

## Foundation

| Term | Autumn  | Spring  | Summer  |
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| Unit | God/Creation-Why is the word 'God' so important | Incarnation - Why do Christians perform Nativity plays at Christmas | Salvation- Why do Christians put a cross in an Easter garden? |

## Key Stage 1 - Year 1/2

|                | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
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| Cycle 1        | Creation-Who made the world?  | Incarnation- Why does Christmas matter to Christians?<br>Compare to other religions | God-What do Christians believe God is like?                 | Gospel-What is the good news Jesus brings?  | Salvation-Why does Easter matter to Christians?                                | Judaism-special places, people, objects, belonging                  |
| ODBE           | Year 1 - Unit 3, Spring 1: <b>Does Creation help people understand God?</b> | Year 1 - Unit 2, Autumn 2: <b>Should we celebrate Harvest or Christmas?</b>         | Year 1 – Unit 1, Autumn 1: <b>Is everybody special?</b>     | Year 1 - Unit 4, Spring 2: <b>Should everyone follow Jesus?</b>                       | Year 1 - Unit 5, Summer 1: <b>Are some stories more important than others?</b> | Year 1 – Unit 6, Summer 2: <b>Do we need shared special places?</b> |
| R.E Milestones | What people believe about God, humanity and the natural world;              | The main celebrations and how and why these are important;                          | Where and how people belong and why belonging is important. | Figures who have an influence on others locally, nationally and globally in religion; | How and why some stories are sacred and important in religion;                 | How and why symbols express religious meaning;                      |

In exploring these aspects of the religions, the children will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family and community;
- What they believe, why what they think is important and how these influence their day-to-day lives.

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| Cycle 2        | Creation-Who made the world?                                | Incarnation- Why does Christmas matter to Christians? Compare to other religions  | God-What do Christians believe God is like?                             | Gospel-What is the good news Jesus brings?  | Salvation-Why does Easter matter to Christians?                | Judaism-special stories, occasions and belonging                    |
| ODBE           | Year 2 – Unit 1, Autumn 1: <b>Who should you follow?</b>    | Year 2 – Unit 2, Autumn 2: <b>Do religious symbols mean the same to everyone?</b> | Year 2 – Unit 3, Spring 1: <b>Does everyone celebrate the New Year?</b> | Year 2 – Unit 4, Spring 2: <b>How should the Church celebrate Easter?</b>             | Year 2 – Unit 5, Summer 1: <b>Can stories change people?</b>   | Year 2 – Unit 6, Summer 1: <b>How should you spend the weekend?</b> |
| R.E Milestones | Where and how people belong and why belonging is important. | The main celebrations and how and why these are important;                        | What people believe about God, humanity and the natural world;          | Figures who have an influence on others locally, nationally and globally in religion; | How and why some stories are sacred and important in religion; | How and why symbols express religious meaning;                      |

In exploring these aspects of the religions, the children will also reflect on:

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- What they believe, why what they think is important and how these influence their day-to-day lives.

## Key Stage 2 - Year 3/4

|                | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|----------------|--|--|---|---|--|--|
| Cycle 1        | Creation/Fall-<br>What do Christians learn from the creation story?<br>Compare to other religions  | People of God-<br>What is it like to follow God?   | Incarnation/God-<br>What is the trinity?  | Gospel-What kind of world did Jesus want?<br>Salvation-Why do Christians call the day Jesus dies 'Good Friday'?   | Kingdom of God<br>When Jesus left, what was the impact of Pentecost  | Hinduism/Sikhism-<br>places of Worship, symbols, prophets, Holy books  |
| ODBE           | Year 3 – Unit 1, Autumn 1: <b>Do Christians have to take communion?</b>  | Year 3 – Unit 2, Autumn 2: <b>Is light a good symbol for celebration?</b>  | Year 3 – Unit 3, Spring 1: <b>Is a Jewish /Hindu child free to choose how to live?</b>  | Year 3 – Unit 4, Spring 2: <b>Does Easter make sense without Passover?</b>  | Year 3 – Unit 5, Summer 1: <b>Does Jesus have authority for everyone?</b>  | Year 3 – Unit 6, Summer 1: <b>Can made-up stories tell the truth?</b>  |
| R.E Milestones | Describe the variety of practices and ways of life that stem from beliefs and show understanding of the challenges involved in committing to a faith or belief in the modern world;<br><br>Use specialist vocabulary in communicating their knowledge and understanding; | Describe the key aspects of religions and beliefs, especially the people, stories and traditions that influence the beliefs and values of others, and reflect on what it means to belong to a faith community;<br><br>Describe the variety of practices and ways of life that stem from beliefs and show | Describe and begin to understand religious and other responses to ultimate and ethical questions, reflecting on ideas of right and wrong and their own and others' responses to them;<br><br>Use specialist vocabulary in communicating their knowledge and understanding;<br><br>Use and interpret information about | Identify and begin to describe the similarities and differences within and between religions, discussing different views of religious truth and belief;<br><br>Consider the meaning of a range of forms of religious expression, understand why they are important in religion and reflect on the | Describe and begin to understand religious and other responses to ultimate and ethical questions, reflecting on ideas of right and wrong and their own and others' responses to them;<br><br>Use specialist vocabulary in communicating their knowledge and understanding; | Describe the key aspects of religions and beliefs, especially the people, stories and traditions that influence the beliefs and values of others, and reflect on what it means to belong to a faith community;<br><br>Describe and begin to understand religious and other responses to ultimate and ethical questions, reflecting on ideas of right and wrong and |

