



RE at Weetwood

	Autumn		Spring		Summer	
EYFS	Three and Four-Year-Olds	Personal, Social and Emotional Development		• Develop their sense of responsibility and membership of a community.		
		Understanding the World		• Continue to develop positive attitudes about the differences between people.		
	Reception	Personal, Social and Emotional Development		• See themselves as a valuable individual. • Think about the perspectives of others.		
		Understanding the World		• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.		
	ELG	Personal, Social and Emotional Development	Building Relationships	• Show sensitivity to their own and others’ needs.		
		Understanding the World	Past and Present	• Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.		
People and Communities			• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.			
						
	<u>Which places are special to members of our community?</u>	<u>Why are some objects special?</u>	<u>Who cares for me and how do I help others?</u>	<u>Who belongs in my family and community?</u>	<u>How do people celebrate special times?</u>	<u>How do we understand and care for the world?</u>
	Pathway 1 – The Nature of Religion and Belief	Pathway 2 – Expressing Belief	Pathway 3 – A Good Life	Pathway 4 – Personal Journey	Pathway 5 – Influence and Authority	Pathway 6 – The Big Picture
	-Children will talk about places that are special to them and places they like to visit. -They will talk about why it is special. -Children will talk about places they enjoy visiting and go. - They will recognise that people may go to a Mosque or a Church at special times)	- Children will talk about themselves- as they start school.. - Children will have the opportunity to share their own special items/news/ books etc through Show and Tell/Snack and Chat time -Children will have the opportunity to handle different artefacts when celebrating different festivals. -Children will look at Holy Books for different religions.	-They will talk about the importance of rules in school and keeping them. -Children will talk about who can help us at home, school and in the community. -Children will listen to different religious stories about helping and caring for others.	- Children will look at different homes and house and make maps about their journeys to school and the environment. -They will compare their environment to a different/contrasting environment -They will talk about different families and how they are all different. -They will talk about what makes a good friend, how to develop friendships and care for others. -Children will listen to religious stories about friendship.	- Children will celebrate:- • Harvest Festival • Diwali • Christmas • Chinese New Year • Easter • Eid And other festivals related to class members they occur. -They will use stories, crafts, songs etc to learn about the stories behind these celebrations. -The children will appreciate the different celebrations and develop positive attitudes and ask questions.	-Children will have continuous access to the outdoor area to explore the I environment though: • minibeast hunts/hotels • birdwatching • observing seasonal changes -They will look at how the seasons change. -They will talk about how we can look after the environment and take care of all living things. -They will develop an understanding of how God created the world and be thankful for what he created, including Harvest festival.

Year 1					
	<u>Which books or stories are important?</u>	<u>How do Bible stories show that God keeps promises?</u>	<u>What does it mean to belong to a community of belief?</u>	<u>How and why do we care for others?</u>	<u>Why are festivals important in a community?</u>
	Pathway 6 – The Big Picture	Pathway 6 – The Big Picture	Pathway 1 – The Nature of Religion and Belief	Pathway 3 – A Good Life	Pathway 5 -Influence and Authority
	-Children will learn about different Holy Books and how they are treated . -They will listen to different stories from the Holy Books and think about what the morals they are teaching us.	-Children will listen to different bible stories and think about the messages . -The children will learn about the Christmas story and why it is an important message for Christians.	-Children will identify and name different places of worship and look at what happens in each of the different places. -They will look at the physical features of churches and mosques and compare and contrast them .	-Children will think about what it means to care for people and how they can demonstrate this in school.	-Children will talk about all the different festivals we have celebrated over the year and how they are celebrated . -They will plan and host their own celebration for parents to say thank you.
	<u>Why are festivals important in a community?</u> -Children will celebrate different religious and non-religious festivals throughout the year and talk about what happens at these festivals.				
Year 2					
	<u>How can we make good choices?</u>	<u>How are symbols used to welcome new life?</u>	<u>What did Jesus teach and how did he live?</u>	<u>How and why do some people pray?</u>	<u>What do religions/worldviews say about our wonderful world?</u>
	Pathway 3 – A Good Life	Pathway 2 – Expressing belief	Pathway 3 and 6 – A Good Life and The Big Picture	Pathway 4 – Personal Journey	Pathway 4 and 6 – Personal journey and The Big Picture
	-Children explore how people face moral choices and why rules are important . -Children then study some moral codes from different religions. (eg. Ten Commandments and Five Pillars .)	-Children learn how babies are welcomed into families. -They study some initiation rites such as, infant baptism and aqiqah, Naam Karam	-Children will explore stories from the life and teaching of Jesus and reflect on the messages within these stories. - Children will look at the role of Jesus and his teachings in Christianity and how he wanted them to live. -They name and recall key events in his final days when looking at the Easter story.	-Children will be introduced to how different religions pray . -Children will develop an understanding of the importance of prayer to those who belong to that religion	-Children will begin to think about how the world was created . -Children will consider the ways in which religious and non-religious individuals and organisations show care and concern for the planet .

