

RE Curriculum Overview - Long Term Plan



Key Concepts – Across the year each class study Christian, Hindu, Jewish and Muslim Worldviews.

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
EYFS	- Develop positive attitudes about differences between people and what they believe <i>Understanding of celebrations and festivals through provision, stories, rhymes and NF texts.</i>					
F1						
EYFS	What Makes Me Special?	Who is Special to different people?	What stories are Special to different people?	How do different people celebrate their Special Times?	What places are Special to different people?	If the world is Special, how should we treat it?
F2						
Why this why now						
	In this unit, children find out a little more about themselves and others. They talk about their interests, likes, dislikes, family and friends, as well as familiar customs and routines. They consider ways in which other people are similar to or different from them, including the fact that some people belong to a religious worldview.	In this unit, children find out a little more about which people are special to them, their school and local community, and to religious people. They are introduced to the word 'God' and explore why God is special to some religious people. They do this by engaging with some important stories for Christians, Hindus and Jewish people and exploring how these people put their beliefs about God into practice in the real world.	In this unit, children find out a little more about religious worldviews by exploring books and stories that are important to Christians and Muslims. They are introduced to the Bible and the Qur'an, think about why these books are important and how they are treated by Christians and Muslims. They use question drawn from Theology to find out more about Christian and Muslim stories. They also think about the books and stories that are important to them, and why they are important.	having explored some special people, books and stories within religious worldviews, in this unit children investigate how different people celebrate their special times, including Christians and Sikhs. They make links with their own celebrations and learn about how different people might celebrate religious festivals different across the globe. They ask questions drawn from the human / social sciences to help them understand what they are seeing.	in this unit, children articulate which places are special to them and why. They find out a little more about the places that are special to religious people, including opportunities to engage with Christian, Hindu, Jewish, Muslim and Sikh worldviews. Using questions drawn from the human / social sciences, children explore what makes these places special	having explored special places to religious people in the previous unit, in this unit, children find out a little more about what it means for the natural world to be special. Using questions drawn from Theology, they explore creation stories drawn from Muslim and Christian worldviews and their importance to Muslims and Christians. They also think about their own impact on the natural world and how they can help look after it.
	Key vocabulary: Allah Bible Cathedral Chapel Christian Church Community Creation Easter Family God Gurdwara Hindu Jesus Jewish Mandir Mosque Muslim Qur'an Religion Sikh Special Synagogue Vaisakhi World					
Year 1	Who is God to Christians and why does God matter to them?	Why is it important to say thank you?	Who is Allah (God) to Muslims and why does Allah (God) matter to them?	Is it possible to speak to God?	What is my view of the world?	Is there a right way to worship?
Why this why now						
	pupils have the opportunity to build on learning in EYFS by exploring in detail ways in	pupils build on learning about special times in EYFS and learning in the previous term	pupils have the opportunity to build on learning in EYFS and autumn term by exploring in	in this unit, pupils build on their understanding of the Muslim concept of God by	using their learning from previous units, pupils now look inwards at their own	bringing together their knowledge about religious, organised and individual

	which Christians articulate their beliefs about God. They also deepen their understanding of how context influences the ways in which Christian express their beliefs	by exploring different ways in which people show thankfulness, including through key festivals, such as Harvest and Sukkot. They also deepen their understanding of the key sources of authority for religious people and the ways in which context affects their ways of living.	detail ways in which Muslims articulate their beliefs about Allah (God). They also deepen their historical and geographic understanding of the origins of Islam	considering how Muslims prayer to God. They begin to ask philosophical questions about the concept of communicating with God. They deepen their understanding of the ways in which context affects being Muslim, as well as exploring some different ways in which religious people pray.	worldview. They consider how context has shaped the things they believe and value. They explore how context has influenced how they live their own lives. They are introduced to the distinction between individual and organised worldviews, recognising examples of these from previous learning.	worldviews, sources of authority and context, pupils explore a philosophical question about worship.
