RE

Curriculum Overview

Year Group Progression	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
EYFS	The children in Early Years begin their RE teaching through their learning in Understanding the World- People and Communities and Understanding the World- The World. The children will explore and understand key religious festivals through their EYFS provision. The festivals include **Harvest Festival, Diwali, Chinese New Year, Shrove Tuesday and Easter. The children will explore famous cities, cultures and traditions including their own.**						
	Skills- Children in EYFS will **recognise** different family traditions. They will **explore** and **understand** cultural diversity and similarities and differences in our own community. Children will **learn** about music and dance from around the world and other cultures. They will **understand** that some people are special to members of their community. They will **recognise** that people have different beliefs and celebrate special times in different ways.						
Year 1	**Topic/Focus**	**What can we learn about Christianity?**	**Why are gifts given at Christmas?**	**Why is Jesus special to Christians?**	**What is the Easter story?**	**What can we find out about Buddha?**	**How do people show care?**
	Key knowledge	**Christian**- A person who follows the Christian religion. **Church-** A place of worship. **Symbols**- Cross, Bible. Font **Worship**- The practice of religion. **Vicar**- Represents the church.	**Jesus-** Gift to the world. **Gospel story-** Story of the Three Wise Men. **Three Wise Men**- Kings who brought gifts to Jesus. **Frankincense, Gold, Myrrh**- Special gifts for Jesus.	**Jesus**- Son of God, healer, miracle worker and a teacher. **God**- creator, holy. **Bethlehem-** Place where Jesus was born. **Parables-** Special stories Jesus told. **Nativity**- Story of the birth of Jesus.	**Easter**- The most important event in Christian's calendar. **Good Friday**- Jesus died on the cross. **Easter Sunday**- Jesus came back to life.	**Buddha-** An enlightened teacher (not a God). **Siddhartha-** A prince who gave up everything to lead a simple life (Buddha). **India-** A country in South Asia. **Kindness-** The quality of being friendly, generous and considerate. **Compassion**-Sympathy for others and their sufferings. **Care for all-** harm no living thing. **Bodhi tree-** Symbol of the final enlightenment.	**Humanist-** Someone who tries to be kind, think carefully and make the world a better place without relying on religion. **Care-** displaying kindness and concern for other people.
	Key skills	-**Recognise** features of a church.	**-Recall** the story of the Three Wise Men.	- **Recognise** Jesus as special and **link** it to the birth of Jesus.	**-Recall** the story of death and resurrection of Jesus.	**-Recognise** different forms of Buddha and name them.	**-Recognise** how other people show care for others.

RE

Curriculum Overview

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		Term 1	Term 2		Term 1	Term 2	Term 1	Term 2
		-Name ways in which Christian's worship. -**Understand** and **recognise** some of the ways a priest leads Sunday worship. **-Recall** the Christian story of creation. -**Recognise** features of a Harvest Festival.	-**Recognise** the words connected with the gifts from the Wise Men. **-Recognise** that Christians see Jesus as a gift given by God to the world. **-Talk** about own experiences about giving and receiving gifts.		-**Understand** Jesus went around telling people about God. **-Retell** the story of the lost sheep. **-Understand** and **explain** how Jesus showed power by calming the storm. **-Recognise** how Jesus is shown as special in pictures, statues, and icons.	**-Recognise** symbols connected with the story. -**Understand** and **discuss** how Christians feel both happy and sad about Easter.	**-Recall** the stories of the 4 sights and The Bodhi Tree. **-Understand** that Buddha was kind through **listening** to stories. **-Give** own views and suggest reasons to questions raised through their learning.	**-Explain** how they show care for others. **-Reflect** on what they know about how Christians and Buddhists show care as well as non-religious views.
Year 2	**Topic/Focus**	**What can we learn from the story of St Cuthbert?**	**Why is the Bible special to Christians ?**	**How and why is light important at Christmas?**	**What does it mean to belong in Christianity?**	**How do Christians celebrate Easter?**	**How do Buddhists show their beliefs?**	
	Key knowledge	**St Cuthbert-** Anglo Saxon monk and Bishop of Lindisfarne. **Lindisfarne**- Holy Island **St Cuthbert-** how his life has an impact then and now. **Cathedral-** Place of worship. **Durham Cathedral**- St Cuthbert is buried there and it was built because of St Cuthbert.	**Bible**- holy book for Christians. **God**- Father, creator of the world. **Harvest Festival-** A celebration of the annual harvest where giving to the poor is	**Nativity Story**- The birth of Jesus Christ. **Symbol of light-** Symbolises the star, the night Jesus was born. **Christingle-** A lighted candle symbolising Christ as the light of the world.	**Belonging-** Belonging to a group/religion. **Baptism-** Christian ceremony to show belonging to the church. **Symbols at a baptism-** Christening robe, candle, font, Bible, cross.	**Easter**- The most important event in Christian's calendar. **Lent-** The period of 40 days leading up to Easter Day. **Shrove Tuesday**- Day before lent. **Ash Wednesday**- First day of Lent. **Palm Sunday**- Jesus entered Jerusalem. **Maundy Thursday**- Last supper.	**Buddha-** An enlightened teacher (not a God). **Siddhartha-** A prince who gave up everything to lead a simple life (Buddha). **Buddhist shrine-** A special place Buddhist's worship. **Meditation-** form of worship. **Buddhist symbols**- Dharma wheel, lotus flower, mandala, palms bowl, prayer beads and flags. **Monk-** Member of the Buddhist Sangha. **Sangha-** Buddhist community. **Mandala**- Special picture made from different symbols.	

