RE OVERVIEW			
Year R	**Autumn**	**Spring**	**Summer**
Topic title	**Special times**	**Special stories**	**Special World**
Enquiry question	**How and why do we celebrate? What times are special to different people and why?**	**Why are some stories special? What special messages can we learn from stories? What times are special to different people and why?**	**What is special about our world?**
Key vocabulary	Christmas, Diwali, Eid, celebrate, special	Easter, Christ, Risen, Luna New Year	Creation, Allah, protect, look after

RE OVERVIEW						
Year 1	**Autumn**		**Spring**		**Summer**	
Topic title	**Christianity - God**	**Christianity- Jesus**	**Islam**	**Hindu Dharma**	**Judaism**	**Christianity- Church**
Enquiry question	**Why do Christians say God is a 'Father'?**	**Why is Jesus special to Christians?**	**Where is God?**	**What do Hindus believe about God?**	**What do some people do because they believe in God?**	**How might some people show that they 'belong' to God?**
Key vocabulary	God, rituals, family, Father, prayer	Nativity, gifts, religious festival, Christmas,	Allah, creation, living things	Murtis, God, roles, deities, Trimurti, shrine	Shabbat (Sabbath), Pesach (Passover), celebration	Christians, baptism, font, candles, godparents
Learning objectives	Talk about why Christians compare God to a loving father Talk about why Christians might want to speak to God. Suggest symbolic meanings of rituals and items used in Christian prayers Talk about the ways in which they are cared for in their family Discuss who they talk to when they are sad/happy /worried	Retell the nativity story Talk about why Christians would say Jesus is special Talk about who visits Jesus Talk about the importance of looking after others Reflect on who has helped them in life so far	Know that Muslims believe in one God (Allah) Know that Muslims believe the world was created by God Know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it Reflect on how they treat the natural world – and if they have a duty to look after it	Know that Hindus believe in one God in many forms Know that Hindus believe that God is present in all living things Suggest what Hindus might learn about God from the story of the blind men and the elephant Talk about how and why Hindus might use statues and images (murtis) in their worship Consider how people might have multiple roles Reflect on how others might see them	Give an example of a key belief Give an example of a core value or commitment Talk about the way that religious beliefs might influence the way a person behaves Notice and show curiosity about people and how they live their lives Ask questions	Talk about what it might mean to belong to the Church family Identify features of baptism – eg. the font, candles, godparents Talk about what is means to belong to a family Talk about the role of families in raising children Talk about their own identity as part of a family and part of the school community

RE OVERVIEW						
Year 2	**Autumn**		**Spring**		**Summer**	
Topic title	**Christianity- God**	**Christianity- Jesus**	**Hinduism**	**Islam**	**Christianity- Church**	**Judaism**
Enquiry question	**Does how we treat the world matter?**	**Why do Christians say that Jesus is the 'Light of the world'?**	**How might people express their devotion?**	**Why do Muslims believe it is important to obey God?**	**What unites the Christian community?**	**What aspects of life really matter?**
Key vocabulary	Genesis 1, harvest, care, creation, natural world	Comfort, hope, guidance, Christingle, light (symbol)	Devotion, deities, Mandir, gratitude, respect, devotion. Arti, puja	Submission, obedience, gratitude, Salah (prayer), community, unity	Christians, worship, church symbols: cross, candle, fish, dove, features: font, pulpit, pew, alter, lectern, stained glass window	Torah, sabbath, commandments
Learning objectives	Retell the Genesis story of creation Describe how and why Christians thank God for creation at Harvest Festivals Identify ways in which humans use and abuse the natural world Describe why our planet should matter to all humans Ask questions about what they can do to show that they care about the world	Suggest what Christians might mean when they refer to Jesus as the light of the world Talk about different titles that are given to Jesus e.g. messiah, Christ, saviour, son of god Identify ways in which Christians might us light as part of their Christmas celebration Talk about the different ways Christians might celebrate Christmas. Talk about the importance of light for security, hope, comfort	Know that Hindus believe in one God (Brahman) who can be worshipped in many forms Know that these forms (the deities) have different qualities and are portrayed in different ways Know that Hindus might worship at a Mandir and/or the home shrine Describe the meaning and symbolism of items used in worship (e.g. lamp, items on the puja tray)	Suggest why Muslims believe that it is important to respect God Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis Describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat Talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community	Suggest beliefs and values that might unite the Christian community Identify symbols (images and actions) used in Christian worship Identify and describe features of a church Talk about the school logo – what values it might represent and how it might unite the school community Ask thoughtful questions about signs and symbols	Retell the story of Moses being given the Ten Commandments Know some of the Commandments – eg. Keep the Sabbath Day holy, Respect your mother and father Suggest ways in which the Ten Commandments might influence the life of a believer Talk about how the Sabbath is a way of making time for God and family Suggest how and why it is important to make

