

Hunslet Moor Primary School
Topic Overview RE



Subject	Autumn 1 Objectives	Autumn 2 Objectives	Spring 1 Objectives	Spring 2 Objectives	Summer 1 Objectives	Summer 2 Objectives
Nursery	<u>All About Me</u> <u>RE - Family & Places</u> I can talk about places which are important to me. I am beginning to understand that different places are special to different people. I can recognise that families look different. I can begin to talk about similarities and differences between families. I can compare myself to my friends. I can name the children and adults in my class.	<u>Light and Colour</u> <u>RE - Celebrate</u> I understand that people believe different things, and talk about different things/people other children may believe in. I can talk about how I celebrate special times (e.g. - birthday, Christmas, Eid)	<u>Super Heros</u> <u>RE - Special Objects</u> I can talk about the different objects which are special to me. I can talk about the different objects which are special to others e.g. Bible, Qur'an.	<u>On the Farm</u> <u>RE - Care</u> i can show care for special things in my life I understand what may be special to other people I can talk about how to care for my friends.	<u>Mini Beasts</u> <u>RE - Care</u> I can show care for living things I can show care for special things in my life I understand what may be special to other people I can talk about how to care for my friends. I can demonstrate acts of kindness to others including plants and animals.	<u>Journeys</u> <u>RE - World</u> I know different countries in the world may celebrate events differently. I understand these countries may follow different rules. rules.
Vocabulary	Important Home nursery	Birthday Christmas Eid Celebrate	Special Bible Quran	Care Special Kindness	Care Special Kindness	World Special events Celebrate Rules
Reception	<u>E4</u> <u>Who belongs in my family and community?</u> I can talk about the community I live in. I understand who is a part of my community I can name and describe familiar adults in my family and community. I understand that not all people belong to the same community I can talk about similarities and differences between communities. I know we all belong to a school community. I understand the rules of our school community.	<u>E5</u> <u>How do people celebrate special times?</u> I can talk about how members of my immediate family and community celebrate special events. I understand people have different beliefs and that this is ok. I can talk about how people may celebrate a special event in their life. I can recognise and talk about similarities and differences between how I and others celebrate certain events.	<u>E1</u> <u>Which places are special to members of our community?</u> I can talk about the places that are special to me and my community. I can share my experiences of going to these special places I identify where these special places are in my community. I understand what these special places are used for. I can talk about familiar adults that work in these special places.	<u>E2</u> <u>Why are some objects special?</u> I understand that religious artefacts can be very old I know how to handle old artefacts. I can talk about why these objects are special. I develop an understanding of what religious objects are used for. <ul style="list-style-type: none"> 	<u>E3</u> <u>Who cares for me and how do I help others?</u> I know who my trusted adults are I can explain who is special to me and why. I can demonstrate caring behaviour I know how to be a kind person I know who to talk to if someone is unkind to me. I can talk about the rules I must follow at school I understand the rules at home and in school may be different. I understand the religious rules people follow may be different.	<u>E6</u> <u>How do we understand and care for the world?</u> I can talk about ways to help care for the environment. I can talk about ways to keep the classroom clean and safe. I can talk about what I do at home and school to support the environment. I can talk about some of the changes which are happening to the world.
Agreed syllabus outcomes and ELG	Understanding the World: Reception <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. 	Understanding the World: Reception <ul style="list-style-type: none"> Talk about members of their immediate family and community. Compare and contrast characters from stories including from the past. 	Understanding the World: Reception <ul style="list-style-type: none"> 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 	Understanding the World: Reception <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. 	Understanding the World: Reception <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Personal, Social and Emotional development:	Understanding the World: Reception <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them.

