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| **Worth Valley Primary School : 2022 - 2023****RE** |
| **Year Group/Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **PRE SCHOOL** | **Festivals and Differences and similarities between people**  |
| **NURSERY** | **Where do we live and who lives there?** | **How are special times celebrated?****Autumn and Winter** | **What makes a good helper?** | **How are special times celebrated?****Spring and Summer** | **Who and what are special to us?** | **What do believers believe about Creation?** |
| **RECEPTION** | **Where do we live and who lives there?** | **How are special times celebrated?****Autumn and Winter** | **What makes a good helper?** | **How are special times celebrated?****Spring and Summer** | **Who and what are special to us?** | **What do believers believe about Creation?** |
|  | **To understand the** **aspects of belonging to different and wider communities, including religious communities.** | **An introduction to religious and cultural festivals through Autumn and Winter** | **To understand the concepts of friendship and explores the way in which we care for our friends and families** | **An introduction to religious and cultural festivals and to understand how they are celebrated.**  | **To establishes a sense of belonging to a family, school, community and the wider world. Pupils will be encouraged to talk about and describe special places for them and special places for religious people.** | **Religious beliefs and stories about creation will be explored and children will explore how believers take care of the world due to their beliefs about creation.** |
| **Year 1** | **Who brought messages about God and what did they say?** | **Why do we give and receive?** | **How do we care for others?****How do we celebrate special events?** | **How is new life and change characteristised?** | **What does it mean to belong to a church or a mosque?** | **What are books and stories special?** |
|  | **To develop skills of questioning, explanation and awareness of what ‘caring’ looks like for different pupils and people of different faith backgrounds.** | **To explore Christmas from the perspectives of giving and receiving.** | **It will help develop skills of questioning, explanation and awareness of what ‘caring’ looks like for different pupils and people of different faith backgrounds.****To understand ways in which we celebrate special events and how religions mark festival days** | **To understand the Easter story, and some of the symbols and customs associated with Easter.** | **To understand what it means to belong to a church or mosque.**  | **To investigate special books and writings for religious believers, in particular the Bible and the Qur’an. Pupils consider why these are special and how they are respected and treated.** |
| **Year 2** | **How is new life welcomed? How and why do people pray?** | **Fesitivals of Light** | **How do we make good choices?** | **Looking at Easter stories using symbols** | **What did Jesus teach and how did he live?** |
|  | **To understand initiation rites including infant baptism and the aqiqah and be aware that there are other rituals and ceremonies as well, including non-religious ceremonies** | **To understand Christmas as a festival of light and symbolism of light** | **To understand moral codes from Christianity, Judaism and Islam including the Ten Commandments and the Five Pillars.** | **To look at Church Celebrations and to explore the symbolism associated with Christian beliefs** | **Focuses on stories from the life and teachings of Jesus and to understand how beliefs affect how Christians live their lives.** |
| **Year 3**  | **How do Jews remember God’s covenant with Abraham and Moses?** | **Advent and preparations for Christmas** | **What do Christians believe about a good life?** | **Palm Sunday** | **Spirituality and Creation Stories** |
|  | **This unit focuses on what it is like to be Jewish and the covenant with God** | **Explore Advent as a time of preparation and hope** | **Pupils will explore Jesus’ teachings about rules and behaviour in relation to a variety of Bible stories and parables** | **Explore the story of Palm Sunday & understand its significance** | **This unit explores the concept of spirituality and focuses on creative ways in which spirituality may be demonstrated** | **This unit will explore the creation stories from Christianity, Judaism, Islam and Sikhism** |
| **Year 4**  | **How are important events remembered?** | **Light: Jesus is the Light of the World** | **What faiths are shared in our country and what are their places of worship?** | **Lent** | **How do the five pillars guide Muslims?** | **Why are Gurus at the heart of the Sikh belief and practice?** |
|  | **This unit will explore festivals of light from Judaism, Sikhism, Hinduism, Paganism and Ancient Civilisations.**  | **Explore the importance of light in the Bible stories** | **This unit looks at different places of worship in the local and wider community and their significance to believers** | **Explore the importance of Lent as a period of preparation.**  | **The unit of study includes work on Muslim beliefs and practices** | **This unit explores the concept of ‘guru’ in Sikhism as an introduction to Sikh religious belief and practice.**  |
| **Year 5**  | **Why are some places and journeys special?** | **Journeys for Christmas** | **Should we forgive others?** | **Events of Holy Week (Thursday)** | **Code for Living** | **Old and New Covenant** |
|  | **This unit explores the special journeys that people make** | **Explore the season of Epiphany** | **This unit will explore the partner concepts of forgiveness and reconciliation in Christianity.** | **Explore in more depth the events of Holy Week with a particular emphasis on the events of Thursday night** | **This unit enables pupils to identify values in human life, and think about their own values, with special reference to the values of Christians, Humanists, Jews and Muslims.** | **This unit explores some of the different covenants between God and various key figures in the Bible.** |
| **Year 6**  | **How do Sikhs show their commitment?** | **2 accounts of Jesus’ Birth** **(Matthew and Luke)** | **What do Christians believe about Jesus’ death and resurrection?** | **Events of Good Friday** | **How do Jews remember Kings and Prophets in worship and in life?** | **How does growing up bring responsibilities and commitments?** |
|  | **This unit builds on unit 4.4 to further develop the knowledge and understanding of Sikhism including worship practices.** | **Explore the similarities and differences in the two accounts of Jesus' birth (in Matthew and Luke).** | **This unit explores how Christians understand the significance of Jesus’ death and resurrection.** | **Explore the events of Good Friday** | **This unit focuses on what it is like to be Jewish and the covenant with God.** | **This unit focuses on this personal quest, starting with an exploration of the responsibilities and opportunities that arise as young people grow into adulthood.** |

Religious Education plays an important role in contributing to the spiritual, moral, social and cultural development of our pupils. Assembly is seen as an important part of the school day when we meet together as a community. It is a time when we place emphasis on the development of values and attitudes towards each other and the world around us.

In RE, children will develop an understanding of the main six world religion during their school life and will gain an appreciation of the ways in which religion influences and affects daily life. Children will have the skills to accept others of different faiths and beliefs and be able to develop a mutual respect for others in the wider diverse community.