

R.E. LTP EYFS to Y6 Whole School Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Special Days	Rosh Hashana/Yon Jippur assembly (Judaism)	Divali assembly (Hinduism/sikhism)	Lent assembly (Christianity)	Holi colour run Eid assembly (Islam)	Easter assembly (Christianity)	Summer Solstice (non-religious)
EYFS	Personal, Social and Emotional Development - Children in reception will be learning to: • see themselves as a valuable individual • build constructive and respectful relationships • express their feelings and consider the feelings of others • think about the perspectives of others		Understanding the World - Children in reception will be learning to: • Explore books and play materials that reflect the diversity of life in modern Britain including racial and religious diversity • understand that some places are special to members of their community • recognise that people have different beliefs and celebrate special times in different ways			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Special Days	Rosh Hashana assembly (Judaism)	Divali assembly (Hinduism/sikhism)	Lent assembly (Christianity) Holi (Hinduism)	Eid assembly (Islam)	Easter assembly (Christianity)	Summer Solstice (non-religious)
Year 1	 C1.3 How can we make good choices? • The ten commandments are ten basic rules for Jews, Christians and Muslims. • Most Muslims follow the five pillars of Islam. The first pillar is Shahadah – a statement of faith. Zakat means giving to charity. • Sikhs worship at the gurdwara. The free food kitchen in the gurdwara is called a langar hall. • Stories with a moral help us to think about the consequences of our actions.		 C1.6 Which books and stories are important? • Recognise special books and notice how they are treated. • Explain how the Bible is a special book for Christians; the Qur'an is a special book for Muslims; the Torah is a special book for Jewish people and the Guru Granth Sahib is a special book for Sikhs. • Suggest meanings for stories with a moral / message from each special book. • Talk about how people might follow moral examples from stories in order to live a good life.		 C1.1 What does it mean to belong to a community of believers? • Many people belong to a range of different groups such as their family, school or team • Special places are locations that hold particular significance for people • Places of worship have many different features and artefacts • Some people belong to a faith community. A faith community is a group of people who believe the	

		  F1.13 What do Worldviews say about our wonderful world. • Our wonderful world is made up of natural and human made things. • Some people believe that the world was made or created, some people believe it just happened over time. • We can be proud of the things we have created. • Christians and Jews tell the story of Creation from the Bible. • God told the humans to look after the world. This is called stewardship. • There are many similarities in the creation stories. • Humanists believe that living a good life also means we can make a difference to help our wonderful world • We can all help to look after our wonderful world.	same things as each other about God or the religion they follow • Religion often provides a strong sense of community, a ready-made group with shared beliefs, dress, actions and traditions • There are many ways in which people express their identity and belonging within faith communities
Year 2	 C1.5 Why are festivals important in a community? • Celebrations help to mark and remember special times. • Christians celebrate harvest festival by showing gratitude and giving to others.	 C1.4 Why do people pray? • Prayer is a way that people communicate with God. • The Lord's Prayer is a prayer that is important for all Christians because it is	 C1.2 How are symbols used to welcome new life? • Explain how we welcome people to our class and why this is important. • Identify symbols and routines in school. • Describe what a new baby needs.

	- At the festival of sukkot, Jewish people build shelters and remember the story of Moses in the desert. - Muslims celebrate Eid at the end of the month of fasting during Ramadan. - Hindus and Sikhs celebrate Diwali with diva lights and fireworks. Hindus remember the story of Rama and Sita. Sikhs remember the story of Guru Hargobind. - Religious and non-religious celebrations may include candles, gifts and special food.	the one that Jesus used to teach people how to pray. - Salah is one of the five pillars of Islam. - Sikhs pray to God as a person and a friend who cares for them. - Hindu prayer is called puja. - The Shema is an important prayer for Jews, said daily. F1.14 What stories from the bible have been retold over many years. - A message is a piece of information sent from one person to another - A prophet is someone chosen by God to deliver messages - Christians believe God always loves and forgives everyone - The story of Daniel has important messages about faith and courage - God kept his promise and gave Abraham the gift of a son. Through his son he had many descendants - Esau and Jacob both made bad choices but eventually forgave each other - Joseph and his eleven brothers also forgave each other - Christians believe that Jesus was born to be the Messiah or Saviour	- Explore how babies are welcomed into faiths. - Identify how symbols are used in a baptism. - Talk about Naam Karan, Sikh naming ceremony. - Explain why sharing is important in the Aqiqah. - Explain how Humanists welcome a new baby.
Year 3 Sikhism	CL2.5 How do ancient stories influence modern celebrations?	CL2.4 Why do the lives of the gurus inspire Sikh believers?	CL2.2 How do different people express their spirituality?

Gudwara - chapel town Different places of Christian worship St Matthew's Church Moortown Baptist Church	• The Maccabee family fought for freedom and the holy temple. • Guru Hargobind helped 52 prisoners to escape using his cloak. • The story of Rama and Sita symbolises goodness over evil. • The advent wreath candles symbolise peace, joy, the love of God and Jesus as the light of the world. • The sun was a symbol of creation in ancient civilisations. • The winter solstice celebrates the shortest day of the year; and the summer solstice marks the longest day.	• In 'Sikhi', spiritual teachers are known as 'gurus'. • The first Sikh Guru and founder of Sikhi was Guru Nanak. • After a three-day disappearance, Guru Nanak returned and began to preach the Sikh faith. • Sikhs believe there is only one God and that God is everywhere. • Sikhi was established by ten human Gurus. • The Guru Granth Sahib is the sacred text of the Sikh religion and is known as the 'living Guru'. FL2.14 How are the stories of Holy week important to Christians? • Holy Week is the week before Easter Sunday. • Many Christians have special services in Holy Week. • The events of Holy Week help Christians remember the last days and resurrection of Jesus. • Easter is the most important festival for Christians. • Christians celebrate and remember the stories of Holy Week in different ways.	• Pupils explain their understanding of 'spiritual' and explain some ideas and beliefs that are important to them. • They discuss how some Christians express their beliefs using visual imagery. • They recognise that Muslims use other forms of art, such as pattern, instead of images. • Pupils explore how words and poetry, music and dance are used by some faiths as an art form and to express beliefs.
Year 4 Judaism Islam	CL2.6 How do Jews use stories to remember God's covenant? • What it is like to be Jewish and Jewish beliefs about God.	• Unit CL2.3 How do the 'Five Pillars' help Muslims to live a good life?	CL2.2 How do different people express their spirituality? (teach 25/26)