Year 3						
	<u>How do the Five Pillars help Muslims to lead a good life?</u>	<u>What do creation stories help people understand the world?</u>	<u>How do Jews use stories to remember God's covenant?</u>		<u>How does the Bible help Christians to live a good life?</u>	<u>How do different people express spirituality?</u>
	Pathway 3 – A Good Life	Pathway 6 – The Big Pictures	Pathway 6 – The Big Pictures		Pathway 3 – A Good Life	Pathway 2 – Expressing belief
	-Children will learn about Muslim beliefs and practices, Allah and the Prophet Muhammad, Five Pillars of Islam as a way of focusing on key beliefs. -They will learn about some key teachings and consider how these reflect and affect the values and lives of believers. -They will recognise the varying responses to ultimate questions.	-The children will explore the creation stories from Christianity, Judaism, Islam and Sikhism and consider how these stories have impacted upon the faiths in the past, and how relevant they are today. -They will allow pupils to compare and contrast the different creation stories.	-The children will learn about what it is like to be a Jew and the covenant. -They will find out about how God is expressed. -Children will understand the importance of the key figures of Abraham and Moses -They will learn about the festivals of Pesach and the weekly celebration of Shabbat, and how this influences their way of life.		-The children understand the importance of the bible for Christians and how it helps Christians to live their lives. -Children will explore Jesus' teachings about rules/behaviour in relation to a variety of Bible stories and parables and how they can relate this to their lives.	-The children will explore the concept of spirituality and focus on creative ways in which spirituality may be demonstrated. -They will experiment with and experience a range of creative arts as they explore how religious communities and individuals express beliefs and emotions.
Year 4						
	<u>How do the Five Pillars help Muslims to lead a good life?</u>	<u>How do ancient stories influence modern celebrations?</u>	<u>What faiths and beliefs can be found in our country and community?</u>	<u>How are the stories of Holy Week important to Christians?</u>	<u>Why do the lives of the Gurus inspire Sikh believers?</u>	
	Pathway 3 – A Good Life	Pathway 5 – Influence and authority	Pathway 1 – The Nature of Religion and Belief	Pathway 6 – The Big Picture	Pathway 4 – Personal Journey	
	-Children will learn about Muslim beliefs and practices, Allah and the Prophet Muhammad, Five Pillars of Islam as a way of focusing on key beliefs. -They will learn about some key teachings and consider how these reflect and affect the values and lives of believers. -They will recognise the varying responses to ultimate questions	-Children will explore festivals of light from Judaism, Sikhism, Hinduism, Paganism, Chinese New Year, Ancient Civilisations. -They will consider how they use light as a representation of hope, joy, remembrance and reflection.	-Children will develop an understanding of community and diversity of different faiths, comparing and contrasting and show an understanding of how a community works together -- Children will look at different places of worship and their significance to believers. -They will look at what happens, what can be found at different places of worship and their importance.	-Children will develop a greater understanding of the significant events of Holy Week -They will look at how the current celebrations of Holy Week and Easter link to the stories heard.	-Children will explore the concept of 'guru' as a religious teacher in Sikhism. -They will learn about the role and significance of Sikh scripture, the Guru Granth Sahib and how it was created and is treated and how it links of the lineage of the ten Sikh gurus. -Children will learn about Guru Nanak, focussing specifically on his epiphany (experience of God) and subsequent teachings about God and social justice.	

