

RE
WHOLE SCHOOL OVERVIEW



Early Years Foundation Stage (EYFS)			
Nursery	Autumn	Spring	Summer
	Demonstrate an ability to talk about their own previous experiences of celebrations with family or friends. Through discussions with others, show an understanding of and will share information about different celebrations. <u>Unit Overview:</u> <ul style="list-style-type: none">Can you talk about past experiences with your family?Can you use books, stories and experiences to show an awareness of Harvest, Diwali, Bonfire Night, Armistice Day and Hanukkah?	Demonstrate an ability to talk about their own previous experiences of celebrations with family or friends. Through discussions with others, show an understanding of and will share information about different celebrations. <u>Unit Overview:</u> <ul style="list-style-type: none">Can you use books, stories and experiences show an awareness of Chinese New Year, Shrove Tuesday, Mother's Day and Easter?	Demonstrate an ability to talk about their own previous experiences of celebrations with family or friends. Through discussions with others, show an understanding of and will share information about different celebrations. <u>Unit Overview:</u> <ul style="list-style-type: none">Can you use books, stories and experiences show an awareness of Eid-ul-Fitr, Father's Day and Eid-ul-Adha?
Reception	Autumn	Spring	Summer
	Know some similarities and differences between difference religions and cultural communities in this country, drawing on their experiences and what has been read in class. <u>Unit Overview:</u> <ul style="list-style-type: none">Can you talk about a range of experiences shared with your family in your own immediate past?Can you explore different beliefs and how special times are celebrated differently?Can you use books, stories and experiences to show an awareness of Harvest, Diwali, Bonfire Night, Armistice Day and Hanukkah?	Know some similarities and differences between difference religions and cultural communities in this country, drawing on their experiences and what has been read in class. <u>Unit Overview:</u> <ul style="list-style-type: none">Can you identify special places within the community e.g. school, Mosque, Church?Can you use books, stories and experiences show an awareness of Chinese New Year, Shrove Tuesday, Mother's Day and Easter?	Know some similarities and differences between difference religions and cultural communities in this country, drawing on their experiences and what has been read in class. <u>Unit Overview:</u> <ul style="list-style-type: none">Can you use books, stories and experiences show an awareness of Eid-ul-Fitr, Father's Day and Eid-ul-Adha?
<u>The Early Learning Goals (ELG) for understanding of the world aims to ensure that all pupils:</u> <ul style="list-style-type: none">Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.			

Make sense of belief

Understand the impact

Make connections

Key Stage I (KSI)						
Year I	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
	Retrieval Opportunity	Retrieval Opportunity	Retrieval Opportunity	Retrieval Opportunity	Retrieval Opportunity	Retrieval Opportunity
	Christianity	Christianity	Festivals – Diwali, Christmas, Eid	Festivals – Diwali, Christmas, Eid Bible, Qur'an Church, Mosque	Festivals – Diwali, Christmas, Eid, Easter	Festivals – Diwali, Christmas, Eid 5 K's
Year I	<u>FOCUS:</u> Christianity – What do Christians believe God is like? 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 Christian 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 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. <u>Unit Overview</u> Week 1 – Who is God? Where is God? Week 2 – What do Christians believe God is like? Week 2 – What are parables? Do they have a meaning?	<u>FOCUS:</u> Religious festivals and celebrations Who celebrates what? How and Where? Celebrations that matter in Sandwell Recognise a special time pupils celebrate and explain simply what celebration means Identify and name at least three different religious festivals, giving two facts about each one Identify a belief that connects to a festival Give simple examples of the ways a festival makes a difference e.g. to emotions, to families Talk about features in festival stories that made people feel happy or sad and compare them with pupils' own experiences. Notice and suggest a meaning for some symbols used in the celebrations they learn about Think, talk and ask good questions about big days in different religions. Talk about links between how people celebrate today and old stories Notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts	<u>FOCUS:</u> Islam – Beginning to learn about Islam What do Muslims in Sandwell believe and how do they live? Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs expressed in the 5 Pillars of Islam Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims put their beliefs about prayer and about Allah into action 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 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. <u>Unit Overview</u> Week 1 – What do Muslims believe and how do they live? PS- sharing own faith	<u>FOCUS:</u> Christianity – Why does Easter matter to Christians? 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). Recognise that Jesus gives instructions about how to behave 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. <u>Unit Overview</u> Week 1 – What are the events of Easter Week? Week 2 – What happened during Holy Week? Week 3 – How did people feel during Holy Week?	<u>FOCUS:</u> Sikhism – Beginning to learn about Sikhism Stories of the Sikh Gurus Re-tell simply some stories of Guru Nanak Give examples of how the stories used in Sikh life and worship (e.g. does the story have a hidden message about what God is like, or about how we live?) Give examples of how and why Sikhs retell the stories of Guru Nanak and the other Gurus. Make links between Sikh ideas of God found in the stories and how people live Ask some questions about Sikh stories using the questioning words 'Who? How? Why? What if?' Talk about what they think is good about the Sikh stories and the ideas they noticed inside the stories. Give a good reason for their ideas about whether any of these things are good for them too. <u>Unit Overview</u> Week 1 – What are the 5 K's and why are they important?	<u>FOCUS:</u> Questions that puzzle us – What can we learn from deep thinking? Identify a religious story that answers a big question, for example, Jesus healing the Lepers answers the question: is it wrong for people to be left out? Identify two or more big questions about religions and beliefs, and match them to two or more possible answers Recognise that people's beliefs about God or life make a difference to what they do. Give simple examples of 'hidden messages' in faith stories or wise sayings Talk about what they like in the stories from sacred texts that they hear. Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people. Ask and suggest answers to questions arising from their learning about religions. <u>Unit Overview</u> Week 1 – What can we learn from deep thinking?



