

Cranford Park CE Primary School

Subject Overview for RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Title of unit Main Objectives /Skills	Title of unit Main Objectives /Skills	Title of unit Main Objectives /Skills	Title of unit Main Objectives /Skills	Title of unit Main Objectives /Skills	Title of unit Main Objectives /Skills
Early Years	<p>Special Place – Special Place within the classroom</p> <ul style="list-style-type: none"> Children will be able to talk about the special place they have set up in their classroom. They will be able to talk about why it is special and what this means to them. 	<p>Celebrating birth (Jesus' birth day)</p> <p>*Children can talk about their own responses to celebrating birthdays * Children can recognise that Christians celebrate Jesus' birthday by identifying some elements of the celebration * Children can talk about the importance of celebrating Jesus' birthday for Christians.</p>	<p>Jesus the storyteller</p> <p>* Children share their own experience of stories and what they have learnt from different stories * Children share their own ideas and responses about what people may have learnt from Jesus' stories and share their ideas about the importance to Christians today of the stories Jesus told.</p>	<p>Symbols of new life New Life at Easter</p> <p>* Children communicate their ideas about eggs as a reminder/symbol of new life * Children reflect on their own ideas about eggs as a reminder/symbol</p>	<p>Power Ganesh</p> <p>Children will: Step 1 – Enquire: What does power mean? Step 2 – Contextualise: What are some Hindu stories about powerful Ganesh? Step 3 – Evaluate: What do we think about Ganesh's power? Step 4 – Communicate: What are my experiences of power? Step 4 – Apply: How does power affect what I do?</p>	<p>Preciousness</p> <p>* Children can talk about water and what they can use it for. * Children can say that water can be used in many different ways by different people and in different forms. * Children can sort to show precious and not precious. They can talk about what properties make water precious * Children can talk about how Christians use water in a way that shows it is precious. * Children can talk about why water is used for baptism and if anything could be used as an alternative.</p>
Year 1	<p>Celebration Harvest Pupils will be able to:</p> <p>Step 1 Communicate: talk about a celebration that is important to</p>	<p>Journey's End Nativity Journey</p> <p>* Simply describe (L2) or describe (L3) where Bethlehem is and why it is important to</p>	<p>Remembering Janmashtami Festival Krishna's Birthday</p> <p>1 talk about <i>remembering</i> 2 recognise that Hindus</p>	<p>Welcoming Palm Sunday</p> <ul style="list-style-type: none"> describe in simple terms the concept of welcoming simply describe how the concept of 	<p>Special places</p> <p>* Children can identify simple examples of how their responses to special places affect their own and others' lives.</p>	<p>Special clothes</p> <p>* Children can talk about their own responses to special clothes * Children recognise that Christians wear special</p>

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	<p>them</p> <p>Step 2 Apply: Identify simple examples of how celebration relates to their own and others' lives</p> <p>Step 3 Enquire: Talk about what a celebration is and list some features of celebrations</p> <p>Step 4 Contextualise: Recognise ways in which Christians celebrate Harvest</p> <p>Step 5 Evaluate: Talk about the importance for Christians of celebrating Harvest.</p>	<p>Christians.</p> <p>* Children can simply describe (L2) or describe (L3) Mary and Joseph's journey to Bethlehem.</p> <p>* Children can simply describe (L2) or describe (L3) why the angels and shepherds are important in the Christmas story.</p> <p>* I can simply describe (L2) or describe (L3) the importance of the magi's visit through music or art.</p> <p>* Children can simply describe (L2) or describe (L3) why Mary and Joseph had to flee to Egypt and how they would have felt. They can link these feelings to the feelings of others today.</p>	<p>remember Krishna by telling the story of his birth and by celebrating</p> <p>3 talk about the importance of Hindus remembering Krishna's birthday</p> <p>4 talk about their own response to remembering someone special</p> <p>identify how their responses relate to their own lives</p>	<p>welcoming is important in the story of Palm Sunday, and how Christians re-create that welcome today</p> <ul style="list-style-type: none"> • evaluate the concept by simply describing the importance of welcoming in the story of Palm Sunday • describe in simple terms their ideas about the concept of welcoming and identify examples of how they have felt welcomed • simply describe situations when welcoming is or is not important, or can change to hostility. 	<p>* Children can simply describe ways in which the church is special to Christians</p>	<p>clothes at certain times</p> <p>* Children recognise that Hindus wear special clothes at certain times</p> <p>* Children can talk about the importance of special clothes for Christians and Hindus.</p>
Year 2	<p>Symbol – Bread as a Symbol - Harvest</p> <p>* Children can simply describe (L2) or describe (L3) the meaning of the concept symbol</p> <p>* Children can simply</p>	<p>Candlelight at advent and Diwali</p> <p>* Children can talk about (L1), describe in simple terms (L2) or describe (L3) the concept of symbolism</p> <p>* Children can talk about (L1), describe in simple</p>	<p>Remembering - Holi – Vishnu</p> <p>* Children can describe, in simple terms, what remembering means.</p> <p>* Children can describe, in simple terms, ways in which Hindus remember</p> <p>* Children describe, in</p>	<p>Sad and Happy – Easter Story</p> <p>* Children talk about their own experiences of sad then happy</p> <p>* Children identify feelings of sadness/happiness in different situations and</p>	<p>Ideas about God</p> <p>* Children can express a simple personal response to the concept of God</p> <p>* Children can describe simply how belief in God can affect people's lives</p> <p>* Children can describe</p>	<p>Change – How Jesus Changed People</p> <ul style="list-style-type: none"> • identify and talk about different types of change in their experience • identify how their responses to change affect their lives

