



	Autumn	Spring	Summer
Year 1	<p>Myself In this theme children share their thoughts and feelings about how they and other people were welcomed into the world. The children will discuss how they are similar and different to other people and their likes and dislikes. They will also determine who they are in relation to family and/or religion when it comes to celebrating. The children will compare their own family celebrations with other families' celebrations including for different religions. They will develop the understanding that other peoples' experiences may be different to their own and that they may express themselves in different ways.</p>	<p>Stories The purpose of this unit is to look at the range of story resources people use to make sense of the world. This includes stories from several life-stances, exploring ideas and thoughts that have been voiced through the ages. The children will tell the stories, rather than only reading them and change them as they wish.</p>	<p>Belonging In this theme the children look at what it means to belong to something, whether it be a community, class, club, country, team, family, circle of friends and so on, and the need to show that belonging through joint activities or lifestyle, dress or behaviour. The unit explores belonging to: a family, a school, other groups, the local community, our country and the world. Children of particular life stances or groups will be able to share their experiences and show any clothing and artefacts that signal their belonging and pride in that.</p>
	<p>Celebrations In this theme children will explore ways in which different people mark special occasions in the life of their families and communities, particularly: birthdays, harvest, Bonfire Night, Guru Nanak's birthday, Hanukkah and the Nativity. They will also examine what these events mean to people of faith, and to people in the class. It allows people to share ideas and examine how traditions are formed. They will briefly look at Sikhism and Judaism, with a Christian and secular look at other significant dates in the calendar.</p>	<p>Special people The children will learn to identify who they are and what makes them special. The children will also focus on Jesus, and what makes him special to Christians, looking at Easter as the central tenet of Christian belief.</p>	<p>Beliefs The purpose of this unit is to tie together some of those threads to look at what children have absorbed, and what they think about what they have learned. The children discuss personal thoughts on religion and belief: This exploration of belief will encourage children to think for themselves and examine how they come to think as they do, and whether these thoughts change when considering other views.</p>
Year 2	<p>Myself The purpose of this unit is to enable children to look at themselves and focus on differences and similarities between each other. Children will have the opportunity to assess who they are and where they are going in life. They are encouraged to ask questions relating to how they and other people live their lives, and look at the rules that people choose to follow. The children will also explore the basic religious rules that Christians and Muslims follow in their daily lives and looks at the impact on society of following these rules.</p>	<p>Stories The purpose of this unit is to give children access to a range of stories, some traditional tales, children's fiction and religious stories from different faiths. They will draw on their own experiences of story writing and storytelling and look for the meanings in the stories they share. Children will access a wide range of stories from many cultures and faiths.</p>	<p>Leaders and teachers The purpose of this unit is to encourage children to look at the leaders in their lives, for example their family leaders, school leaders and club leaders. It will help the children to discover the qualities of a good leader. Leaders from some of the major religions are also studied, and similarities and differences are drawn as the unit progresses.</p>
	<p>Celebrations The purpose of this unit is to introduce the beliefs of some of the major religions through the festivals they celebrate. Children will learn the significance of these festivals and what they mean for those who belong to that religion. They will also learn more about their own lives, families and communities. The children should be recognising a range of religious artefacts and they should develop their use of</p>	<p>Special people This unit encourages children to look at the leaders in their lives, for example their family leaders, school leaders and club leaders. It will help children to discover the qualities of a good leader. They will also study some leaders from some of the major religions and they will discuss their similarities and differences.</p>	<p>Belonging This unit will encourage children to think about belonging and relate that to belonging to a particular religion. They will study ways in which believers show they belong to a particular faith; this may be in how they worship, how they dress or certain rituals they carry out. Children will also bring in pictures of themselves at celebrations, clubs and school events.</p>

	religious vocabulary.		