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	Week 3 - What can we learn from parables? What messages do they send? Week 4 - How do Christians show thanks to God? Week 5 - What is forgiveness? Week 6 - Why is forgiveness important? Week 7 - What do Christians pray for?	Unit Overview Week 1 - What happens during the festival of Diwali? Week 2 - What happens during the festival of Eid-ul-Adha? Week 3 - What happens during the festival of Christmas? Week 4 - How does remembrance affect our lives? Week 5 - What do gratitude and freedom mean? Week 6 - Are there are similarities and differences between the three festivals?	Week 2 - How do Muslims set a good example to others? Week 3 - Why do Muslims pray? Week 4 - Why are the Mosque and Qur'an important? Week 5 - What is the Shahadah? Why is it important? Week 6 - What are the 5 Pillars of Islam and what do they mean?	Week 4 - What is resurrection and what does it mean for Christians? Week 5 - How do Christians celebrate Easter? PS-sharing knowledge of religion. Week 6 - Why does Easter matter to Christians?	Week 2 - What can we learn from Sikh stories? What message do they send? Week 3 - What can we learn from Sikh stories? What message do they send? Week 4 - What does God recognise in people? What does Nanak say that God does not recognise? Week 5 - What is God like?	Week 2 - What can we learn about others' using puzzling questions? Week 3 - What questions puzzle us? Week 4 - How can we answer puzzling questions? Week 5 - What hidden messages can we find in faith stories? Week 6 - What hidden messages can we find in faith stories?
Year 2	Retrieval Opportunity God and the bible Christianity Parables	Retrieval Opportunity Christianity Parables	Retrieval Opportunity Festivals – Diwali, Christmas, Eid 5 pillars of Islam	Retrieval Opportunity Bible, Qur'an Church, Mosque	Retrieval Opportunity Festivals – Diwali, Christmas, Eid, Easter 5 K's Gurdwara	Retrieval Opportunity Church Mosque Gurdwara
	FOCUS: Christianity – What is the 'good news' Christians say Jesus brings? 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 mean to Christians. Recognise that Jesus instructs 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. 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. Unit Overview Week 1 - How can people change the world? Week 2 - What is forgiveness? Week 3 - What is peace? Week 4 - What good news does Jesus bring to Christians? LOTC Week 5 - How do Christians receive forgiveness? Week 6 - What is friendship? LOTC	FOCUS: Christianity – Why does Christmas matter to Christians? 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 important for Christians. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions 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 Unit Overview Week 1 - Why is Christmas so important to Christians? Week 2 - What is incarnation? Week 3 - What is advent? Week 4 - What is the Christmas story? LOTC Week 5 - How do people celebrate Christmas? LOTC Week 6 - Do all people celebrate and believe in the festival of Christmas? LOTC	FOCUS: Islam – Beginning to learn about Islam What can we learn from the stories of the Prophet? 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. Give examples of how Muslims put their beliefs about prayer and about Allah into action 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 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. Unit Overview Week 1 - Who is the Prophet and what do Muslims believe about Muhmmad? (Refer to one of the prophet's stories) Week 2 - Are there any Mosques in the local area and what do Muslims do there? LOTC Week 3 - How do Muslims show their respect to Allah through prayer? LOTC Week 4 - Do Muslims have a set routine when they pray? LOTC Week 5 - How do the stories of the Prophet guide Muslims beliefs? LOTC Week 6 - What is important to Muslims and what is important to me? LOTC	FOCUS: Holy Books – How and why are some books Holy? What can we learn from sacred books and stories? Identify a belief about God linked to what a holy book says. Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Identify at least three symbols which people use to show their respect for their holy writings Recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say Give simple examples of 'hidden messages' in faith stories or wise sayings Talk about what they like in the stories from sacred texts that they hear. Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people. Suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories Ask and suggest answers to questions arising from their learning about holy books Unit Overview Week 1 - How many Holy books can you list? Week 2 - Why are holy book special for different reasons for many different people? Week 3 - Are all holy books treated the same? (Identifying three symbols which show respect for their holy writings) Week 4 - What is the key message from the story 'The Good Samaritan' in the Bible? LOTC Week 5 - What is the key message from the story 'The Well of Zam Zam' in the Qu'an? Week 6 - What is the key message from the story 'The Milk and the Jasmine flower' in the Guru Granth Sahib?	FOCUS: Sikhism – Beginning to learn about Sikhism - The Gurdwara Recognise the Sikh holy building, the Gurdwara, from local photos. Re-tell simply some of the things that happen in a Gurdwara. Give examples of other community buildings where people share their lives Give examples of how Sikhs worship, pray, sing and share their lives at a Gurdwara. Make simple links between Sikh ideas of God and service to others and the work of the Gurdwara. Give an example of how some Sikh people might remember God in different ways Ask some questions about Sikh worship using the questioning words 'Who? How? Why? What if?' Talk about what they think is good about the Sikh Gurdwara and the ideas they noticed in their learning. Give a good reason for their ideas about whether any of these things are good for them too. Unit Overview Week 1 - Which places are important to Sikhs Week 2 - What are the special objects that are very important to Sikhs? LOTC Week 3 - Why is there a kitchen in the Sikh holy building? LOTC Week 4 - Which values do Sikhs value more than money? LOTC Week 5 - What does a Gurdwara look like? What can you remember about Sikhs? LOTC	FOCUS: Holy Places – Where and how do Christians, Sikhs and Muslims worship? 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 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 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. Unit Overview Week 1 - Where do you feel safer? Is this a sacred place? LOTC Week 2 - What is a Church and why is it a sacred holy place? LOTC Week 3 - What is a Mosque and why is it a sacred place? LOTC Week 4 - What makes the Gurdwara a special sacred place for Sikhs? LOTC Week 5 - Where do Hindu people worship? LOTC

