Hunslet Moor Primary School Topic Overview RE



Subject RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Objectives
Nursery	All About Me	Light and Colour	Super Hero's	On the Farm - care	Mini Beasts - care	<u>Journeys</u>
Reception	E4 Who belongs in my family and community?	E5 How do people celebrate special times?	E1 Which places are special to members of our community?	E2 Why are some objects special?	E3 Who cares for me and how do I help others?	E6 How do we understand and care for the world?
Vocabulary	In this unit, pupils will have an opportunity to use words and phrases related to:	In this unit, pupils will have an opportunity to use words and phrases related to: • 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:	In this unit, pupils will have an opportunity to use words and phrases related to:	In this unit, pupils will have an opportunity to use words and phrases related to:	In this unit, pupils will have an opportunity to use words and phrases related to:
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		1.5 ortant in a community?	C1.6 Which books and stories are important?	F1.12 How and why do we care for others?	C1.1 What does it mean to belong to a community of belief?	
Religion/worldviews to include	Christianity, Hindu Dharma, Judaism	n 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		 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 	care / care for empathy compassion help support love consideration patience understanding giving kindness organisation	In this unit, pupils will have an opportunity to use words and phrases related to: • 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	

			 Torah – Jewish holy writings Guru Granth Sahib – Sikh holy book 	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	community	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	C1.3 How can we make good choices?	C1.4 How and why do some people pray?	C1.2 How are symbols used to welcome new life?		F1.13 What do religions/worldviews say about our wonderful world?	
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: • 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: Promises Godparents, sponsors Rituals, prayers, symbols Baptism, aqiqah, naam karan	Christians World Muslims Caretakers / Stewardship God Responsibility Created/creator Recycle Natural Reuse Wonderful Environment

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New curriculum Year 3	CL2.6 How do Jews use stories to remember God's covenants?	FL2.11 How do creation stories help people understand the world?	CL2.3 How do the five pillars help Muslims to lead a good life?		CL2.2 How do different people express their spirituality?	
Religion/worldviews to include	Judaism	Christianity, Hindu Dharma, Judaism, Sikhi non-religious approaches.	Islam		Buddhism, Christianity, Hindu Dharma, Islam, Sikhi, non-religious approaches.	
Vocabulary	Specific to Judaism:	In this unit, pupils will have an opportunity to use words and phrases related to:	this unit, Pupils will have an opportunity to use words and phrases related to: 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		In this unit, pupils will have an opportunity to use words and phrases related to:	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
New curriculum Year 4	Why do the lives of the Gu (Pathy To give examples of Sikh beliefs and To describe Sikh practices relating to To explain and give reasons for S	way 4) stories about their Gurus. the Guru Granth Sahib.	How are the stories of Holy Week important to Christians? (Pathway 6) To describe the events of Holy week, using a range of narratives from the Gospels To ask questions about the importance of the stories of Holy Week for Christians To describe similarities and differences in the ways different Christians celebrate and remember the stories of Holy Week.		CL2.1 What faiths and beliefs can be found in our country and community? (Pathway 1) To describe some characteristics of religions and their places of worship. To recognise that each religion / worldview is made up of several groups of people and compare some of the different beliefs and practices.	CL2.5 How do ancient stories influence modern celebration? (Pathway 5) To give examples to show how festivals and seasons are celebrated in different countries, making links between them. To explain and give reasons for the celebration of each festival including ancient stories behind them.

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: • 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: - 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: • 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: Oppression freedom interpretation celebration shared values remembrance reflection
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
New curriculum Year 5	CU2.5 How and why are Jewish festivals celebrated today?	FU2.12 Should we forgive others?	CU2.1 What do Hindu people believe about God?		CU2.4 Why do some people go on pilgrimage?	
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: • Jesus • Gospel • New Testament • Crucifixion • Forgiveness • Recon-ciliation • Penitence • Repentance	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:	

	Religious & Human Experience:	Redemption				
	Questions, mysteries, symbols,	• Confession				
	divine	Conflict				
		Reconciling				
		Forgiving				
		• Grudge				
		• Revenge				
		Conflict resolution				
		• Consequences				
		Consequences				
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Objectives	Objectives	Objectives	Objectives	Objectives	Objectives
New curriculum	<u></u>	2.2	<u>CU2.6</u>		CU2.3	FU2.13
Year 6	How do Sikhs symboli	ze their commitment?	What do Christians believe about		What values do people live by?	Why are rites of passage
	(Dath)	way 2)	old and new covenants?		(Dathway 2)	important?
	To describe and give examples of ho	• •	(Pathway 6)		(Pathway 3) To identify and explain some of	(Pathways 2 and 4)
	through story, symbols and actions.	•	To define the word 'covenant' and		the moral teachings practised by	To explain how some people have
	tinough story, symbols and actions.		give an example.		religious communities and make	amazing, puzzling or mysterious
	To explain why these stories and syn	mhols have been important in Sikh			connections between them.	experiences that make them ask
	· · · · · · · · · · · · · · · · · · ·	·	To summarise narratives about		connections between them.	big questions about life and, in
	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.		Moses, the Ten Commandments,		To compare religious ideas about	some cases, have made them
			the Kingdom (including David) and		right and wrong with non-religious	change their lives or given them
			Jesus, making connections		worldviews such as Humanism.	new insights to share with others.
			between stories and the idea of a			
			covenant between God and the		To apply ideas about values and	To explain how people often
			people.		how religious and non-religious	express their feelings and beliefs
					people choose to live their lives.	through art, music, poetry, story,
			Compare and contrast aspects of			drama and physical movement
			Christianity, Judaism and Islam,			
			especially in relation to Abraham			
D. P. C. J. J. J. J. J. J.	CI	L.	and Jesus.		B. Jalleton Chatagoria and a second	Christian III all Blooms
Religion/worldviews to include	Sik	khi,	Christianity,		Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi,	Christianity, Hindu Dharma, Judaism, Sikhi, non-religious
to include					non-religious approaches.	approaches. Christianity, Hindu
						Dharma, Judaism, Sikhi, non-
						religious approaches.
Vocabulary	In this unit, pupils will have an oppo	-	In this unit, pupils will have an		In this unit, pupils will have an	In this unit, pupils will have an
	to use words and phrases related to	o:	opportunity		opportunity to use words and	opportunity to use words and
	Guru Gobind Singh		to use words and phrases related		phrases related to:	phrases related to:
	Guru Granth Sahib		to:		Religious and human experiences: • good and bad, right and wrong	Rites of passage
	• Khalsa		Old Testament		 good and bad, right and wrong moral values, choices and 	Confirmation, Baptism, Amrit,
	• Amrit		New Testament		consequences	Bar mitzvah, Bat mitzvah,
	Baptism		Incarnation		Forgiveness, compassion,	Sacred Thread
	• Sewa		Salvation -		honesty	Rights, responsibilities
	• Langar		Gospels		• 'Golden rule' Christianity:	Growing up, adulthood
	The 5Ks (Kesh – uncut ha	air, Kangha – comb,	Messiah		 peace between people and God, 	
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● Sc ● Sc ● Et ● Cc ● Th	Son of God Eternal Covenant The Ten Commandments 'I am' statements	 prayer and worship fellowship Islam Ummah- community Salah - prayer Zakah - charity Sadquah Humanism personal responsibility reciprocity atheism Hindu Dharma Ahimsa, karma Sikhi Langar Sewa Buddhism Eightfold-path
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