

EAST MARKHAM PRIMARY SCHOOL R.E. OVERVIEW 2022 - 2023

YEAR		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
F2	THEMES	<p>Which stories are special and why? Which people are special and why? What places are special and why? What times are special and why? Belonging: who are we and how do we belong? Our wonderful world: How can we care for living things and the earth? ELG – UNDERSTANDING THE WORLD – People, Culture 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 Explain some similarities and differences between life in this country and life in other countries,</p>					
YEAR 1	THEME	CELEBRATIONS AND FESTIVALS		MYSELF AND CARING FOR OTHERS		BELIEFS AND TEACHINGS	SYMBOLS IN RELIGIOUS WORSHIP AND PRACTICE
	KEY QUESTION	Who celebrates what and why?		How do we show we care for others? Why does it matter?		What can we learn from them? How do religious stories make a difference to people's lives?	In what ways are churches / synagogues important to believers?
	Intentions	<ul style="list-style-type: none"> ✓ Pupils will learn simply about annual or weekly celebrations for Christians and Jewish people, including: Christmas, Easter, Hanukkah and Shabbat. ✓ They will learn about the songs, worship, celebrations, stories, artefacts and food. ✓ Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr. 		<ul style="list-style-type: none"> ✓ Pupils will learn about their uniqueness as a person in a family and community. ✓ They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing. ✓ They will hear and consider religious stories and teachings, e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts. 		<ul style="list-style-type: none"> ✓ Pupils will learn about some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. ✓ They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son. ✓ They learn that these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways. 	<ul style="list-style-type: none"> ✓ Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship. ✓ They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. ✓ They will learn about weddings in Jewish and Christian holy buildings.
	RELIGION	CHRISTIANITY AND JUDAISM		CHRISTIANITY, JUDAISM AND NON-RELIGIOUS VIEWS		CHRISTIANITY	CHRISTIANITY AND JUDAISM

YEAR 2	THEME	BELONGING	BELIEVING	LEADERS	STORY
	KEY QUESTION	What does it mean to belong? What is it like to belong to the Christian religion in Nottingham City and Nottinghamshire today?	What do Jewish people believe about God, creation, humanity, and the natural world?	What makes some people inspiring to others? Moses and Saint Peter.	Jewish and Christian Stories: How and why are some stories important in religions? What can we learn from these stories and from the Torah and the Bible?
	Intentions	<ul style="list-style-type: none"> ✓ Pupils will learn about belonging in a family, to a school and in the community. ✓ They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism. ✓ The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity. 	<ul style="list-style-type: none"> ✓ Pupils will learn some Jewish peoples' ideas about God and the story of creation. ✓ They will find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat. ✓ They will learn about some ways a Rabbi teaches the community about God. 	<ul style="list-style-type: none"> ✓ Pupils will learn some stories of Moses (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments). ✓ They will find out about Moses as a great leader for Jewish people. ✓ They will learn some stories about Jesus and Saint Peter (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians). ✓ They will find out about Saint Peter as a Christian leader. ✓ They will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made. ✓ A non-religious leader makes a good point of comparison 	<ul style="list-style-type: none"> ✓ Pupils will learn Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel. ✓ They will gain knowledge about the Jewish Bible and the importance of the Torah.
	RELIGION	CHRISTIANITY	JUDAISM	CHRISTIANITY, JUDAISM AND NON-RELIGIOUS VIEWS	CHRISTIANITY AND JUDAISM

