

St. Mary's Church of England Primary School



RE Overview - AMV, UC and other world religions

Autumn 1

| Little Oaks | Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 |
|---|---|--|---|--|---|--|
| U1. Who are we? | Creation - Who made the world? | U8. Why is our world special? | U1. What is important to me? | Creation/Fall - What do Christians believe about the creation story? | U8. What do Christians believe about life? | God - What does it mean if God is loving and holy? |
| <p>Talk about their family and people who are special to them.</p> <p>Talk about what they enjoy, what they are good at and places they like to be</p> <p>Talk about what makes them happy or sad.</p> <p>Remember a Christian story and talk about it.</p> | <p>Retell the story of creation from Genesis 1:1-2.3 simply.</p> <p>Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>Say what the story tells Christians about God, Creation and the world.</p> <p>Give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>Think, talk and ask questions about living in an amazing world.</p> | <p>Learn that we understand more about the world by using our senses and abilities to think and imagine.</p> <p>Talk about what they find interesting or puzzling.</p> <p>Learn more about the world and the way human beings have an influence on it.</p> <p>Ask important questions about life and compare their ideas with those of other people.</p> <p>Talk about some things in hymns that people believe.</p> | <p>Reflect on the physical and non-physical aspects of their identity.</p> <p>Learn about one of the creation stories in the book of Genesis.</p> <p>Reflect on the difficulty of keeping all the rules.</p> <p>Begin to consider some of the factors that can influence behavior.</p> <p>Consider how selfish behaviour can lead to suffering for others and for the selfish person and themselves.</p> <p>Compare some of the things that influence them, with those that influence other people.</p> | <p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</p> <p>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p> | <p>Describe what a believer might learn from a story</p> <p>Ask important questions about life and compare their ideas with those of other people.</p> <p>Ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by them as well as members of different religious groups or individuals.</p> <p>Make links between the beliefs of different religious groups and show how they are connected to believers' lives;</p> <p>Suggest reasons for the variety of beliefs which people hold, and explain how religious sources are used to provide answers to important questions.</p> | <p>Identify some different types of biblical texts, using technical terms accurately.</p> <p>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 churches are designed.</p> <p>Show how Christians put their beliefs into practice in worship.</p> <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> |

Autumn 2

| Little Oaks | Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 |
|--|---|---|--|--|--|--|
| <p>U2. Why are some times special? (Nativity plays, Hindu celebrations)</p> | <p>U5. How do we celebrate our journey through life? How might Christians celebrate birth? (Link to Nativity story)</p> | <p>Incarnation – Why does Christmas matter to Christians?</p> | <p>Incarnation – What is the trinity?</p> | <p>Gospel – What kind of world did Jesus want?</p> | <p>U7. How do people express their beliefs and identities?</p> | <p>Incarnation – Was Jesus the messiah?</p> |
| <p>Begin to know about their own cultures and beliefs and those of other people.</p> <p>Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</p> <p>Investigate objects and materials by using all of their senses as appropriate. Ask questions about why things happen and how things work.</p> <p>Look closely at similarities, differences, patterns and change. (KUW)</p> <p>Respond to significant experiences, showing a range of feelings when appropriate.</p> | <p>Talk about what they find interesting or puzzling.</p> <p>Recognise religious art, symbols and words and talk about them</p> <p>Say what some of the Christian words and symbols stand for.</p> <p>Talk about some things in stories that make people ask questions.</p> | <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Decide what they personally have to be thankful for at Christmas time.</p> | <p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p> | <p>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>Make simple links between Bible texts and the concept of 'Gospel' (good news).</p> <p>Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p> | <p>Describe and explain different ideas about God with reference to another religion</p> <p>Provide good reasons for the views they have and the connections they make</p> <p>Describe how Christians express beliefs about Jesus as 'Son of God' and 'Saviour' in worship and art</p> <p>Describe and compare different ideas from the tradition being studied about the meanings of life and death with reference to key texts</p> | <p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>Weigh up how far the idea that Jesus is the Messiah – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives.</p> |