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|  | <p>Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.</p> | <p>understanding of the challenges involved in committing to a faith or belief in the modern world;</p> <p>Identify and begin to describe the similarities and differences within and between religions, discussing different views of religious truth and belief;</p> <p>Investigate the significance of religion and belief in the local, national and global communities and what inspires us to live better lives;</p> <p>Use specialist vocabulary in communicating their knowledge and understanding;</p> <p>Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on</p> | <p>religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.</p> | <p>significance of experiences that are difficult to put into words;</p> <p>Use specialist vocabulary in communicating their knowledge and understanding;</p> <p>Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.</p> | <p>Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.</p> | <p>their own and others' responses to them;</p> <p>Use specialist vocabulary in communicating their knowledge and understanding;</p> <p>Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.</p> |
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|  |   | individuals and communities.  |  |   |   |  |
| <p>In exploring these aspects of the religions, the children will also reflect on:</p> <ul style="list-style-type: none"> <li>• Their own sense of who they are and their uniqueness as a person in a family, community and world;</li> <li>• What they believe, what they think is important and how these influence their day-to-day lives.</li> </ul> |   |   |  |   |   |  |
| Cycle 2  | Creation/Fall-<br>What do Christians learn from the creation story?<br>Compare to other religions | People of God-<br>What is it like to follow God?                          | Incarnation/God-<br>What is the trinity?                                     | Gospel-What kind of world did Jesus want?<br>Salvation-Why do Christians call the day Jesus dies 'Good Friday'? | Kingdom of God<br>When Jesus left, what was the impact of Pentecost | Hinduism/Sikhism -<br>Festivals, rites of passage, diversity in religion |
| ODBE   | Year 4 – Unit 1, Autumn 1: <b>Do Murtis help Hindus understand God?</b>                           | Year 4 – Unit 2, Autumn 2: <b>Does the Christmas narrative need Mary?</b> | Year 4 – Unit 3, Spring 1: <b>Is a holy journey necessary for believers?</b> | Year 4 – Unit 4, Spring 2: <b>Should believers give things up?</b>  | Year 4 – Unit 5, Summer 1: <b>Did Jesus really do miracles?</b>     | Year 4 – Unit 6, Summer 2: <b>Does prayer change things?</b>             |