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						Week 6 - What do we notice is the same or different about many of the sacred holy places? LOTC
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Lower Key Stage 2 (LKS2)						
Year 3	Retrieval Opportunity God, Jesus and the bible Christianity Parables The good Samaritan story	Retrieval Opportunity Festivals – Diwali, Christmas, Eid, Easter	Retrieval Opportunity Diwali Shrine	Retrieval Opportunity Shahadah 5 pillars of Islam Routine when praying Showing respect to Allah	Retrieval Opportunity God, Jesus and the bible Christianity Bible creation story Adam and Eve	Retrieval Opportunity 5 K's Gurdwara
	FOCUS: Christianity – What do Christians learn from the Bible's creation stories? PS Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Recognise that the story of 'the Fall' in Genesis 3 explains why things go wrong in the world. Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways). Describe how and why Christians might pray to God, say sorry and ask for forgiveness. Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. Unit Overview Week 1 - What is the Bible Creation Story and what does it mean to Christians? Week 2 - Can we make links between the Bible Creation Story and what Christians generally believe about God? Week 3 - Does the Bible Creation Story support the Christian understanding of God wanting us to look after the world? Week 4 - What is the story of Adam and Eve? Week 5 - Can Christian values can also be relevant to non-Christians? Week 6 - Can we consolidate our new learning about what Christian learn from Bible Creation Stories?	FOCUS: Religious festivals – What are the deeper meanings of religious festivals? PS Identify and describe how festivals from at least three religions are celebrated, using the right words. Explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show. Consider questions about the belief that God is at work in human life and stories which show how this should be celebrated. Make simple connections between sacred texts and the practice of religious festivals today. Describe how people show devotion to God and commitment to key values in their festivals. Identify similarities, differences and generalities in relation to the festivals they study. Raise questions about what is worth celebrating and why, suggesting answers of their own with reasons. Make links between different religions, which all celebrate the triumph of goodness over evil. Unit Overview Week 1 - What is the Hindu story of Rama and Sita, and how does it underpin Diwali? Week 2 - How and why do Hindus celebrate Diwali? Week 3 - How and why do Muslims celebrate Eid-UL-Fitr? Week 4 - How and why do Muslims celebrate Eid-UL-Fitr? Week 5 - How and why do Sikhs celebrate Vaisakhi? Week 6 - How and why do Sikhs celebrate Vaisakhi? Week 7 - Can I showcase my knowledge about the deeper meanings of festivals?	FOCUS: Hinduism – What does it mean to be a Hindu in Britain today? Describe how Hindus show their faith within their families in Britain today. Describe how Hindus show their faith within their faith communities in Britain today. Identify some different ways in which Hindus show their faith. Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean. Make links between Hindu practices and the idea that Hinduism is a whole 'way of life'. Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. Unit Overview Week 1 - How do Hindu's show their faith within their families? Week 2 - What day to day activities do British Hindu families take part in? Week 3 - What objects are involved in Hindu worship? Week 4 - How do Hindus celebrate Diwali in Britain today? Week 5 - What is the Hindu story of Rama and Sita? Week 6 - What is the Hindu spring festival of Holi?	FOCUS: Islam – Keeping the 5 Pillars of Islam: How do Muslim beliefs make a difference to their ways of living? PS Identify and describe the 5 Pillars of Islam and the beliefs they express. Consider questions about what Muslims believe. Make simple connections between beliefs about Allah and the 5 Pillars. Describe how people show devotion in Islam. Ask questions about why the Pillars are practiced by so many millions. Express their own ideas about the meaning and value of rituals like these. Give good reasons for their views about religion and ritual. Unit Overview Week 1 - Can we identify the five pillars of Islam and understand why they are known as 'pillars'? Week 2 - Why is the first pillar of Islam important? Week 3 - Why is the second pillar of Islam important? Week 4 - Why is the third pillar of Islam important? Week 5 - Why is the fourth pillar of Islam important? Week 6 - Why is the fifth pillar of Islam important?	FOCUS: Christianity – What is the 'Trinity' and why is it an important idea for Christians? Recognise what a 'Gospel' is and give an example of the kinds of stories it contains. Offer suggestions about what texts about baptism and Trinity mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship in different ways and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. Unit Overview Week 1 - What is the trinity? Week 2 - How and why water is used as a symbol in Christianity? Week 3 - What is the symbolic meaning behind the gospel of Matthew 3:13-17? Week 4 - What do Christians mean by 'God the Father', 'God the Son' and 'God the Holy Spirit'? Week 5 - Can we explore the differences between baptising babies and adults and make connections with the story of Jesus' baptism. Week 6 - Can we express our response to the Trinity using symbols and art?	FOCUS: Sikhism – What it is like to be a Sikh in Sandwell today? Beliefs and ways of living. Identify and describe key Sikh beliefs and values including Waheguru and Sewa. Explain examples of texts such as the Mool Mantar. Consider questions about the belief that all humans are equal to God. Make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out'. Describe how people show their Sikh identity in dress, behaviour and values. Raise questions about what it means to live a good life and examine Sikh answers. Make links between their own ideas and values and those held dear in Sikh communities. Give good reasons for their views about the importance of values such as equality, community, tradition and respect. Unit Overview Week 1 - What foundational beliefs do Sikhs have about God? Week 2 - What is the importance of the Ten Gurus in Sikhism? Week 3 - What are the main methods of Sikh worship? Week 4 - What are the 5 K's and why are they important to Sikhs? Week 5 - What is the role of the Golden Temple in Sikh worship and ritual? Week 6 - How do the teachings of the Guru Granth Sahib affect how Sikhs live their lives?
Year 4	Retrieval Opportunity God, Jesus and the bible Christianity Bible creation story Adam and Eve	Retrieval Opportunity God, Jesus and the bible Christianity Bible creation story	Retrieval Opportunity Sikh, Muslim, Christian, Hindu	Retrieval Opportunity God, Jesus and the bible Christianity Easter events Resurrection	Retrieval Opportunity God, Jesus and the bible Lent, Palm Sunday and Good Friday	Retrieval Opportunity Shahadah 5 pillars of Islam Routine when praying Showing respect to Allah