	Key vocabulary: Abolition Allah Arabic Baptism Baptist Believer's Baptism Belonging Bible Celebration Christian Church Communicate Communication Community Context Convent Creation Cross Dedication Dignity Diversity Emancipation Empire Equality Freedom God Granthi Gratitude Gurdwara Guru Hadith Harmony Harvest Heaven Hindu Human Humanism Image of God Imam Individual worldview Jewish Katiakatanga Khalifa Leader Maharajah Makkah Māori Methodism Methodist Monastery Monk Mosque Muslim Naming Ceremony Non-Religious Nun Organised worldview Orthodox Parable Personal worldview Philosophy / Philosopher Prayer Prophet Muhammad Purpose Qur'an Rabbi Rakhi Raksha Bandhan Reason Respect Ritual Shahadah Shaykh Sikh Slavery Special Stewardship Straight Path Sukkot Synagogue Tawhid Thankfulness Tikkun Olam Unique Waheguru Welcome Worldview Worship Worthy Wudu					
Year 2	What is a human being? (Part 1)	What is a human being? (Part 2)	Local Case Study 1	Local Case Study 1	How do people welcome a new human into their community? (Part 1)	How do people welcome a new human into their community? (Part 2)
	Why this why now					
	building on learning from EYFS (and, where relevant, KS1), pupils explore more deeply how people's beliefs are shaped by key sources of authority. They do this by interpreting key Christian sources of authority.	building on learning from EYFS (and, where relevant, KS1) and the previous term, pupils interpret key sources of authority to understand better Muslim and Sikh beliefs about human beings	In this and the next unit, pupils apply their understanding of key sources of authority to the ways in which key individuals have lived their lives. They consider how the combination of these sources of authority and context have influenced the person they are studying	In this and the next unit, pupils apply their understanding of key sources of authority to the ways in which key individuals have lived their lives. They consider how the combination of these sources of authority and context have influenced the person they are studying	pupils deepen their knowledge and understanding of beliefs about human beings by exploring how religious and non-religious people welcome a new baby into the community. They develop their understanding of the 'ways of knowing' (disciplinary knowledge) by using questions and tools that help them explore how context affects ways of living.	pupils build on learning from the previous unit by exploring the ways in which adults are welcomed into a new community. They focus on understanding how context affects ways of living in more complex ways.
	Key vocabulary: Abolition Allah Arabic Baptism Baptist Believer's Baptism Belonging Bible Celebration Christian Church Communicate Communication Community Context Convent Creation Cross Dedication Dignity Diversity Emancipation Empire Equality Freedom God Granthi Gratitude Gurdwara Guru Hadith Harmony Harvest Heaven Hindu Human Humanism Image of God Imam Individual worldview Jewish Katiakatanga Khalifa Leader Maharajah Makkah Māori Methodism Methodist Monastery Monk Mosque Muslim Naming Ceremony Non-Religious Nun Organised worldview Orthodox Parable Personal worldview Philosophy / Philosopher Prayer Prophet Muhammad Purpose Qur'an Rabbi Rakhi Raksha Bandhan Reason Respect Ritual Shahadah Shaykh Sikh Slavery Special Stewardship Straight Path Sukkot Synagogue Tawhid Thankfulness Tikkun Olam Unique Waheguru Welcome Worldview Worship Worthy Wudu					
Year 3/4	What is my duty, how do	What is my duty, how do	What is a good life?	What is a good life?	Do Christians have to	Do Christians have to

Year A	I know and why does it matter? Sikh worldviews	I know and why does it matter? Hindu worldviews	Non-religious worldviews	Christian worldviews	believe in God as Trinity? (Part 1)	believe in God as Trinity? (Part 2)
Why this why now						
	Having explored Sikhi in KS1, this unit introduces the concepts of duty and gurmukh. Pupils consider how context affects the ways in which Sikhs understand and live out their duty. They also analyse their own understanding of duty, relating it to their personal worldviews.	Having explored Sikhi in KS1 and the previous term, this unit introduces a new Dharmic tradition. Pupils engage with some key concepts that underpin a Hindu worldview and consider how context affects the ways in which Hindus understand and live out their dharma.	In this and the next unit, pupils apply their understanding of the concept of duty to the ways in which religious and non-religious people apply it in their lives. Drawing on questions and methods from the human / social sciences, theology and philosophy, pupils will explore the life of James Baldwin.	In this and the previous unit, pupils will apply their understanding of the concept of duty to the ways in which religious and non-religious people try to live a good life. Drawing on questions and methods from the human / social sciences, theology and philosophy, pupils will explore the life of St Francis of Assisi.	In this and the next unit, pupils engage more deeply with Christian sources of authority to explore interpretations of the concept of God. They further develop hermeneutical skills and analyse data about the lived reality of Christian worldviews.	Building on the previous unit, pupils engage more deeply with Christian sources of authority to explore interpretations of the concept of God. They further develop hermeneutical skills and analyse data about the lived reality of Christian worldviews.