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	<p>describe (L2) or describe (L3) how and why the symbols of bread and wine are used by Christians * Children can simply describe (L2) or describe (L3) the importance of the symbols to Christians * Children can simply describe (L2) or describe (L3) their own responses and ideas about symbols</p>	<p>terms (L2) or describe (L3) the concept of symbolism directly related to candles. *Children can simply describe the significance of lights to Hindus and Christians. *Children create a symbol to represent the welcoming of Rama and Sita and simply describe the symbolism.</p>	<p>simple terms, ways in which they remember events or people</p>	<p>for different people * Children recognise how sadness and happiness are significant in the Easter story</p>	<p>simply how Christians and / or Hindus perceive God * Children can describe in simple terms the importance of belief in God to themselves and Christians.</p>	<ul style="list-style-type: none"> • identify and talk about the meaning of change and different types of change • recognise that Christians believe that Jesus changes some people's lives • talk about why the idea of Jesus being able to change people is important to Christians and identify an issue raised.
<p>Year 3</p>	<p>Ritual – Sukkot</p> <p>* Children can explain the ritual of Sukkot and its value from the perspective of a Jew. * Children can explain their own responses to rituals in their experience * Children explain examples of how their responses to rituals can be applied to their own and others' lives.</p>	<p>Angels –</p> <p>Children can</p> <ul style="list-style-type: none"> • describe their own responses to angels. • describe examples of how their responses to angels can be applied to their and others' lives. • describe the meaning of <i>angels</i>. • describe how angels are used in the stories of the birth of Jesus. • evaluate the importance of angels by describing their value to Christians and by identifying an 	<p>Ritual - Water</p> <p>* Children identify and talk about the concept of ritual * Children simply describe how Christians use water in the baptism ritual * Children simply describe some Hindu rituals in the River Ganges * Children describe in simple terms their own water rituals</p>	<p>Suffering –Holy Week</p> <p>Pupils will be able to:</p> <ol style="list-style-type: none"> 1. describe in simple terms the concept suffering. 2. describe in simple terms the suffering experienced by Jesus in the Easter Story 3. evaluate the importance of the concept 'suffering' by describing in simple terms the value of Jesus' suffering at Easter to Christians and talking about an issue raised 4. describe in simple terms their own responses to suffering 5. identify simple examples of how their responses to suffering relate to their own and others' lives 	<p>Shabbat (remembering)</p> <p>Pupils will be able to:</p> <ol style="list-style-type: none"> 1. ENQUIRE: describe remembering 2. CONTEXTUALISE: describe how Jewish people remember creation and the day of rest when they celebrate Shabbat 3. EVALUATE: describe how important remembering is for Jewish people 4. COMMUNICATE: describe their own responses to remembering 5. APPLY: describe the importance of remembering in their own and others' lives. 	<p>Authority –The Torah and the Bible</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Enquire - describe the concept of authority • Contextualise - describe ways in which Jews show that the Torah has authority for them • Evaluate - describe the value of the authority of the Torah for Jews and identify and describe an issue raised • Communicate -

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		issue raised.				<p>describe their own response to authority</p> <ul style="list-style-type: none"> Apply- describe how their responses to authority can be applied to their own and others' lives
Year 4	<p>Ceremony - Death Ceremonies</p> <ul style="list-style-type: none"> describe in simple terms their response to the idea of a death ceremony for a leaf identify simple examples of how the idea of death ceremonies affects their lives and the lives of others identify and discuss the meaning of the word ceremony describe simply how Christians perform death ceremonies and their importance. 	<p>Holy – Mother of God</p> <ul style="list-style-type: none"> describe the concept of holy describe how Christians show that they believe Mary is holy evaluate the concept of holy by describing the value of Mary's holiness to believers describe their own response to the concept of holy describe examples of how their ideas about holiness affect their lives. <p>Level 3</p>	<p>Freedom – Passover</p> <ul style="list-style-type: none"> describe, in simple terms, their own responses and feelings to the concept of freedom describe, in simple terms, how their responses can be affected by different circumstance describe, in simple terms, the meaning of freedom describe, in simple terms, how freedom is expressed in Judaism describe, in simple terms, the value of freedom to Jews and identify an issue raised. 	<p>Ritual – Paschal candle</p> <ul style="list-style-type: none"> Children describe the meaning of the concept of ritual Children can describe how ritual is significant at Easter Children evaluate the importance of the ritual by describing the value of the ritual to Christians and by identifying an issue raised 	<p>Creation - Stewardship and Creation</p> <ul style="list-style-type: none"> Children can describe/explain what stewardship is Children can describe or explain different their thoughts about creation. They can link people's ideas about creation to the way in which they treat the world. Children can evaluate by describing/explaining the importance and relevance of stewardship 	<p>Identity – The Mezuzah and the Shema</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Enquire - describe the concept of identity Contextualise - describe how Jewish identity is expressed through the use of the Mezuzah and the Shema Evaluate - describe the value of identity for Jews and describe an issue raised Communicate - describe their own response to identity in their own experience Apply -describe examples of how their responses to identity are or can be applied to their