Year 5					
	<u>What do Christians believe about the old and new covenants?</u>	<u>Why do some people go on a pilgrimage?</u>	<u>Should we forgive others?</u>	<u>What do Hindu people believe about God?</u>	<u>What values do people live by?</u>
	Pathway 6 – The Big Pictures	Pathway 4 – Personal Journey	Pathway 3 – A Good Life	Pathway 1 – The Nature of Religion and Belief	Pathway 3 – A Good Life
	-Children will understand what <u>covenant</u> is and their importance. -They will look at <u>different covenants made between God and other key figures of the bible</u>, Old and New Testament (Abraham, Moses, David and Jesus) and what they mean to Christians. - They will <u>compare and contrast the different world faiths view</u> of the individuals studied. -Children will <u>reflect on and find meanings in different titles</u> used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements.	-Children will explore <u>special journeys</u> that are made, including pilgrimages and other spiritual journey,. - They will consider the <u>challenges</u> involved on the journey and the <u>sacrifices</u> made but also what they learn from them and <u>how they enrich their lives</u>. -Children will also consider <u>metaphorical journeys</u>.	- Children will understand that Christians use <u>stories from the New Testament about forgiveness</u> to guide their values -They will understand the <u>significance of the death and resurrection</u> of Jesus in relation to <u>forgiveness</u> in Christianity. - Children will be encouraged to use what they have learnt in their <u>own forgiveness and reconciliation values</u>.	-Children will identify <u>different ways that Hindu's worship God and express their faith</u>. -They will learn about how <u>Hindus lead a good life</u>, and how we <u>can relate it</u> to our own lives.	-Children will look <u>at different stories</u> from different religions and consider how they <u>communicate different values</u> and what matters in life. -They will be encouraged to <u>link what they have learnt</u> from these stories to their own values. -Children will understand that <u>not all values are shared</u>
Year 6					
	<u>How and why are Jewish festivals celebrated today?</u>	<u>How do Sikhs symbolise their commitment?</u>	<u>How do Buddhists live a meaningful life?</u>	<u>What is the significance of Easter, Ascension and Pentecost?</u>	<u>Why are rites of passage important?</u>
	Pathway 5 – Influence and Authority	Pathway 2 – Expressing Belief	Pathway 1 and 4- The Nature of Religion and Belief and Personal Journey	Pathway 6 – The Big Picture	Pathway 2 and 4 – Expressing Belief and Personal Journey
	- Children will <u>describe and express ideas about festivals</u> (Hannukah, Rosh Hashanah and Purim) and how and why they are commemorated. - They will give a <u>considered response</u> to how Jewish people follow the <u>commandments set out in the Torah</u> and how they see <u>David as a key leader</u>. - They will summarise <u>key beliefs for Jews</u> including Shema and Tikkun Olam and describe how these affect lives today.	-Children will <u>summarise features of Sikh practice</u> (e.g. sewa, prayer) -Children will <u>explain and give reasons for some Sikh beliefs and symbols</u> (e.g. Khanda, 5Ks) and consider the meanings behind them. -They will <u>discuss and apply ideas about Sikh practice</u> and belief and apply they may apply to their life.	-Children <u>will recall the story of Prince Siddharta</u> (The Buddha) and what led to his enlightenment. -They will <u>list the 5 key rules</u> to overcome suffering and think about <u>how these link to their own lives</u>.	-Children will understand <u>the significance of the different aspects of Jesus's death and resurrection</u>, to Christians. -They will explore the stories from the Gospels for these events and <u>link the stories they have heard to Christian beliefs and practices</u>. -They will describe the celebrations of <u>Ascension and Pentecost</u> and recognise how these events <u>shape the celebrations and beliefs</u>.	-Children will <u>describe and understand the rights and responsibilities</u> that come with growing up. - They will <u>explore and describe rites of passages in different religions</u> and the significance of the ceremonies. - Children will <u>reflect on their own beliefs, principles and values</u> reasonably