RE

Curriculum Overview

Year Group Progression	Guidance Areas	Autumn			Spring		Summer	
		Term 1	Term 2		Term 1	Term 2	Term 1	Term 2
			the primary factor.			**Good Friday-** Jesus died on the cross. **Easter Sunday-**Jesus came back to life. **Easter symbols-** cross, egg, white, gold, purple, flower, wine, Easter Garden.	
	Key skills	· **Have** simple knowledge of some Christian beliefs about the Bible and its importance. **-Retell** religious stories and have simple knowledge of their significance. **-Suggest** meanings for religious actions and symbols. **-Express** their views and give simple reasons to support these, in response to the religious material they learn about. **- Recognise** that some questions cause people to wonder and are difficult to answer.	**-Explain** and **discuss** St Cuthbert's faith and life. **-Reflect** on own ideas, feelings and experiences.	· **Retell** the Nativity story and suggest meaning for symbols of light in story. · **Identify** and suggest meaning for Christingle symbols. · **Reflect** on their own experience and feelings connected with light and be aware of other people's feelings.	**-Have** simple knowledge of practices. **-Identify** and name some objects and actions connected with the baptism ceremony. **-Have** simple knowledge of beliefs: **-Know** parent/godparents promise to God. **-Understand** being a Christian. **-Know** Christians beliefs about raising their children as Christian.	· **Identify** some features and objects found in churches at Easter. · **Identify** some Easter practices in churches. · **Recall** story of Good Friday and Easter Day. · **Recall** some other events in the Easter story.	**-Explain** and **discuss** Buddhist's way of life and their faith. **-Link** and **reflect** on Buddhism to their own beliefs, feelings and ideas.	
Year 3	**Topic/Focus**	**How do Hindu's worship?**	**How and why is Advent important to Christians?**		**What can we learn about Christian worship and beliefs by visiting churches?**	**What do Christians remember on Palm Sunday?**	**What do Hindus believe?**	

RE

Curriculum Overview

Year Group Progression	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	Key knowledge	**Divali celebration**- Hindu celebration of light. **Hindu Shrine**- Significant place in Hindus homes. **Puja-** A worship ritual performed by Hindus. **Mandir-** A Hindu temple. **Rama and Sita Story-** Good vs evil	**Advent-**The first season of the church year leading up to Christmas. **Solemn-**A religious sanction. **Prophets-**Speaks on behalf of God. **Isaiah-** A prophet. **Alter cloth-**A stiffened square card covered with white linen.	**Worship-** The practice of religion. **Symbols-** Cross, crucifix, candles. **Churches-** Roman Catholic Church, Baptist Church, Salvation Army Citadel **Denominations**- A branch of the Christian church.	**Palm Sunday-** Jesus entered Jerusalem. **Maundy Thursday-** The last supper. **Good Friday**- Jesus killed on the cross. **Messiah-** A leader seen as a saviour. **Jesus-** King to the people. **Easter-** The most important Christian celebration. **Lent-** 40 days leading up to Easter day. **Shrove Tuesday-** Day before lent begins. **Ash Wednesday**- First day of lent.	**Brahman-** Hindu's one God, worshipped in different forms *(Brahma, Vishnu, Krishna)* **Karma-**The result of a person's actions. **Ahimsa**- Respect for forms of life. **Reincarnation-** Life after death. **Atman**- Individual soul. **Consequence-** A result or effect of an action. **Trimurti-**Triad of the three Gods. **Ganesh-**Elephant headed Hindu God of beginnings.	
	Key skills	**-Describe** a home shrine and how Hindus worship there. **-Tell** the Diwali story using the correct vocabulary. **-Describe** and **understand** the features of the mandir. **-Make** links between Hindu worship, beliefs they express and stories. **-Recognise** and **respect** other people's opinions.	**-Describe** key features of Advent and how it is celebrated. -**Make** links between these features and beliefs about Jesus and the Christmas Story. -**Make** links between beliefs expressed through Bible passages. -**Reflect** on their own values, beliefs and feelings about Christmas.	-**Recognise** there are different types of churches (denominations) and **identify** the names of the different denominations/churches they have visited eg Roman Catholic church, Baptist Church, Salvation Army citadel. - **Describ**e some of the objects/actions found in churches and how they are used in worship. -**Describ**e simply the meaning of these objects/actions.	-**Describ**e what happened when Jesus entered Jerusalem. - **Describe** Christian beliefs about Jesus as King/Messiah shown in the story of Jesus' entry into Jerusalem. -**Describe** ways in which Christians remember Palm Sunday today. -**Ask** questions about the Palm Sunday story, give	-**Describe** Hindu beliefs about God. - **Suggest** meanings for some of the symbols connected with Hindu murtis. **-Describe** simply Hindu belief in reincarnation, karma, ahimsa. -**Give** examples of how these beliefs affect what Hindus do. - **Express** their own views, giving plausible reasons to questions raised, showing some awareness of differing views.	