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	<p>FOCUS: Christianity – What kind of world did Jesus want?</p> <p>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian. Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p> <p>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas</p> <p>Unit Overview</p> <p>Week 1 – Who were the first disciples?</p> <p>Week 2 – How is Jesus portrayed in the bible?</p> <p>Week 3 – What is important to Christians?</p> <p>Week 4 – What is involved in a Church leaders' day?</p> <p>Week 5 – In what ways do Christian leaders follow Jesus' teachings?</p> <p>Week 6 – How we can use Christian values to make the world a better place?</p>	<p>FOCUS: Christianity and Humanism – What matters most to Humanists and Christians?</p> <p>Identify and explain beliefs about why people are good and bad. Make links with sources of authority that tell people how to be good</p> <p>Make clear connections between Christian and Humanist ideas about being good and how people live. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Raise important questions and suggest answers about how and why people should be good. Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p> <p>Unit Overview</p> <p>Week 1 – Why do people make good and unwise choices?</p> <p>Week 2 – What is the Humanist code of living?</p> <p>Week 3 – What rules could people follow to create a happier world?</p> <p>Week 4 – What is a moral concept?</p> <p>Week 5 – Why and how should we follow a moral code?</p> <p>Week 6 – What values matter most to me and how can I adapt them?</p>	<p>FOCUS: Judaism – What is it like to be Jewish?</p> <p>Family, Synagogue, celebration and Torah</p> <p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people, including a 'Covenant' with '10 Commandments'. Offer informed suggestions about the meaning of the Exodus story for Jews today</p> <p>Make simple links between Jewish beliefs about God and his people and how Jews live. Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities</p> <p>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of remembrance, personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p> <p>Unit Overview</p> <p>Week 1 – What are Jewish beliefs about God, sin and forgiveness?</p> <p>Week 2 – Why do Jewish people celebrate Yom Kippur?</p> <p>Week 3 – Why do Jewish people celebrate Passover?</p> <p>Week 4 – What are the differences between my life and the life of a Jewish person?</p> <p>Week 5 – What are Jewish people's beliefs about God and what symbols do they follow?</p> <p>Week 6 – What are the 10 commandments?</p>	<p>FOCUS: Christianity – Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people. Offer informed suggestions about what the events of Holy Week mean to Christians. Give examples of what Christians say about the importance of the events of Holy Week</p> <p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. Describe how Christians show their beliefs about Jesus in worship in different ways.</p> <p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p> <p>Unit Overview</p> <p>Week 1 – What are the different ways in which Christians worship?</p> <p>Week 2 – Why is Jesus significant to Christians?</p> <p>Week 3 – What does Lent mean?</p> <p>Week 4 – What happened to Jesus on Palm Sunday?</p> <p>Week 5 – Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Week 6 – What do the events of Holy week mean to Christians?</p>	<p>FOCUS: Christianity – For Christians, what was the impact of Pentecost?</p> <p>Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth. Offer informed suggestions about what the events of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now.</p> <p>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. Describe how Christians show their beliefs about the Holy Spirit in worship.</p> <p>Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas</p> <p>Unit Overview</p> <p>Week 1 – What are Christian beliefs of the 'Kingdom of God'?</p> <p>Week 2 – What is the story of the Pentecost?</p> <p>Week 3 – Why do Christians believe the Holy spirit is important?</p> <p>Week 4 – Why do Christians choose to follow God?</p> <p>Week 5 – How do Christians follow their beliefs today?