Spring 1

| Little Oaks | Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 |
|---|---|--|--|---|---|---|
| <p>U3. Why are some stories special? (Link to Hinduism)</p> | <p>U6.How should we live our lives?(How can some stories teach us how to live? - (Building on from EYFS's link to Hinduism)</p> | <p><i>God - What do Christians believe God is like?</i></p> | <p>U10.What does it mean to belong to a religion? Hinduism</p> | <p>U5.Why are some journeys and places special? (Build on from Y1 - journeys and stories)</p> | <p>U.6How can we make moral choices? (Hinduism - make links between some texts and symbols from religions)</p> | <p>U9.How can we live and who can inspire us? (Focus on Christian individuals: George Muller, George Cadbury, Florence Nightingale... or individuals from other world religions)</p> |
| <p>Use religious words to describe some of the different ways in which people show their beliefs</p> <p>Link things that are important to them and other people with the way they think and behave</p> <p>Talk about what is important to them and to others with respect for their feelings</p> <p>Say what different stories are about and why they might be special to some people</p> | <p>Consider the feelings associated with acts of forgiveness</p> <p>Create words and pictures to describe those feelings.</p> <p>Consider the role of rules in helping people's lives;</p> <p>Learn about Moses and the 10 commandments and explain how this links to their own lives.</p> <p>Explain how the story of Jonah could be used to help us live our lives.</p> | <p>Identify what a parable is. Tell the story of the lost son from the bible simply, and recognise a link with the concept of god as a forgiving father.</p> <p>Give clear, simple accounts of what the story means to Christians.</p> <p>Give at least two examples of a way in which Christians show their belief in god as loving and forgiving; for example, by saying sorry; by seeing god as welcoming them back; by forgiving others.</p> <p>Give an example of how Christians put their beliefs into practice in worship; by saying sorry to god, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> | <p>I can talk about some of the stories about gods from the Hindu tradition.</p> <p>Describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions</p> <p>Describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used</p> | <p>Ask important questions about life and compare my ideas with those of other people</p> <p>Say what some religious symbols stand for</p> <p>Identify aspects of a pilgrimage which may cause people to wonder/ question describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean</p> <p>Ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups</p> | <p>Talk about what is important to them and to others with respect.</p> <p>Describe the three main female deities (tridevi) featured in navratri and say some things that Hindus believe;</p> <p>Talk about what is important to them and to others with respect to what sort of people should have power and how people in power should treat others and whether their gender matters</p> <p>Describe what a Hindu believer might learn from thinking about the Hindu deities.</p> <p>Discuss links between the beliefs regarding important female figures in other religious groups such as Mary in Christianity and show how they are connected to believers' lives.</p> | <p>Ask important questions about social issues and suggest what might happen depending on different moral choices</p> <p>Make links between Jesus' life and teaching and different forms of Christian action, such as in rituals and charitable acts</p> <p>Make links between some texts and symbols from religion and belief and guidance on how to live a good life</p> <p>Provide good reasons for the views they have and the connections they make.</p> |

Spring 2

| Little Oaks | Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 |
|--|--|--|---|---|---|--|
| Salvation – Why do Christians put a cross in an Easter garden? | Salvation – why does Easter matter to Christians? | U4.How might going to a temple give Hindus a sense of belonging? | Salvation – Why do Christians call the day Jesus died ‘Good Friday’? | U3.Why do religious books and teachings matter? (comparing to Judaism and link to special booksY1.) | Salvation – What did Jesus do to save human being? (y5) | Salvation – what difference does the resurrection make to Christians? (y6) |
| <p>Christians remember Jesus' last week at Easter.</p> <p>Jesus' name means 'He saves'.</p> <p>Christians believe Jesus came to show God's love.</p> <p>Christians try to show love to others.</p> | <p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>Recognise that Jesus gives instructions about how to behave.</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p> | <p>Begin to understand what it means to belong within a family and a community</p> <p>Talk about things that are about themselves or that happen to them. Think about people who make a difference to them;</p> <p>Identify feelings and experiences associated with being part of their family;</p> <p>Recognise that there are different sorts of family</p> <p>Use the right names for things that are special to Christians and Hindus</p> | <p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</p> <p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p> | <p>Talk about what is important to themselves and others with respect for people's feelings.</p> <p>Use religious words to describe some of the different ways in which people show their beliefs.</p> <p>Ask questions about the moral decisions they and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values.</p> <p>Describe different ways in which Christians use the Bible.</p> <p>Describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean.</p> <p>Ask questions about things that are important to them and to other people and suggest answers which relate to their own and others' lives.</p> | <p>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Show how Christians put their beliefs into practice.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> | <p>Outline the timeline of the 'big story' of the Bible.</p> <p>Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>Show how Christians put their beliefs into practice in different ways. Explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</p> |

