



Religion & Worldviews Overview

(RE today/NATRE Primary RE Curriculum alongside Understanding Christianity material)

Early Years Foundation Stage	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception Christianity	Unit 1 God/Creation 'Why is the word 'God' so important to Christians?'	Unit 2 Incarnation 'Why do Christians perform Nativity plays at Christmas?'	Unit 3 God/Creation 'Being Special: Where do we belong?'	Unit 4 Salvation 'Why do Christians put a cross in an Easter garden?'	Unit 5 Thematic 'What places are special and why?'	Unit 6 Thematic 'Which stories are special and why?'
Suggestions for additional Early Years Foundation Stage Faith stories	A Sikh Story: eg, Har Gobind and the 52 princes	A Muslim story: eg, The sad camel (from the prophet Muhammad).	Jesus wanting to see the children even though the disciples tried stopping them (Mark 10:13-16)	A Buddhist story: eg, the Monkey King	The new mosque: Imran's story	David the Shepherd Boy.



Key Stage 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Christianity and Judaism	Unit 7 Creation 'Who made the world?' <i>What does the story of creation tell Christians about God?</i>	Unit 8 Incarnation 'Why does Christmas matter to Christians?' <i>How do Christians use the nativity story to guide their beliefs and actions at Christmas time?</i>	Unit 9 Judaism 'Who is Jewish and how do they live ?' <i>How do Jewish people remember God?</i>	Unit 10 God 'What do Christians believe God is like?' <i>How do we know that Christian's believe God is loving and forgiving?</i>	Unit 11 Judaism 'Who is Jewish and how do they live ?' <i>How do Jewish stories remind Jewish people of what God is like?</i>	Unit 12 Creation 'How should we care for others and the world?' What does Genesis 1 tell the Christian and Jewish faiths about the natural world?
Year 2 Christianity and Islam	Unit 13 Incarnation 'What is the good news Christians believe Jesus brings?' <i>What can Christians do to show that the teachings of Jesus are impacting their own lives?</i>	Unit 14 Incarnation 'What is the good news Christians believe Jesus brings?' <i>What can Christians do to show that the teachings of Jesus are impacting their own lives?</i>	Unit 15 Islam 'Who is a Muslim and how do they live?' (Part 1) <i>How do Muslims use stories of the Prophet to guide their actions in life?</i>	Unit 16 Salvation 'Why does Easter matter to Christians?' <i>How do churches display celebrations of Easter?</i>	Unit 17 Islam 'Who is a Muslim and how do they live?' (Part 2) <i>Why are prayer and self-control good things for a Muslim to practise?</i>	Unit 18 Thematic 'What makes some places sacred to believers?' <i>How does worship differ between a church, mosque or synagogue</i>