</p>	<p>FOCUS: Islam – Why does the Prophet Muhammad matter to Muslims?</p> <p>Identify and describe some stories and sayings of the Prophet, showing how they provide an example to live by. Explain the meanings of examples of texts that Muslims use to understand Islam. Consider questions about leadership, and Islamic examples of answers</p> <p>Make simple connections between sacred texts and Muslim admiration for the Prophet. Describe how Muslim people follow the example of the Prophet today.</p> <p>Raise questions about why we often seem to like to follow a leader. Express their own ideas about the meaning and value of different kinds of leadership. Give good reasons for their views about the leadership of the Prophet.</p> <p>Unit Overview</p> <p>Week 1 – What is a Prophet?</p> <p>Week 2 – What are the qualities of a leader?</p> <p>Week 3 – In what ways was the Prophet Muhammad a good leader?</p> <p>Week 4 – Why is following a Prophet important to Muslims?</p> <p>Week 5 – What can we learn from an adult practicing Muslim about their faith?</p> <p>Week 6 – What is the importance of following a Prophet? Can we reflect on what we've learnt this half term?</p>
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Upper Key Stage 2 (UKS2)						
Year 5	<p>Retrieval Opportunity</p> <p>God, Jesus and the bible</p> <p>Creation story</p> <p>Pentecost story</p>	<p>Retrieval Opportunity</p> <p>Diwali</p> <p>Hindu worships</p> <p>Rama and Sita</p> <p>Holi</p>	<p>Retrieval Opportunity</p> <p>Sikhism, Islam, Christianity, Hinduism, Judaism and beliefs</p> <p>10 commandments</p>	<p>Retrieval Opportunity</p> <p>God, Jesus and the bible</p> <p>Creation story</p> <p>Pentecost story</p>	<p>Retrieval Opportunity</p> <p>God, Jesus and the bible</p> <p>Sacrifice</p> <p>Holy Communion</p>	<p>Retrieval Opportunity</p> <p>God, Jesus and the bible</p> <p>Holy Communion</p> <p>Routine when praying</p> <p>Showing respect to Allah</p>
	<p>FOCUS: Christianity – What does it mean for Christians to believe that God is holy and loving?</p> <p>Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. Show how Christians put their beliefs into practice in worship</p>	<p>FOCUS: Hinduism – Why do Hindus try to be good?</p> <p>Identify and explain Hindu beliefs, using technical terms accurately. Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc.</p> <p>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. Connect Hindu ideas about the stages of life [4 ashramas] with ideas of how to live well [karma] and with beliefs about reincarnation [dharma, moksha]. Give evidence and examples to</p>	<p>FOCUS: Prayer – Hindu, Jewish and Islamic Prayer – What? Where? How? When? and Why?</p> <p>Explain beliefs about prayer from Judaism and Islam</p> <p>Describe examples of texts which explain and influence Jews and Muslims in prayer</p> <p>Make clear connections between belief about God and the practice of prayer. Explain differences between the ways Jews and Muslims pray</p> <p>Raise questions about prayer and God and explore varied answers. Explain the importance of prayer to Muslims, Jewish people and those who do not pray, or pray in different ways. Give good reasons for their</p>	<p>FOCUS: Christianity – What do Christians believe Jesus did to 'save' people?</p> <p>Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice.</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice in different ways.</p>	<p>FOCUS: Christianity – How do Christians decide how to live? 'What would Jesus do'?</p> <p>Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.</p> <p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Make connections between Christian teachings and the issues, problems and opportunities in the world</p>	<p>FOCUS: Christianity and Islam – What can we learn from religion about temptation? (Christians and Muslims)</p> <p>Explain Muslim and Christian beliefs about temptation, sin and forgiveness. Compare their ideas about temptation with those studied</p> <p>Make clear connections between belief about God and moral choices. Give examples of the impact of ritual in life. Explain differences between Christian and Muslim ideas</p> <p>Express their own response to Muslim and Christian teaching about temptation. Give good</p>



