

Whole school overview for RE

Autumn			
Cycle 1	EYFS Intent	KS1 Intent	KS2 Intent
	<p>Autumn 1 – Creation/God Why is the word ‘God’ so important to Christians? (Understanding Christianity Planning)</p> <p>Autumn 2 - Incarnation Why do Christians perform nativity plays at Christmas? (Understanding Christianity Planning)</p>	<p>Autumn 1 – God What do Christians believe God is like? (Understanding Christianity Planning) <i>Understand the impact: Can I give at least two examples of a way in which Christians show their belief in God as loving and forgiving? (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</i></p> <p>Autumn 2 - Incarnation Why does Christmas matter to Christians? Y1 – Core Learning Y2 – Digging Deeper (Understanding Christianity Planning) <i>Make sense of belief: Can I give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians?</i></p>	<p>Autumn 1 – People of God What is it like to follow God? (Understanding Christianity Planning) <i>Understanding the impact: Can I make links between the story of Noah and how we live in school and the wider world.</i></p> <p>Autumn 2 - Incarnation/God What is the trinity? Y3 – Core Learning Y4 – Digging Deeper (Understanding Christianity Planning) <i>Make sense of belief: Can I recognise what a ‘Gospel’ is and give kinds of stories it contains?</i></p>
Spring			
	<p>Spring 1 – Other faiths Judaism, Islam <i>Compare to Christianity</i></p> <p>Spring 2 - Salvation - Why do Christians put a cross in an Easter Garden? (Understanding Christianity Planning)</p>	<p>Spring 1 – Judaism What does it mean to be a Jew? <i>Make sense of belief: Can I re-tell simply some stories used in Jewish celebrations? (e.g. Chanukah)</i> Compare Christianity and Judaism</p> <p>Spring 2 - Salvation Why does Easter matter to Christians? Y1 – Core Learning Y2 – Digging Deeper (Understanding Christianity Planning) <i>Make connections: Can I talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to people about sadness, hope or heaven, exploring different ideas and give good reasons for my ideas?</i></p>	<p>Spring 1 – Judaism – What do Jews believe? How and where do Jews worship? Compare Christianity and Judaism <i>Make connections: Can I raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future?</i> <i>Make connections: Can I express my own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for my views?</i></p> <p>Spring 2 - Salvation - Why do Christians call the day Jesus died ‘Good Friday’? Y3 – Core Learning Y4 – Digging Deeper (Understanding Christianity Planning) <i>Understand the impact: Can I make links between the Gospel accounts and how Christians mark the Easter events in their communities?</i></p>

Summer			
	EYFS Intent	KS1 Intent	KS2 Intent
	Summer 1 – Bible stories <i>Noah's Ark</i> <i>Moses</i> <i>10 Plagues of Egypt</i> Summer 2 – Bible stories <i>The Parable of the Lost Sheep</i> <i>Jesus Calms the Storm</i>	Summer 1 – Stories from other faiths <i>Hinduism</i> <i>Sikhism</i> <i>Islam</i> <i>Judaism</i> Summer 2 – Creation <i>Who made the world?</i> (Understanding Christianity Planning) <i>Understand the impact: Can I give at least one example of what Christians do to say 'thank you' to God for Creation?</i>	Summer 1 – Sacred books from different faiths <i>Christianity</i> <i>Judaism</i> <i>Islam</i> <i>Hinduism</i> <i>Sikhism</i> <i>Buddhism</i> Summer 2 – Creation/Fall <i>What do Christians learn from the creation story?</i> (Understanding Christianity Planning) <i>Make sense of belief: Can I make clear links between Genesis 1 and what Christians believe about God and Creation?</i>

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Autumn			
Cycle 2	EYFS Intent	KS1 Intent	KS2 Intent
	Autumn 1 – Creation/God <i>Why is the word 'God' so important to Christians?</i> (Understanding Christianity Planning) Autumn 2 - Incarnation <i>Why do Christians perform nativity plays at Christmas?</i> (Understanding Christianity Planning)	Autumn 1 – Gospel <i>What is the good news Jesus brings?</i> (Understanding Christianity Planning) <i>Make sense of belief: Can I give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians?</i> Autumn 2 - Incarnation <i>Why does Christmas matter to Christians?</i> Y1 – Core Learning Y2 – Digging Deeper (Understanding Christianity Planning) <i>Make sense of belief: Can I give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians?</i>	Autumn 1 – Gospel <i>What kind of world did Jesus want?</i> (Understanding Christianity Planning) <i>Understand the impact: Can I give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways?</i> Autumn 2 - Incarnation/God <i>What is the trinity?</i> Y3 – Core Learning Y4 – Digging Deeper (Understanding Christianity Planning) <i>Make sense of belief: Can I recognise what a 'Gospel' is and give kinds of stories it contains?</i>

