



R.E - Overview 2019-2021

*KS1 - 1 hour and 15 minutes per week/additional themed days/weeks/visits

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>KS1 Cycle A</u>	<u>Christianity</u> 1.1 What do Christians believe God is like? (GOD)	1.3 Why does Christmas matter to Christians? (INCARNATION)	1.8 Who am I? What does it mean to belong?	1.10 How should we care for the world and for others, and why and does it matter?	<u>Islam</u> 1.6 Who is muslim and what do they believe?	Comparing Christian places of worship
<u>KS1 Cycle B</u>	1.2 Who made the world? (CREATION)	1.4 What is the good news that Jesus brings? (GOSPEL)	1.9 What makes some places sacred to believers?	1.5 Why does Easter matter to Christians? (SALVATION)	<u>Judaism</u> 1.7 Who is Jewish and what do they believe?	Comparing a variety of religious festivals, of a variety of faiths

Element 1 KS1 - Teaching and learning approach by the end of a topic children should be able to make sense of beliefs, identify and make sense of core religious and non-religious concepts and beliefs; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation. Identify the core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers

Element 2: Understanding the impact Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world. Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities Give examples of ways in which believers put their beliefs into practice

Element 3: Making connections Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world. Think, talk and ask questions about whether the ideas they have been studying have something to say to them Give a good reason for the views they have and the connections they make. Talk about what they have learned

Key Stage 1 Christianity for approximately two thirds of study time and either Islam or Judaism. Pupils may also learn from other religions and non-religious worldviews in thematic units



R.E Key Stage 2- Overview 2019-2021



*1 hour and 15 minutes per week/additional themed days/weeks/visits

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>KS2 Cycle A</u>	L2.2 What is it like to follow God? (PEOPLE OF GOD)	L2.6 When Jesus left, what was the impact of Pentecost? (KINGDOM OF GOD)	Comparing Christian Places of worship	L2.5 Why do Christians call the day Jesus died 'Good Friday'? (SALVATION)	L2.8 What does it mean to be a Sikh in Britain today?	L2.9 What are the deeper meanings of festivals?
<u>KS2 Cycle B</u>	L2.1 What do Christians learn from the Creation story? (CREATION/FALL)	L2.4 What kind of world did Jesus want? (GOSPEL)	L2.3 What is the Trinity? (INCARNATION/GOD)	Comparing a variety of different religious places of worship	L2.7 What does it mean to be a Hindu in Britain today?	L2.10 How and why do believers show their commitments during the journey of life?

Element 1 - KS2 - Teaching and learning approach by the end of a topic children should be able to make sense of beliefs, identify and make sense of core religious and non-religious concepts and beliefs; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation. Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers

Element 2: Understanding the impact Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world. Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice

Element 3: Making connections Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Give good reasons for the views they have and the connections they make Talk about what they have learned and if they have changed their thinking