			Reflect on who they should be grateful to and how they might show this in words and actions	– the Ummah – is united by prayer) Talk about the things they do on a regular basis as a sign of their commitment and belonging	Talk about communities that they belong to – and how they show their commitment to these communities	time for the people who really matter in our lives

RE OVERVIEW						
Year 3	**Autumn**		**Spring**		**Summer**	
Topic title	**Christianity- Church**	**Christianity- God**	**Islam**	**Christianity- Jesus**	**Sikhism**	**Hinduism**
Enquiry question	**What do Christians mean by the 'Holy Spirit'?**	**How (and why) have some people served God?**	**Why is the prophet Muhammad an example for Muslims?**	**What does it mean to be a disciple of Jesus?**	**Why are the Gurus important to Sikhs?**	**Why is family an important part of Hindu life?**
Key vocabulary	Holy Spirit, Pentecost, procession of witness'	Abrahamic faiths, vocation, prophet	Zakat, charitable, founders, leaders	Discipleship, mission work, charisma	Guru, respect, commitment, Guru Granth Sahib	Duty, dharma, deities, Raksha Bandhan, authority, inspiration
Learning objectives	Know what Christians mean by the Holy Spirit Suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities Identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations Describe how and why Pentecost is celebrated Discuss their own sense of value and what is good/unique about being them	Know that the Abrahamic faiths believe in prophets (and that these are shared across religions) Identify Christian beliefs and values contained within stories of the prophets (e.g. Noah, Abraham, Moses, Jonah) Identify inspirational people/role models for the world today Discuss who makes a good role model and why Raise and discuss questions about following others including both positive and negative responses	Develop an understanding of the importance of founders and leaders for religious communities Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) Describe and give reasons for the Islamic practice of Zakat Suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable. Discuss how good role	Know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus Describe how and why Christians might try to follow the example of Jesus through mission and charity work Describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs Describe what makes a good leader and why people might want to follow him/her Discuss their own desires to make a	Develop an understanding of the importance of founders and leaders for religious communities Identify Sikh beliefs and values contained within the stories of the lives of the Gurus Describe how and why the Guru Granth Sahib is treated with great respect Suggest how and why Sikhs might show commitment to their faith Ask questions about the value of having commitments	Develop an understanding of the importance of duty and commitment to many religions Know that following dharma (religious duty) is an important part of Hindu life Suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family Describe how and why Hindus might celebrate Raksha Bandhan Identify sources of authority and inspiration

			models can have a positive impact on individuals, communities and societies. Ask questions and suggest answers about how they can try to make the world a better place.	difference in the world/in their communities		Discuss who or what they follow – and why