Key vocabulary: Ahimsa Annunciation Anti-Semitism Atheist Atman Authority Belonging Bible Boston Brahma Brahman Buddhist Catholic Church Church of England Civil Rights Climate Colonisation Context Covenant Creed Denomination Dharma Discrimination Duty Duty Enlightenment Environment Equality Ethics Father Franciscan Ganges / Ganga Golden Rule Good Gurdwara Gurmukh Guru Guru Granth Sahib Hajj Hindu Holy Spirit Humanism Humanist Indigenous Interfaith Journey Karma Kosher Kumbh Mela Leading Liberation Magnificat Makkah Mandir Manmukh Mary Meditation Mezuzah Mindfulness Ministry Mitzvah Moksha Monastic Mool Mantar Murti Naam Japo Natural World Nicene Non-religious Philosopher Pilgrim Fathers Pilgrimage Prayer Protestant Reformation Puritan Quaker Reason Religion / Non-Religion River Sacred Saint Samsara Segregation Sewa Shabbat Shiva Shrine Sikhi Social Action Son Source of Authority Spirituality Supernatural Survey Thanksgiving Tikkun Olam Trimurti Trinity Vishnu Waheguru Walsingham Worldview						
Year 4/5 Year A	What is my duty, how do I know and why does it matter? Sikh worldviews	What is my duty, how do I know and why does it matter? Hindu worldviews	What is a good life? Non-religious worldviews	What is a good life? Christian worldviews	Do Christians have to believe in God as Trinity? (Part 1)	Do Christians have to believe in God as Trinity? (Part 2)
Why this why now						
	Having explored Sikhi in KS1, this unit introduces the concepts of duty and gurmukh. Pupils consider how context affects the ways in which Sikhs understand and live out their duty. They also analyse their own understanding of duty, relating it to their personal worldviews.	Having explored Sikhi in KS1 and the previous term, this unit introduces a new Dharmic tradition. Pupils engage with some key concepts that underpin a Hindu worldview and consider how context affects the ways in which Hindus understand and live out their dharma.	In this and the next unit, pupils apply their understanding of the concept of duty to the ways in which religious and non-religious people apply it in their lives. Drawing on questions and methods from the human / social sciences, theology and philosophy, pupils will explore the life of James Baldwin.	In this and the previous unit, pupils will apply their understanding of the concept of duty to the ways in which religious and non-religious people try to live a good life. Drawing on questions and methods from the human / social sciences, theology and philosophy, pupils will explore the life of St Francis of Assisi.	In this and the next unit, pupils engage more deeply with Christian sources of authority to explore interpretations of the concept of God. They further develop hermeneutical skills and analyse data about the lived reality of Christian worldviews.	Building on the previous unit, pupils engage more deeply with Christian sources of authority to explore interpretations of the concept of God. They further develop hermeneutical skills and analyse data about the lived reality of Christian worldviews.

