

<p>RE Curriculum Overview</p> <p><b>70% Christianity / 30% world faiths</b></p> <p><b>EYFS AND Key Stage 1</b> Progressive study of Christianity, Islam and Hinduism.</p> <p>Encountering Judaism and World Views – Humanism</p> <p><b>Key Stage 2</b> Progressive study of Christianity, Islam, Hinduism and Judaism</p> <p>Encountering Buddhism, Sikhism and World Views – Humanism</p> <p><b>Methodist links</b></p> <p><b>Visitors</b></p>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	EYFS 1 I am Special (3 hours) EYFS 2 Harvest (4 hours)	EYFS 3 Special People (3 hours) EYFS 4 Christmas (4 hours)	EYFS 5 Stories Jesus Heard (4 hours)  EYFS 6 Stories Jesus Told (2 hours - start in Spring 1)	EYFS 6 Stories Jesus Told (2 hours - continue in Spring 2)  EYFS 7 Easter (5 hours)	EYFS 8 Friendship (3 hours) EYFS 11 Special Times (4 hours)	EYFS 9 Special Places (4 hours) EYFS 10 Prayer (hours)
EYFS	<b>Why are we all different and special?</b>	<b>Why do Christians believe Jesus is special?</b>	<b>What stories did Jesus hear when he was a child?</b>	<b>Why did Jesus tell stories?</b> <b>Christianity</b>	<b>What makes a good friend?</b> <b>Hinduism</b>	<b>What makes a place holy?</b> <b>Christianity</b>

	<p><b>Christianity</b> <b>Islam</b></p> <p>Why do people of faith say thank you to God at Harvest time?</p> <p><b>Christianity</b></p>	<p><b>Christianity</b></p> <p>How do Christians Celebrate Jesus' birthday?</p> <p><b>Christianity</b></p>	<p><b>Christianity</b></p>	<p>Why do Christians believe that Easter is all about love?</p> <p><b>Christianity</b></p>	<p>How do you celebrate special times?</p> <p><b>Christianity</b></p> <p><b>Hinduism</b></p>	<p><b>Islam</b></p> <p>What is prayer?</p> <p><b>Christianity</b></p> <p><b>Islam</b></p>
EYFS	<p>Give pupils an understanding that they are unique and special.</p> <p>For pupils to know that Christians believe that they are loved, valued and made by God.</p> <p>For pupils to know that people of faith call God by different names.</p> <p>Harvest - Give pupils an understanding of why Christians say thank you to God at</p>	<p>Give pupils an opportunity to explore Christian values through their own actions and the actions of others.</p> <p>Highlight the role of significant/special people in pupils' lives.</p> <p>Emphasise the ways in which Jesus was a special person.</p> <p>Introduce the pupils to the role of</p>	<p>Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.</p>	<p>Explore the stories that Jesus told and know that he told them to teach us about God.</p> <p>Easter - Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know that for Christians it is a celebration of Jesus' death and resurrection.</p> <p>Enable pupils to begin to</p>	<p>Explore the meaning of friendship, how we make friends and why friends are important.</p> <p>Know about Jesus making friends, how he made friends and who he chose</p> <p>Special times - Develop pupils understanding of special/holy times. Increasing their knowledge of the ways special times are celebrated,</p>	<p>Begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship.</p> <p>Prayer - Start children on their journey towards understanding what prayer is and the different ways people of faith talk to God.</p>

	harvest time and talk about him being creator.	<p>the Imam in the Muslim community.</p> <p>Introduce pupils to the stories of the lives of the founders of World Faith communities.</p> <p>Christmas - Explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth.</p>		<p>understand that Christians believe that Jesus died because he loves us and that he came back to life to save us and mend the relationship with God that was broken at the Fall. (God's Big Story)</p>	<p>remembered and the reasons why.</p> <p>Introduce pupils to the story of Pentecost and God as Holy Spirit.</p> <p>Begin to develop pupils' knowledge of the festivals celebrated by people of faith.</p>	
<b>Year 1 Topic</b>	<p>Harvest</p> <p>My world Jesus world</p> <p>Unit 1.1 How can we help those who don't have a good Harvest? (4 hours)</p> <p><b>Christianity</b></p> <p><b>Judaism (Sukkot)</b></p>	<p>Christmas unit 1.3 Why do we give and receive gifts? (5 hours)</p> <p><b>Christianity</b></p>	<p>Jesus was special unit 1.4 What made Jesus special? (6 hours)</p> <p><b>Christianity</b></p>	<p>Easter unit 1.5 What do you think is the most important part of the Easter story? (5 hours)</p> <p><b>Christianity</b></p>	<p>Why is baptism special? unit 1.7 Why is Baptism special? (7 hours)</p> <p><b>Christianity</b></p> <p><b>Hinduism</b></p> <p>Humanism</p>	<p>God and creation unit 1.2 What are your favourite things in creation? (6 hours)</p> <p><b>Christianity</b></p> <p><b>Islam</b></p>

