

Wildground Federation – RE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N 2-3 years	<ul style="list-style-type: none"> Introduce the Christmas celebration through books and play materials 		<ul style="list-style-type: none"> Introduce children to books and play materials reflecting the diversity of modern Britain and their own communities eg. coloured fabrics, dressing up clothes, kitchen utensils from different cultures, dolls representing different ethnicities 		<ul style="list-style-type: none"> Discuss pictures reflecting different communities – discuss similarities/differences and celebrate the differences 	
N 3-4 years	<ul style="list-style-type: none"> Begin to gain some understanding of the meaning of the Christmas/Diwali (or other relevant celebrations) and notice similarities/differences 		<ul style="list-style-type: none"> Discuss similarities and differences between their families Gain awareness of other celebrations/festival eg Easter, Ramadan 		<ul style="list-style-type: none"> Answer questions and encourage discussion around differences and celebrate these differences eg. beliefs, appearance, skin colour, hair type 	
Year R	<ul style="list-style-type: none"> Talk about different celebrations which take place throughout the year such as Christmas and birthdays. Summarise what a celebration is Use the correct language linked to a range of different celebrations i.e. Harvest, Christmas or Diwali. Recall the ways in which different celebrations are celebrated. Recognise why Jesus’ birth is a special time and a time for celebration by Christians 		<ul style="list-style-type: none"> Understand that Jesus is famous for telling stories that help people to learn Link an artefact with the festival and recall the name of religion, recall an event from a festival? Recall a simple version of the Easter story 		<ul style="list-style-type: none"> Correctly and consistently use the correct language related to religion Recall what they have learnt about different items of special clothes and who traditionally wears them Use language directly linked and related to a range of different religions independently 	
Prior Learning	<ul style="list-style-type: none"> Begin to gain some understanding of the meaning of the Christmas/Diwali (or other relevant celebrations) and notice similarities/differences 		<ul style="list-style-type: none"> Discuss similarities and differences between their families Gain awareness of other celebrations/festival eg Easter, Ramadan 		<ul style="list-style-type: none"> Answer questions and encourage discussion around differences and celebrate these differences eg. beliefs, appearance, skin colour, hair type 	
Future learning	<ul style="list-style-type: none"> Describe some of the main festivals or celebrations of a religion. Discuss the similarities and differences between Harvest and Sukkot 		<ul style="list-style-type: none"> Recognise sadness and happiness within the Easter Story 		<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. Name some religious symbols. Explain the meaning of some religious symbols/places. 	

KS1

<p>Year 1</p>	<p><i>Celebration- Harvest</i></p> <p>State what the term 'celebration' means.</p> <p>Illustrate ways they celebrate.</p> <p>Describe why we celebrate Harvest.</p> <p>Discuss why Christians celebrate Harvest..</p>	<p><i>Journeys' End</i></p> <p>Recognise the importance of journeys to Christians</p> <p>Describe some of the main festivals or celebrations of a religion.</p> <p>Describe their own understandings of a journey.</p>	<p><i>Belonging</i></p> <p>Define the term 'belonging'</p> <p>Discuss how Christians and Jews show belonging to their religion.</p> <p>Recall ways that people can show they belong to a religion without visiting a place of worship.</p>	<p><i>Sad and Happy</i></p> <p>Discuss what the children know about the concept 'happiness' and 'sadness'</p> <p>Recognise the concept sadness to happiness within a story</p> <p>Recognise sadness and happiness within the Easter Story</p>	<p><i>Remembering</i></p> <p>Discuss and express understanding of Passover</p> <p>Recognise the symbolism of the Seder Plate</p> <p>State our own understanding of the concept 'remembering'</p> <p>Tell of our experiences of remembering and compare them to the experiences of others.</p> <p>State thoughts on remembrance and apply my own experiences to the concept 'remembering.'</p>	<p><i>Special- special places (Church and Hindu Mandir)</i></p> <p>Define what they believe the term 'specialness' means</p> <p>Illustrate their own special place and indicate why somebody would want to visit this place</p> <p>Recall two reasons why the Mandir is a special place to Hindus</p> <p>Give examples of your own opinion about a special place.</p> <p>Recognise and tell what rules might need to be followed in your special place</p> <p>Know why rules are important in your special place</p>
	<p><i>Prior Learning</i> Learned about Harvest and taking part in the schools</p>	<p><i>Prior Learning</i> Learned about Jesus's birthday (year R)</p>	<p><i>Prior Learning</i> Explored families, friends and groups they may belong to</p>	<p><i>Prior Learning</i> Explored feelings through stories and their own playing.</p>	<p><i>Prior Learning</i> Explored their own memories and through continuous provision</p>	<p><i>Prior Learning</i> Investigated the term special (Autumn 1 year 1)</p>