RE

Curriculum Overview

Year Group Progression	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
		-**Raise** and **explore** questions and **support** these with reasons.			their views and give reasons.		
Year 4	**Topic/Focus**	**Why is the Bible important to Christians?**	**Why do Christians call Jesus the 'Light of the World'?**	**What do Christians believe about Jesus?**	**Why is lent important?**	**How and why do people show care for others?**	**How does Guru Nanak inspire Sikhs today?**
	Key knowledge	**Bible-** Christian holy book. **Sacred-**Connected with God. **Salvation-**The act of saving or protecting from harm. **Old Testament-** The first part of the Christian Bible. **New Testament-**The second part of the Christian Bible. **God-** Creator of the world. **Authority-**The right to give orders and make decisions. **Incarnation-**A person who embodies a spirit.	**Jesus**- Son of God, saviour, and light of the world. **Advent ring-**Symbolises the passage of the four weeks. **Christmas story-** Birth of Jesus. **Nativity-** Story of the birth of Jesus.	**Jesus**- Son of God, teacher, miracle worker, life changer. **Gospels-**The teaching of Christ. **Disciples-** A personal follower of Christ. **Passover-** The Jewish Spring festival honouring the freedom of the Israelites, **-Parables-**A short story told to teach a moral or religious lesson.	**Lent-** 40 days leading up to Easter day where Christians pray, fast, give money to charities and give up some things they do for pleasure, **Temptation**- Having a strong desire to do something wrong or unwise.	**Good deeds**- Something done, performed or accomplished for the benefit of others. **Islam-** Religion of the Muslims. Muslims worship Allah. **Qur'an-** The Islamic sacred book. **Humanism-** A set of ideas how people should live and act. People following this theory are called humanists. **Christianity-** People who believe that Jesus Christ is the Son of God. **Community-**A group of people who may have common interests.	**Guru** - a spiritual teacher **Sikh** - a learner and follower of the Sikhi religion **Guru Nanak** - is considered the first Sikh guru **Teachings** - lessons or things that help you learn **Equality** - having equal opportunities and rights **Respect** - showing care and understanding for others **Acceptance** - welcoming and being okay with others as they are **Waheguru** - Sikh word for God, meaning 'wonderful Lord' or 'wonderful teacher'
	Key skills	-**Describe** what is in the Bible and how it is used. -**Understand** how the Bible helps Christians. -**Describe** similarities and differences in how the Bible is interpreted.	-**Express** views on the Christmas story and its relevance today. -**Reflect** on own experiences in relation to the Advent Ring.	-**Describe** some of the events in the life of Jesus. -**Describe** and **understand** some of the Christian beliefs about Jesus through these events.	-**Describe** some ways Christians keep Lent today. -**Know** and **understand** what happened when Jesus was tempted in the desert.	-**Contrast** differing religious and non-religious views on the subject 'caring for others'. -**Consider** what Christians and Muslims say about caring for others.	**Explain** how Sikhs live by Guru Nanak's teachings. **Reflect** on how we live by some of the same rules/beliefs. (respect, honesty…)