	<p>unit 1.9 How is the place Jesus lived different from where we live now?</p> <p>(4 hours) - bridge over into Autumn 2</p> <p><b>Christianity</b></p>				<p>Visitor - Ellen (discuss Methodist baptism)</p>	
Y1 RE	<p>Talk, using religious language, about Harvest Festival Celebrations.</p> <p>Express feelings about the issues raised by Christian Aid/Tear Fund materials etc.</p> <p>Ask questions about their own and others' experiences.</p> <p>Talk, using religious language, about the ways in which the</p>	<p>Talk about the feelings associated with giving and receiving gifts.</p> <p>Retell the nativity story in two parts, a) the shepherds and b) the wise men.</p> <p>Talk about giving gifts that are not objects.</p>	<p>Talk about their own feelings and experiences.</p> <p>Ask and respond sensitively to questions about their own and others feelings and experiences.</p> <p>To retell stories of Jesus covered in this unit.</p> <p>Make the connection between the Bible stories and</p>	<p>Recall events of the Easter story.</p> <p>Reflect on the awe and wonder of new life and changes in nature.</p> <p>Talk about their own experiences of Easter and springtime.</p> <p>Retell the events of the Easter story.</p>	<p>Talk about what belonging means to them.</p> <p>Use religious vocabulary such as vicar, priest, font, baptism church and prayer.</p> <p>Tell you about what happens when a baby is baptised.</p> <p>Talk about the ways in which people of other faiths welcome new babies.</p>	<p>Talk about what they find amazing, interesting or puzzling in creation.</p> <p>Understand that they are creative beings and enjoy their creative skills.</p> <p><b>(Supported resource of Threads through creation)</b></p>

	<p>Jewish festival of Sukkot is celebrated.</p> <p>Talk confidently about their own life and experiences.</p> <p>Talk about the similarities and differences between our world and Jesus' world using Bible stories to illustrate.</p>		<p>Christian beliefs about Jesus.</p>		<p>Additional focus on non-religious world views - how babies are received into the world.</p> <p>Naming ceremony</p>	
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<p><b>Year 2 Topic</b></p>	<p>The Bible</p> <p>2.1 Why is the bible such a special book? (6 hours)  <b>Christianity</b></p> <p><b>Islam / Judaism</b></p> <p>(50/50 split)</p>	<p>Christmas</p> <p>2.2 Why was the birth of Jesus such good news? (5 hours)  <b>Christianity</b></p>	<p>Jesus was special</p> <p>2.3 Why did Jesus welcome everyone? (6 hours)  <b>Christianity</b></p>	<p>Easter</p> <p>unit 2.4 How do symbols help us understand the Easter story? (5 hours)  <b>Christianity</b></p>	<p>What happened at the Ascension and Pentecost?  2.6 What happened at Ascension and Penecost? (4hours)  <b>Christianity</b></p> <p><b>Visitor - Helen</b></p> <p>Swapped to Summer 1 (Summer 24)</p>	<p>Why is the church a special place for Christians?  2.5 Why is the church a special place for Christians? (8 hours)  <b>Christianity</b></p> <p><b>Islam/Hinduism</b></p> <p><b>Visitor - Ellen (Methodist links)</b></p> <p>Swapped to Summer 2 (Summer 24)</p>
<p><b>Y2 RE</b></p>	<p>Talk about the Bible and why it is Holy.</p> <p>Talk about why the clergy think it is Holy.</p> <p>Talk about why owning a bible is very important to Christians worldwide.</p>	<p>Retell the Christmas story, including the story of Zechariah.</p> <p>Talk about their own feelings and experiences of good news.</p> <p>Ask and respond sensitively to questions about the</p>	<p>Talk about their own feelings and experiences.</p> <p>Retell the stories covered in this unit.</p> <p>Make the connection between the Bible stories and Christian belief.</p>	<p>Identify and name some of the symbols of Easter.</p> <p>Retell the Easter story.</p> <p>Talk about their own experiences of Easter celebrations.</p>	<p>Retell the stories of Jesus' ascension and the events of Pentecost.</p> <p>Talk about their ideas of heaven.</p> <p>'What is heaven?' - supported by Spirited Art Project</p>	<p>Ask good questions that reveal understanding about the church and what happens there.</p> <p>Connect the features of the church to Bible Stories.</p>