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	<p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p>Unit Overview</p> <p>Week 1 - What do we know about God?</p> <p>Week 2 - What are the biblical ideas of God?</p> <p>Week 3 - What are the features of Cathedrals and their religious meanings?</p> <p>Week 4 - How can we use music to explore Christian belief?</p> <p>Week 5 - What is the importance of a holy and loving God for Christians?</p> <p>Week 6 - What do Christians believe about God?</p> <p>Week 7 - What are the guidelines for living?</p>	<p>show how Hindus put their beliefs into practice in different ways</p> <p>Make connections between Hindu beliefs studied and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</p> <p>Unit Overview</p> <p>Week 1 - What are the Hindu beliefs?</p> <p>Week 2 - What is the meaning of the story 'The Man in the Well'?</p> <p>Week 3 - How does the belief in reincarnation affect the ways in which Hindus live their life?</p> <p>Week 4 - How does the game of snakes and ladders teach the cycle of samsara?</p> <p>Week 5 - How do Hindus put their belief into practice?</p> <p>Week 6 - How and why do Hindu values impact Hindus lives?</p>	<p>views about prayer and its value in different communities.</p> <p>Unit Overview</p> <p>Week 1 - What is prayer?</p> <p>Week 2 - What are the similarities and differences of three different religious prayers?</p> <p>Week 3 - How can prayers be visualised?</p> <p>Week 4 - How does prayer evoke a range of emotions and feelings?</p> <p>Week 5 - What differing opinions are there about prayer?</p> <p>Week 6 - What does a multi-faith prayer room look like?</p>	<p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. Articulate their own responses to the idea of sacrifice, recognising different points of view.</p> <p>Unit Overview</p> <p>Week 1 - What happened in Holy Week?</p> <p>Week 2 - Who was responsible for Jesus' death?</p> <p>Week 3 - What is the meaning of sacrifice?</p> <p>Week 4 - How do Christians celebrate Holy Communion?</p> <p>Week 5 - What would you sacrifice?</p> <p>(Only 5 weeks of planning due to Year 5 going to Plas)</p>	<p>today, including their own lives. Articulate their own responses to the issues studied, recognising different points of view.</p> <p>Unit Overview</p> <p>Week 1 - How did Jesus teach his followers?</p> <p>Week 2 - How do gospel texts (Jesus' teachings) influence Christians today?</p> <p>Week 3 - How do Christians respond to these gospel texts?</p> <p>Week 4 - How do Christians today follow Jesus' example?</p> <p>Week 5 - Who influences society today?</p>	<p>reasons for their views about moral choices and forgiveness.</p> <p>Unit Overview</p> <p>Week 1 - What does temptation mean?</p> <p>Week 2 - What examples of temptation can you identify within Christianity?</p> <p>Week 3 - What examples of temptation can you identify within Islam?</p> <p>Week 4 - What other religions demonstrate temptation?</p> <p>Week 5 - What are the consequences to giving in to temptation?</p> <p>Week 6 - How do people respond to temptation?</p>
	<p>Retrieval Opportunity</p> <p>Sikhism, Islam, Christianity, Hinduism, Judaism and beliefs</p> <p>Forgiveness</p> <p>Places of worship</p>	<p>Retrieval Opportunity</p> <p>Sikhism, Islam, Christianity, Hinduism, Judaism and beliefs</p> <p>Places of worship</p>	<p>Retrieval Opportunity</p> <p>Sikhism, Islam, Christianity, Hinduism, Judaism and beliefs</p> <p>Places of worship</p>	<p>Retrieval Opportunity</p> <p>God, Jesus and the bible</p> <p>Holy Communion</p>	<p>Retrieval Opportunity</p> <p>Sikhism, Islam, Christianity, Hinduism, Judaism and beliefs</p> <p>Places of worship</p>	<p>Retrieval Opportunity</p> <p>Sikhism, Islam, Christianity, Hinduism, Judaism and beliefs</p> <p>Places of worship</p>
Year 6	<p>FOCUS: Community – What will make our community in Sandwell a more respectful place?</p> <p>Explain beliefs about the value of religious and cultural diversity in their local town/community. Describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam</p> <p>Compare their ideas about respect for all with those studied</p> <p>Make clear connections between belief in the 'Golden Rule' and the needs of a mixed community. Give examples of the impact of inter faith work in our community</p> <p>Raise questions about how we can be a more tolerant and respectful community, suggesting answers. Explain the importance of tolerance, respect and liberty for all in making a community that is harmonious. Give good reasons for their views about harmony in our communities.</p> <p>Unit Overview</p> <p>Week 1 – Which religions are in Sandwell?</p> <p>Week 2 – Where are the places of worship located in Sandwell?</p> <p>Week 3 – What do we know about Hindu temples?