RE OVERVIEW						
Year 4	**Autumn**		**Spring**		**Summer**	
Topic title	**Hinduism**	**Christianity- God**	**Sikhism**	**Christianity- Jesus**	**Islam**	**Christianity- Church**
Enquiry question	**What might a Hindu learn from celebrating Diwali?**	**How and why might Christians use the bible?**	**How do Sikhs express their beliefs and values?**	**Is sacrifice an important part of religious life?**	**Why do Muslims fast during Ramadhan?**	**What does 'love your neighbour' really mean?**
Key vocabulary	Moral guidance, Diwali, good, evil, hope, Rama and Sita	Prayer, conscience, authority, Bible	Symbolic, equality, justice, identity, Khanda	Sacrifice, Lent, sacrificial love,	Five pillars, fasting, commitment, Ramadhan, Qur'an, sacrifice	Parables, guidance, fables, wisdom
Learning objectives	Explore teachings about good and evil in the story of Rama and Sita Use subject specific language to describe how and why Hindus celebrate Diwali Explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil Discuss (with relevant examples) the importance of the belief that good overcomes evil Reflect on their own concept of 'goodness' Discuss what gives them hope during difficult times	Explore different Christian beliefs about the Bible as the word of God Explain why Christians might have different views about how to interpret and apply the Bible Explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience) Discuss why people might have different views about what is right and wrong – and where these views might come from	Explore teachings and stories from Sikhism Use subject specific language to describe how and why Sikhs show their religious commitments and values Explain how clothing and behaviour might be symbolic of beliefs, values and commitments Discuss (with relevant examples) the importance of how we view and behave towards others Reflect on their own concept of living a good life and how this	Retell the story of Jesus in the wilderness Describe what a Christian might do during Lent and why Discuss Christians who have been examples of sacrificial love (agapé)eg. Oscar Romero and how they were motivated by their faith Discuss why many people are willing to make sacrifices for the people they love Discuss why some people may be willing to make a sacrifice for someone they don't even know	Explore Islamic teachings about Ramadan from the Qur'an Use subject specific language to describe how and why Muslims fast at Ramadan Explain the importance of Ramadan in the context of the Five Pillars of Islam Consider the impact that fasting might have on individuals, families and communities Reflect on their own beliefs, values and commitments	Retell some of the main parables of Jesus Suggest ways that Christians might put these teachings into action in the 21st century Describe and explain Christian attitudes about how to treat others Explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed Explain how and why people might use stories to pass on wisdom and guidance

		Reflect on their own understanding of morality and where it comes from raise questions and discuss responses to different ideas about how to live well	influences the way that they treat others			

RE OVERVIEW						
Year 5	**Autumn**		**Spring**		**Summer**	
Topic title	**Islam**	**Christianity- God**	**Hinduism**	**Christianity- Jesus**	**Christianity- Church**	**Judaism**
Enquiry question	**Why is the Qur'an important to Muslims?**	**Why is it sometimes difficult to do the right thing?**	**What might Hindus learn from stories about Krishna?**	**What do we mean by a miracle?**	**How do people decide what to believe?**	**Do people need law to guide them?**
Key vocabulary	Qur'an, laws, guidance, divine revelation, respect, night of power, pbuh, commemorate, symbolise, ultimate authority.	Sin, temptation, forgiveness, truths, wisdom, guidance, disobey, obey, rules,	Krishna, deity, atman, Holi, devotion, equality, atman, loyalty, Holi, festival, light	Miracle, incarnate, pilgrimage, divinity, pilgrimage, miraculous, fact, opinion, belief, coincidence, truth	God in Trinity, Apostles Creed, unite, sources of authority, values, Holy, Taizé, question, beliefs,	Torah, synagogue, diversity, guidance, worship, wisdom, community,
Learning objectives	Explore Islamic beliefs about the Qur'an as the word of God Describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets Explain how and why Muslims might commemorate the Night of Power Describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God Reflect on what 'ultimate authority' might mean for them	Describe Christian beliefs about sin and forgiveness Describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God Analyse and interpret the Lord's Prayer – and what guidance it provides for Christians Suggest things that might lead Christians into temptation in the modern world Discuss and debate things that they consider to be true that others might disagree with	Make links between the story of Prince Prahalad and Hindu beliefs about devotion and loyalty Explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus Explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer Describe and explain a variety of ways that Hindus might celebrate the festival of Holi Suggest why there might be differences in the way that Hindu	Describe Christian beliefs about miracles as 'signs' of the divinity of Jesus Retell a selection of miracle stories – and explain what these reveal to Christians about the nature of Jesus Describe why some Christians might go on pilgrimage to places associated with miraculous events Explain the difference between fact, opinion and belief Consider differing interpretations of the word miracle – i.e. an	Describe the holy trinity and symbols that may be used for it Identify the beliefs contained within the Apostle's Creed Describe the role of places like Taizé Raise meaningful questions about things that puzzle them Differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values	Explain some Jewish beliefs Explain some teachings of the Torah Describe how Jewish people worship Explain where people might seek wisdom and guidance Consider the role of rules and guidance in uniting communities