	<p>Make links between the books of the bible and God's big story.</p> <p>Reflect on the story of Mary Jones and consider ways in which they can make a difference.</p> <p>Name and talk about the holy books from faiths other than Christianity.</p>	<p>experiences of Mary and the shepherds.</p>	<p>Talk about the work of Christian charities and make the connection to Jesus teaching and actions.</p>	<p>Use religious vocabulary to simply describe what the symbols of Easter mean.</p> <p>Describe briefly why Christian people celebrate Easter.</p> <p>Explain what they think to be the most important thing about Easter.</p>	<p>Connect the gifts of the spirit with the school's Christian values.</p> <p>Describe the symbols of the Holy Spirit.</p>	<p>Use religious vocabulary to name and describe the features of a church building and other places of worship.</p> <p>Describe a few similarities and differences between places of worship.</p> <p>Focus on the Methodist aspect of the unit.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<p>Harvest 3.6 How do people of faith say thank you to God for Harvest? (5 hours) Christianity Hinduism</p> <p>Called by God</p> <p>3.1 What does it mean to be called by God? - split over Autumn 1 and 2 (5 hours) Christianity</p> <p>Judaism - local faith leader?</p> <p>Visitor - Ian/Miss Price</p>	<p>Christmas 3.2 How does the presence of Jesus impact people's lives? (3/4 hours) Christianity</p>	<p>Jesus the man who changed lives 3.3 How did/does Jesus change lives? (6 hours) Christianity</p>	<p>Exploring the sadness and Joy of Easter 3.4 Is the cross a symbol of sadness or joy? (6 hours) Christianity</p>	<p>The Lord's Prayer S2 What do the words of the Lord's prayer really mean? (4 hours) Christianity</p> <p>Rules for Living</p> <p>3.5 What are the rules for living? (10 hours) - continue in summer 2</p>	<p>Rules for Living</p> <p>3.5 What are the rules for living? (10 hours) (50/50 split)</p> <p>Christianity Islam/Buddhism Non religious views - Humanism Visitor - Imran - 5 Pillars</p>



<p><b>Y3 RE</b></p>	<p>Describe the traditional content of Christian Harvest Festival services.</p> <p>Describe and explain the Jewish festival of Sukkot (revisit from year 1) and the Hindi festival of Pongal.</p> <p>Explain why Christians celebrate harvest.</p> <p>Talk about in detail the Bible stories you have discussed.</p> <p>Ask important questions about religion and beliefs.</p> <p>Interpret the stories and identify Christian beliefs.</p>	<p>Make links between their own experiences and the experiences of others.</p> <p>Retell stories about the presence of Jesus changing people's lives.</p> <p>Describe the ways in which the actions of Christians show Jesus' presence in the world.</p> <p>Ask good questions about religious beliefs.</p>	<p>Talk about their experiences of change.</p> <p>Retell the Bible stories you have explored.</p> <p>Talk about the ways in which Jesus changed people's lives and the impact that had on them.</p>	<p>Use religious vocabulary to retell in detail the stories of Palm Sunday, Holy Week and Easter.</p> <p>Make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter.</p> <p>Ask good questions about the events of Palm Sunday, Holy Week and Easter and Christian belief associated with these events.</p> <p>Use religious vocabulary to make links between people's values and behaviour.</p>	<p>Identify what influences their choices, values and actions.</p> <p>Ask important and relevant questions about the content of the Lord's Prayer.</p> <p>Use religious vocabulary to describe and show understanding of the value of forgiveness and the challenges of temptation.</p> <p>Connect their own ideas and experiences to the beliefs expressed in the Lord's Prayer.</p> <p>Use religious vocabulary to describe with understanding the concept of the</p>	<p>Talk about the story of Moses and the impact of the ten commandments.</p> <p>Name some of the rules followed by people of other faiths.</p> <p>Describe ways in which Christians live out Jesus command to love one another.</p> <p>Make links between beliefs and behaviour.</p> <p>Talk, with understanding, about rules from faiths other than Christianity.</p> <p>Understand the effects of rules and ask good</p>
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	<p>Use developing religious vocabulary to show that they understand the Christian beliefs.</p> <p>Describe the impact of responding to God's call on a person's life.</p> <p>Tell you what they think God would be asking prophets to speak out against today.</p>			<p>Ask important questions about beliefs and values.</p> <p>Use religious vocabulary to describe and show understanding of the Christian practices linked with the Easter Story.</p> <p>Describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people today.</p>	<p>Kingdom of God.</p>	<p>questions about religious rules.</p> <p>Express their own ideas about rules.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 4 Topic</b>  <b>Throughout the year - Community Cohesion Project with St Silca's Blackburn</b>	God David and the Psalms  <b>4.1 What values do you consider to be important? (6 hours)</b>  <b>Christianity</b>	Christmas  <b>4.2 Why is Jesus describe as the light of the world? (6 hours)</b>  <b>Christianity</b>  <b>Judaism</b>	Jesus Son of God  <b>4.3 Why do Christians believe Jesus is the Son of God? (6 hours)</b>  <b>Christianity</b>  <b>Judaism</b>	Exploring Easter as a story of betrayal and trust.  <b>4.4 A story of betrayal or trust? (6 hours)</b>  <b>Christianity</b>	<b>4.5 Are all churches the same? (7 hours)</b>  <b>Christianity</b>  <b>Islam/Hinduism/Sikhism</b>	<b>4.6 What is prayer? (6 hours)</b>  <b>Christianity</b>  <b>Islam/Hinduism/Buddhism</b>  <b>Visitor - Prags - Sikhism day - follow up from Summer 1</b>