	Key vocabulary: Ahimsa Annunciation Anti-Semitism Atheist Atman Authority Belonging Bible Boston Brahma Brahman Buddhist Catholic Church Church of England Civil Rights Climate Colonisation Context Covenant Creed Denomination Dharma Discrimination Duty Duty Enlightenment Environment Equality Ethics Father Franciscan Ganges / Ganga Golden Rule Good Gurdwara Gurmukh Guru Guru Granth Sahib Hajj Hindu Holy Spirit Humanism Humanist Indigenous Interfaith Journey Karma Kosher Kumbh Mela Leading Liberation Magnificat Makkah Mandir Manmukh Mary Meditation Mezuzah Mindfulness Ministry Mitzvah Moksha Monastic Mool Mantar Murti Naam Japo Natural World Nicene Non-religious Philosopher Pilgrim Fathers Pilgrimage Prayer Protestant Reformation Puritan Quaker Reason Religion / Non-Religion River Sacred Saint Samsara Segregation Sewa Shabbat Shiva Shrine Sikhi Social Action Son Source of Authority Spirituality Supernatural Survey Thanksgiving Tikkun Olam Trimurti Trinity Vishnu Waheguru Walsingham Worldview					
Year 5/6 Year A	Does creativity matter in religious worldviews? Music	Does creativity matter in religious worldviews? Art	Do people always put their beliefs into action? Christian worldviews	Do people always put their beliefs into action? Muslim worldviews	Are all people equal? Sikh worldviews	Are all people equal? Christian and non-religious worldviews
	Why this why now					
	In this unit, pupils build on learning from KS1 by engaging in hermeneutical interpretation of religious narratives about the origins of the universe. They apply this learning to the diverse ways in which religious people express - or do not express - their creativity through music.	Building on learning from the previous term, pupils explore diverse ways in which religious people express their beliefs and values through art. Through this, they consider philosophical questions about how humans communicate abstract, conceptual ideas, such as God, hope and truth.	Using the case study of the 16th Street Baptist Church in Birmingham, Alabama and its connection to the Welsh artist, John Petts, pupils ask philosophical questions about how beliefs can inspire action - both positively and negatively.	Building on work from the previous term, pupils explore the work of the Muslim artist, Mohammed Ali. Through an exploration of his street art, they ask philosophical questions about what it means to be human and how this relates to the experiences of migrants and refugees around the world.	Building on learning from lower KS2, pupils deepen their understanding of key Sikh concepts, including gurmukh. Through this, using questions and skills drawn from the human/social sciences, they investigate the lived reality of equality for different Sikhs, with a focus on female Sikhs.	Using the case study of collective worship, pupils explore the idea of freedom of religion and belief through the perspectives of both Christian and non-religious people. Using philosophical tools, pupils seek to answer the question 'are all people equal' in light of the need to maintain freedom of religion and belief.
	Key vocabulary: Abolition Adhan Agnostic AI Allah Ancient Anglican Ashoka Atheist Authority Belief Belonging Bible Bishop Black theology Buddha Buddhist Calligraphy Catholic Census Church of England Communication Community Context Creation Creativity Culture Dastar Denomination Dhammapada Dignity Discrimination Empire Equality Equity Ethics Eucharist Faith Freedom Genre Great Commission Gurdwara Gurmukh Guru Granth Sahib Hadith Halal Haram Harmony Hasidic Heresy Hermeneutics Hijrah Humanist Identity Image of God Incarnation Injustice Interpretation Islamophobia Jesus Justice Khalsa Kirtan Klezmer Koan Langar Mass Methodist Migration Minister Mission Mormon Non-Religious Ordination Organised Worldview Orthodox Power Presbyterian Priest Printing press Prophet Protestant Purpose Quaker Qur'an Racism Reformation Refugee Religion Respect Right Segregation Service Sewa Sexism Shabad Shabbat Siddhartha Gautama Sikhi Slavery Social Action Social Media Spirituality Sport Suffrage Technology Theist Thesis (Theses) Truth Ummah Waheguru Worldview Worship Zakat Zen Buddhist					