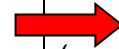





Year group and Religious coverage throughout the year	Autumn 1 A People theme to this half term	Autumn 2 Religions and Festivals theme, then linking to Christmas, following the RE Today-Christmas planning for progression	Spring 1 Creation/ caring for the World/ Life is a Journey themes	Spring 2 Easter theme, (including following the RE Today- Easter planning for progression)	Summer 1 Whole School Islam theme (including following the Inspiring RE-Muslims book, with planning for progression)	Summer 2 Sacred/ Special places of worship/ symbolic objects/ symbols theme
EYFS <i>Christianity and other faiths</i>	F5: Where do we belong? (L) (We are all special, individual and unique) eg. A wet and Windy Harvest for Puddles(optional for Festivals)	F4: Which times are special and why? (E) Festivals and XMAS Diwali (Hinduism) and clothing for Festivals of Light day Jesus' Birthday (RE today- Christmas) eg. Puddles & the Christmas Play	F6: What is special about our world? (L) eg. Helping Others Puddles lends a Paw	F2: Which people are special and why? (B) EASTER eg. Puddles and The Happy Easter Day	F1: Which stories are special and why?(B) eg. maybe link some learning to Ramadan/Eid celebrations. Could use the stories below eg. The Tiny Ant (Muslim Story) Seven New kittens (Muslim story)	F3: Which places are special and why? (E) (eg. Learning where Christians celebrate a baptism/wedding, then compare with where Muslims celebrate a wedding/new baby) Eg. A Wedding Day Wish for Puddles Puddles and the Christening Splash





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Year 1 <i>1.Christians 2. Muslims 3.Hindus</i>	1:1 Who is a Christian and what do they believe? (B)	1:5 What makes some places sacred? (L) Link with last term's learning of the Christian church, to learn what is inside a Hindu place of worship and in a Hindu home. Compare and contrast to Christian church. Then- Focus on the Hindu festival of Diwali, then compare to Christian celebration of Christmas. (Use the ideas below as to what to teach/make for Diwali):- Diwali- Ramu and Sita story (Hinduism) Make clay thumb pot Diva lamps. Christmas and RE = Gifts and Giving (plan from RE Today- Christmas)	1:8 How should we care for others and the world, and why does it matter?(L)	 ..and also Remembering Jesus (RE Today- Easter)	1:2 Who is a Muslim and what do they believe? (Part 1) (B) along with 1:4 What can we learn from sacred books?(B) <i>(with emphasis on that Muslims believe in God that they call Allah, and that Allah talks to Muslims through the words and stories in the Qur'an, so use some Muslim stories this half term)</i> Can also use:- What do Muslims use when they pray?(In Inspiring RE-Muslims Bk)	1:4 What can we learn from sacred books?(B)  <i>(focus on comparing the Qur'an to Christians holy book, the Bible this half term, possibly including a visit, to see sacred texts within a church) Could also teach the sacred building for Hindus and that they do not have one specific sacred text.</i>

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Year 2 1. Christians 2. Muslims 3. Jewish	1:7 What does it mean to belong to a faith community? (Part 1) (L) =Focus on belonging to a group eg. Now in Year 2 with a different teacher, classroom, all being back together after a long time apart, so what is important to them with their family/ family life. Move on to finding out about symbols/artefacts to show belonging in Christianity, do a brief comparison to Muslims and Jewish people.	1:6 How and why do we celebrate special and sacred times?(Part 2) (E) = Focus on the Jewish festival of Hanukkah, then compare to Christian celebration of Christmas. (Use the ideas below as to what to teach/make for Hanukkah):- Why is the Menorah so symbolic to Jewish families at Hanukkah? Learn more about the Jewish Star of David. Good News (RE Today- Christmas)	1:3 Who is Jewish and what do they believe? (B)	1:6 How and why do we celebrate special and sacred times?(Part 2)(E) = Begin with learning about Lent for Christians, as being part of how Christians celebrate Easter. Then learn about Pesach(Passover) and how Jewish people celebrate it. Identify some similarities and differences between how these two festivals of Easter and Pesach are celebrated. Sorrow and Joy (RE Today-Easter)	1:2 Who is a Muslim and what do they believe? (Part 2) (B) What do Muslims celebrate at Eid-ul-Fitr? (end of Ramadan) (Inspiring RE-Muslims Bk)	1:7 What does it mean to belong to a faith community? (Part 2) (L) =Focus on the ways that different faith communities celebrate a christening/wedding, by using how Christians do this and compare to how Muslims and/or Jewish people embrace these events in their faith community.