<p><b>Y4 RE</b></p>	<p>retell stories about David.</p> <p>recognise their own values and the values of others.</p> <p>connect Christian values and beliefs to events and teaching in the Bible.</p> <p>ask important and relevant questions.</p>	<p>talk with understanding about the ways in which Jesus' followers bring his light into the world.</p> <p>create light metaphors for Jesus that show understanding of Jesus actions and divinity.</p>	<p>retell the Bible stories covered in this unit.</p> <p>make links between the Bible texts and Christian beliefs and values.</p> <p>talk about people who have inspired them and why.</p>	<p>identify and explain the significance of the incidents of betrayal and trust in the Easter story.</p> <p>ask good questions about people's values and commitments.</p> <p>use religious vocabulary to make links between Christian beliefs and the stories of</p>	<p>use religious vocabulary to name features of the church building, talk about their significance and link to the Bible.</p> <p>identify similarities and differences between churches and denominations worldwide.</p> <p>Islam - quick recap from year 2.</p> <p>Main focus on Hinduism and Sikhism.</p> <p>ask good questions about the</p>	<p>talk about the similarities and differences in the ways people of faith pray.</p> <p>Islam - quick recap from year 3 rules for living (5 pillars)</p> <p>Main focus on Hinduism and Buddhism.</p> <p>talk using religious vocabulary to show understanding of the purpose, place and content of prayer in the life of a believer.</p>
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	<p>show that they understand how the imagery of the Psalms reveals Christian beliefs about the nature of God.</p>	<p>ask important and relevant questions about religious experiences and beliefs.</p> <p>talk with understanding about the symbolism of Jesus as light.</p>		<p>Lent Holy Week and Easter.</p> <p>use key religious vocabulary to describe and talk about the importance of forgiveness in Christianity.</p> <p>describe and show understanding of the Christian value of forgiveness in relation to the story of Peter.</p>	<p>similarities and differences between different denominational practices.</p> <p>make links between values and beliefs and behaviour.</p> <p>talk knowledgeably about other places of worship, the features of the building and the worship that takes place there.</p>	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5 Topic</b>	<p>5.1 How and why do Christians read the Bible? (8 hours) – bridge over to Autumn 2 (50/50 split)</p> <p>Christianity</p> <p>Sikhism</p> <p>Judaism</p> <p>Islam</p>	<p>Christmas</p> <p>5.2 How do our celebrations reflect the true meaning of Christmas? (5 hours)</p> <p>Christianity</p>	<p>Jesus the teacher</p> <p>5.3 Why do Christians believe Jesus was a great teacher? (6 hours)</p> <p>Christianity</p>	<p>5.4 Why do Christians believe that Easter is a celebration of victory? (6 hours)</p> <p>Christianity</p>	<p>Exploring the lives of significant women in the Old Testament .</p> <p>5.5 Did she make the right choice? (7 hours)</p> <p>Christianity</p> <p>Judaism</p> <p>Visit Helen/Ellen</p>	<p><b>Changed Summer 2024</b></p> <p>5.6 Loss, Death and Christin Hope Non-religious views Humanism view point (6 hours)</p> <p>Christianity</p> <p>Hinduism</p> <p>Humanism</p>
<b>Year 5 RE</b>	<p>make links between Bible passages and Christian values, attitudes and beliefs.</p> <p>use religious language to ask</p>	<p>identify which parts of the story are found in each gospel and the purpose of each writer.</p> <p>identify the</p>	<p>retell in detail some of the Bible stories covered in this unit.</p> <p>ask important and relevant questions about Jesus teaching.</p>	<p>retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and</p>	<p>make links between their own values and the values of others (i.e. the women in the Bible).</p> <p>ask important and</p>	

