

RE subject overview 2024-25

Autumn term			
Year 1	<p>Where do I belong and what do I believe? (Christianity)</p> <ol style="list-style-type: none"> 1. What does belonging mean? 2. Who do I belong to and who belongs to me? 3. Begin to understand that different people can belong to different religions and recognize the importance of religion to those believers 4. Begin to understand the cycle of life, including birth and death 5. Recognise important events that happen within families and communities e.g. naming ceremonies, births, weddings. 	<p>Who celebrates what and why? (Christianity & Diwali – cross-religious link)</p> <ol style="list-style-type: none"> 1. What is a celebration? 2. How do people celebrate? 3. Religious celebrations 4. Why are celebrations important in religion? (relate to time, growth, seasons) 5. How are people influenced by religious celebrations? 6. How are celebrations similar or different in different religions? 	<p>What can stories teach us about life? (Christianity)</p> <ol style="list-style-type: none"> 1. What do these stories teach us? 2. Who are religious stories for?
Year 2	<p>Can we find the meaning of symbols? (Christianity, Hinduism & Islam)</p> <ol style="list-style-type: none"> 1. Identify objects that are special in our lives and say why they are special. 2. Identify special objects and symbols found in places of worship 3. Identify how objects and symbols are used and what they mean to believers 4. Identify meanings, objects and symbols contained in stories 5. Know some ways in which people pray and meditate 6. Show an awareness and respect for the different ways in which religious people use and explain symbolism of food, clothing, ritual objects and behaviour 	<p>What can we learn from Christian stories?</p> <ol style="list-style-type: none"> 1. To retell the Creation story 2. To reflect on stories from other cultures and beliefs that seek to explain how the world began 3. To identify how we can care for our world 4. Understand religious festivals that celebrate the importance of the earth (Harvest and Holi) 5. Understand why Christians think God is like a good parent 6. Understand what how people have cared for the world based on their beliefs (Christian aid/Islamic relief) 	<p>Visiting places of worship (Christianity, Hinduism & Islam)</p> <ol style="list-style-type: none"> 1. Understand the word sacred and identify things and places that are special or sacred to me 2. Recognise there are special places where people go to worship and their importance to believers
Year 3	<p>What is religious education ?</p>	<p>What does light mean and what does dark mean? (making signs and symbols fascinating)</p> <ol style="list-style-type: none"> 1. Retell religious stories and identify some religious beliefs (2 lessons) 2. Retell religious stories and identify some religious beliefs 3. Describe the meaning of some religious signs and symbols 4. Describe the different ways in which religious people use and explain the symbolism of food, clothing, music, ritual objects and behaviour 5. Describe the reasons why some religious people do not use visual symbols 6. Understand the meanings of some festivals and their significance for believers 7. Suggest meanings in religious symbols associated with light and darkness (2 lessons) 8. Suggest meanings in religious symbols associated with light and darkness 9. Make links between symbols and the beliefs or ideas which underlie them 10. Express my views about my own spiritual ideas, experiences and questions 11. Compare my own and others' experiences and feelings about light and darkness, making links with religious ideas 12. Apply ideas about good and evil, truth and error 	

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		13. Assessment/extended writing task			
Year 4	What is religious education ?	How is new life welcomed into the world? <ol style="list-style-type: none"> 1. Retell and describe what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean 2. Compare what happens in a birth ceremony from two religions (other than Christianity) and suggest what the actions and symbols mean (Aqiqah – Islam, Naam Karan - Sikhism) 3. Discuss what is special and of value about belonging to a group that is important to them (pupils) 4. Talk about what is special and of value to religious people when they meet for worship 5. Identify symbols of belonging from their own experiences and for Christians and one other religion suggesting what these might mean 6. Recognise similarities and differences between different religious belonging ceremonies 	What are the deeper meanings of festivals? (What are the deeper meaning of our celebrations?)	Who inspires me?	
Year 5	What is religious education ?	What does it mean to be a Hindu? <ol style="list-style-type: none"> 1. Understand the key beliefs in Hinduism 2. Explore the place of Hindu gods and goddesses in the life of a Hindu 3. Reflect on the importance of beliefs or values as guides for making choices and decisions in daily life 4. Examine the importance of story and sacred text for Hindus - how are stories shared and learnt from, what types of texts are important 5. Describe the practice of meaning of puja in the home and mandir 6. Examine and draw meaning from a significant Hindu festival (e.g. Navrati, Divali or Holi). Look at the stories, meaning and the practices related to this festival in Britain and Leicester today. 	What can we learn from reflecting on wisdom?	The journey of life: What is so special about marriage?	
Year 6	What is religious education ?	What will make our city a more respectful place? <ol style="list-style-type: none"> 1. To understand the religions of Leicester and the World 2. To explore places of worship for different religions 3. To discuss what people can learn from other religions or visiting places of worship. 	Moral Maze and Religion <ol style="list-style-type: none"> 1. To describe similarities and differences between the codes for living used by Christians and the followers of another religion 2. To reflect upon how having a code for living might help with difficult decisions. 		