	<i>Harvest festival by creating bread to share. (year R)</i>		<i>during continuous provision (EYFS/year R)</i>	<i>(EYFS/year R)</i>	<i>how we remember (year R)</i>	
	Future Learning <i>Examine how places of worship can be special (Summer 2 year 1)</i>	Future Learning <i>Exploring the Christmas story and how the advent candles represent different parts of the story. Investigating the Menorah (Autumn 2 year 2)</i>	Future Learning <i>Investigating how people may change and why this is important in Christianity (Spring 1 year 2)</i>	Future Learning <i>Identifying the concept of welcoming and how it is important, especially in the story of Palm Sunday. (Spring 2 year 2)</i>	Future Learning <i>Learning about Shabbat and why it is important for Jew to remember creation and the day of rest. (Summer 2 year 2)</i>	Future Learning <i>Investigating how the Bible and the Torah are special to Christians and Jews. (Autumn 1 year 2)</i>
Year 2	<i>Special- The Bible and the Torah</i> Summarise our understanding of the concept of specialness in relation to books. Identify examples of how and why books can be special to themselves and others Compare the books that are special to Christians and books that are special to Jews Evaluate the importance and value of the Bible	<i>Light as a Symbol- Advent and Hanukah</i> Demonstrate what they already know about candles, light and the purpose of candles. Predict what the Menorah is used for and who uses it. Explain the story of Hanukkah with clear reference to the menorah. Predict the purpose of the advent wreath Summarise how the candles of advent represent different	<i>Change- The people Jesus met</i> Discuss what they know about the different types of changes in their lives and demonstrate how changes affect them. Derive the meaning of change and discuss different types of change. Explain how Christians believe that Jesus changes people's lives. Summarise why the idea of Jesus being able to change people	<i>Welcoming- Palm Sunday</i> Explain in simple terms the concept of welcoming and identify examples of how you have felt welcomed Identify how the concept of welcoming is important in the story of Palm Sunday. Demonstrate situations when welcoming is important.	<i>Authority- The Bible</i> Explain in simple terms the meaning of authority. Identify ways in which Christians show that the Bible is important and has authority for them Summarise how authority is used in different situations	<i>Remembering- Janmashtami (Krishna's birthday)</i> Discuss what they remember and what helps us to do this. Explain why Hindu's remember Krishna Discuss the importance of Hindus remembering Krishna's birthday. Summarise how their responses relate to their own lives.

	and Torah to believers	parts of the Christmas story	is important to Christians.			
	Prior Learning <i>Analysed how places of worship can be special (Summer 2 year 1)</i>	Prior Learning <i>Explored the different journeys that people from the Christmas story took (Autumn 2 year 1)</i>	Prior Learning <i>Confidently say how they belong to different groups e.g. families, hobbies (Spring 1 year 1)</i>	Prior Learning <i>Show an understanding of how the story of Easter contains happiness and sadness (Spring 2 year 1)</i>	Prior Learning <i>Identified how the Bible is special to Christians (Autumn 1 year 2)</i>	Prior Learning <i>Explored Passover and its importance. (Summer 1 year 1)</i>
	Future Learning <i>Investigating why the Bible is important to Christians (Summer 1 year 2)</i>	Future Learning <i>Defining the word symbol and how the tree is an important symbol in Christianity (Summer 2 year 3)</i>	Future Learning <i>Consider how temptation may change them (Autumn 1 year 3)</i>	Future Learning <i>Examine how the Paschal Candle is used by Christians when remembering the resurrection of Jesus (Spring 2 year 3)</i>	Future Learning <i>Analysing the different stories that form the bible and how it provides a way for Christians to live (Autumn 1 year 3)</i>	Future Learning <i>Evaluate how the Paschal candle is important for christians why remembering the resurrection of Jesus (Spring 2 year 3)</i>

