

Long term subject Overview

RE

Term 1 and 2

Please also refer to the EYFS progression of skills document for Nursery and Reception. The RE component can be found within Understanding The World.

Knowledge

Early Years

Year 1

Year 2

T 1 Why is the word *God* so important to Christians? (F1)
T 2 Why is Christmas special for Christians? (F2)

T 1 What do Christians believe *God* is like? (1.1)
T 2 Why does Christmas matter to Christians? (1.3)

T 1 Who do Christians say made the world? (1.2)
T 2 Why does Christmas matter to Christians? (1.3)

Substantive knowledge
Content about specific religious traditions:
□ Abrahamic: Judaism, Christianity, Islam □ Dharmic: Hinduism, Buddhism, Sikhism □ NRWVS: e.g. Humanism • A breadth of different religions, but not so broad that pupils are left confused by the multiplicity.
• Acknowledgement of diversity within religions and non-religious worldviews, especially the difference between what is 'traditional' in religion and what individual believers say and do
• Attention to a range of RE concepts. • Sufficient concrete encounters with concepts/vocabulary for them to be meaningful for pupils.
• Sufficient breadth to equip pupils with a range of mental models of contrasting religions, and thus the complexity and diversity of religion.

T 1

- Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.
- Think about the wonders of the natural world, expressing ideas and feelings.
- Talk about what people do to mess up the world and what they do to look after it.

T 2

- Talk about people who are special to them.
- Say what makes their family special to them.
- Making connections with personal experiences and religious stories.

T 1

- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.
- Give a reason for the ideas they have and the connections they make.

T 2

- Think, talk and ask questions about Christmas from people who are Christians and for people who are not.
- Decide what they personally have to be thankful for, giving a reason for their ideas.

T 1


- Think, talk and ask questions about living in an amazing world.
- Give a reason for the ideas they have and the connections they make between the Jewish/Christians Creation story and the world they live in.

T 2

- Think, talk and ask questions about Christmas from people who are Christians and for people who are not.
- Decide what they personally have to be thankful for, giving a reason for their ideas.


<p>•Sufficient depth to enable pupils to make sense of distinctive worldviews in depth (e.g. 'salvation history' in Judaism, Christianity and/or Islam).</p>			
<p style="text-align: center;">Ways of knowing</p> <p>The ways in which knowledge of religions is formed? •Knowledge of how different communities of academic practice might go about finding out about religion. For example: <input type="checkbox"/>Asking questions of believers <input type="checkbox"/>Observing practices and ways of living <input type="checkbox"/>Reading sources of wisdom <input type="checkbox"/>Debating truth claims <input type="checkbox"/>Exploring the emotional and sensory world of religion <input type="checkbox"/>Analysing data and statistics •Knowledge of the various degrees of certainty about religious claims. E.g. teachers may explicitly model, "We know for certain that..."; "we are less certain"</p>	<p>T 1</p> <ul style="list-style-type: none"> Retell stories, talking about what they say about the world, God human beings. <p>T 2</p> <ul style="list-style-type: none"> Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. Retell religious stories. 	<p>T 1</p> <ul style="list-style-type: none"> Identify what a parable is. Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. <p>T 2</p> <ul style="list-style-type: none"> Recognise that stories about Jesus' life come from the Gospels. Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. 	<p>T 1</p> <ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1 - 2:3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. <p>T 2</p> <ul style="list-style-type: none"> Recognise that stories about Jesus' life come from the Gospels. Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
<p style="text-align: center;">Personal knowledge</p> <p>Pupils understand their own relationship to the subject matter? When pupils try to make sense of religion and worldviews, they do so from a position. Everyone has 'lenses' through which they see the world (values, experiences, habits, dispositions). The curriculum builds: •Pupils' self-awareness of the assumptions they bring when they think about religion. (e.g. when studying the parable of the Good Samaritan, they contrast the concept</p>	<p>T 1</p> <ul style="list-style-type: none"> Say how and when Christians like to thank their Creator. <p>T 2</p> <ul style="list-style-type: none"> Recall simply what happens at a traditional Christian festival (Christmas). 	<p>T 1</p> <ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (E.g. by saying sorry, by seeing God as welcoming them back; by forgiving others). Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God). 	<p>T 1</p> <ul style="list-style-type: none"> Give at least one example of what Christians do to say 'thank you' to God for Creation. <p>T 2</p> <ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas

<p>of love in the story with their own emerging assumptions). •Pupils’ personal knowledge of their own position (e.g. pupils developing the necessary vocabulary to be able to express their own worldview and to see how it differs from others’).</p>		<p>T 2</p> <ul style="list-style-type: none"> • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. 	
<p>Vocabulary Tier 3 words are highly specialist (e.g. ‘incarnation’ in Christianity or ‘reincarnation’ in Hinduism) Tier 2 words which are generally important to talk about religion (e.g. ‘worship’, ‘pilgrimage’, ‘festival’)</p>	<p>T1 Create, creation, Bible.</p> <p>T2 Birth, nativity, shepherds, kings, thanksgiving, baptised.</p>	<p>T1 Parable, forgiveness, obedience,</p> <p>T2 Forgiveness, ,parable, incarnation,</p>	<p>T1 Creation, universe, nature,</p> <p>T2 Forgiveness, ,parable, incarnation,</p>
<p>Texts</p>	<p>T1</p> <ul style="list-style-type: none"> • In the beginning, God created the universe (Genesis 1:1-2:4 ISV) • God says, ‘You must not use the name of the Lord your God thoughtlessly.’ (From the Ten Commandments – Exodus 20:7 ICB) • No one has seen God because God is spirit (see John 4:24), but Jesus makes him known (see John 1:18) • The earth and everything in it belong to the Lord. (Psalm 24:1 ICB) • God is the giver of life and breath (see Acts 17:24–28) • Jesus’ parable of the precious pearl (see Matthew 13:45–46) <p>T2</p> <p>Stories of the adult Jesus. For example, the feeding of the five thousand (John 6:1-13) • Jesus’ birth is announced (Luke 1:26–38/Matthew 1:18–25) • Jesus is born in Bethlehem (Luke 2:1–7) • Shepherds (Luke 2:8–20) and magi (wise men) visit (Matthew 2:1–12) • No one has ever seen God because God is spirit (see John 4:24), but</p>	<p>T 1</p> <p>The Parable of the Lost Son (Luke 15 1-2, 11-32) Story of Jonah (OT)</p> <p>T 2</p> <p>LUKE 1:26–38, 2:1–20, MATTHEW 1:18-2:12</p>	<p>T 1</p> <p>Variety of Creation stories based on Christian, Jewish and Muslim traditions. <i>Genesis 1:1 - 2:3.</i></p> <p>T 2</p> <p>LUKE 1:26–38, 2:1–20, MATTHEW 1:18-2:12</p>

	Jesus makes him known (see John 1:18)		
Enhancement	Nativity performance.		Nicky Adams coming in to talk about how the Church celebrate Harvest,
	Long term subject Overview RE Term 3 and 4		
Knowledge	Early Years	Year 1	Year 2
	T 3 Where do you belong? (F4) T 4 Why is Easter special for Christians? (F3)	T 3 Who is Muslim and how do they live? (1.6) T 4 Why does Easter matter to Christians? (1.5)	T 3 Who is Jewish and how do they live? (1.7) T 4 Why does Easter matter to Christians? (1.5)
Substantive knowledge Content about specific religious traditions: □ Abrahamic: Judaism, Christianity, Islam □ Dharmic: Hinduism, Buddhism, Sikhism □ NRWVS: e.g. Humanism • A breadth of different	T 3 <ul style="list-style-type: none"> • Making connections with personal experiences. • Share and record occasions when things have happened in their lives that made them feel special. 	T 3 <ul style="list-style-type: none"> • Think, talk about and ask questions about Muslim beliefs and ways of living. • Talk about what they think is good for Muslims about prayer, respect, celebration 	T 3 <ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas.

<p>religions, but not so broad that pupils are left confused by the multiplicity</p> <ul style="list-style-type: none"> •Acknowledgement of diversity within religions and non-religious worldviews, especially the difference between what is 'traditional' in religion and what individual believers say and do •Attention to a range of RE concepts. •Sufficient concrete encounters with concepts/vocabulary for them to be meaningful for pupils. •Sufficient breadth to equip pupils with a range of mental models of contrasting religions, and thus the complexity and diversity of religion. •Sufficient depth to enable pupils to make sense of distinctive worldviews in depth (e.g. 'salvation history' in Judaism, Christianity and/or Islam). 	<p>T 4</p> <ul style="list-style-type: none"> • Talk about ideas of new life in nature. • Make connections with signs of new life in nature. 	<p>and self-control, giving a good reason for their ideas.</p> <ul style="list-style-type: none"> • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. <p>T 4</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 	<ul style="list-style-type: none"> • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them. <p>T 4</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.
<p>Ways of knowing</p> <p>The ways in which knowledge of religions is formed?</p> <ul style="list-style-type: none"> •Knowledge of how different communities of academic practice might go about finding out about religion. For example: <ul style="list-style-type: none"> <input type="checkbox"/>Asking questions of believers <input type="checkbox"/>Observing practices and ways of living <input type="checkbox"/>Reading sources of wisdom <input type="checkbox"/>Debating truth claims <input type="checkbox"/>Exploring the emotional and sensory world of religion <input type="checkbox"/>Analysing data and statistics •Knowledge of the various degrees of certainty about religious claims. E.g. teachers may explicitly model, 	<p>T 3</p> <ul style="list-style-type: none"> • Retell religious stories. <p>T 4</p> <ul style="list-style-type: none"> • Recognise and retell stories connected with celebration of Easter. • Say why Easter is a special time for Christians. 	<p>T 3</p> <ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims. • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. <p>T 4</p>	<p>T 3</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer. • Retell simply some stories used in Jewish celebrations (e.g. Chanukah). • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. <p>T 4</p> <ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.