RE

Curriculum Overview

Year Group Progression	Guidance Areas	Autumn			Spring		Summer	
		Term 1	Term 2		Term 1	Term 2	Term 1	Term 2
		-**Describe** the Big Story of Christianity shown through the Bible. -**Compare** questions raised about the Bible.	-**Understand** how the symbol of light is used in the Christmas story. -**Explain** why Jesus is seen as 'Light of the World'.		-**Show** how these beliefs have had an impact on Christians today. -**Ask** questions connected with their learning.	-**Make** links between Jesus' period in the desert and Lent today. -**Reflect** on personal experiences of temptation.	-**Compare** and **identify** patterns between religious and non-religious beliefs. -**Ask** and **explore** relevant questions. -**Recognise** that others may hold different opinions.	**Understand** and **explain** who Guru Nanak was and what his teachings are.
Year 5	**Topic/Focus**	**Why do Jewish people go to the synagogue?**	**Why is Moses important to Jewish people?**	**What are the themes of Christmas?**	**What do Christians believe about God?**	**Why is the last supper important?**	**Why do people use rituals today?**	**How are Jewish beliefs expressed in the home?**
	Key knowledge	**Synagogue- Where Jews go to worship** **Bar Mitzvah-**Coming of age ritual in Judaism for boys. **Bat Mitzah-** Coming of age ritual in Judaism for girls. **Sukkot-** Holiday from the Torah, celebrated for seven days In September. Celebrated for the Israelites commended to make a pilgrimage to the Temple at Jerusalem. **Torah-** The holy script of Judaism.	**Judaism-** The religion of the Jewish people. **Moses**- Considered the most important prophet in Judaism. **Ten Commandments-** Set of 10 principles from the Bible, which play an important	**Secular-** Not linked with religion or the church and not belonging to a religious order.	**God**- creator, protector, powerful, eternal and a saviour. **Alpha and Omega-** The first and last letters in the Greek alphabet, suggesting that God includes all that can be. **Metaphor**- Word or a phrase applied to an object to which it is not literally applicable. **Infinite**- Limitless or endless.	**Holy week-** Marks the final week of the season of Lent. **Palm Sunday**- Entry into Jerusalem **Maundy Thursday** (The Last Supper) **Good Friday**- Jesus' arrest and trial crucifixion. **Easter Sunday-** Resurrection. **Eucharist-** The Christian service commemorating the Last Supper.	**Ritual-** A religious ceremony consisting of a series of actions performed. **Salah**- Prayers performed by Muslims. **Eucharist-** The Christian service commemorating the Last Supper. **Pesach**- The Jewish festival Passover.	**Mezuzah**- A parchment inscribed with religious texts and attached in a case to the door of a Jewish house as a sign of faith. **Treif**- Unkosher. **Siddur-** A Jewish prayer book containing prayers. **Shabbat**- The Sabbath. The day of rest. **Challah-** A plaited loaf of white leavened bread, baked to celebrate the Jewish Sabbath. **Kosher**- The way food is sold, cooked or eaten which satisfies the requirements of Jewish law.

RE

Curriculum Overview

Year Group Progression	Guidance Areas	Autumn			Spring		Summer	
		Term 1	Term 2		Term 1	Term 2	Term 1	Term 2
			role in Judaism and Christianity.					**Kashrut**- A set of dietary laws dealing with the foods that Jews are permitted to eat and how those foods must be prepared according to the Jewish law.
	Key skills	-**Respond** to questions about Jewish rules and rituals, expressing their own views. -**Understand** different views and be able to give reasons to support an opposing view.	-**Demonstrate** detailed knowledge and understanding of the links between Jewish beliefs in God and Moses.	-**Consider** whether Christmas should be celebrated regardless of faith. -**Show** understanding of the key themes of love, peace, light over darkness, goodwill, joy and giving. -**Explore** their own feelings, ideas and experiences about these themes and **develop** empathy for those with differing experiences.	-**Know and Understand** the importance of Holy Week and the events. -**Show** understanding of key events. -**Describe** and **show** understanding of what happened at The Last Supper and what Christians do today at the Eucharist service. -**Ask** questions, **give** views and **back** up with reasons.	-**Demonstrate** detailed knowledge and understanding of the links between Christian beliefs in God and Biblical metaphor, symbols and other forms of Christian expression. -**Suggest** meanings for some of the ways in which beliefs about God are represented in art/symbols. -**Respond** to questions about Christian belief in God.	-**Show** knowledge and understanding of what a ritual is. -**Show** detailed knowledge and **understanding** of features and beliefs expressed in Christian Eucharist, Muslim ritual prayer and the Jewish Pesach meal. -**Raise** and **explore** questions relating to the study of rituals.	-**Show** knowledge and understanding of what expression of belief is. -**Understand** the features of Jewish daily life. -**Raise** and **explore** questions relating to the sacrifices made by Jewish families.
Year 6	**Topic/Focus**	**What can we learn about religious diversity in our area?**	**What can we learn about a Muslim**	**What do the gospels tell us about the**	**Why should people with a religious faith care about the environment?**	**Why are Good Friday and Easter Sunday the most important days for Christians?**	**What do we know now about different worldviews?** **(Using all of the worldviews taught so far)**	

