



RE Overview

Year	Term	Key Concept	Intent	RE Syllabus KS1 Objectives	Milestones Unit Outcomes	Essential Characteristics	Vocabulary	Prior Learning
Year 1	Autumn	Belonging	<p>Year 1 will explore belonging in relation to belonging to a religion.</p> <p>Children will learn about belonging in three religions</p> <ul style="list-style-type: none"> - Christianity, Islam and Judaism. 	<p><u>Making sense of beliefs</u></p> <ul style="list-style-type: none"> - Identify core beliefs and concepts studied and give a simple description of what they mean - Give examples of how stories show what people believe (e.g. the meaning behind a festival) - Give clear, simple accounts of what stories and other texts mean to believers <p><u>Understanding the impact</u></p> <ul style="list-style-type: none"> - Give examples of how people use stories, texts and teachings to guide their beliefs and actions - Give example of ways in which believers put their beliefs into practice <p><u>Making connections</u></p> <ul style="list-style-type: none"> - Think, talk and ask questions about whether the ideas they have been studying, have something to say to them - Give a good reason for the views they have and the connections they make 	<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 - 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) - Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences - 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 	<ul style="list-style-type: none"> - Making sense of the text: reading and understanding religious stories - Understanding the impact: the ability to give examples of how stories guide people's beliefs and actions - Making connections: to ask questions and give reasons for something 	<p>Christianity, Christians, God, church, mosque, synagogue, Jesus, important, special, sacred, Bible, believe, belong, Jewish, Judaism, Islam, Muslims, baptism, Aqiqah, wedding, ceremony, community,</p>	<p>F4 - Being special: Where do we belong?</p>



RE Overview

Year 1	Autumn	God	<p>Year 1 will be introduced to the idea that Christians believe in God and how the Bible is they key way of finding out about what God is like. Stories from the Bible will be shared and explored to deepen understanding of what Christians believe God is like.</p>	<p><u>Making sense of beliefs</u> - Identify core beliefs and concepts studied and give a simple description of what they mean - Give examples of how stories show what people believe (e.g. the meaning behind a festival) - Give clear, simple accounts of what stories and other texts mean to believers</p> <p><u>Understanding the impact</u> - Give examples of how people use stories, texts and teachings to guide their beliefs and actions - Give example of ways in which believers put their beliefs into practice</p> <p><u>Making connections</u> - Think, talk and ask questions about whether the ideas they have been studying, have something to say to them - Give a good reason for the views they have and the connections they make</p>	<p>- 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 stories mean to Christians - 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 them) - Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) - Think, talk and ask questions about; stories, living in an amazing world, what difference believing in God makes to how people treat each other and the natural world - Give a reason for the ideas they have and the connections they make</p>	<p>- Making sense of the text: reading and understanding Bible stories. To re-tell stories from the Bible. - Understanding the impact: the ability to give examples of how Christians show their belief about God - Making connections: to ask questions and give reasons for something</p>	<p>Christianity, Christians, God, church, Jesus, important, special, sacred, Bible, believe, parable, forgiveness, worship</p>	<p>F1 - Why is the word 'God' so important to Christians? [Creation] F6 - Which stories are special and why?</p>
--------	--------	-----	---	--	---	---	--	--



RE Overview

Year 1	Spring	God/Torah/ the People	Year 1 explore the religion of Judaism. Children will explore the question who is Jewish and how do they live? Children will build further on their knowledge of Judaism from Unit 1.10.	<p><u>Making sense of beliefs</u></p> <ul style="list-style-type: none"> - Identify core beliefs and concepts studied and give a simple description of what they mean - Give examples of how stories show what people believe (e.g. the meaning behind a festival) - Give clear, simple accounts of what stories and other texts mean to believers <p><u>Understanding the impact</u></p> <ul style="list-style-type: none"> - Give examples of how people use stories, texts and teachings to guide their beliefs and actions - Give example of ways in which believers put their beliefs into practice <p><u>Making connections</u></p> <ul style="list-style-type: none"> - Think, talk and ask questions about whether the ideas they have been studying, have something to say to them - Give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> - Recognise the words of the Shema as a Jewish prayer - Retell simply some stories 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 - Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) - Make links between Jewish ideas of God found in stories and how people live - Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat. - Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas - Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too 	<ul style="list-style-type: none"> - Making sense of the text: the ability to retell stories and recognise important words in prayers - Understanding the impact: the ability to give examples of how Jewish people live and celebrate special times - Making connections: to ask questions and give reasons for something 	Jewish, Judaism, believe, Shema, celebrations, Shabbat, prayers, mezuzah, worship	1.10 What does it mean to belong to a faith community?
--------	--------	--------------------------	--	---	--	---	---	--