			festivals are celebrated in India or UK	amazing event, a very lucky experience, a strange coincidence, an act of God Discuss their own beliefs – is there anything that they accept as truth which others may not agree with?		

RE OVERVIEW						
Year 6	**Autumn**		**Spring**		**Summer**	
Topic title	**Islam**	**Christianity- Church**	**Christianity- God**	**Christianity- Jesus**	**Hinduism**	**Buddhism**
Enquiry question	**What is Hajj and why is it important to Muslims?**	**If life is like a journey, what's the destination?**	**How do Christians mark 'turning points' on the journey of life?**	**Why do Christians believe Good Friday is 'good'?**	**Is there one journey or many?**	**What do we mean by a good life?**
Key vocabulary	commitment, identity, diversity, equality, community, responsibility, devotion, Islam, Five Pillars, Shahadah, Salah,	Resurrection, salvation, confession, repentance, atonement, reconciliation, grace, faith, redemption, eternal life, judgement and salvation.	Rituals, rites of passage, baptism, sacraments, faith, commitment, ritual, community, identity, tradition, belonging and transformation.	Easter, Holy Week, Eucharist, resurrection, companionship, comfort, Eucharist, rebirth, sacrifice	Karma, samsara, moksha, reincarnation, religious principles, duty, four ashramas, liberation, rebirth, ashrama, Brahmacharya, Grihastha, samskaras	Meditate, contentment, The Four Noble Truths, Eight-Fold Path of Buddhism, enlightenment, meditation, mindfulness, compassion, nirvana.
Learning objectives	Analyse the Five Pillars of Islam and how they are linked Explain the importance of the Ummah for Muslims and that this is a community of diverse members Describe and explain the importance of Hajj, including the practices, rituals and impact Explain how a person might change once becoming a hajji	Explain (simply) Christian beliefs about salvation Explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour Explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven Analyse Christian teachings about the	Analyse the importance of Christian rites of passage as an expression of faith and commitment Explain how rituals might differ between different denominations (eg. infant baptism and believer's baptism) Consider the value of celebrating landmarks in life – for individuals and communities	Retell the events leading up to and including the death of Jesus Explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian Explain how and why Christian individuals and communities might celebrate the events of Holy Week	Analyse Hindu beliefs about samsara, karma and moksha and how these are linked Explain how belief in reincarnation might affect the way in which a Hindu view the 'journey of life' Describe and explain the four ashramas (stages of life) in the life of a Hindu Consider the importance of the samskaras in preparing	Analyse Buddhist beliefs and teachings about how to be content Explain Buddhist beliefs and values contained within the story of Prince Siddhartha Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths Describe and explain what is involved in

	Discuss the various events that might happen on the journey of life and how people might change over the course of their life	importance of forgiveness	Ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change	Use religious vocabulary to describe and explain the Eucharist Raise questions and discuss the extent to which they agree that 'suffering makes you stronger'	for the commitments of each ashrama Consider how events and influences so far have made them the person they are today	following the Eight-Fold Path of Buddhism Consider the importance of daily meditation in Buddhism Discuss the meaning of contentment