	People, Culture and Communities (ELG): <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. People, Culture and Communities (ELG): 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.	members of their community People, Culture and Communities (ELG): <ul style="list-style-type: none"> 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. Describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps.	People, Culture and Communities (ELG): <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Think about the perspectives of others People, Culture and Communities (ELG): <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Managing self (ELG): <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly. Building relationships (ELG): Show sensitivity to their own and others' needs.	<ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. People, Culture and Communities (ELG): <ul style="list-style-type: none"> 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. The Natural World (ELG): Explore the natural world around them making observations and drawing pictures of animals and plants.
Vocabulary	In this unit, pupils will have an opportunity to use words and phrases related to: <ul style="list-style-type: none"> Home Family School Community Friends Disciples Rakhi 	In this unit, pupils will have an opportunity to use words and phrases related to: <ul style="list-style-type: none"> Festivals Celebrations specifically: Harvest, Rosh Hashanah, Sukkot, the Mid-Autumn Festival, Diwali, Hannukah, Advent and Christmas, Mardi Gras, Chinese New Year, Holi, Vaisakhi, Pesach, Lent/Easter, Ramadan/Eid Religion Culture 	In this unit, pupils will have an opportunity to use words and phrases related to: <ul style="list-style-type: none"> Home Family School Community Religion e.g. God, holy, pray, priest, worship, Bible, church, Gurdwara, Guru Granth Sahib, Langar, mosque, Qur'an Religious and human experience, eg special, holy, precious.	In this unit, pupils will have an opportunity to use words and phrases related to: <ul style="list-style-type: none"> Home Family School Community Special artefacts Special books – Bible, Quran God, prayer Judaism, Hebrew, Mezuzah religious and human experience, eg dedicate, holy, love, precious	In this unit, pupils will have an opportunity to use words and phrases related to: <ul style="list-style-type: none"> Home Family School Community Charity Good manners Rules Care Kindness Duty (dharma) 	In this unit, pupils will have an opportunity to use words and phrases related to: <ul style="list-style-type: none"> Creation Responsibility Nature Caring for the world Names for God/Gods in different religions.
Subject	Autumn 1 Objectives	Autumn 2 Objectives	Spring 1 Objectives	Spring 2 Objectives	Summer 1 Objectives	Summer 2 Objectives
Year 1	<u>C1.5</u> <u>Why are festivals important in a community?</u> (Pathway 5) To name some celebrations and talk about how these are celebrated. To talk about their experiences and feelings connected to celebrations or customs. To recognise some similarities and differences between festivals and celebrations.		<u>C1.6</u> <u>Which books and stories are important?</u> (Pathway 6) To express ideas about how some favourite stories, including stories from religions / worldviews give people a message on how to live. To recognise the difference between contemporary stories and stories that have become traditional because they have been handed down for hundreds or thousands of years.	<u>F1.12</u> <u>How and why do we care for others?</u> (Pathway 3) To recall and talk about some religious stories. To respond to questions about stories To respond with ideas about how to care for others.	<u>C1.1</u> <u>What does it mean to belong to a community of belief?</u> (Pathway 1) To name some 'precious', 'sacred' or 'holy' objects and places. To recognise some religions / worldviews represented in the school, locality and elsewhere in the UK. To express ideas about 'holy' or important objects and places.	

			To suggest meanings for some special stories.			
Religion/worldviews to include	Christianity, Hindu Dharma, Judaism non-religious approaches.		Christianity, Islam, Judaism	Christianity, Sikhi, Buddhism, non-religious approaches to life	Christianity, Sikhi, Islam	
Vocabulary	Celebration Festival Eid Ramadan Fasting Diwali Harvest Birthday		<ul style="list-style-type: none"> Holy – for a religious purpose Moral – principles of right/wrong behaviour Sacred – connected with God/dedicated to a religious purpose Believer – someone who has a religious faith Bible – Christian holy book Qur'an – Muslim holy book Torah – Jewish holy writings Guru Granth Sahib – Sikh holy book 	care / care for empathy compassion help support love consideration patience understanding giving kindness organisation charity fund raising parable traditions / stories passed down Sewa (selfless service) Langar (free weekly vegetarian meal) Gurdwara Guru Nanak Prophet Muhammad Good Samaritan Dana (giving) Siddhartha Buddha enlightenment Jesus God	In this unit, pupils will have an opportunity to use words and phrases related to: <ul style="list-style-type: none"> The features and artefacts of a place of worship The rituals and acts performed in a place of worship The importance of belonging to a religious community 	
Subject	Autumn 1 Objectives	Autumn 2 Objectives	Spring 1 Objectives	Spring 2 Objectives	Summer 1 Objectives	Summer 2 Objectives
Year 2	<u>C1.3</u> <u>How can we make good choices?</u> (Pathway 3) To notice characteristics in the lives of people who are held as examples by religions / worldviews. To talk about and suggest meanings for teachings about right and wrong from different religions / worldviews.	<u>C1.4</u> <u>How and why do some people pray?</u> (Pathway 4) To talk about how prayer makes people wonder at the world and ask big questions about life. To retell a story about someone whose experience or encounter changed their life. To notice what someone might do or say when they pray.	<u>C1.2</u> <u>How are symbols used to welcome new life?</u> (Pathway 2) To recognise and name some symbols used to welcome a new baby. To express ideas about the symbols they would use to welcome a baby.		<u>F1.13</u> <u>What do religions/worldviews say about our wonderful world?</u> (Pathways 4 and 6) To ask and respond to questions about the world and creation. To recognise and retell religious and non-religious stories and beliefs about creation and suggest some meanings.	