Year 3	<p>Birth Ceremonies This unit is designed as an introduction to Religious Education at Key Stage 2. It introduces pupils to some of the religions they will study during their four years in Key Stage 2. All religions treat the birth of a new life as special and celebrate its importance in different ways. In the religions covered in this unit, God is acknowledged to have an important role in the creation and safe delivery of a new life and is thanked for the new baby.</p>	<p>Creation This unit is designed to give pupils a chance to consider one of life's ultimate questions: 'How did the world come to be?' In addition to giving the children a chance to hear and respond to creation stories from some of the world's major faiths, it looks at the question from a non-religious point of view. Throughout the unit, pupils are challenged to consider how the answer a person gives to this important question is likely to affect their behaviour.</p>	<p>Christianity part 1 The focus of belief for Christians is the life of Jesus. This unit looks at the principal events and stories in Jesus' life that form the basis of Christian belief. The first six lessons are about 'believing' in Christianity. They focus on the early life of Jesus, looking at the early part of the New Testament and taking the story from Jesus' birth as celebrated at Christmas to his choosing of the disciples.</p>
	<p>Right and Wrong This unit is intended as an introduction to thinking about ultimate truths in Key Stage 2. By beginning with 'golden rules', found represented in all major faiths, pupils then explore how their sense of right and wrong can change with circumstances. By using stories from different faiths and by studying the actions of believers who chose what they believed to be right over wrong when that was a hard choice for them to make, pupils are introduced to the concept of faith and behaviour being inextricably linked. The issue of 'right and wrong' will be discussed almost daily throughout a school child's life! For this age group, right and wrong tends to be very cut-and-dried. These lessons are not intended to introduce the issue of 'grey areas' or 'relative truth' as children at this age have neither the spiritual, mental, moral or ethical maturity to address these</p>	<p>Caring for the Environment This unit is designed to give pupils a chance to reflect on some different approaches and attitudes towards the environment. Pupils are given a chance to explore their own feelings as well as looking at different stories, parables and happenings which demonstrate how, for many believers, their attitude to the world reflects their belief in how that world came to be.</p>	<p>Christianity part 2 In the next part of the unit, the children will explore the latter part of Jesus' life, taking the story up to Jesus' death and resurrection as celebrated at Easter. The emphasis is on what it means to 'belong' to the Christian faith in general and a church in particular. The purpose of the stories featured will be not just to learn about the events in the life of Jesus, but also to see why his life is important to Christians and what they and others can learn from the stories.</p>
Year 4	<p>Becoming an Adult This unit is intended to explore becoming an adult and discuss the themes that are addressed by different religious initiation ceremonies and their effect on people's lives. Not all religions have specific ceremonies welcoming members into adulthood but Christianity, Judaism, Sikhism and Hinduism do. They will focus on three religions: Christianity, Judaism and Sikhism, together with a non-religious view: humanism. This unit allows pupils to consider the commitment involved in deciding to become a full member of a religious community.</p>	<p>Judaism This is a whole-term unit, is designed to allow children to explore Judaism. The children will focus on the founding of the faith, particularly through the lives and characters of Abraham and Moses. They will look at the key teachings of these ancient figures and their impact on 'believing' in Judaism today. They will then focus on 'belonging'; the children will examine festivals, customs and traditions celebrated and followed by Jewish families. They will look at the way beliefs have an impact on life for Jewish believers.</p>	<p>War and Suffering The purpose of this unit is to grapple with an issue of universal debate both within and between religions. In recent years, religious fanaticism has been regarded as a major contribution to war and suffering around the world. By starting with playground problems and other contexts in which pupils' arguments may get physical, the unit explores the problem of what is meant by a 'justifiable' war, looks at both religious and non-religious responses to war and suffering through the work of charities, and ends with a look at how individuals can make peace, even when whole countries are fighting each other.</p>