RE

Curriculum Overview

Year Group Progression	Guidance Areas	Autumn			Spring		Summer	
		Term 1	Term 2		Term 1	Term 2	Term 1	Term 2
			communities?	birth of Jesus?				
	Key knowledge	**Diversity-** The practice of including people from a range of different backgrounds. **Respect-** Admiration for someone or something based on abilities, quantities or achievements. **Tolerance-** Acceptance of others opinions and behaviours. **Worldviews-**A philosophy of life or conception of the world. **Stereotype-**An idea of a particular type of person or thing.	**Muslim-** A person who follows Islam. **Mosque-** A Muslim place of worship.	**-Nativity-**The birth of Jesus Christ. **-Gospels-** The teaching of Christ. **-Interpretation** - The action of explaining the meaning of something.	**Stewardship-** The job of supervising or taking care of something. **Environment-** The surroundings or conditions in which a person, animal or plant operates. **Natural World-** All animals and plants existing in nature and not made or caused by people.	**Good Friday-**Jesus was crucified. **Resurrection-**The rising from the dead. **Easter Sunday-**Also known as resurrection day, the day Jesus came back to life. **Crucifixion-** An ancient form of execution in which a person is nailed to a cross. **Despair-**The loss of all hope. **Hope-** An optimistic state of mind, expecting a positive outcome.	**Diversity-** The practice of including people from a range of different backgrounds. **Humanist-** Someone who tries to be kind, think carefully and make the world a better place without relying on religion. **Muslim-** A religious person who follows the religion Islam. **Christian-** A religious person who follows the religion Christianity. **Hindu-** A religious person who follows the religious Hinduism. **Buddhist-** A religious person who follows the teachings from Buddha/Buddhism. **Jew-** A religious person who follows Judaism. **Sikh**- A religious person who follows Sikhism	
	Key skills	**-Identify** connections between different religions and worldviews**.** **-Identify** religions and denominations in the local area. **-Consider** similarities and differences between different religions. **-Know and understand** what diversity is and why it is important.	**-Identify** connections between different religions and worldviews. **-Identify** religions and denominations in the local area.	**-Describe** the similarities and differences in the gospel birth stories. **-Show** understanding of the intentions of the gospel writers in the birth stories and the beliefs they	**-Understand** some of the beliefs and teachings of Christianity, Buddhism and Islam linked to the natural world. -**Describe** some of the similarities and differences between teachings and actions across religions. -**Ask** questions raised by the teachings of religions. -**Express** and **support** their own views and give reasons to support opposing views.	-**Investigate** and **enquire** and **ask** relevant questions. -**Interpretate** and **draw** meanings. -**Give** an informed opinion and **express** personal viewpoints. -**Think** reflectively about feelings and beliefs, considering the feelings of others.	**- Investigate and ask** questions using different sources to gather information. **-Link** RE concepts together, drawing meaning from artefacts and biblical passages. **-Give** informed opinions. **-Reflect and respond** about own feelings and ideas. **-Demonstrate** detailed knowledge and understanding of belief, authority, expressions of belief and impact of belief in different worldviews. -**Respect** and **recognise** other people's beliefs and practices.	

RE

Curriculum Overview

Year Group Progression	Guidance Areas	Autumn			Spring		Summer	
		Term 1	Term 2		Term 1	Term 2	Term 1	Term 2
		-**Discuss** similarities and differences in attitudes and how negative stereotypes can be tackled. -**Raise and explore** important questions relating to the study of diversity.	-**Consider** similarities and differences between different religions. -**Know and understand** what diversity is and why it is important. -**Discuss** similarities and differences in attitudes and how negative stereotypes can be tackled. -**Raise and explore** important questions relating to the study of diversity.	show about Jesus. -**Show** understanding of the words true and truth in the context of the birth stories. -**Express** their own views and give sound reasons to questions.	-**Reflect** on their own feelings and values in relation to care for the natural world.	-**Ask** and **respond** to questions about the beliefs of Good Friday and Easter Sunday. -		