KS2

Year 3	<i>Temptation</i>	<i>Holy</i>	<i>Good and Evil</i>	<i>Ritual</i>	<i>Devotion</i>	<i>Symbol</i>
	Express an understanding of what temptation means and discuss how Christians believe that Jesus was tempted	<i>Discuss the concept of holy</i>	Define the concepts of good and evil	Define the meaning of the concept of ritual	Describe their own and others ideas about the concept of devotion.	Recall their own response to trees as symbols.
	Describe why it is/is not important for Christians to recognise that Jesus was tempted	<i>Derive how Christians show that they believe Mary is holy</i>	Give examples of ways in which Hindus remember good and evil in the story and celebrations of Holi	Describe how Christians use the Paschal Candle in a ritual to remember the resurrection of Jesus	Recognise ideas about the concept of devotion.	Give examples of when the tree symbol is used/is useful
		<i>Evaluate the concept of holy by describing the value of Mary's holiness to believers</i>	Know how good over evil is celebrated	Discuss the importance of the ritual.	Illustrate the ritual of Hindu worship	Define what the word symbol means
			Record their responses to the		Describe ways in which Hindus worship.	Describe how the symbol of a tree is used in Christianity.

	<p>Recognise how they feel when they are tempted</p> <p>Define a situation when people might be tempted.</p>	<p><i>Demonstrate their own response to the concept of holy</i></p> <p><i>Choose example of how their ideas about holiness affect their lives</i></p>	<p>concepts of good and evil</p> <p>Recall incidents in their own and others' lives where good comes out of evil.</p>	<p>Express their own responses to rituals in their own experiences.</p> <p>Give examples of how their response to rituals applies in different situations, in theirs and others' lives.</p>	<p>Recognise why the ritual in worship is important as a way of showing devotion.</p>	<p>Describe the importance of the tree as a symbol to Christians</p>
	<p>Prior Learning Investigated how people may change and why it is important in Christianity (Spring 1 year 2)</p>	<p>Prior Learning Investigated how Janmashtami is important to Hindus (Summer 2 year 2)</p>	<p>Prior Learning Explored temptation and how it changes people (Autumn 1 year 3)</p>	<p>Prior Learning Identified the concept of welcoming and how it is important, especially in the story of Palm Sunday (Spring 2 year 2)</p>	<p>Prior Learning Examined how Jewish and Christians worship</p>	<p>Prior Learning Evaluated how light is used as a symbol (Autumn 2 year 2)</p>
	<p>Future Learning Investigating the concepts of good and evil (Spring 1 year 3)</p>	<p>Future Learning Analysing what interpretation means and why it is important when looking at the gospels in the bible (Autumn 2 year 6)</p>	<p>Future Learning Interpreting the meaning of changing emotions (Spring 2 year 4) Exploring how this links with protection (Summer 2 year 4)</p>	<p>Future Learning Investigating the ritual of death in christianity (Summer 1 year 4)</p>	<p>Future Learning Exploring how Muslims submit and why it is important (Spring 1 year 5)</p>	<p>Future Learning Consider how angels are symbolic in christianity (Autumn 2 year 4)</p>
Year 4	<p><i>Creation</i></p> <p>Discuss the concept of creation</p> <p>Outline the Christian and Hindu creation stories</p> <p>Explain why Christians and</p>	<p><i>Imagery</i></p> <p>Explain their own responses to image.</p> <p>Evaluate how their responses to imagery can be applied to their and others' lives</p> <p>Summarise the meaning of image.</p>	<p><i>Sacred Places</i></p> <p>Explain the significance of sacred places for different people</p> <p>Investigate and explain features of a church which create a sense of sacred</p>	<p><i>Changing Emotions</i></p> <p>Interpret the meaning of changing emotions</p> <p>Illustrate how the concept of changing emotions is contextualised within the events of Holy Week and the</p>	<p><i>Ceremony</i></p> <p>Discuss in simple terms their response to the idea of a death ceremony</p> <p>Identify simple examples of how the idea of death ceremonies affects</p>	<p><i>Protection</i></p> <p>Demonstrate a personal response to the concept of protection</p> <p>Investigate how the concept can be applied in their own and others' lives</p>