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| R.E<br>Milestones | Investigate the significance of religion and belief in the local, national and global communities and what inspires us to live better lives;   | Describe the key aspects of religions and beliefs, especially the people, stories and traditions that influence the beliefs and values of others, and reflect on what it means to belong to a faith community; | Describe the variety of practices and ways of life that stem from beliefs and show understanding of the challenges involved in committing to a faith or belief in the modern world; | Investigate the significance of religion and belief in the local, national and global communities and what inspires us to live better lives;   | Describe the key aspects of religions and beliefs, especially the people, stories and traditions that influence the beliefs and values of others, and reflect on what it means to belong to a faith community; | Describe the variety of practices and ways of life that stem from beliefs and show understanding of the challenges involved in committing to a faith or belief in the modern world;                  |
|                   | Consider the meaning of a range of forms of religious expression, understand why they are important in religion and reflect on the significance of experiences that are difficult to put into words; | Describe and begin to understand religious and other responses to ultimate and ethical questions, reflecting on ideas of right and wrong and their own and others' responses to them;                          | Investigate the significance of religion and belief in the local, national and global communities and what inspires us to live better lives;  | Consider the meaning of a range of forms of religious expression, understand why they are important in religion and reflect on the significance of experiences that are difficult to put into words; | Describe the variety of practices and ways of life that stem from beliefs and show understanding of the challenges involved in committing to a faith or belief in the modern world;                            | Consider the meaning of a range of forms of religious expression, understand why they are important in religion and reflect on the significance of experiences that are difficult to put into words; |
|                   | Use specialist vocabulary in communicating their knowledge and understanding;  | Use specialist vocabulary in communicating their knowledge and understanding;  | Use specialist vocabulary in communicating their knowledge and understanding;   | Describe and begin to understand religious and other responses to ultimate and ethical questions, reflecting on ideas of right and wrong and their own and others' responses to them;                | Describe and begin to understand religious and other responses to ultimate and ethical questions, reflecting on ideas of right and wrong and their own and others' responses to them;                          | Use specialist vocabulary in communicating their knowledge and understanding;  |
|                   | Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.                     | Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.                               | Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.    | Use specialist vocabulary in communicating their knowledge and understanding;  | Describe and begin to understand religious and other responses to ultimate and ethical questions, reflecting on ideas of right and wrong and their own and others' responses to them;                          | Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.                     |
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|  |  |  |  | <p>religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.</p> | <p>Use specialist vocabulary in communicating their knowledge and understanding;</p> <p>Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.</p> |  |
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In exploring these aspects of the religions, the children will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family, community and world;
- What they believe, what they think is important and how these influence their day-to-day lives.

## Key Stage 2 - Years 5/6

|                | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|----------------|---|---|--|---|---|--|
| Cycle 1        | God- What does it mean if God is Holy and Loving?   | Creation/Fall- Creation and Science: Conflicting or complimentary Compare to other religions  | People of God-how can following God bring freedom and justice?   | Incarnation-was Jesus the Messiah? Gospel- What would Jesus do?   | Salvation-what did Jesus do to save human beings? Kingdom of God What kind of King is Jesus?  | Islam- places of Worship, symbols, prophets  |
| ODBE           | Year 5 Unit 1 Autumn 1: Do Muslims need the Qur'an?   | Year 5 Unit 2 Autumn 2: Does God communicate with man?  | Year 5 Unit 3 Spring1: Does the community of a mosque help Muslims lead better lives?  | Year 5 Unit 4 Spring 2: Was the death of Jesus a worthwhile sacrifice?  | Year 5 Unit 5 Summer 1: Are you inspired?   | Year 5 Unit 6 Summer 2: What's best for our world? Does religion help?   |
| R.E Milestones | Describe and begin to understand religious and other responses to ultimate and ethical questions, reflecting on ideas of right and wrong and their own and others' responses to them;<br><br>Describe the key aspects of religions and beliefs, especially the people, stories and traditions that influence the beliefs and values of others, and reflect on what it means to belong to a faith community; | Describe the variety of practices and ways of life that stem from beliefs and show understanding of the challenges involved in committing to a faith or belief in the modern world;<br><br>Investigate the significance of religion and belief in the local, national and global communities and what inspires us to live better lives;<br><br>Use specialist vocabulary in communicating their | Describe the key aspects of religions and beliefs, especially the people, stories and traditions that influence the beliefs and values of others, and reflect on what it means to belong to a faith community;<br><br>Investigate the significance of religion and belief in the local, national and global communities and what inspires us to live better lives; | Describe and begin to understand religious and other responses to ultimate and ethical questions, reflecting on ideas of right and wrong and their own and others' responses to them;<br><br>Describe the key aspects of religions and beliefs, especially the people, stories and traditions that influence the beliefs and values of others, and reflect on what it means to belong | Identify and begin to describe the similarities and differences within and between religions, discussing different views of religious truth and belief.<br><br>Describe the key aspects of religions and beliefs, especially the people, stories and traditions that influence the beliefs and values of others, and reflect on what it means to belong | Describe and begin to understand religious and other responses to ultimate and ethical questions, reflecting on ideas of right and wrong and their own and others' responses to them;<br><br>Consider the meaning of a range of forms of religious expression, understand why they are important in religion and reflect on the significance of experiences that |