RE Overview

Year 1	Summer	Creation	<p>Year 1 will explore the idea that God is the Creator of the world. The Creation Story will be taught and children will recognise that Creation is the beginning of the 'big story' of the Bible.</p>	<p><u>Making sense of beliefs</u> - Identify core beliefs and concepts studied and give a simple description of what they mean - Give examples of how stories show what people believe (e.g. the meaning behind a festival) - Give clear, simple accounts of what stories and other texts mean to believers</p> <p><u>Understanding the impact</u> - Give examples of how people use stories, texts and teachings to guide their beliefs and actions - Give example of ways in which believers put their beliefs into practice</p> <p><u>Making connections</u> - Think, talk and ask questions about whether the ideas they have been studying, have something to say to them - Give a good reason for the views they have and the connections they make</p>	<ul style="list-style-type: none"> - Retell the story of creation for Genesis simply - Recognise that 'Creation' is the beginning of the 'big story' of the Bible - Say what the Creation story tells Christians about God, Creation and the world - Give at least one example of what Christians do to say 'thank you' to God for Creation - Think, talk and ask questions about; stories, living in an amazing world, what difference believing in God makes to how people treat each other and the natural world - Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in 	<ul style="list-style-type: none"> - Making sense of the text: showing understanding of religious stories and recognising what the story tells Christians - Understanding the impact: the ability to give examples of how Christians thank God for being the Creator of the world - Making connections: to ask questions and give reasons for something 	<p>Christianity, Christians, God, church, Creation, believe, world</p>	<p>F1 - Why is the word 'God' so important to Christians? [Creation]</p>
--------	--------	----------	---	--	--	--	--	--



RE Overview

Year 1	Summer	Caring for the world	<p>Year 1 will continue to look at the Creation Story and see what it tells Christians and Jews about the natural world. Stories will be shared and look at the beliefs found in the stories.</p>	<p><u>Making sense of beliefs</u> - Identify core beliefs and concepts studied and give a simple description of what they mean - Give examples of how stories show what people believe (e.g. the meaning behind a festival) - Give clear, simple accounts of what stories and other texts mean to believers</p> <p><u>Understanding the impact</u> - Give examples of how people use stories, texts and teachings to guide their beliefs and actions - Give example of ways in which believers put their beliefs into practice</p> <p><u>Making connections</u> - Think, talk and ask questions about whether the ideas they have been studying, have something to say to them - Give a good reason for the views they have and the connections they make</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 - 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 earth - Say why Christians and Jews might look after the natural world - Think, talk and ask questions about; stories, living in an amazing world, 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 	<ul style="list-style-type: none"> - Making sense of the text: reading and understanding religious stories - Understanding the impact: the ability to give examples of how people care for others and the natural world - Making connections: to ask questions and give reasons for something 	<p>Christianity, Christians, God, Jesus, important, Bible, believe, Jewish, caring, natural world, treat</p>	<p>F1 - Why is the word 'God' so important to Christians? [Creation]</p>
--------	--------	----------------------	---	--	---	--	--	--



