dharma. • To hear and interpret the story of the man in the well from the Mahabharata. • To investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the 	<p>What difference does the resurrection make to Christians?</p> <ul style="list-style-type: none"> • To study the 'big story' of the Bible, explaining the place of incarnation and salvation. • To study accounts of Jesus' death and resurrection comparing their thoughts with the different ways that Christians may interpret these texts. • To spend time researching the connections between Luke 24 and the Christian 	<p>For Christians, what kind of King is Jesus?</p> <ul style="list-style-type: none"> • To find out about parables from the Bible and learn that most Christians believe that Jesus told some parables to share what the Kingdom of God is like. • To learn about different ways that Christians may interpret texts, exploring how believers put their beliefs into practice in a variety of ways. 	<p>Why do some people believe in God and some not? How does faith help people when life gets hard?</p> <ul style="list-style-type: none"> • To build on their understanding of the idea of God from some of the systematic units. • To put this in the context of both global and local beliefs. • To examine the rising number of people who identify as religion and learn to use the terms atheist, agnostic and theist with confidence. • To examine the idea of God using a psychological

	<p>teaching through parables.</p> <ul style="list-style-type: none"> • To talk about the meanings of different biblical texts and what they mean for Christians today. • To focus on what Christians believe the 'good news' of Jesus is, giving examples. • To discuss how Christian communities today act and how this is based on Jesus' teachings. 	<p>expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.</p>	<p>example of two charities.</p>	<p>concepts of sacrifice, resurrection, salvation, incarnation and hope.</p> <ul style="list-style-type: none"> • To carefully consider how worship on Good Friday and Easter Sunday may vary. • To links between the resurrection and forgiveness. • To learn about Christian funerals and how these link to the promise of eternal life because of Jesus' sacrifice on the cross. 	<ul style="list-style-type: none"> • To discuss what the parables that Jesus told might mean for Christians today. • To focus on the parable of the great banquet and the parable of the unforgiving servant and explore how some Christians interpret these parables. • To find out about ways in which many Christians try to make the world more like God's Kingdom by challenging unjust social structures in their local area and around the world. 	<p>and theological lens, before offering reasons for why people may choose not to believe or to believe in God.</p>
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End point UKS2:

By the end of UKS2 children will be able to:

- ✓ Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
- ✓ Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
- ✓ Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources
- ✓ Make clear connections between sources of authority what people believe and how they live, individually and in communities using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
- ✓ Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
- ✓ Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently
- ✓ Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make