YEAR 3	<p data-bbox="203 65 304 92">THEME</p> <p data-bbox="181 220 327 292">KEY QUESTION</p> <p data-bbox="181 515 327 542">Intentions</p> <p data-bbox="181 1453 315 1481">RELIGION</p>	<p data-bbox="394 65 808 92">WORSHIP AND SACRED PLACES</p> <p data-bbox="349 212 779 360">Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire.</p> <ul data-bbox="349 523 846 911" style="list-style-type: none"> ✓ About Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship. ✓ 4 key terms in relation to each building. ✓ To identify similarities between the places of worship ✓ To connect features of the buildings to religious beliefs, teachings, practices and ways of living. <p data-bbox="423 1453 779 1525">CHRISTIANITY, ISLAM AND HINDUISM</p>	<p data-bbox="875 65 1137 172">RELIGION, FAMILY AND COMMUNITY: PRAYER</p> <p data-bbox="875 220 1167 448">How do religious families and communities practice their faith? The example of prayer.</p> <ul data-bbox="875 531 1178 1046" style="list-style-type: none"> ✓ About the practice, meaning and importance of the 5 daily Islamic prayers ✓ About the meaning and use of the Lord's Prayer in Christianity, ✓ About prayer at a mosque or a church, ✓ About beliefs about Allah / God and prayer in the different religions. <p data-bbox="875 1453 1133 1517">CHRISTIANITY AND ISLAM</p>	<p data-bbox="1200 65 1379 132">BELIEFS AND TEACHINGS</p> <p data-bbox="1200 220 1518 488">What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?</p> <ul data-bbox="1200 531 1536 1086" style="list-style-type: none"> ✓ About Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. ✓ About contemporary practices in relation to these four festivities. ✓ About key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit. ✓ About the 'fruit of the Spirit' (Galatians 5:22) <p data-bbox="1200 1485 1391 1513">CHRISTIANITY</p>	<p data-bbox="1559 65 1738 132">BELIEFS AND TEACHINGS</p> <p data-bbox="1559 220 1832 520">What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?</p> <ul data-bbox="1559 571 1839 1254" style="list-style-type: none"> ✓ About Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. ✓ About contemporary practices in relation to these four festivities. ✓ About key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit. ✓ About the 'fruit of the Spirit' (Galatians 5:22) <p data-bbox="1603 1461 1794 1489">CHRISTIANITY</p>	<p data-bbox="1872 65 2130 172">INSPIRATIONAL PEOPLE FROM THE PAST</p> <p data-bbox="1872 220 2163 408">What can we learn from inspiring people in sacred texts and in the history of religions?</p> <ul data-bbox="1872 555 2168 1302" style="list-style-type: none"> ✓ At least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam). ✓ Examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus. ✓ Examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history. <p data-bbox="1872 1382 2096 1525">CHRISTIANITY, JUDAISM NON-RELIGIOUS VIEWS</p>
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YEAR 4	THEME	JOURNEY OF LIFE AND DEATH	SYMBOLS AND RELIGIOUS EXPRESSION	SPIRITUAL EXPRESSION	RELIGION, FAMILY, COMMUNITY, WORSHIP, CELEBRATION, WAYS OF LIVING
	KEY QUESTION	Why do some people think life is like a journey? Where do we go? What do different people think about life after death?	How do people express their religious and spiritual ideas on pilgrimages?	Christianity, music and worship: what can we learn?	How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?
	Intentions	<ul style="list-style-type: none"> ✓ Key ways in which Christians, Hindus and Muslims see life as a journey. ✓ To gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals. ✓ About a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha. ✓ About non-religious views, for example about Humanist commitment to 'the one life we have.' 	<ul style="list-style-type: none"> ✓ About pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian). ✓ Details about and reasons for ritual and practice on pilgrimages. ✓ Reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage. ✓ About local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent. 	<ul style="list-style-type: none"> ✓ Religious content will include different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship. ✓ Pupils will gain knowledge about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christians songs for children. ✓ These can be compared with music from any sources which pupils find spiritually interesting or inspiring 	<ul style="list-style-type: none"> ✓ Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Divali and at least one other Hindu festival in both India and in the UK, ✓ They will explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life.
RELIGION	CHRISTIANITY, ISLAM, HINDUISM AND NON-RELIGIOUS VIEWS	ISLAM, HINDUISM, CHRISTIANITY AND NON- RELIGIOUS WORLD VIEWS	CHRISTIANITY AND THE IDEA OF BEING SPIRITUAL BUT NOT RELIGIOUS	HINDUISM	

YEAR 5	THEME	INSPIRATIONAL PEOPLE IN TODAY'S WORLD	RELIGION AND THE INDIVIDUAL: WHAT MATTERS TO CHRISTIANS?	BELIEFS AND QUESTIONS	BELIEFS AND ACTIONS IN THE WORLD
	KEY QUESTION	What can we learn from great leaders and inspiring examples in today's world?	What is expected of a person in following a religion or belief? What matters most to Christians in their religion?	How do people's beliefs about God, the world and others have impact on their lives?	How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?
	Intentions	<ul style="list-style-type: none"> ✓ Religious content can include examples such as: Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples. 	<ul style="list-style-type: none"> ✓ Religious content will include: the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist; ✓ The ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration. 	<ul style="list-style-type: none"> ✓ About different ideas and forms of expression in relation to belief about God in Muslim and Hindu life ✓ To reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture. 	<ul style="list-style-type: none"> ✓ About some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque. ✓ About different charities which apply the 'golden rule' ('treat others as you would like to be treated', ✓ 'Love your neighbour as you love yourself') from a range of religions and worldviews to some global problems
RELIGION	POSSIBLE EXAMPLES FROM ISLAM, HINDUISM, CHRISTIANITY AND A NON- RELIGIOUS WORLD VIEW	CHRISTIANITY	ISLAM, HINDUISM AND NON – RELIGIOUS VIEWS	CHRISTIANITY MUSLIM, HINDU AND NON – RELIGIOUS VIEWS	

YEAR 6	THEME	TEACHINGS, WISDOM AND AUTHORITY	RELIGION, WORLDVIEWS, FAMILY AND COMMUNITY	BELIEFS AND ACTION IN THE WORLD – 1	BELIEFS AND ACTION IN THE WORLD – 2
	KEY QUESTION	What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life?	What contributions do religions make to local life in Nottingham City and Nottinghamshire? How can we make Nottingham City and Nottinghamshire a county of tolerance and respect?	How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?	What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?
	Intentions	<ul style="list-style-type: none"> ✓ To understand two carefully selected texts from the scriptures of each of the religions selected for study. ✓ About two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values. 	<ul style="list-style-type: none"> ✓ About the statistics of world religions in the local area, the county, region, nation and world. ✓ Make comparisons of statistics from different parts of the country and world ✓ About at least two examples of inter faith co-operation. 	<ul style="list-style-type: none"> ✓ About spiritual concepts of justice, fairness, compassion and responsibility. ✓ About at least two examples of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the Children might be a good example of a charity without a religious identity). 	<ul style="list-style-type: none"> ✓ About pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s. ✓ About the Kindertransport and the importance of providing refuge to people who are persecuted for who they are. ✓ About the work of the National Holocaust Centre and Museum as a place of remembrance in the UK. (This can be achieved through using resources online, the NHCM outreach programme or by visiting The Journey exhibition at the National Holocaust Centre.)
	RELIGION	CHRISTIANITY, ISLAM AND NON-WORLD VIEWS	SELECT FROM CHRISTIANITY, ISLAM, HINDUISM, JUDAISM AND NON-RELIGIOUS WORLD VIEW	CHRISTIANITY, HINDUISM AND HUMANISM	JUDAISM