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Year 3 1. Christians 2. Muslims 3. Jewish	L2:7 What does it mean to be a Christian in Britain today? (L)	L2:5 Why are festivals important to religious communities? (E) = study key elements of a festival = shared values, a story, beliefs, hopes, and commitments. Focus on the Jewish festival of Hanukkah alongside the Christian festival of Christmas, including Advent. Diwali can be remembered as an example from yet another religion. <i>Make Dreidals and relate to the story, Hanukkah cards and Jewish food for their Festival of Light, compare to Christian food for festival of Christmas.</i> Light (RE Today-Christmas)	L2:2 Why is the Bible important for Christians today (B) = focus on the similarities between the Christian and Jewish creation story- is God's message the same for both religions? Also look at other stories from the Bible which tell Christians what God is like, and how to follow God by him telling us how to live.	 ... Also use the Christian Bible stories and their meanings, that lead up to Easter. Hope from despair (RE Today- Easter)	L2:4 Why do people pray? (E) <i>use Jewish story which influences the Jewish festival of Passover(Pesach), (27th March – 4th April 2021). Compare how Jews celebrate Pesach compared with how Christians celebrate Easter.</i> Focus on the 2 nd Pillar of Islam = Salah from the five Pillars of Islam. (Inspiring RE-Muslims Bk)	L2:4 Why do people pray? (E) Compare the name for God used by Christians, Jewish and Muslim people – why are they different if it's the same god? ...could look at how and where Muslims pray to god (Allah) and Mohammed, compared to Christians and Jewish people.

Northstead Community Primary School Religious Education Curriculum Overview **2020-2024**

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Year 4 1.Christians 2. Muslims 3.Hindus	L2:1 What do different people believe about God? (B) <i>Eg Describe some of the ways in which Christians, Hindus and/or Muslims describe God.</i>	L2:5 Why are festivals important to religious communities?(E) <i>Eg. Identify similarities and differences in the way festivals are celebrated within and between the Christian and Hindu religions, including Diwali compared to Christmas.</i> -Explore what Hindus do to show their tradition within their faith. e.g. <i>Diwali</i> For Diwali – focus Hindu gods and goddesses worshipped, to help understand how and why Hindus celebrate Diwali -make lotus flowers/patterns Also make coil clay	L2:8 What does it mean to be a Hindu in Britain today?(L) <i>Start with... looking at the the journey that a Hindu will try to take in his/her lifetime. Look at the importance of the story of Creation for Hindus, as being the start of their religion, and how it differs to the Christian belief of Creation.</i> -Find out about how Hindus show their faith within their families.	 Compare Hindu view of life and death with the Christian view, especially with Easter in mind... Sacrifice (RE Today-Easter)	L2:6 What do some people think that life is a journey What significant experiences mark this? (E)  <i>Lesson 1: What does a journey mean? Lesson 2/3: Describe the Hindu pilgrimage to River Ganges and Hindu view of life and death.</i> Lessons 4/5: Focus on the fifth pillar of Islam, which is the Haj , to tie in with Ramadan. Use the Haj (link with unit 2.4) (Inspiring RE-Muslims Bk) Lesson 6/7: What ceremonies do Hindus make in the journey of life?	L2:6 What do some people think that life is a journey What significant experiences mark this? (E) <i>Describe and compare what happens in Christian and Hindu ceremonies of commitment eg a wedding, a baptism.</i>

		<p>Diva pots, then paint with bright colours when dried out.</p> <p>Journeys- Mary's Milestones (RE Today- Christmas)</p>				
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<p>Year 5</p> <p>1.Christians 2. Muslims 3.Sikhs 4.Hinduism</p>	<p>U2:4 If God is everywhere, why go to a place of worship? (Part 1) (E)</p> <p></p> <p><i>Begin with recapping if chn can recognise places of worship for Christians, Hindus, Jewish. Look at how places of worship have supported believers during Covid times (online etc), as well as how they are used at times of need in life,at difficult times.</i></p>	<p><i>Continue with this theme but now look at the Sikh place of worship and how Sikhs celebrate Diwali, with a close look at their special Gudwara- the Golden Temple. Maybe do artwork of The Golden Temple.</i></p> <p>Peace (RE Today-Christmas)</p>	<p>U2:1 Why do some people believe God exists? (B)</p> <p><i>Link to Christian view of God and Creation, then compare to Sikhs' view of God, how their religion was created and how they live. This will help fulfil the learning objective of expressing thoughtful ideas about the impact of believing and not believing in God, on someone's life.(Humanism)</i></p>	<p>U2:2 What would Jesus do? Can we live by the values of Jesus in the twenty – first century? (B)</p> <p><i>...use the link of Christians believing in God and Jesus,from Spring 1, to link in to this unit, as well as with the Easter planning.</i></p> <p>An Easter Experience (RE Today- Easter)</p>	<p>U2:5 Is it better to express your religion in arts and architecture or in charity and generosity? (E)</p> <p>Lessons 1/2 focus on the Zakat (2nd Pillar) from the Five Pillars of Islam. Lessons 3/4, focus on Ramadan (4th Pillar) by Muslims, how and why it is done and by who?</p> <p>Lessons 5/6:- How and where do Muslims keep and treat their Qur'an? Why is the Qur'an treated with such respect? Use (Inspiring RE-Muslims Bk).</p>	<p></p> <p><i>Compare this to how Sikhs treat and keep their holy book – Guru Granth Sahib.</i></p> <p><i>Continue to compare the architecture and its value for the Muslims, Sikhs and Christians holy buildings.</i></p>