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|  | Describe the variety of practices and ways of life that stem from beliefs and show understanding of the challenges involved in committing to a faith or belief in the modern world. | knowledge and understanding;   | Consider the meaning of a range of forms of religious expression, understand why they are important in religion and reflect on the significance of experiences that are difficult to put into words; | to a faith community;  | to a faith community;  | are difficult to put into words;  |
|  | Use specialist vocabulary in communicating their knowledge and understanding;   | Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities. | Use specialist vocabulary in communicating their knowledge and understanding;  | Use specialist vocabulary in communicating their knowledge and understanding;  | Use specialist vocabulary in communicating their knowledge and understanding;  | Describe the variety of practices and ways of life that stem from beliefs and show understanding of the challenges involved in committing to a faith or belief in the modern world. |
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| Cycle 2        | God- What does it mean if God is Holy and Loving?  | Creation/Fall- Creation and Science: Conflicting or complimentary Compare to other religions  | People of God-how can following God bring freedom and justice?   | Incarnation-was Jesus the Messiah? Gospel- What would Jesus do?  | Salvation-what did Jesus do to save human beings? Kingdom of God What kind of King is Jesus?  | Islam - festivals, rites of passage, diversity in religions  |
| ODBE           | Year 6, Unit 6, Autumn 1: Does it matter what people believe about the creation?   | Year 6, Unit 2, Autumn 2: IS "God made Man" a good way to understand the Christmas story?   | Year 6, Unit 3, Spring 1: Do clothes express beliefs?  | Year 6, Unit 4, Spring 2: Is the resurrection important to Christians?   | Year 6, Unit 5, Summer 1: Can we know what God is like?   | Year 6, Unit 1, Summer 2: Are Saints encouraging role models?  |
| R.E Milestones | <p>Describe and begin to understand religious and other responses to ultimate and ethical questions, reflecting on ideas of right and wrong and their own and others' responses to them;</p> <p>Describe the key aspects of religions and beliefs, especially the people, stories and traditions that influence the beliefs and values of others, and reflect on what it means to belong to a faith community;</p> <p>Describe the variety of practices and ways of life that stem from beliefs and show understanding of the challenges involved in committing to a faith</p> | <p>Identify and begin to describe the similarities and differences within and between religions, discussing different views of religious truth and belief.</p> <p>Describe the key aspects of religions and beliefs, especially the people, stories and traditions that influence the beliefs and values of others, and reflect on what it means to belong to a faith community;</p> <p>Describe the variety of practices and ways of life that stem from beliefs and show understanding of the challenges involved in committing to a faith or belief in the modern world.</p> | <p>Identify and begin to describe the similarities and differences within and between religions, discussing different views of religious truth and belief.</p> <p>Consider the meaning of a range of forms of religious expression, understand why they are important in religion and reflect on the significance of experiences that are difficult to put into words;</p> <p>Describe the key aspects of religions and beliefs, especially the people, stories and traditions that influence the beliefs and values of others, and reflect on what it</p> | <p>Describe and begin to understand religious and other responses to ultimate and ethical questions, reflecting on ideas of right and wrong and their own and others' responses to them;</p> <p>Investigate the significance of religion and belief in the local, national and global communities and what inspires us to live better lives;</p> <p>Describe the variety of practices and ways of life that stem from beliefs and show understanding of the challenges involved in committing to a</p> | <p>Identify and begin to describe the similarities and differences within and between religions, discussing different views of religious truth and belief.</p> <p>Describe and begin to understand religious and other responses to ultimate and ethical questions, reflecting on ideas of right and wrong and their own and others' responses to them;</p> <p>Consider the meaning of a range of forms of religious expression, understand why they are important in</p> | <p>Describe the key aspects of religions and beliefs, especially the people, stories and traditions that influence the beliefs and values of others, and reflect on what it means to belong to a faith community;</p> <p>Consider the meaning of a range of forms of religious expression, understand why they are important in religion and reflect on the significance of experiences that are difficult to put into words;</p> <p>Describe the key aspects of religions and beliefs, especially the people, stories and</p> |

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|  | <p>or belief in the modern world.<br/>Use specialist vocabulary in communicating their knowledge and understanding;</p> <p>Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.</p> | <p>Use specialist vocabulary in communicating their knowledge and understanding;</p> <p>Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.</p> | <p>means to belong to a faith community;</p> <p>Use specialist vocabulary in communicating their knowledge and understanding;</p> <p>Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.</p> | <p>faith or belief in the modern world.<br/>Use specialist vocabulary in communicating their knowledge and understanding;</p> <p>Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.</p> | <p>religion and reflect on the significance of experiences that are difficult to put into words;</p> <p>Use specialist vocabulary in communicating their knowledge and understanding;</p> <p>Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.</p> | <p>traditions that influence the beliefs and values of others, and reflect on what it means to belong to a faith community;</p> <p>Use specialist vocabulary in communicating their knowledge and understanding;</p> <p>Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.</p> |
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