			To recognise some similarities and differences between the welcoming ceremonies.		To begin to express ideas and opinions about how to care for the planet.	
Religion/worldviews to include	Christianity, Judaism, Islam, and non-religious approaches.	Buddhism, Hindu Dharma, Islam	Christianity, Islam, Sikhi, and non-religious approaches.		Christianity, Islam, and non-religious approaches. Some reference to Sikhi, Judaism, Buddhism,	
Vocabulary	In this unit, pupils will have an opportunity to use words and phrases related to: <ul style="list-style-type: none"> • Choices, influences • Consequences • Rules, guidelines • The Pillars of Islam • The Ten Commandments • Langar, sewa • Karma 	Prayer reflection devotion church shrine mosque meditation faith worship symbols blessing wudu	In this unit, pupils will have an opportunity to use words and phrases related to: <ul style="list-style-type: none"> • Promises • Godparents, sponsors • Rituals, prayers, symbols • Baptism, aqiqah, naam karan 		Christians World Muslims Caretakers / Stewardship God Responsibility Created/creator Recycle Natural Reuse Wonderful Environment	
Subject	Autumn 1 Objectives	Autumn 2 Objectives	Spring 1 Objectives	Spring 2 Objectives	Summer 1 Objectives	Summer 2 Objectives
New curriculum Year 3	<u>CL2.6</u> <u>How do Jews use stories to remember God's covenants?</u> (Pathway 6) To re-tell some Jewish stories and consider their importance. To explain how Jews express their faith through rituals and actions. To express ideas about the rituals and practices which demonstrate belonging to a community.	<u>FL2.11</u> <u>How do creation stories help people understand the world?</u> (Pathway 6) To re-tell a range of creation stories, making links between them. To express ideas about creation and suggest meanings for the stories. To express different views and ideas about helping to look after the world around them	<u>CL2.3</u> <u>How do the five pillars help Muslims to lead a good life?</u> (Pathway 3) To give examples of key teachings of Islam and recognise the different ways these are interpreted by believers. To express ideas about how Muslim beliefs have an impact on the life of believers. To explain how a Muslim might follow the example of the Prophet Mohammed.		<u>CL2.2</u> <u>How do different people express their spirituality?</u> (Pathway 2) To observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms. To express their beliefs and values through creating a piece of expressive art	

Religion/worldviews to include	Judaism	Christianity, Hindu Dharma, Judaism, Sikhi non-religious approaches.	Islam		Buddhism, Christianity, Hindu Dharma, Islam, Sikhi, non-religious approaches.	
Vocabulary	<p>Specific to Judaism:</p> <ul style="list-style-type: none"> • Moses • Abraham • Exodus • Hebrew • covenant • Torah • Ark • Sabbath / Shabbat • Passover / Pesach, Mezuzah • Kosher • Seder <p>Religion in General:</p> <ul style="list-style-type: none"> • Prayer • Belief • worship <p>Religious & Human Experience:</p> <ul style="list-style-type: none"> • Questions • Mysteries • Symbols <p>Divine</p>	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Creation • Creator • Responsibility • Stewardship • Truth • Science • Big Bang • Evolution • Theory 	<p>this unit, Pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Allah • Prophet Muhammad (peace and blessings be upon him) • Qur'an • Hadith (recorded actions and sayings of the Prophet Muhammad (pbuh)) • Shahadah (testimony of faith/belief) • Salaah (Arabic) • Sawm (fasting) • Ramadhaan (the month of fasting) • Zakaah (obligatory almsgiving) • Hajj (pilgrimage) • Mecca/Makkah • Akhirah (the afterlife) • Sunnah (the way of the Prophet Muhammad pbuh) • Shari'ah (Islamic law) • Eid ul Fitr (Eid that follows after Ramdhaan) • Eid ul Adha (Eid that follows the Hajj pilgrimage) • Qiblah - direction of prayer • Sadaqah - voluntary charity • Wudhu – Ablution 		<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Spirituality • Music, art, dance, poetry • Mool Mantar • Mudras • Sufi • Calligraphy • Psalms and hymns <p>Arts, beliefs, symbols</p>	
Subject	Autumn 1 Objectives	Autumn 2 Objectives	Spring 1 Objectives	Spring 2 Objectives	Summer 1 Objectives	Summer 2 Objectives
Year 4	<p><u>CL2.4</u> <u>Why do the lives of the Gurus inspire Sikh believers?</u></p> <p>(Pathway 4)</p> <p>To give examples of Sikh beliefs and stories about their Gurus.</p> <p>To describe Sikh practices relating to the Guru Granth Sahib.</p> <p>To explain and give reasons for Sikh values e.g. equality, honesty.</p> <p>To give examples to show how festivals and seasons are celebrated in different countries, making links between them.</p>		<p><u>FL2.14</u> <u>How are the stories of Holy Week important to Christians?</u></p> <p>(Pathway 6)</p> <p>To describe the events of Holy week, using a range of narratives from the Gospels</p> <p>To ask questions about the importance of the stories of Holy Week for Christians</p> <p>To describe similarities and differences in the ways different Christians celebrate and remember the stories of Holy Week.</p>		<p><u>CL2.1</u> <u>What faiths and beliefs can be found in our country and community?</u></p> <p>(Pathway 1)</p> <p>To describe some characteristics of religions and their places of worship.</p> <p>To recognise that each religion / worldview is made up of several groups of people and compare some of the different beliefs and practices.</p>	<p><u>CL2.5</u> <u>How do ancient stories influence modern celebration?</u></p> <p>(Pathway 5)</p> <p>To give examples to show how festivals and seasons are celebrated in different countries, making links between them.</p> <p>To explain and give reasons for the celebration of each festival including ancient stories behind them.</p>
Religion/worldviews to include	Sikhi.		Christianity		Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi, non-religious approaches.	Christianity, Hindu Dharma, Judaism, Paganism