</p> <p>Week 4 – What are the similarities and differences between a Hindu temple and Christian church?</p> <p>Week 5 – What are the main religions in the world, country and region?</p> <p>Week 6 - What is respect and how important is having a respectful attitude? (Linking this to the Golden rule)</p>	<p>FOCUS: Religions – Can religions help people when life gets hard? Christians, Hindu and non-religious</p> <p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</p> <p>Make clear connections between what people believe about God and how they respond to challenges in life. Give examples of ways in which beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these. Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own</p> <p>Unit Overview</p> <p>Week 1 – How can religions help people in hard times?</p> <p>Week 2 – What is a religious artistic impression of the world?</p> <p>Week 3 – What matters most in life?</p> <p>Week 4 – How do religions support suffering?</p> <p>Week 5 – How do Christian and Hindu funerals compare?</p> <p>Week 6 – How can we help those suffering in need?</p>	<p>FOCUS: Enquiry – An enquiry into visiting places of worship</p> <p>Explain beliefs about holy buildings and God's presence from different religions. Describe examples of texts which explain worship and sacred space</p> <p>Make clear connections between belief about God and places and practices of worship. Explain differences between what happens in different places of worship</p> <p>Raise questions about the value and impact of worship and the significance of 'holy space'. Describe clear connections between beliefs about God and how people worship. Express their own response to the idea that the Earth is a 'holy place' we all share.</p> <p>Unit Overview</p> <p>Week 1 – How can we make the world a better place?</p> <p>Week 2 – What is our perfect place?</p> <p>Week 3 – Why does a leader need to be kind?</p> <p>Week 4 – What are the qualities of a kind leader?</p> <p>Week 5 – How can we be a good leader?</p>	<p>FOCUS: Christianity – For Christians, what kind of King was Jesus?</p> <p>Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice. Show how Christians put their beliefs into practice in different ways.</p> <p>Relate the Christian 'Kingdom of God' model to issues, problems and opportunities in the world today. Articulate their own responses to the idea of the importance of love and service in the world today.</p> <p>Unit Overview</p> <p>Week 1 – Where is our special place and how does this relate to the Christian Kingdom of God?</p> <p>Week 2 – How does it feel to find a special place?</p> <p>Week 3 – What are the special qualities of our school?</p> <p>Week 4 – Why is a church special to Christians?</p> <p>Week 5 – What would be a special nature place?</p> <p>Week 6 – What is the effect of destroying a place of worship and how would we offer guidance?</p>	<p>FOCUS: Justice and Poverty – Can religions help to build a fairer world?</p> <p>Christian Aid and Islamic Relief</p> <p>Explain beliefs and teachings about justice from Christian and Muslim texts. Compare their ideas about justice and fairness with those studied in Islam and Christianity</p> <p>Make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity. Describe clearly examples of the impact of charitable work in the world today. Explain some differences between the two charities</p> <p>Raise questions about charity, justice and the impact of religion, suggesting answer. Explain the importance of the idea that God loves justice and is just to Muslims and Christians. Express their own ideas about justice</p> <p>Unit Overview</p> <p>Week 1 – What is fair and unfair?</p> <p>Week 2 – How do religions promote fairness?</p> <p>Week 3 – How do religions promote fairness?</p> <p>Week 4 – What is Christian Aid?</p> <p>Week 5 – What is Islamic Aid?</p>	<p>FOCUS: Spirituality – What impact do people's beliefs have on their lives?</p> <p>Explain some ways beliefs are shown in creative expression. Compare their ideas about religious expression with the examples they study</p> <p>Make clear connections between beliefs and different forms of expression. Give examples of the impact of beliefs on art, architecture and music</p> <p>Raise questions about how they might express their own spiritual ideas. Describe clear connections between beliefs and art / architecture / music.</p> <p>Unit Overview</p> <p>Week 1 – What is spirit, spiritual and spirituality?</p> <p>Week 2 – What are places of worship and what can you find out about them? (Independent research)</p> <p>Week 3 – What is the importance of Islamic poetry and Sikhism artwork?</p> <p>Week 4 – What is Christian spiritual music?</p> <p>Week 5 – How do religions use music in their lives?</p> <p>Week 6 – How do creative and spiritual aspects of religions compare?</p>