RE Overview

Year 2	Autumn	God/Tawid/Ibadah/Iman	Year 2 will explore the religion of Islam. Children will explore the question who is a Muslim and how do they live - learning about what is important to Muslims and the beliefs they have about God.	<p><u>Making sense of beliefs</u></p> <ul style="list-style-type: none"> - Identify core beliefs and concepts studied and give a simple description of what they mean - Give examples of how stories show what people believe (e.g. the meaning behind a festival) - Give clear, simple accounts of what stories and other texts mean to believers <p><u>Understanding the impact</u></p> <ul style="list-style-type: none"> - Give examples of how people use stories, texts and teachings to guide their beliefs and actions - Give example of ways in which believers put their beliefs into practice <p><u>Making connections</u></p> <ul style="list-style-type: none"> - Think, talk and ask questions about whether the ideas they have been studying, have something to say to them - Give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> - Recognise the words of the Shahadah and that 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 Muslims use the Shahadah to show what matters to them - Think, talk about and ask questions about Muslim beliefs and ways of living 	<ul style="list-style-type: none"> - Making sense of the text: recognising what is important to Muslims and identify beliefs about God - Understanding the impact: the ability to give examples to show what matters - Making connections: to ask questions 	mosque, important, special, sacred, Allah, Qur'an, believe, Shahadah, five pillars, 99 Names of Allah, Islam, Muslims, worship, Eid-ul-Fitr, celebrate, similarities, differences	1.10 What does it mean to belong to a faith community?
--------	--------	-----------------------	---	---	--	--	---	--



RE Overview

Year 2	Autumn	Incarnation	<p>Year 2 will consolidate learning on Christmas understanding the concept of Incarnation and where it fits within the 'big story' of the Bible. Children will understand the importance of Jesus' birth and how the story guided Christians beliefs and actions at Christmas.</p>	<p><u>Making sense of beliefs</u> - Identify core beliefs and concepts studied and give a simple description of what they mean - Give examples of how stories show what people believe (e.g. the meaning behind a festival) - Give clear, simple accounts of what stories and other texts mean to believers</p> <p><u>Understanding the impact</u> - Give examples of how people use stories, texts and teachings to guide their beliefs and actions - Give example of ways in which believers put their beliefs into practice</p> <p><u>Making connections</u> - Think, talk and ask questions about whether the ideas they have been studying, have something to say to them - Give a good reason for the views they have and the connections they make</p>	<ul style="list-style-type: none"> - Recognise that stories of Jesus' life come from the Gospels - Give a clear, simple account of the story of Jesus' birth and why Jesus is Christians - Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and action at Christmas - Think, talk and ask questions about Christmas for 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 	<ul style="list-style-type: none"> - Making sense of the text: reading and understanding religious stories - Understanding the impact: the ability to give examples of how the Christmas story guide Christians beliefs and actions - Making connections: to ask questions and give reasons for something 	<p>Christianity, Christians, God, church, Bible, believe, special, sacred, Jesus, Christmas, Incarnation, flesh, advent, Nativity story, celebrate</p>	<p>F2 - Why do Christians perform nativity plays at Christmas? [Incarnation]</p>
--------	--------	-------------	--	--	--	--	--	--



RE Overview

<p>Year 2</p>	<p>Spring</p>	<p>God/Tawid/Ibadah/Iman</p>	<p>Year 2 will continue exploring the question who is a Muslim and how do they live, deepening knowledge learnt in Autumn 1. Children will learn about Prophet Muhammad and make connections to other religious leaders such as Jesus.</p>	<p><u>Making sense of beliefs</u> - Identify core beliefs and concepts studied and give a simple description of what they mean - Give examples of how stories show what people believe (e.g. the meaning behind a festival) - Give clear, simple accounts of what stories and other texts mean to believers</p> <p><u>Understanding the impact</u> - Give examples of how people use stories, texts and teachings to guide their beliefs and actions - Give example of ways in which believers put their beliefs into practice</p> <p><u>Making connections</u> - Think, talk and ask questions about whether the ideas they have been studying, have something to say to them - Give a good reason for the views they have and the connections they make</p>	<p>- Give examples of how stories about the Prophet show what Muslims believe about Muhammad - 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 - Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas - Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>- Making sense of the text: recognising what is important to Muslims and identify beliefs about God - Understanding the impact: the ability to give examples about stories show what Muslims believe about Prophet Muhammad and prayers - Making connections: to ask questions and give reasons for something</p>	<p>mosque, important, special, sacred, Qur'an, believe, Shahadah, five pillars, 99 Names of Allah, Islam, Muslims, Allah, Prophet, Prophet Muhammad, prayers, forbade worship, Eid-ul-Fitr, celebrate, similarities, differences</p>	<p>1.10 What does it mean to belong to a faith community? 1.6 Who is a Muslim and what do they believe? (Double unit) [God/Tawid/Ibadah/Iman] (Part 1 - Autumn 1)</p>
---------------	---------------	------------------------------	--	--	---	--	--	--