Vocabulary	In this unit, pupils will have an opportunity to use words and phrases related to: <ul style="list-style-type: none"> • Mool (Mul) Mantar • Panjab • Guru Nanak • Guru Gobind Singh • Guru Granth Sahib • guru • Khalsa • Amristar • Ikk Oankar • Enlightenment • Gurdwara 		In this unit, pupils will have an opportunity to use words and phrases related to: <ul style="list-style-type: none"> • Communion • Crucifixion • Easter • Forgiveness • Gospel • Incarnation • Jesus • Gospels • Palm Sunday • Resurrection • Ritual • Salvation 		In this unit, pupils will have an opportunity to use words and phrases related to: <ul style="list-style-type: none"> • Church, Mosque, Gurdwara, Synagogue, Mandir, Temple • Community • Faith, Belief, Believer, Atheism, Humanism, Responsibility, Voluntary 	In this unit, pupils will have an opportunity to use words and phrases related to: <ul style="list-style-type: none"> • Oppression • freedom • interpretation • celebration • shared values • remembrance • reflection
Subject	Autumn 1 Objectives	Autumn 2 Objectives	Spring 1 Objectives	Spring 2 Objectives	Summer 1 Objectives	Summer 2 Objectives
New curriculum Year 5	<u>CU2.5 How and why are Jewish festivals celebrated today?</u> (Pathway 5) To summarise ideas about Jewish festivals and how and why they are commemorated. To give a considered response to how and why Jewish people follow the commandments set out in the Torah To choose appropriate questions for an interview.	<u>FU2.12 Should we forgive others?</u> (Pathway 3) To give a considered response to why it is hard to ‘make up’ or apologise in a conflict. To identify and explain their own ideas about Jesus’ teaching regarding forgiveness and reconciliation. To discuss and give examples of how some modern individuals have faced the challenge of forgiveness.	<u>CU2.1 What do Hindu people believe about God?</u> (Pathway 1) To describe some examples of what different Hindus do to show their faith. To describe some ways in which Hindus express their faith through puja, aarti and bhajans. To explain similarities and differences between Hindu worship and worship in another religious tradition they are familiar with.		<u>CU2.4 Why do some people go on pilgrimage?</u> (Pathway 4) To describe and explain some amazing, puzzling or mysterious experiences associated with places of pilgrimage. To suggest reasons why special places and journeys make people ask big questions about life. To express ideas about new insights pilgrims might gain from their journey	
Religion/worldviews to include	Judaism,	Christianity	Hindu Dharma,		Christianity, Hindu Dharma, Islam, Judaism, Sikhi.	
Vocabulary	In this unit, pupils will have an opportunity to use words and phrases related to: Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath / Shabbat, Passover / Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah, Purim Religion in General: Prayer, belief, worship	In this unit, pupils will have an opportunity to use words and phrases related to: <ul style="list-style-type: none"> • Jesus • Gospel • New Testament • Crucifixion • Forgiveness • Recon-ciliation • Penitence 	In this unit, pupils will have an opportunity to use words and phrases related to: Hindu, Brahman/Parmaatma, Aum, Mandir, Trimurti, Vedas, Avatar, Puja, Karma, Ahimsa, Aum, Lotus Flower, Deity, Murti, Moksha, swastika, Bindi, Atman		In this unit, pupils will have an opportunity to use words and phrases related to: <ul style="list-style-type: none"> • journey • responsibility • belief • pilgrimage • reflection • faith 	