	<p>Inspirational People In this theme the class will hear the stories of some people who have led inspiring lives. The people they will hear about will give them the opportunity to reflect on their own lives, whilst thinking about the actions of others who have challenged injustice. Words and actions of inspirational people will be used to inspire people to think about how they can try to make a difference, if only in a small way, in their own lives.</p>	<p>Sikhism The unit is designed as an introduction into Sikhism in Key Stage 2. The children will focus on 'believing' in Sikhism and they will look at the early life of Guru Nanak, the central figure and founder of Sikhism. They explore the story from Guru Nanak's birth through to the beginning of his travels that saw his message spread. There will be an emphasis on what it means to 'belong' to the Sikh faith and a gurdwara (place of worship), in particular.</p>	<p>Neighbours The purpose of the unit is for pupils to consider their own response to the people in need they identify around them, by considering both religious and non-religious responses. They will hear some famous stories and learn about some famous people who have responded to others in need. The activities work together to form a book which pupils can keep and reflect on, entitled: 'Who is my neighbour?' By repeating the format of the lesson over a number of weeks, pupils have a chance to focus on the people being studied and reflect on their own response to human suffering.</p>

Year 5	<p>Life's Big Questions This unit gives pupils a chance to consider some of the fundamental questions humans ask themselves about life. Different answers come from all faith traditions and the ones we choose to believe will determine many of our attitudes and behaviours adopted in everyday life and relationships. It will also allow pupils to look at all the questions over a short space of time, providing a context for the rest of their Key Stage 2 RE studies.</p>	<p>Islam This theme is focusing on the beliefs that many Muslims hold, and the following six lessons looking at 'belonging' in the Islamic faith. They will explain similarities and differences between the Qur'an and another sacred text studied. They will compare key beliefs in two religions and identify the communities that they belong to. They will also explain and contrast different religions' views – and their own – on charity.</p>	<p>Justice This unit explores ideas of fairness and justice in Christianity, Islam and Judaism. The different ways that some people gain justice and offer forgiveness will be explored as well as the reasons these decisions are taken. The idea of fairness in trade and money will be studied from a global perspective. Pupils will have opportunities to consider their own views on fairness, forgiveness and justice, and express how those views affect the way they choose to live their lives.</p>
	<p>Marriage This unit addresses the topic of marriage in a way that is appropriate for Key Stage 2 pupils. It begins by looking in general terms at the idea of love and relationships, then goes on to explore how some of the major religions allow believers to make a lifelong commitment to their partner and how God's blessing on this is represented in a marriage ceremony. Non-religious commitment is also discussed and addressed.</p>		<p>Poverty and Wealth This unit allows pupils to explore some of the financial inequalities in the world and look at how some people believe it is right to try to change this. They will look at some current issues and think about their own views on the importance of money in comparison to other things.</p>
Year 6	<p>Hinduism This unit focuses on the beliefs that many Hindus hold. It will also explore some of the ways in which Hindus show their commitment and belonging to the Hindu faith.</p>	<p>Moral Maze This unit will give pupils the opportunity to hear about people of faith and the dilemmas they have faced. Different religions offer believers support and teaching whilst they are considering the solution to a dilemma. The children will have the opportunity to consider some moral dilemmas and explain how they would solve them.</p>	<p>Race and diversity This unit aims to address the issue of racism and religious responses to it. The lessons will also encourage pupils to examine a global view of religion, focusing on any stereotypes that they might have about people from particular religions.</p>
		<p>What happens when we die? This unit is designed to address perhaps the trickiest of life's big questions: 'What happens when we die?' It explores spiritual concepts such as the soul, reincarnation and judgement, as well as reflecting on a non-religious response to this question. At all times, the lessons take account of the pupils' wider experience of death and bereavement.</p>	<p>Belief In this theme, pupils will have the opportunity to review some of the things they have learnt in RE. It provides a time to think about belief, about their personal views, and whether any of those views have changed. They will have the chance to reflect on why sometimes people's beliefs change and why other people keep the same beliefs. They will also have the opportunity to reflect and comment on the similarities and differences in some key beliefs in the religions they have recently studied.</p>