	<p>Hindus value these stories</p> <p>Demonstrate their response to the concept of creation</p> <p>Generate examples of how their response to creation relates to their own and others' lives</p>	<p>Discuss the value of imagery to Christians and the possible value in their own lives and communities.</p>	<p>Investigate and explain the features of a Hindu temple which create a sense of sacred</p> <p>Explain how and why people show that a place is sacred to them</p>	<p>ways Christians remember those events</p> <p>Infer the value of focussing on changing emotions to believers during Holy week and identify an issue raised</p> <p>Demonstrate their own response to the idea of changing emotions</p> <p>Generate examples of how their responses to changing emotions can be applied in their own lives and the lives of others</p>	<p>their lives and the lives of others</p> <p>Interpret and discuss the meaning of the word ceremony</p> <p>Discover how Christians perform death ceremonies</p> <p>Summarise in simple terms the importance of death ceremonies to Christians</p>	<p>Explain what protection means.</p> <p>Appraise how protection is expressed by Hindus in the festival of Raksha Bandhan</p> <p>Summarise in simple terms the value, for Hindus, of celebrating protection</p>
	<p>Prior Learning Explored how other religions worship, their places of worship and their special books.</p>	<p>Prior Learning Defined the word symbol and how the tree is a symbol in christianity (Summer 2 year 3)</p>	<p>Prior Learning Investigated the Church and Mandir are special places (Summer 2 year 1)</p>	<p>Prior Learning Explored how people can change (Spring 1 year 2) Investigated temptation and good and evil (Year 3)</p>	<p>Prior Learning Investigated rituals in other religions.</p>	<p>Prior Learning Explored and defined the concepts of good and evil (Spring 1 year 3)</p>
	<p>Future Learning Study how Muslims believed the creation of the Qur'an happened (Spring 1 year 5)</p>	<p>Future Learning Discuss the meaning of flight as a symbol (Spring 1 year 6)</p>	<p>Future Learning Investigating how a Gurdwara is a special place for Sikh's (Summer 2 year 5)</p>	<p>Future Learning Exploring the emotions of suffering and love (Spring 2 and Summer 1 year 6)</p>	<p>Future Learning Defining the word ritual and how it is significant for Muslims during festivals (Summer 1 year 5)</p>	<p>Future Learning Consider how protection and belonging link (Autumn 1 year 5)</p>

Year 5	<i>Belonging</i>	<i>Prophecy</i>	<i>Submission</i>	<i>Resurrection</i>	<i>Ritual</i>	<i>God</i>
	<p>State a personal response to the concept of belonging.</p> <p>Define how responses to belonging can affect their own and others' lives</p> <p>Discuss what the concept of belonging means.</p> <p>Express how the concept of belonging is expressed in Islam.</p> <p>Illustrate the importance of belonging from the point of view of a Muslim, and describe some issues that this raises</p>	<p>Define the meaning of the term prophecy</p> <p>Report how prophecy is significant within the story of the gifts of the Magi</p> <p>Recognise the importance of prophecy in this story for Christians</p> <p>Express a personal response to the concept of prophecy, and give examples of how prophecy might affect their own lives or the lives of others.</p>	<p>Know the meaning of submission for Muslims</p> <p>Recall how submission is shown by Muslims</p> <p>Recognise the importance, or value, of submission for Muslims</p> <p>State their own responses to the idea of submission in their lives</p> <p>Express and discuss examples of how submission affects their lives and the lives of others.</p>	<p>Define the meaning of resurrection</p> <p>Tell the story that illustrates Jesus' resurrection and explain how the empty cross is a symbol of resurrection for Christians</p> <p>Describe the significance of resurrection by explaining its importance to Christians and identifying some issues raised.</p> <p>State their own responses to the concept of resurrection</p> <p>Record how responses to the idea of resurrection affect the way people live.</p>	<p>Define the meaning of the word ritual</p> <p>Indicate why ritual is significant for Muslims during the festival of Ramadan</p> <p>Know why ritual is significant for Muslims during the festival of Eid-ul-Fitr</p> <p>Give an opinion on the significance of ritual within a Ramadan and Eid-ul-Fitr</p> <p>State a personal response to the way in which ritual is evident in their own experiences</p> <p>Describe how their ideas of <i>ritual</i> may affect how their experiences and others experiences.</p>	<p>Express a variety of ideas about the concept of God</p> <p>Recall how Christians and Jews interpret ideas about God</p> <p>Interpret the concept by explaining the value of the concept of God for believers</p> <p>Show their own responses to the concept God</p> <p>Give examples of how their responses can be applied to their own and others' lives.</p>
	<p>Prior Learning <i>Explored protection and its importance to Hindu's</i></p>	<p>Prior Learning <i>Investigated the story of creation. (Autumn 1 year 4)</i></p>	<p>Prior Learning <i>Examined what a prophecy is and</i></p>	<p>Prior Learning <i>Considered how the Paschal candle was significant for</i></p>	<p>Prior Learning <i>Investigated the ritual of death in christianity (Summer 1 year 4)</i></p>	<p>Prior Learning <i>Investigated how the Mandir is important to Hindus</i></p>