	Religious & Human Experience: Questions, mysteries, symbols, divine	<ul style="list-style-type: none"> • Repentance • Redemption • Confession • Conflict • Reconciling • Forgiving • Grudge • Revenge • Conflict resolution • Consequences 				
Subject	Autumn 1 Objectives	Autumn 2 Objectives	Spring 1 Objectives	Spring 2 Objectives	Summer 1 Objectives	Summer 2 Objectives
New curriculum Year 6	CU2.2 <u>How do Sikhs symbolize their commitment?</u> (Pathway 2) To describe and give examples of how Sikhs express their beliefs through story, symbols and actions. To explain why these stories and symbols have been important in Sikh religion and culture over many years and are still told today. To weigh up a range of opinions about wearing the 5Ks and taking Amrit.		CU2.6 <u>What do Christians believe about old and new covenants?</u> (Pathway 6) To define the word ‘covenant’ and give an example. To summarise narratives about Moses, the Ten Commandments, the Kingdom (including David) and Jesus, making connections between stories and the idea of a covenant between God and the people. Compare and contrast aspects of Christianity, Judaism and Islam, especially in relation to Abraham and Jesus.		CU2.3 <u>What values do people live by?</u> (Pathway 3) To identify and explain some of the moral teachings practised by religious communities and make connections between them. To compare religious ideas about right and wrong with non-religious worldviews such as Humanism. To apply ideas about values and how religious and non-religious people choose to live their lives.	FU2.13 <u>Why are rites of passage important?</u> (Pathways 2 and 4) To explain how some people have amazing, puzzling or mysterious experiences that make them ask big questions about life and, in some cases, have made them change their lives or given them new insights to share with others. To explain how people often express their feelings and beliefs through art, music, poetry, story, drama and physical movement
Religion/worldviews to include	Sikhi,		Christianity,		Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi, non-religious approaches.	Christianity, Hindu Dharma, Judaism, Sikhi, non-religious approaches. Christianity, Hindu Dharma, Judaism, Sikhi, non-religious approaches.
Vocabulary	In this unit, pupils will have an opportunity to use words and phrases related to: <ul style="list-style-type: none"> • Guru Gobind Singh • Guru Granth Sahib • Khalsa • Amrit • Baptism • Sewa • Langar 		In this unit, pupils will have an opportunity to use words and phrases related to: <ul style="list-style-type: none"> • Old Testament • New Testament • Incarnation • Salvation • Gospels 		In this unit, pupils will have an opportunity to use words and phrases related to: Religious and human experiences: <ul style="list-style-type: none"> • good and bad, right and wrong • moral values, choices and consequences • Forgiveness, compassion, honesty • ‘Golden rule’ Christianity:	In this unit, pupils will have an opportunity to use words and phrases related to: <ul style="list-style-type: none"> • Rites of passage • Confirmation, Baptism, Amrit, Bar mitzvah, Bat mitzvah, Sacred Thread • Rights, responsibilities • Growing up, adulthood

	<ul style="list-style-type: none"> The 5Ks (Kesh – uncut hair, Kangha – comb, 	<ul style="list-style-type: none"> Messiah Trinity Son of Man Son of God Eternal Covenant The Ten Commandments ‘I am’ statements 		<ul style="list-style-type: none"> peace between people and God, prayer and worship fellowship <p>Islam</p> <ul style="list-style-type: none"> Ummah- community Salah - prayer Zakah – charity Sadquah <p>Humanism</p> <ul style="list-style-type: none"> personal responsibility reciprocity atheism <p>Hindu Dharma</p> <ul style="list-style-type: none"> Ahimsa, karma <p>Sikhi</p> <ul style="list-style-type: none"> Langar Sewa <p>Buddhism</p> <ul style="list-style-type: none"> Eightfold-path 	
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