RE Overview

<p>Year 2</p>	<p>Spring</p>	<p>Salvation</p>	<p>Year 2 will consolidate learning on Easter and understand the concept of Salvation. Children will build on learning and recognise how Incarnation and Salvation are part of the 'big story' of the Bible.</p>	<p><u>Making sense of beliefs</u> - Identify core beliefs and concepts studied and give a simple description of what they mean - Give examples of how stories show what people believe (e.g. the meaning behind a festival) - Give clear, simple accounts of what stories and other texts mean to believers</p> <p><u>Understanding the impact</u> - Give examples of how people use stories, texts and teachings to guide their beliefs and actions - Give example of ways in which believers put their beliefs into practice</p> <p><u>Making connections</u> - Think, talk and ask questions about whether the ideas they have been studying, have something to say to them - Give a good reason for the views they have and the connections they make</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) - Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter - 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"> - Making sense of the text: reading and understanding religious stories and recognising a link with the idea of Salvation - Understanding the impact: the ability to give examples of how Christians show their beliefs - Making connections: to ask questions and give reasons for something 	<p>Christianity, Christians, God, church, Bible, believe, special, sacred, Easter, celebrate, Jesus, resurrection, Holy Week, Incarnation, Salvation</p>	<p>F3 - Why do Christians put a cross in an Easter garden? [Salvation]</p>
---------------	---------------	------------------	--	--	---	---	--	--



RE Overview

Year 2	Summer	Gospel	<p>Year 2 will be introduced to the concept of 'Gospel' and where this fits within the 'big story' of the Bible. Stories from the Bible will be shared and children will understand that Jesus gave instructions to people on how to behave.</p>	<p><u>Making sense of beliefs</u> - Identify core beliefs and concepts studied and give a simple description of what they mean - Give examples of how stories show what people believe (e.g. the meaning behind a festival) - Give clear, simple accounts of what stories and other texts mean to believers</p> <p><u>Understanding the impact</u> - Give examples of how people use stories, texts and teachings to guide their beliefs and actions - Give example of ways in which believers put their beliefs into practice</p> <p><u>Making connections</u> - Think, talk and ask questions about whether the ideas they have been studying, have something to say to them - Give a good reason for the views they have and the connections they make</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 - Recognise that Jesus gives instructions to people about how to behave - Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless - Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) - 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 	<ul style="list-style-type: none"> - Making sense of the text: reading and understanding religious stories. To retell stories from the Bible and recognise how the teachings of Jesus show people how to behave - Understanding the impact: the ability to give examples of how Christians follow the teachings of Jesus - Making connections: to ask questions and give reasons for something 	<p>Christianity, Christians, God, church, Bible, believe, special, sacred, Easter, celebrate, Jesus, Gospel, tax collector, forgiveness</p>	
--------	--------	--------	--	--	--	---	---	--



RE Overview

Year 2	Summer	Sacred places	<p>Year 2 will become familiar with special places where people go to worship. Children will learn about the sacred places of all religions covered in KS1 – Christianity, Islam and Judaism.</p>	<p><u>Making sense of beliefs</u> - Identify core beliefs and concepts studied and give a simple description of what they mean - Give examples of how stories show what people believe (e.g. the meaning behind a festival) - Give clear, simple accounts of what stories and other texts mean to believers</p> <p><u>Understanding the impact</u> - Give examples of how people use stories, texts and teachings to guide their beliefs and actions - Give example of ways in which believers put their beliefs into practice</p> <p><u>Making connections</u> - Think, talk and ask questions about whether the ideas they have been studying, have something to say to them - Give a good reason for the views they have and the connections they make</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 - Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe - Give 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 - Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas - Talk about what makes some places special to people and what the difference is between religious and non-religious special places 	<ul style="list-style-type: none"> - Making sense of the text: recognising the importance of sacred places and objects found in these places - Understanding the impact: the ability to give examples of how objects/stories show what people believe - Making connections: to ask questions and give reasons for something 	<p>religion, Islam, Muslims, mosque, church, synagogue, believe, special, sacred, Bible, Qur'an, Torah, pray, worship, holy, celebrate, worship</p>	<p>F5 - Which places are special and why?</p>
--------	--------	---------------	---	--	---	--	---	---