Spring			
	EYFS Intent	KS1 Intent	KS2 Intent
	<p>Spring 1 – Other faiths Judaism, Islam <i>Compare to Christianity</i></p> <p>Spring 2 - Salvation Why do Christians put a cross in an Easter Garden? (Understanding Christianity Planning)</p>	<p>Spring 1 – Islam What do Muslims believe? What does it mean to be a Muslim? <i>Compare Christianity and Islam</i></p> <p><i>Understand the impact: Can I give examples of how Muslims use stories about the Prophet to guide their beliefs and actions? (e.g. care for creation, fast in Ramadan)</i></p> <p>Spring 2 - Salvation Why does Easter matter to Christians? Y1 – Core Learning Y2 – Digging Deeper (Understanding Christianity Planning)</p> <p><i>Make connections: Can I talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to people about sadness, hope or heaven, exploring different ideas and give good reasons for my ideas?</i></p>	<p>Spring 1 – Islam What do Muslims believe about God? What can we learn from a mosque? How do Muslims Worship? <i>Compare Christianity and Islam</i></p> <p><i>Make sense of belief: Can I identify some beliefs about God in Islam, expressed in Surah 1?</i></p> <p>Spring 2 - Salvation Why do Christians call the day Jesus died ‘Good Friday’? Y3 – Core Learning Y4 – Digging Deeper (Understanding Christianity Planning)</p> <p><i>Understand the impact: Can I make links between the Gospel accounts and how Christians mark the Easter events in their communities?</i></p>
Summer			
	EYFS Intent	KS1 Intent	KS2 Intent
	<p>Summer 1 – Bible stories Noah’s Ark Moses 10 Plagues of Egypt</p> <p>Summer 2 – Bible stories The Parable of the Lost Sheep Jesus Calms the Storm</p>	<p>Summer 1 – Bible stories David and Goliath Jesus Feeds the 5000 The Foolish Man</p> <p>Summer 2 - Prayers from other faiths Hinduism Sikhism Islam Judaism</p>	<p>Summer 1 – Kingdom of God When Jesus left, what was the impact of Pentecost? (Understanding Christianity Planning) <i>Understand the impact: Can I describe how Christians show their beliefs about the Holy Spirit in Worship?</i></p> <p>Summer 2 – Pilgrimage and Prayer Christianity Judaism Islam Hinduism Sikhism Buddhism</p>

IMPACT (end points)

	EYFS	End of Key Stage 1	End of Lower Key Stage 2
	<p>Christianity</p> <p>Creation/God Children can:</p> <ul style="list-style-type: none"> • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Retell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • Say how and when Christians like to thank their Creator • Talk about what people do to mess up the world and what they do to look after it. • <p>Incarnation Children can:</p> <ul style="list-style-type: none"> • Talk about people who are special to them • Say what makes their family and friends special to them • Recall simply what happens at a traditional Christian festival (Christmas) • Begin to recognise the word 'incarnation' as describing the belief that 	<p>Christianity</p> <p>God Children can:</p> <ul style="list-style-type: none"> • Identify what a parable is. • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. • Give clear, simple accounts of what the story means to Christians. • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring, different ideas • Give a reason for the ideas they have and the connections they make. <p>Creation and Fall Children can:</p> <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world • Give at least one example of what Christians do to say 'thank you' to God for Creation • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in. <p>Incarnation Children can:</p>	<p>Christianity</p> <p>Creation and Fall Children can:</p> <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible's 'big story' • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. <p>People of God Children can:</p> <ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony • Make links between the story of Noah and how we live in school and the wider world <p>Incarnation/God Children can:</p> <ul style="list-style-type: none"> • Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live

	<p>God came to Earth as Jesus</p> <ul style="list-style-type: none"> Retell religious stories, making connections with personal experiences. <p>Salvation Children can:</p> <ul style="list-style-type: none"> Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians Talk about ideas of new life in nature Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter. 	<ul style="list-style-type: none"> Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians Recognise that stories of Jesus' life come from the Gospels Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas Decide what they personally have to be thankful for, giving a reason for their ideas Think, talk and ask questions about Christmas for people who are Christians and for people who are not. <p>Gospel Children can:</p> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave 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 Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: <ul style="list-style-type: none"> charity, confession) 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 about how to live, giving a good reason for their ideas. <p>Salvation Children can:</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) Give at least three examples of how Christians 	<ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. <p>Gospel Children can:</p> <ul style="list-style-type: none"> Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. <p>Salvation Children can:</p> <ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. <p>Kingdom of God Children can:</p> <ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth Offer informed suggestions about what the events of Pentecost in Acts 2 might mean
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		<p>show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 	<ul style="list-style-type: none"> Give examples of what Pentecost means to some Christians now Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.
	<p>Other religions</p> <p>Children can:</p> <ul style="list-style-type: none"> Retell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity. Talk about somewhere that is special to themselves, saying why Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God 	<p>Judaism</p> <p>Children can:</p> <ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too <p>Islam</p> <p>Children can:</p> <ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean 	<p>Judaism</p> <p>Children can:</p> <ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. <p>Islam</p> <p>Children can:</p> <ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit

	<ul style="list-style-type: none"> • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church • Express a personal response to the natural world. • Talk about some religious stories • Recognise some religious words, e.g. about God • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Torah • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the <i>Chanukah</i> story teaches Jews about standing up for what is right), etc. 	<ul style="list-style-type: none"> • Give examples of how stories about the Prophet* show what Muslims believe about Muhammad • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action • Think, talk and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. <p>World Views</p> <ul style="list-style-type: none"> • Give examples of ways in which believers put their beliefs into action • Give a good reason for the views they have and the connections they make • Give examples of how stories show what people believe (e.g. the meaning behind a festival) 	<p>to God)</p> <ul style="list-style-type: none"> • Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. <p>World Views</p> <ul style="list-style-type: none"> • 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 action • Identify some differences in how people put their beliefs into action
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