Lincoln Green Mosque	● Abraham is the founding father of the Jewish people. ● God made special promises to his people. ● Moses is a key leader in the Jewish tradition. ● The Torah is the Jewish sacred text. ● Jewish people celebrate the festival of Pesach and the weekly Shabbat, illustrating how Jewish people try to live.	● The Five Pillars of Islam are central to Muslim life. ● The first Pillar of Islam is Shahadah, which is the Muslim statement of faith. ● The second Pillar of Islam is Salah, which is the obligatory prayer performed by Muslims. ● The third Pillar of Islam is Zakah, which is the obligatory donation to charity, given once a year. ● The fourth Pillar of Islam is Sawm, which instructs Muslims to fast during the month of Ramadan. ● The fifth Pillar of Islam is known as Hajj, which is the pilgrimage to Makkah, required by all Muslims.	● Pupils explain their understanding of 'spiritual' and explain some ideas and beliefs that are important to them. ● They discuss how some Christians express their beliefs using visual imagery. ● They recognise that Muslims use other forms of art, such as pattern, instead of images. ● Pupils explore how words and poetry, music and dance are used by some faiths as an art form and to express beliefs. FL 2.13 Inspirational leaders Pupils will learn about the concept of leadership. It will be an introduction to Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews. Pupils will develop an awareness of the key figures in the Abrahamic religions and their teachings. They will learn about the characteristics of specific leaders and why they are inspirational. Pupils will also have the opportunity to study a modern-day leader, analysing the impact they have had on society.
------------------------------------	--	--	---

Year 5 Sikhism Hinduism Hindu Temple	 CU2.2 how do Sikhs symbolise their commitment? • Explore values and decide which are important. • How Sikhs demonstrate values through daily religious observance. • Sikh beliefs about symbols of identity. • Sikh teachings and how these influence practice. • Sikh initiation and commitment to service to others. • What we can learn from Sikh faith and action.	 CU2.1 what do Hindu people believe about God? • Brahman is God in Hindu Dharma • There are many aspects to God shown through many forms • The main 3 forms of Brahman are shown in the Trimurti • Hindus believe in reincarnation and aim to reach Moksha • Hindus generate good karma by following dharma, caring for others and by showing devotion through worship (puja)	 CU2.3 What values do people live by? • Religions / worldviews provide guidance for their followers on how to live a good life. • Values make a difference to our lives, including the golden rule of all religions and the non-religious worldview of Humanism. • Sewa in Sikhi and Ahimsa in Hindu Dharma are ways that people can live out their values.  FU2.12 Should we forgive others? • Define the concept of forgiveness and reconciliation and the importance of putting wrongs right. • Explore parables Jesus told that were about the importance of forgiveness and think about how He modelled this in His life. • The importance of confessing/owning up to ones mistakes and having accountability with someone. • Give a considered response to real-life examples of Christian forgiveness in the extreme. • Apply Christian teaching about forgiveness to situations pupils experience in their own lives.
---	--	--	--

Year 6 Judaism Christianity Humanism Synagogue (orthodox)	 CU2.5 How and why are Jewish festivals celebrated today? ● Rosh Hashanah is a celebration of the start of the Jewish new year and is a time to reflect. ● Yom Kippur is known as the 'day of atonement' and is a time to ask god's forgiveness for any sins. ● Sukkot commemorates god's protection during the period after the exodus. ● Shavuot commemorates the revelation of the Torah. ● Purim commemorates the time when Jewish people were saved from death and the bravery of Esther. ● Celebrating festivals helps create a sense of a global Jewish community for Jewish people.	 CU2.4 Why do some people go on pilgrimage? ● Explore places of pilgrimage for Christians, Jews, Muslims, Sikhs and Hindus ● Understand how pilgrimage makes people of faith feel. ● Express ideas about what people of faith might gain from their special journey. ● Understand that places can be special to more than once faith. ● to show their commitment to the Christian faith.  FU2.15 What is Humanism? ● Explain the concept of Humanism as a non-religion ● Describe the core values of Humanist beliefs Identify and explain the five values of a Humanist approach to life. ● Explore the way Humanists understand the world around us ● Understand what a belief is ● Explore what the Humanist concept of a happy life is ● Identify aspects of life that Humanists believe help to lead a happy life ● Understand that human actions impact on others ● Understand how Humanists use empathy and the golden rule to make good choices	 CU2.6 What do Christians believe about the old and new covenants? ● Define the word 'covenant' and give an example. ● Summarise narratives about Abraham, 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. ● Identify and compare the different titles used by and of Jesus.
---	---	--	--

		• Explore how Humanists promote freedom, fairness and kindness • Identify ways in which Humanists take practical action to make the world a better place	
--	--	--	--