<p>“We know for certain that...”; “we are less certain</p>		<ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). 	<ul style="list-style-type: none"> • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
<p>Personal knowledge</p> <p>Pupils understand their own relationship to the subject matter? When pupils try to make sense of religion and worldviews, they do so from a position. Everyone has 'lenses' through which they see the world (values, experiences, habits, dispositions). The curriculum builds:</p> <ul style="list-style-type: none"> •Pupils' self-awareness of the assumptions they bring when they think about religion. (e.g. when studying the parable of the Good Samaritan, they contrast the concept of love in the story with their own emerging assumptions). •Pupils' personal knowledge of their own position (e.g. pupils developing the necessary vocabulary to be able to express their own worldview and to see how it differs from others'). 	<p>T 3</p> <ul style="list-style-type: none"> • Recall simply what happens at a traditional Christian infant baptism and dedication. • Recall simply what happens when a baby is welcomed into a religion other than Christianity. <p>T 4</p> <ul style="list-style-type: none"> • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs etc. • Talk about some ways Christians remember these stories at Easter. 	<p>T 3</p> <ul style="list-style-type: none"> • Give examples of how Muslims use the Shahadah to show what matters to them. • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan). • Give examples of how Muslims put their beliefs about prayer into action. <p>T 4</p> <ul style="list-style-type: none"> • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. 	<p>T 3</p> <ul style="list-style-type: none"> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live. • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) <p>T 4</p> <ul style="list-style-type: none"> • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.
<p>Vocabulary</p> <p>Tier 3 words are highly specialist (e.g. 'incarnation' in Christianity or 'reincarnation' in Hinduism)</p> <p>Tier 2 words which are generally important to talk about religion</p>			

(e.g. 'worship', 'pilgrimage', 'festival')			
Texts	<p>Psalm 139 Mark 10:13-16</p> <p>Palm Sunday story.</p>	<p>Entry into Jerusalem John 12:12 - 15:2. Jesus' betrayal Luke 22:47 - 53. Jesus on the cross Luke 23:26-56 The empty tomb Luke 24:1-15</p>	<p>Call of Samuel 1 Samuel 3 David and Goliath 1 Samuel 17.</p>
Enhancement			
	Long term subject Overview RE Term 5 and 6		
Knowledge	Early Years	Year 1	Year 2
	<p>T 5 Which places are special and why? (F5) T 6 Which stories are special and why? (F6)</p>	<p>T 5 What makes some place sacred to believers? (1.8) T 6 How should we care for others and the world, and why does it matter? (1.9)</p>	<p>T 5 What does it mean to belong to a faith community? (1.10) T 6 What is the good news Christians believe Jesus brings? (1.4)</p>
<p>Substantive knowledge Content about specific religious traditions: □Abrahamic: Judaism, Christianity, Islam □ Dharmic: Hinduism, Buddhism, Sikhism □NRWVS: e.g. Humanism •A breadth of different</p>	<p>T 5</p> <ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why. • Get to know and use appropriate words to talk 	<p>T 5</p> <ul style="list-style-type: none"> • Think, talk and ask questions about what happens in a church, synagogue or mosque, saying what they think about 	<p>T 5</p> <ul style="list-style-type: none"> • Give examples of ways in which people express their identity and belonging within faith communities and other