Summer 1

| Little Oaks | Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 |
|--|---|--|--|---|---|---|
| <p>YR:God/creation - why is the word 'God' important to Christians?</p> | <p>U4. Why are some places special? Link to Hinduism</p> | <p>U9. Why is Jesus important?</p> | <p>Kingdom of God - When Jesus left, what was the impact of Pentecost?</p> | <p>U4. What does it mean to belong to a religion? Christianity.</p> | <p>U12. What does it mean to belong to a religion? Judaism</p> | <p>U11. What does it mean to belong to a religion? Islam</p> |
| <p>The word <i>God</i> is a name.</p> <p>Christians believe <i>God</i> is Creator of the universe.</p> <p>Christians believe <i>God</i> made our wonderful world and so we should look after it.</p> | <p>I can talk about things that happen to me.</p> <p>I can recognise (religious) symbols and pictures and talk about them.</p> <p>I can talk about what happens to others e.g., when they go to the temple.</p> <p>I know what some Christian and Hindu symbols stand for and I can recognise them as signs of belonging.</p> | <p>Recall knowledge about Jesus' birth, some parables he taught, how he changed the lives of the people he met, his death and resurrection.</p> <p>Begin to think about how he led his life.</p> <p>Understand the message behind some parables.</p> <p>Understand how they can apply messages from parables to their own lives.</p> <p>Retell the events of the Easter story.</p> | <p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Offer suggestions about what the description of Pentecost in Acts 2 might mean and how Christians live their whole lives and in their church communities.</p> <p>Give examples of what Pentecost means to some Christians now.</p> <p>Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p> | <p>Ask important questions about the practice of faith and compare some different possible answers.</p> <p>Describe what Christians might learn about Jesus from the Gospel stories of miracles and his resurrection.</p> <p>Provide good reasons for the views they have and the connections they make.</p> <p>Talk about some of the things in <i>belief</i> that make people ask questions.</p> <p>Describe some of the things that are the same and different for religious people.</p> | <p>Ask important questions about social issues and suggest what might happen depending on different moral choices.</p> <p>Describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities.</p> <p>Describe and compare different ways of demonstrating a commitment to a tradition of religion and belief.</p> <p>Use the religious language to describe and compare what practices and experiences may be involved in belonging to different religious groups.</p> | <p>Understand Islam has a rich history of inventors and those who have contributed to science / mathematics etc</p> <p>Understand Qur'an guides people to form beliefs through questioning and adapting.</p> <p>Understand qualities of a questioning person, e.g. Being confident to challenge beliefs they do not agree with and being willing to adapt their own beliefs, modesty, and treating others as they would want to be treated.</p> <p>Understand many Muslims may priorities God first in life.</p> <p>Understand commitments / contracts in other faiths and their own lives</p> <p>Understand thoughts can adversely alter how we experience the world and our behaviour if we let them.</p> |

Summer 2

| Little Oaks | Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 |
|-------------|--|--|---|---|--|--|
| | What difference might a faith make to a family? (Hinduism) | Gospel - What is the good news Jesus brings? | U2. What can we learn from the life and teachings of Jesus? | People of God - How can following God bring freedom and justice? | Kingdom of God - What kind of king is Jesus? | Summary of Hinduism, Islam, Judaism and Christianity - making links between the 4 of the 5 world religions. |
| | <p>I can ask my own questions about God/deity, special people and special occasions.</p> <p>I can compare some of the things that influence me with those that influence other people.</p> <p>I can talk about some of the stories about gods from the Hindu tradition.</p> <p>I can use the right names for things that are special to Hindus.</p> <p>I explain why Hindus have certain traditions.</p> | <p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of the tax collector) mean to Christians.</p> <p>Recognise that Jesus gives instructions to people about how to behave.</p> <p>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 and how they put these beliefs into practice in the Church community and their own lives.</p> <p>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, exploring different ideas.</p> | <p>Ask important questions about the practice of faith and compare some different possible answers.</p> <p>Describe what Christians might learn about Jesus from the Gospel stories of miracles and his resurrection.</p> <p>Talk about the views about Jesus that make people ask questions</p> <p>Describe how Christians might, in similar and different ways, reflect Jesus' teaching in their lives</p> <p>Ask important questions about prayer and stories of Jesus and compare their ideas with those of others.</p> | <p>I know that the Old Testament tells the story of a particular group of people, the children of Israel – known as the People of God – and their relationship with God.</p> <p>The People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>I can explain a Bible story which shows how God keeps his promises.</p> <p>I can name people from the Bible who have a relationship with God and encourage others to worship God.</p> <p>I can explain that Christians believe through Jesus, all people can become the People of God.</p> | <p>Explain connections between biblical texts and the concept of the Kingdom of God.</p> <p>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 in different ways, including in worship and in service to the community.</p> <p>Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p> | <p>Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups.</p> <p>Ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by members of different religious groups</p> <p>Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.</p> |