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						own and others' lives
Year 5	<p>Submission – The Qur’an is revealed to Muhammed</p> <ul style="list-style-type: none"> * Children can describe the meaning of submission for Muslims * Children can describe how submission is shown by Muslims * Children describe the importance, or value, of submission for Muslims * Children describe their own responses to the idea of submission in their lives 	<p>Prophecy – The Magi</p> <ul style="list-style-type: none"> * Children can describe (L3) or explain (L4) the meaning of the term prophecy * Children can describe (L3) or explain(L4) how prophecy is significant within the story of the gifts of the Magi * Children can evaluate by describing (L3) or explaining (L4) the importance of prophecy in this story for Christians * Children can express a personal response to the concept of prophecy, and give examples of how prophecy might affect their own lives or the lives of others. 	<p>Symbol – Water</p> <ul style="list-style-type: none"> * To describe (L3) what water is like and explain(L4) why it is important. * Children can describe (Level 3) or explain (Level 4) the meaning of baptism * Children describe (Level 3) or explain (Level 4) ways in which Christians use rituals to show that they belong to communities * Children can describe/ explain how creation is expressed within religions 	<p>Symbol – Eucharist</p> <ul style="list-style-type: none"> * They can describe/ explain how the ritual of Eucharist is important to Christians (or how other food rituals are important to followers of other faiths) 	<p>Salvation – Christian Story</p> <p>Pupils will be able to:</p> <ol style="list-style-type: none"> 1.Enquire: explain the concept of salvation 2.Contextualise: explain how the Christian Story expresses the concept of salvation 3.Evaluate: evaluate the concept of salvation by explaining its value to Christians and by describing some issues raised 4.Communicate: explain their own responses to the concept of salvation 5.Apply: explain examples of how their responses to salvation can be applied to their own and others' lives. 	<p>Sacred places – The Mosque and Church</p> <ul style="list-style-type: none"> * Children can explain what sacred means and apply their understanding to a design of a sacred place. * Children can describe and explain features of a church and a mosque which create a sense of sacred * Children can describe the value of sacred places to and believers and to themselves * Children can explain how and why people show that a place is sacred to them.
Year 6	<p>Community and belonging – Umma 5 Pillars of Islam</p> <ul style="list-style-type: none"> * Children understand and can explain the meaning of community * Children understand 	<p>Interpretation - Two birth narratives</p> <ul style="list-style-type: none"> * Children can explain what interpretation is * Children can describe (L3) or explain (L4) how interpretation is 	<p>Rites of Passage - Hajj</p> <ul style="list-style-type: none"> * Children can express a personal response to the concept of rites of passage and can explain what events have been important in their 	<p>Resurrection</p> <ul style="list-style-type: none"> * Children can explain the meaning of resurrection * Children can explain the story that illustrates Jesus' resurrection and 	<p>No unit of work due to SATs testing</p>	<p>Imagery / Icon Jesus through Art</p> <p>Pupils will be able to:</p> <ol style="list-style-type: none"> 1.Enquire: explain the concept of imagery 2.Contextualise: explain how images of Jesus express important

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	<p>and can explain the Islamic concept of community of umma. * Children can explain the importance of different rituals as part of umma, to a Muslim. * Children understand their own communities and can compare to Umma * Children can apply their understanding of community and the impact of an individual to different scenarios.</p>	<p>relevant to the 2 gospel accounts of Jesus' birth * Children can describe (L3) or explain (L4) the value of the two interpretations for Christians and describe some issues raised * The children can express a personal response to the concept of interpretation</p>	<p>journey of life so far. * Children can explain how important events are marked in religion by rites of passage * Children can explain the meaning of the Muslim naming ceremony and the Hajj * Children can evaluate, by explaining, the importance and relevance of rites of passage to believers.</p>	<p>explain how the empty cross is a symbol of resurrection for Christians * Children evaluate the significance of resurrection by explaining its importance to Christians and identifying some issues raised * Children explain their own responses to the concept of resurrection * Children can explain how responses to the idea of resurrection affect the way people live.</p>		<p>Christian beliefs. 3.Evaluate: evaluate the importance of images of Jesus by explaining their value to believers and by describing some issues that they raise. 4.Communicate: express a personal response to the concept of imagery within their own experience. 5.Apply: explain examples of how their responses to imagery can be applied to their own and others' lives.</p>
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