	<p>relevant questions. talk about the work and perseverance of Bible translators.</p> <p>describe what inspires and influences them.</p> <p>describe the impact of the content of the Bible on believers' lives.</p> <p>use religious vocabulary to show understanding of religious texts.</p> <p>make comparisons between the Bible and other holy books.</p>	<p>influence the two stories have on our Christmas celebrations.</p> <p>describe using religious vocabulary the Christian beliefs revealed in the nativity story.</p>	<p>describe and show understanding of the Christian beliefs revealed through these stories.</p> <p>explain how the parables in this unit answer questions about values and commitments.</p> <p>to identify and explain why they think one of Jesus parables has a particularly strong message for the world today.</p>	<p>what that means to Christians.</p> <p>talk about and describe feelings in relation to situations of victory; make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory.</p> <p>ask important questions about Christian belief; reflect thoughtfully on the answers to these big questions.</p> <p>describe the impact of belief in the Easter story on a person's life.</p>	<p>relevant questions about the lives of the women in the Bible.</p> <p>ask and suggest answers to questions of identity, meaning, purpose, truth, values and commitments.</p> <p>reflect on the lives of the women in the Bible and describe the features that inspire them.</p>	
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<p><b>Year 6 Topic</b></p>	<p>Life as a journey and pilgrimage.</p> <p>6.1 Is every person's journey the same? (8 hours) - bridge over Autumn 2 <b>Christianity</b></p> <p><b>Islam/Judaism</b></p>	<p>Advent</p> <p>6.2 How do Christians prepare for Christmas? (5 hours) <b>Christianity</b></p>	<p>6.3A Why is the Exodus such a significant event in Jewish and Christian history? <b>Christianity</b> (6 hours)</p> <p><b>Judaism</b></p>	<p>6.3 Why do Christians celebrate the Eucharist? (3 hours) <b>Christianity</b></p> <p>6.4 Easter. Who was Jesus? Who is Jesus? (4 hours) <b>Christianity</b></p>	<p>6.5 Ascension and Pentecost to start Summer 2025 (4 hours) <b>Christianity</b></p> <p>Visitor - Helen</p> <p>Ideas about God</p> <p>6.6 God: what is the nature and character of God? (4 hours) <b>Christianity</b></p> <p><b>Hinduism</b></p>	<p>People of faith</p> <p>6.7 How does having faith affect people's lives? (7 hours)</p> <p><b>Christianity</b></p> <p>Focus on the Methodist aspect of the unit.</p> <p><b>Hinduism/Buddhism</b></p> <p>Visitor - Prags Hinduism day</p>
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<p><b>Y6 RE</b></p>	<p>recognise similarities and differences between pilgrimages made by Christians and people of other faiths.</p> <p>describe the impact that following the teaching of Jesus has on people's lives.</p> <p>describe the features of living life as a Christian.</p>	<p>describe the symbolism, practices, beliefs and themes of the season of Advent.</p> <p>explain the ways in which Jesus fulfilled the Old Testament Prophecies.</p> <p>express and explain their hopes and dreams for the future.</p> <p>use religious vocabulary to show they understand the themes of Advent.</p> <p>express their opinion about what they think the message of John the Baptist would be.</p>	<p>retell in detail the story of the Exodus and connect it to the Passover celebration and Seder meal.</p> <p>make links between the Passover, Last Supper and the Eucharist.</p> <p>use appropriate religious vocabulary to show they understand why Passover is a festival of memory and freedom.</p> <p>express their opinion about what freedom is and what it is not.</p> <p>identify the similarities and</p>	<p>use good religious vocabulary to show understanding of why Christians celebrate the Eucharist.</p> <p>identify the similarities and differences within and between the way Christian denominations celebrate the Eucharist.</p> <p>ask thoughtful questions about the words and actions of the Eucharist service.</p> <p>talk about the way in which the Eucharist service answers questions about Christian</p>	<p>use religious language to show they are developing an understanding of the Trinity.</p> <p>identify the elements in Christian worship that express Christian beliefs about God.</p> <p>ask big questions and express their own views.</p>	<p>describe and illustrate with examples the ways in which the actions of Christian people are building God's kingdom here on earth.</p> <p>use an increasingly wide religious vocabulary to explain what motivates people of faith.</p> <p>talk with understanding about the characteristics of a person living out their Christian faith.</p> <p>explain aspects of the lives of people of faith that inspire them.</p>
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