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	Week 7 – Can we all live in harmony in Sandwell and how do we show belief in the Golden rule?					
<p>British values and RE in the context of Spiritual, Moral, Social and Cultural development</p> <p>Mutual Tolerance. Schools do not accept intolerant attitudes to members of the community; attitudes which reject other people on the basis of race, faith or belief, gender, sexual orientation or age are rightly challenged. The baseline for a fair community is that each person's right to 'be themselves' is to be accepted by all. Tolerance may not be enough: RE can challenge children and young people to be increasingly respectful and to celebrate diversity, but tolerance is a starting point. It is much better than intolerance of other people. Put simply for young children, this is about accepting that we are all different.</p> <p>For example in KS1 pupils will learn about Sikhs, Muslims and Christians, the three largest religious communities in Sandwell. They will learn about Hindu, Jewish and Buddhist religion in KS2 and 3 as well.</p> <p>Democracy. In RE pupils learn the significance of each person's ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others. Put simply for young children, this is about the idea that everybody counts.</p> <p>For example pupils will learn to discuss and debate increasingly rationally as their knowledge of the views and beliefs of different religions and worldviews deepens across</p> <p>The Rule of Law. In RE pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law apply equally to all, irrespective of a person's status or wealth. Put simply for young children, this is about the idea that rules apply fairly to everyone.</p> <p>For example pupils will find out about the rules for living or guidance for life offered by the different religions and worldviews they study, and consider the values of equality, fairness and the importance</p> <p>Individual liberty. In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development. Put simply for young children, this is about the idea that we all get to make our own choices in a fair way.</p> <p>For example pupils will discover why diversity matters in Sandwell, and which religions are popular among the people of the borough. They will find out how religion and beliefs shape identity, community and our outlooks on life.</p>						

LOTG – Learning Outside the Classroom, PS – Parental Support

Celebrations and festivals.

As a whole school we celebrate a range of religions and festivals.
<ul style="list-style-type: none">Autumn term - we teach the children about the festival of Hanukkah, how it is celebrated and the meaning of the festival.Spring term - we teach the children about the festival of Chinese New Year, how it is celebrated and the story behind the festival.Summer term, we teach the children about the festival of Eid-ul-Fitr, how it is celebrated and the meaning of the festival.

Individual Religions studied as an in-depth unit of work

	Christianity	Islam	Sikhism	Hinduism	Judaism
Year 1	Autumn 1, Spring 2	Spring 1	Summer 1		
Year 2	Autumn 1, Autumn 2	Spring 1	Summer 1		
Year 3	Autumn 1, Summer 1	Spring 2	Summer 2	Spring 1	
Year 4	Autumn 1, Autumn 2, Spring 2, Summer 1	Summer 2			Spring 1
Year 5	Autumn 1, Spring 2, Summer 1, Summer 2	Summer 2		Autumn 2	
Year 6	Spring 2				

Learning outcomes taken from the Sandwell agreed syllabus for Religious Education 2018-2023