Key Stage 2						
<p>Year 3</p> <p>Christianity, Islam and Judaism</p>	<p>Unit 19 People of God.</p> <p>'What is it like for someone to follow God?'</p> <p><i>Why were Noah and Abraham so special to God?</i></p>	<p>Unit 20 Incarnation/God</p> <p>What is the Trinity and why is it important for Christians?</p>	<p>Unit 21 Islam</p> <p>'How do festivals and worship show what matters to a Muslim?'</p> <p><i>How do people of Muslim faith submit to God?</i></p>	<p>Unit 22 Judaism</p> <p>'How do festivals and family life show what matters to Jewish people?'</p> <p><i>How does the story of Exodus link with what the Jewish community believe?</i></p>	<p>Unit 23 Creation/Fall</p> <p>'What do Christians learn from the Creation story?'</p> <p><i>Why did God expel Adam and Eve from paradise? How does this guide the way Christians live?</i></p>	<p>Unit 24 Thematic</p> <p>'How and why do people try to make the world a better place?'</p> <p><i>How is the world sometimes not a good place and what could be done to change this?</i></p>
<p>Year 4</p> <p>Christianity and Hinduism</p>	<p>Unit 25 Gospel</p> <p>What kind of world did Jesus want?'</p> <p><i>What does Jesus' reactions to the leper tell Christians about the kind of world he wants?</i></p>	<p>Unit 26 Kingdom of God</p> <p>'For Christians, when Jesus left, what was the impact of Pentecost?'</p> <p><i>What does the day of Pentecost show Christians about the Kingdom of God on earth?</i></p>	<p>Unit 27 Hinduism</p> <p>'What do Hindus believe God is like?'</p> <p><i>What does 'having a spark in God inside' mean?</i></p> <p>Thematic</p>	<p>Unit 28 Salvation</p> <p>'Why do Christians call the day Jesus died 'Good Friday'?'</p> <p><i>How do Christians mark the events of Easter in the church communities?</i></p>	<p>Unit 29 Hinduism</p> <p>'What does it mean to be Hindu in Britain today?'</p> <p><i>How do Hindu's show their faith between different communities in Britain?</i></p>	<p>Unit 30 Thematic</p> <p>'How and why do people mark the significant events of life?'</p> <p><i>Do you think ceremonies of commitment are more important to religious people than non-religious people?</i></p>
<p>Year 5</p>	<p>Unit 31 God</p>	<p>Unit 32 Islam</p>	<p>Unit 33 Judaism</p>	<p>Unit 34 Creation</p>	<p>Unit 35 <i>People of God</i></p>	<p>Unit 36 Thematic</p>



<p>Christianity, Islam, Judaism and Humanism</p>	<p>'What does it mean if Christians believe God is holy and loving?'</p> <p><i>How do Christians put their beliefs into practise through worship?</i></p>	<p>'What does it mean to be a Muslim in Britain today?'</p> <p><i>How does the Qur'an and the example of the Prophet guide the way that a Muslim lives?</i></p>	<p>'Why is the Torah so important to Jewish people?'</p> <p><i>How valuable are traditions such as: ritual, study and worship to Jewish people today?</i></p>	<p>'Creation and science: conflicting or complementary.'</p> <p><i>In what ways do Christians synchronize both faith and science?</i></p>	<p>'How can following God bring freedom and justice?'</p> <p><i>How do some Christians put their beliefs into practice by trying to bring freedom to others?</i></p>	<p>'What matters most to Humanists and Christians?'</p> <p><i>Why might it be helpful to follow a moral code and why could this be difficult?</i></p>
<p>Year 6 Christianity and Islam</p>	<p>Unit 37 Gospel</p> <p>'Christians and how to live: what would Jesus do?'</p> <p><i>How do Christians and Christian communities act and how this is based on Jesus' teachings?</i></p>	<p>Unit 38 Incarnation</p> <p>'Why do Christians believe that Jesus was the Messiah?'</p> <p><i>For a Christian, how does Jesus fulfil the expectations of the Messiah and what importance does this have for Christians today?</i></p>	<p>Unit 39 Hinduism</p> <p>'Why do Hindus try to be good?'</p> <p><i>What impact does a belief of karma and dharma have on an individual and the wider world?</i></p>	<p>Unit 40 Salvation</p> <p>'What difference does the resurrection make to Christians?'</p> <p><i>What do Christians mean when they say that 'Jesus' death was a sacrifice?'</i></p>	<p>Unit 41 Kingdom of God</p> <p>'For Christians what kind of king is Jesus?'</p> <p><i>What can Christians learn from teaching about the Kingdom of God and how can they relate them to the issues and problems in their own lives? Could the world learn from these ideas?</i></p>	<p>Unit 42 Thematic</p> <p>'Why do some people believe in God and some not? How does faith help people when life gets hard?'</p> <p><i>How does belief in resurrection, judgement and karma affect how someone lives their life?</i></p>

The order of these units may change to suit the needs of the curriculum, but the content will remain in accordance with the Agreed Syllabus.