



RE CURRICULUM OVERVIEW

| Key Stage 1 – Subject Content Scheme of Work - RELIGION FOR TODAY AND TOMORROW National Curriculum | Year 1: JUDAISM | | | Year 2: CHRISTIANITY | | |
|---|--|---|---------------------------------------|---|--------|--|
| | Year 1 principles of Judaism Christmas | Wonder of Nature (Christian and Judaism creation stories) Easter | Year 2 study principles of Judaism | Year 2 study principles of Christianity Christmas | Easter | Year 2 study Christianity Compare with Judaism |
| Beliefs and practices: Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them | ✓ | | | ✓ | | |
| Sources of wisdom: Retell and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come | | ✓ | | | ✓ | |
| Symbols and actions: Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities | | | ✓ | | | ✓ |
| Prayer, worship and reflection: Respond and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identity and belonging: Notice and talk about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their lives | | ✓ | | | ✓ | |
| Ultimate questions: Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Human responsibility and values: Respond to stories and real life examples of how and why people show care and concern for humanity and the world | | | ✓ | | | ✓ |
| Justice and fairness: Reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others | | | ✓ | | | ✓ |



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| Key Stage 2 – Subject Content Scheme of Work – RELIGION FOR TODAY AND TOMORROW National Curriculum | Year 3: ISLAM | | | Year 4: HINDUISM AND SIKHISM | | |
|---|--|---|---------------------------------------|---|---|--|
| | Investigate the principles of the faith – Islam Unit on Christmas | Key characters of the faith – Islam Unit on Easter | Creation stories – compare with Islam | Investigate the principles of Hinduism Unit on Christmas | Investigate the principles of Sikhism Unit on Easter | Project comparing Sikhism and Hinduism with Christianity |
| Beliefs and practices: Describe, make connections and reflect upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship, and the rituals which mark important points in life including the joy of celebrations | ✓ | | | ✓ | | |
| Sources of wisdom: Investigate, interpret and respond to a range of stories, sacred writings and sources of wisdom and authority, reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities | | ✓ | | | ✓ | |
| Symbols and actions: Explore and describe a range of beliefs, practices and symbols in order to understand different ways of expressing meaning | | | ✓ | | | ✓ |
| Prayer, worship and reflection: Observe and understand varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identity and belonging: Understand the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and why belonging to religious communities may be valuable in their own lives | | ✓ | | | ✓ | |
| Ultimate questions: Discuss and present thoughtfully, through creative media, their own and others' views and challenging questions about belonging, meaning, purpose and truth | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Human responsibility and values: Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all. Respond thoughtfully to ideas about values, respect and human responsibility | | | ✓ | | | ✓ |
| Justice and fairness: Discuss and apply their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair | | | ✓ | | | ✓ |



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| Key Stage 2 – Subject Content Scheme of Work – RELIGION FOR TODAY AND TOMORROW National Curriculum | Year 5: JUDAISM | | | Year 6: BUDDHISM | | |
|---|---|---|---|--|---|--|
| | Investigate the principles of the faith - Judaism | Key characters of the faith – Judaism Easter | Creation stories – compare with Judaism | Investigate the principles of the faith - Buddhism | Key expressions of the faith – Buddhism | Compare and contrast all major faiths. |
| Beliefs and practices: Describe, make connections and reflect upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship, and the rituals which mark important points in life including the joy of celebrations | ✓ | | | ✓ | | |
| Sources of wisdom: Investigate, interpret and respond to a range of stories, sacred writings and sources of wisdom and authority, reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities | | ✓ | | | ✓ | |
| Symbols and actions: Explore and describe a range of beliefs, practices and symbols in order to understand different ways of expressing meaning | | | ✓ | | | ✓ |
| Prayer, worship and reflection: Observe and understand varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identity and belonging: Understand the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and why belonging to religious communities may be valuable in their own lives | | ✓ | | | ✓ | |
| Ultimate questions: Discuss and present thoughtfully, through creative media, their own and others' views and challenging questions about belonging, meaning, purpose and truth | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Human responsibility and values: Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all. Respond thoughtfully to ideas about values, respect and human responsibility | | | ✓ | | | ✓ |
| Justice and fairness: Discuss and apply their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair | | | ✓ | | | ✓ |



Curriculum Drivers

Subject: RE

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| Challenge | <p>RE allows for the opportunity for deeper thinking</p> <p>Opportunity to compare and contrast between seven major faiths as we move through the school giving all children the knowledge of a range of world religions</p> <p>There is the opportunity to consider philosophical questioning about identity and belonging</p> |
| Inclusion | <p>We have a wide range of artefacts to help visual and kinaesthetic learners</p> <p>We have access to espresso video clips to support children to understand where comprehension is not confident</p> <p>RE offers the opportunity to express ideas with pictures and drawings as well as writing</p> |
| Positive Minds | <p>Independent rhino Independent thinking is encouraged in RE with deeper thinking questions</p> <p>Risk-taking penguin When the children compare and contrast they have to commit to a viewpoint</p> <p>Reflective owl Being reflective is essential in RE as we consider other people's faith and what it means to them</p> <p>Team Bee Children work together to present performances linked to key events through the year e.g. Harvest, nativity and remembrance</p> <p>Curious and creative chameleon RE presents many questions about our own place in the world and the values of other communities It offers opportunities to present learning in interesting and creative ways e.g drama, cards, cartoons and displays</p> |