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<p>Year 6</p> <p>1.Christians 2. Muslims 3.Humanism</p>	<p>U2:7 What matters most to Christians and Humanists?(Part 1) (L) Eg. Begin with thinking about do rules matter? What is a good code for living? What is right and wrong for home and school life? Then, do a couple of lessons thinking what are Christian values? Then spend a few lessons learning about some Humanist values.</p>	<p>U2:7 What matters most to Christians? Part 2) (L) Then go on to compare similarities and differences between Christian and Humanist values, for their code for living (and dying). Maybe look at Peace, in the unit plan—is it valuable? Maybe focus on Christian values of Charity work, especially at this time of the year eg Children in Need, Salvation Army at Christmas time, ITV Christmas Appeal. What do Humanists do/think about charity?</p>	<p>U2:3 What do religions say to us when life gets hard? (B) Eg. Explain some reasons why Christians and Humanists have different ideas about an afterlife</p>	<p>U2:3 What do religions say to us when life gets hard? (B)</p> <p></p> <p>Easter Planning- Resurrection and salvation (RE Today- Easter)</p>	<p>U2:6 What does it mean to be a Muslim in Britain today? (L) Eg. Look at the first Pillar Of Islam – Shahada, which is Muslims’ belief about god and Muhammad, the significance of these beliefs to their way of life and how these compare/ contrast to Christians’ beliefs about God/ Jesus.</p> <p>How do Hadith guide Muslims through the journey of life? (Inspiring RE-Muslims Bk)</p>	<p>U2:4 If God is everywhere, why go to a place of worship?(Part2)(E) Eg. Comment thoughtfully on the value and purpose of places of worship in religious communities –so look at the variety of the different places of worship in Scarborough, and why is a Methodist church (Northstead) different to a C of E (St. Marks), to a Catholic church,(if not covered in Spring 1). Or look at different branches of being a Christian, such as learn about Jehovah Witness, including what their place of worship is like. And/or learn about Buddhism and their</p>

		<p><u>Festivals of Light</u> <u>theme: Advent for</u> <u>Christians and</u> <u>how Christmas is</u> <u>celebrated in</u> <u>different</u> <u>countries for</u> <u>Christians.</u></p> <p>Christmas theme- Incarnation- God becoming human (RE Today- Christmas)</p>				<p><i>place and purpose of worship.</i></p>
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Important Dates that are a factor in the RE Long Term Plan for 2021-2022

Festivals of Light day 2021 = Wednesday 24th November 2021

Diwali = 4th November 2021 (starts 2nd to 6th November- main day being 4th November)

Hanukkah = 28th November to 6th December 2021

Easter Sunday = 17th April 2022

Jewish Passover (Pesach) = 15th April to 23rd April 2022

Ramadan begins 2nd April to 1st May 2022

Eid al-Fitr = evening of 2nd May until evening of 3rd May 2022

Key

- **RED = New North Yorkshire SACRE Syllabus 2019-2024**
- **PURPLE = RE today CHRISTMAS- on Y Server, RE, whole school Christmas**
- **YELLOW = EASTER – on Y Server, RE, whole school Easter- see Lisa Wanless if not sure how to retrieve it)**
- **Dark Red= RE Today book -Learning about Muslims - One copy per year, already distributed- (See Lisa Wanless for the Master copy if not sure where it is)**
- **Grey = Gill Vaisey big books, in EYFS cupboard**

Resources

- New North Yorkshire RE SACRE syllabus, Units F1-F6 for FS, Units 1.1 to 1.8 for KS1, Units L2.1 – L2.9 for LKS2 and Units U2.1 – U2.8 for UKS2.
- RE Today – Christmas book for planning, also on Y server
- RE Today – Easter for planning-on Y server
- RE Today - Inspiring RE- Muslims Book