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		<p>4. To share ideas about respect. 5. To understand what makes a city respectful</p>	<p>3. To use religious vocabulary to describe aspects of lives of inspiring leaders. 4. To identify personal, family and school values for living. 5. To ask and respond to questions about the importance of having a set of beliefs. 6. To apply ideas about what really matters to you. 7. To identify the qualities I admire in my heroes/role models.</p>		
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Spring term

Year 1	<p>What can stories teach us about life? (Christianity) - continued</p> <ol style="list-style-type: none"> 1. What is the importance of a religious story? 2. Recall some important religious stories and their meanings 3. Recognise that religions have special writing 4. Know that sacred texts are specially treated 	<p>Who is a Christian and what do they believe?</p> <ol style="list-style-type: none"> 1. What is Christianity? 2. Where and how do Christians worship? 3. What do Christians celebrate? 4. To discuss Christian festivals and stories 5. To make links between religious festivals 6. To know how religious leaders, writings, stories, celebrations and festivals can influence people 	<p>Who is a Hindu and what do they believe?</p> <ol style="list-style-type: none"> 1. What is Hinduism? 2. Where and how do Hindus worship?
Year 2	<p>Visiting places of worship - continued</p> <ol style="list-style-type: none"> 3. Identify special objects found in places of worship, say how they are used and what they mean to believers 4. Begin to become aware of the special use of some objects, actions, gestures and words in religious worship 5. Visit a place of worship to see how symbols are used (real or virtual) 6. Consider some of the different uses of the building and some of the words that describe the atmosphere of the events. 	<p>Who is an inspiring person? (Christianity & Islam)</p> <ol style="list-style-type: none"> 1. Identify the characteristics of an inspiring leader 2. Retell a story about Jesus that led people to admire and follow them. 3. Retell a story about another religious figure that led people to admire and follow them. 4. Identify what can be good and bad about following others 5. Identify good things people admire in inspiring people and talk about how I might show these same qualities in my own life 6. Recognise why people might follow Jesus and other religious leaders today. 	<p>Who is a Muslim and what do they believe?</p> <ol style="list-style-type: none"> 1. Choose some of the 99 names of Allah and say what they symbolize about God 2. Recognise and describe the significance of particular objects to Muslims
Year 3	Who is my neighbour?		Values: what matters most (Christians and Humanists)
Year 4	Who inspires me? (continued)	How does a Christian follow Jesus?	
Year 5	The journey of life: What is so special about marriage? (continued)		

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Year 6	<p>What it means to be a Muslim</p> <ol style="list-style-type: none"> 1. Where do muslims live in the world (population) 2. To explore the story of Mohamed (pbuh) and the 5 pillars 3-7. To explore the 5 pillars of Islam 8. To explore ideas about the mosque 9. To explore the daily routine of a muslim 10. To explore the holy book of the Qur'an 11. To explain how muslim beliefs are like my own 12. To show what we know about Islam and Muslims
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Summer term

Year 1	<p>Who is a Hindu and what do they believe? – continued</p> <ol style="list-style-type: none"> 1. What do Hindus celebrate? 2. To understand that religious celebrations are important to believers and they express meaning and influence communities 3. To discuss Hindu festivals and stories 4. To make links between religious festivals 	<p>How do we show we care for others?</p> <ol style="list-style-type: none"> 1. Who do we care for and why? 2. How do we care for them? 3. How does religion influence the way we treat each other and behave? 4. How do religious teachings and leaders influence believers' behavior? 5. How do religious stories and texts influence believers' behavior? 6. Assessment/extended write – e.g. Describe how you care for someone and why 	RE quiz week (of the year's learning)	
Year 2	<p>Who is a Muslim and what do they believe? – continued</p> <ol style="list-style-type: none"> 3. Understand how Muslims mark Ramadan and why it is an important event 4. Recognise and describe celebrations and make links between religious festivals and our own experiences of celebrating big days. 5. Understand why Muslims try to follow the Prophet Muhammad (PBUH) and have great 	<p>What do different people believe God is like?</p> <ol style="list-style-type: none"> 1. Understand some of the ways that different religions name and describe God 2. Understand a key Christian story, which helps believers to understand God's relationships with people 3. Understand a key Islamic story, which helps Muslims to understand the nature of God 4. Compare different ways believers show respect to God and to each other 5. Identify beliefs about God that are similar in different religions 	RE quiz week (of the year's learning)	

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	respect for him 6. Explore what the concept of God means to me	6. Reflect upon our own beliefs about God		
Year 3	What do the religions teach about the natural world and why should we care about it? (creation and green issues)		RE quiz week (of the year's learning)	
Year 4	What does it mean to be a Sikh?		RE quiz week (of the year's learning)	
Year 5	Justice and poverty: can religion help to build a fair world & make poverty history?		RE quiz week (of the year's learning)	
Year 6	What happens when we die? 1. To explore birth ceremonies from different religions 2. To explore coming of age ceremonies 3. To explore marriage ceremonies 4. To explore what my soul is 5. To explore reincarnation ceremonies 6. To discuss what Christians believe what happens when we die 7. To discuss death and what is judgement 8. To discuss death: the ultimate question		RE quiz week (of the year's learning)	