


Subject Overview: RE

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Daycare			Celebrations: Diwali, Harvest Festival, Christmas.	Celebrations; Chinese New Year.	Celebrations; Holi, Easter I will learn to talk about family traditions and routines.	Celebrations: Ramadan & Eid Al Fitr	Celebrations: Eid Al Adha
Nursery			Celebrations: Diwali, Harvest Festival, Christmas.	Celebrations; Chinese New Year.	Celebrations; Holi, Easter	Celebrations: Ramadan & Eid Al Fitr	Celebrations: Eid Al Adha
Reception			Which people are special and why? Celebrations: Harvest festival, Diwali, Christmas, Hanukah.	What places are special and why? Celebrations: Lunar New Year	What times are special and why? Celebrations: Holi, Easter.	Being special: Where do we belong? Celebrations: Ramadan & Eid Al Fitr	What is special about our world? Celebrations: Eid Al Adha
Year 1	Exploring	1.1 Believing: Who is a Christian and what do they believe?	1.6i Expressing: How and why do we celebrate special and sacred times? (Harvest, Diwali, Hanukah, Christmas)	1.5 Expressing: What makes some places sacred? (Christianity and Islam)	1.6ii Expressing: How and why do we celebrate special and sacred times? (Holi, Lent, Easter, Vaisakhi, Passover, Ramadan & Eid)	1.7 Living: What does it mean to belong to a faith community? (Christians and Muslims)	1.3 Believing: Who is a Hindu and what do they believe?
Year 2		1.2 Believing: Who is a Muslim and what do they believe?	1.6iii Expressing: How and why do we celebrate special and sacred times?	1.3 Believing: Who is Jewish and what do they believe?	1.6iv Expressing: How and why do we celebrate special and sacred times?	1.4 Believing: What can we learn from sacred books?	1.8 Living: How should we care for others and the world and why does it matter?

			(Harvest, Diwali, Hanukah, Christmas)		(Holi, Lent, Easter, Vaisakhi, Passover, Ramadan & Eid)	(Christian, Muslims, Islam, Sikhism)	(Christianity, Islam and Hinduism)
Year 3	Connecting	L2.1 Believing: What do different people believe about God? (Christians, Muslims, Hindus)	L2.5i Expressing: Why are festivals important to religious communities? (Diwali, Hanukah, Christmas)	L2.7 Living: what does it mean to be a Christian in Britain today?	L2.5ii Expressing: Why are festivals important to religious communities? (Holi, Lent, Easter, Vaisakhi, Passover, Ramadan, Eid)	L2.4 Expressing: Why do people pray? (Christians, Muslims, Hindus)	L2.10 Living: How do family life and festivals show what matters to Jewish people?
Year 4		L2.3 Believing: Why is Jesus inspiring to some people?	L2.5iii Expressing: Why are festivals important to religious communities? (Diwali, Hanukah, Christmas)	L2.6 Expressing: Why do some people think that life is like a journey and what significant experiences mark this? (Christians, Hindus, Jewish, Humanist)	L2.5iv Expressing: Why are festivals important to religious communities? (Holi, Lent, Easter, Vaisakhi, Passover, Ramadan, Eid)	L2.8 Living: What does it mean to be a Hindu in Britain today?	L2.9 Living: What can we learn from religions about deciding what is right and wrong? (Christians, Muslims and non-religious responses e.g. Humanist)
Year 5	Applying/Interpreting	U2.1 Believing: Why do some people think God exists? (Christians, Muslims and non-religious responses e.g. Humanist)	U2.10 Green religion? How and why should religious communities do more to care for the earth? (Christians, Hindus, Jewish and non-religious people)	U2.2 Believing: What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.4 Expressing: If God is everywhere, why go to a place of worship? (Christians and Jewish faith)	U2.6 Living: What does it mean to be a Muslim in Britain today?	U2.8 Living: What difference does it make to believe in ahimsa (harmlessness), grace or Ummah (community)? (Christians, Muslims and Sikhs)
Year 6		U2.3 Believing: What do religions say to us when life gets hard? (Christians, Hindus and non-religious responses e.g. Humanist)	U2.5 Expressing: Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims, Hindus and non-religious responses e.g. Humanist)	U2.9 What can be done to reduce racism? (Christians, Muslims, Hindus and Jewish responses)	U2.7 Living: What matters most to Christians and Humanists?	Philosophy for Children Unit: Understanding Extremism and Terrorism <ul style="list-style-type: none"> Understand the factors which lead to extremism Know how communities have responded to incidents of terrorism Explore how values, respect and democracy can strengthen communities. 	