	<i>(Summer 2 year 4)</i>		<i>looked at the story of creation (Autumn 2 year 5)</i>	<i>Christians whilst remembering resurrection (Spring 2 year 3)</i>		<i>(Spring 1 year 4)</i>
	Future Learning <i>Examining how Umma is expressed in Muslim life (Autumn 1 year 6)</i>	Future Learning <i>Exploring the prophet Muhammad whilst looking at submission (Spring 1 year 5)</i>	Future Learning <i>Investigating how submission is important in Umma (Autumn 1 year 6)</i>	Future Learning <i>Consider how suffering is an important concept when exploring the Easter Story (Spring 2 year 6)</i>	Future Learning <i>Question the events that have happened in their own lives and devise a response to the concept rites of passage (Summer 2 year 6)</i>	Future Learning <i>Explore how community can be a special place (Autumn 1 year 6)</i>
Year 6	<i>Community in Islam</i>	<i>Interpretation</i>	<i>Flight</i>	<i>Suffering</i>	<i>Water</i>	<i>Rites of passage & Journey of Life</i>
	Discuss what umma (community) is	Discuss what interpretation is.	Discuss the meaning of the concept of symbol	Conclude in simple terms the concept of suffering	Generalise a personal response to what water symbolises to them.	Devise a personal response to the concept of rites of passage
	Examine how umma is expressed in Muslim life	Demonstrate how interpretation is relevant to the 2 gospel accounts of Jesus' birth	Compare how flight as a symbol is expressed in different religious stories	Demonstrate in simple terms the suffering experienced by Jesus in the Easter Story	Contrast different responses about the concept of water in their own lives and those of others.	Select what events have been important in their journey of life so far
	Assess the importance and relevance of umma to Muslims.	Investigate the importance and relevance of interpretation in the birth narratives to Christians	Analyse flight as a symbol by explaining its meaning in different religions and identify and describe some issues raised	Examine the importance of the concept 'suffering' by describing in simple terms the value of Jesus' suffering at Easter to Christians and talking about an issue raised	Discuss the meaning of the word 'symbol'.	Discuss the concept of life as a journey marked by rites of passage can be applied in their own and others' lives explain the meaning of rites of passage
	Deduce a personal response to the concept of community.	Conclude how the concept can be applied in their own and others' lives.	Observe a personal response to flight as a symbol		Conclude how the symbol of water is used in Christianity.	
	Demonstrate how the concept can be applied in their own and others' lives.	Observe a personal response to the	Demonstrate how their response to flight as a symbol can			Investigate the meaning of the Bar

		concept of interpretation	affect their own and others' lives.	Observe their own responses to suffering		Mitzvah and confirmation Appraise the importance and relevance of rites of passage to believers.
	Prior Learning <i>Discussed the importance of belonging and how this is expressed in Islam (Autumn 1 year 5)</i>	Prior Learning <i>Explored the story of creation and how the different people involved are important</i>	Prior Learning <i>Investigated how the empty cross is a symbol for resurrection in Christianity (Spring 2 year 5)</i>	Prior Learning <i>Considered how Christians remember Jesus during the resurrection (Spring 2 year 5)</i>	Prior Learning <i>Explored the concept of suffering and how it was experienced by Jesus (Spring 2 year 6)</i>	Prior Learning <i>Investigated various rituals in different religions and how they shape you as a person</i>
	Future Learning <i>KS3- Accurately explain the way the concepts in the traditions encountered and studied, impact the lives of those in the traditions</i>	Future Learning <i>KS3- Accurately explain meanings of words in the traditions encountered and studied.</i>	Future Learning <i>KS3- Appreciate how the concepts interact together to influence the way people think and speak and act in the world.</i>	Future Learning <i>KS3- Explain examples of how their responses relate to events in their own and other people's lives.</i>	Future Learning <i>KS3- Discern possible value for their own lives and communities and how this might influence how they speak, think and act in the world</i>	Future Learning <i>KS3- Discern value of these concepts in the lives of those living in the tradition encountered and studied, as well as recognising some of the issues this might raise articulating the value of their interconnections.</i>