

RE Subject Overview

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| EYFS – Class England | <p>LAS Unit Myself <i>Identify different religious groups and key people who are part of religious communities, comparing them to own beliefs.</i></p> | <p>LAS Units Special people to me <i>Recognise key members of different religious groups</i></p> | <p>LAS Unit Our special books <i>Recognise sacred texts for different religions and reflect on key stories from them.</i></p> | <p>UC - Salvation <i>Recognise what Christians celebrate at Easter and the significance of the cross.</i></p> | <p>UC - Creation <i>Consider why God is so important to Christians and how these beliefs impacts on their life.</i></p> | <p>LAS Unit Our beautiful world <i>Discuss and compare stories about creation and some beliefs about the natural world.</i></p> |
| Year 1- Class France | <p>UC - God <i>Investigate the main beliefs held by Christians about what God is like.</i></p> | <p>UC - Creation <i>Reflect on who Christians believe made the world.</i></p> | <p>LAS Compulsory God – Islam <i>Interpret how Allah is described in the Qur’an and what Muslims learn about Allah and their faith through the Qur’an.</i></p> | <p>LAS Compulsory Community – Islam <i>Describe what Muslims do to express their beliefs and consider which celebrations are important to Muslims.</i></p> | <p>LAS Additional – Places of Worship <i>Make links between different places of worship; the importance of key objects, features or symbols and interpret what they tell us about beliefs about God/humans/the world around them</i></p> | |
| Year 2- Class Morocco | <p>LAS Compulsory Being Human – Islam <i>Reflect on what the Qur’an say about how Muslims should treat others and live their lives; considering how Muslim faith and beliefs can be seen in the actions of inspirational Muslims.</i></p> | <p>UC - Incarnation <i>Investigate and describe why Christmas is important to Christians.</i></p> | <p>LAS Additional Thankfulness (including Christianity) <i>Reflect on and compare practices from different religions and worldviews in the ways people express their thanks to God/other religious figures, considering what they are thanking them for.</i></p> | <p>UC - Salvation <i>Investigate and describe why Easter is important to Christians.</i></p> | <p>LAS Compulsory – Life Journey <i>Describe what Muslims do to celebrate birth and reflect on what it means to belong to a community.</i></p> | |
| Year 3- Class China | <p>LAS Compulsory God – Hinduism</p> | <p>LAS Compulsory God – Islam</p> | <p>UC - God/Incarnation</p> | <p>UC - Salvation</p> | <p>LAS Additional Big Questions:</p> | |

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| | <i>Interpret how deities and key figures are described in Hindu sacred texts and stories; reflecting on the purpose of visual symbols in the mandir</i> | <i>Interpret what the main concepts in Islam reveal about the nature of Allah; reflecting on the purpose of visual symbols in a mosque</i> | <i>Explain the concept of the Trinity and the ways Christians express their belief.</i> | <i>Reflect on the events of Holy week and investigate why Christians call the day Jesus died Good Friday.</i> | What does it mean to live a good life? <i>Explore different views on what a 'good' life is in different religious traditions; consider the rules and guidelines religious believers follow to help them live a good life and make connections between this and their beliefs about the nature of God</i> |
| Year 4- Class Chile | LAS Additional Big Questions Why do we celebrate? <i>Analyse the different events/times of life people celebrate and reflect on the differences in the way celebration is conducted.</i> | LAS Compulsory Community – Hinduism <i>Reflect on how Hindu worship is expressed collectively considering ways in which worship and celebration engage with/affect the natural world.</i> | LAS Compulsory Community – Islam <i>Reflect on how Muslim worship is expressed collectively considering ways in which worship and celebration engage with/affect the natural world.</i> | UC - Creation <i>Make connections between what Christians believe about Creation based on stories from the Bible and how it influences their lives.</i> | LAS Additional - Pilgrimage <i>Explain what Pilgrimage is and compare what it involves in different religions.</i> |
| Year 5- Class India | LAS Compulsory- Being Human Hinduism: | LAS Compulsory- Being Human Islam: <i>Consider the teaching of the Quran and</i> | UC - Salvation <i>Consider how Christians behave/act because</i> | UC - Incarnation <i>Give simple definitions of some key features to do</i> | LAS Additional- Expressing Beliefs through the Arts <i>Explain and consider diversity within religious expression and how expressing</i> |

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| | <i>Understand how Hindus reflect their faith in the way they live.</i> | <i>how Muslim beliefs are expressed in practice and the ways in which beliefs impact on action:</i> | <i>of their beliefs about Jesus and the resurrection.</i> | <i>with life after death such as salvation, heaven, reincarnation.</i> | <i>beliefs makes a difference to the lives of individuals and communities.</i> |
| Year 6- Class USA | UC - God <i>To understand the main beliefs Christians have about God and what the Bible/Church teaches about God.</i> | LAS Additional <i>Do you have to believe in God to be good? To explore the main beliefs of Buddhism and consider how Buddhists follow this within their own lives.</i> | UC -Creation <i>To compare and contrast the accounts of creation in Genesis and contemporary scientific accounts.</i> | UC -Creation <i>To consider the discoveries of science and how this view contrasts with the beliefs other religions have about God as Creator.</i> | LAS Compulsory Life Journey – Hinduism/Islam <i>To understand how in the beliefs of Islam and Hinduism, believers show they belong to a community and relate this to rites of passage to show belonging.</i> |