<p>religions, but not so broad that pupils are left confused by the multiplicity</p> <ul style="list-style-type: none"> •Acknowledgement of diversity within religions and non-religious worldviews, especially the difference between what is 'traditional' in religion and what individual believers say and do •Attention to a range of RE concepts. •Sufficient concrete encounters with concepts/vocabulary for them to be meaningful for pupils. •Sufficient breadth to equip pupils with a range of mental models of contrasting religions, and thus the complexity and diversity of religion. •Sufficient depth to enable pupils to make sense of distinctive worldviews in depth (e.g. 'salvation history' in Judaism, Christianity and/or Islam). 	<p>about their thoughts and feelings when visiting a church.</p> <ul style="list-style-type: none"> • Express a personal response to the natural world. <p>T 6</p> <ul style="list-style-type: none"> • Identify some of their own feelings in the stories they hear. 	<p>these questions, giving good reasons for their ideas.</p> <ul style="list-style-type: none"> • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. <p>T 6</p> <ul style="list-style-type: none"> • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. 	<p>communities, responding sensitively to differences.</p> <ul style="list-style-type: none"> • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. <p>T 6</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether Jesus 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.
<p>Ways of knowing</p> <p>The ways in which knowledge of religions is formed?</p> <ul style="list-style-type: none"> •Knowledge of how different communities of academic practice might go about finding out about religion. For example: <input type="checkbox"/>Asking questions of believers <input type="checkbox"/>Observing practices and ways of living <input type="checkbox"/>Reading sources of wisdom <input type="checkbox"/>Debating truth claims <input type="checkbox"/>Exploring the emotional and sensory world of religion <input type="checkbox"/>Analysing data and statistics •Knowledge of the various degrees of certainty about religious claims. E.g. teachers may explicitly model, 	<p>T 5</p> <ul style="list-style-type: none"> • Begin to recognise that for Christians, Muslims and Jews, these special things link to beliefs about God. <p>T 6</p> <ul style="list-style-type: none"> • Talk about some religious stories. • Recognise some religious words e.g. about God. • Identify a sacred text e.g. Bible, Torah 	<p>T 5</p> <ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there. • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. <p>T 6</p>	<p>T 5</p> <ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities. • Say simply what Jesus and one other religious leader taught about loving other people. <p>T 6</p> <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.

<p>“We know for certain that...”; “we are less certain</p>		<ul style="list-style-type: none"> • Identify a story or text that says something about each person being unique and valuable. • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people). • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. 	<ul style="list-style-type: none"> • Recognise that Jesus gives instructions to people about how to behave.
<p>Personal knowledge</p> <p>Pupils understand their own relationship to the subject matter? When pupils try to make sense of religion and worldviews, they do so from a position. Everyone has ‘lenses’ through which they see the world (values, experiences, habits, dispositions). The curriculum builds:</p> <ul style="list-style-type: none"> •Pupils’ self-awareness of the assumptions they bring when they think about religion. (e.g. when studying the parable of the Good Samaritan, they contrast the concept of love in the story with their own emerging assumptions). •Pupils’ personal knowledge of their own position (e.g. pupils developing the necessary vocabulary to be able to express their own worldview and to see how it differs from others’). 	<p>T 5</p> <ul style="list-style-type: none"> • Recognise that some religious people have places which have special meaning for them. • Talk about the things that are special and valued in a place of worship. <p>T 6</p> <ul style="list-style-type: none"> • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends to the friendless in the story of Zacchaeus; what Jesus’ story about the ten lepers teaches about saying ‘thank you’, and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. 	<p>T 5</p> <ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in churches. Mosques and/or synagogues which show what people believe. • Give simple examples of how people worship at a church, mosque or synagogue. • Talk about why some people like to belong to a sacred building or a community. <p>T 6</p> <ul style="list-style-type: none"> • Give an example of how people show that they care for others (e.g. by giving to charity). Making a link to one of the stories. • Give examples of how Christians and Jews can show care for the natural world. • Say why Christians and Jews might look after the natural world. 	<p>T 5</p> <ul style="list-style-type: none"> • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).

<p>Vocabulary Tier 3 words are highly specialist (e.g. 'incarnation' in Christianity or 'reincarnation' in Hinduism) Tier 2 words which are generally important to talk about religion (e.g. 'worship', 'pilgrimage', 'festival')</p>			
<p>Texts</p>	<p>David and the Shepherd Boy Story of Ruth Story of Zacchaeus Story of the Ten lepers. Story of Rama and Sita. Story of Ganesha.</p>	<p>Jesus blesses the children Luke 18. Rainbow Fish or Winnie the Pooh. The Good Samaritan.</p>	<p>Story of the Lost Sheep or coin Luke 15.</p>
<p>Enhancements</p>			