



## RADDLEBARN PRIMARY SCHOOL SUBJECT OVERVIEW IN RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Context/ Resources
Nursery	<p><b>Throughout the year children in Nursery (3-4 year olds) will be learning to...</b></p> <ul style="list-style-type: none"> <li>- Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.</li> <li>- Continue developing positive attitudes about the differences between people</li> <li>- Understand gradually how others might be feeling.</li> <li>- Respond in a variety of ways to what they see, hear, smell, touch and taste whilst outside</li> <li>- Continue developing positive attitudes about the differences between people</li> </ul>						
Reception	<p><b>Throughout the year children in Reception will be learning to...</b></p> <ul style="list-style-type: none"> <li>- Begin to make sense of their own life-story and family's history.</li> <li>- Begin to make sense of their own life-story and family's history.</li> <li>- Express their feelings and consider the feelings of others.</li> <li>- Show care and concern for living things and the environment and talk about the issues of right and wrong in relation to looking after the environment (immediate and others).</li> <li>- Identify and moderate their own feelings socially and emotionally.</li> <li>- Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>- Compare and contrast characters from stories, including figures from the past</li> <li>- Express their feelings and consider the feelings of others.</li> <li>- Watch and talk about dance and performance art, expressing their feelings and responses. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>						
Year 1	<p><b>Creating Inclusion Identity and Belonging</b> Understand that naming and welcoming ceremonies offer a sense of belonging and</p>	<p><b>Being Modest and Listening to Others</b> Understand that listening to others younger and smaller than ourselves can be valuable</p>	<p><b>Being Fair and Just</b> Understand that people can choose to act in a fair or unfair manner</p> <p><b>Being Accountable and Living with Integrity</b></p>	<p><b>Being Courageous and Confident</b> Understand that it is not always easy to decide to be courageous.</p>	<p><b>Remembering Roots</b> Understand that is not only important to remember people, places and events but also to know why they are remembered</p>	<p><b>Being Curious and Valuing Knowledge</b> Understand that God is revealed and life's questions are answered through</p>	<p>Artefact box (Buddhism and Islam)</p>

	<p>inclusion within the wider community</p> <p><b>Being Thankful</b> Begin to understand that giving thanks to God and to others is important.</p>	<p><b>Expressing Joy</b> Begin to understand that joy can be found in the anticipation of and preparation for future events.</p> <p><b>Experiential RE-Buddhism (symbols and artefacts)</b></p>	<p>Reflect on the integrity of past actions is important for the future</p>	<p><b>Being Loyal and Steadfast</b> Understand that the quality of loyalty is important in friendship</p>	<p><b>Being Hopeful and Visionary</b> Understand that the world can be made a better place in the future by current decisions and actions</p> <p><b>Experiential RE-Islam- Hajj</b></p>	<p>the reading and study of scripture.</p> <p><b>Being Open, Honest and Truthful</b> Understand that telling the truth is not always easy but it is still important</p>	
Year 2	<p><b>Living by rules</b> Understand that rules express and facilitate relationship both with the rule-giver and with society</p> <p><b>Being Temperate, Self Disciplined and Seeking Contentment</b> Understand that responses to emotions and feelings can control and modify our behaviour</p>	<p><b>Responding to suffering</b> Understand the pain and suffering of others can instigate positive responses from people.</p> <p><b>Sharing and Being Generous</b> Understand that both giving and receiving are important.</p>	<p><b>Participating and Willing to Lead</b> Understand that the whole community benefits from the participation of individuals</p> <p><b>Creating Unity and Harmony</b> Understand that the equality of humanity is based on what we hold in common and not focusing on differences (stereotypes)</p> <p><b>Experiential RE – Christianity</b></p>	<p><b>Caring for Others, Animals and the Environment</b> The natural world is both beautiful and vulnerable. Everyone has a role in caring for it.</p> <p><b>Being Merciful and Forgiving</b> Being merciful towards and forgiving of others is important.</p>	<p><b>Being Attentive to the sacred as well as the precious</b> Understand that silence stillness can be more important than activity.</p> <p><b>Experiential RE – Hinduism (symbols and artefacts)</b></p> <p><b>Being Reflective and Self Critical</b> Understand that behaviour can be considered and improved through interacting with others</p>	<p><b>Being Imaginative and Exploratory</b> Understand that God is perceived in both similar and distinct ways by different religious traditions.</p> <p><b>Appreciating Beauty</b> Appreciating beauty can take many forms</p>	<p><b>Artefact boxes (Christianity and Hinduism)</b></p>
Year 3	<p><b>Sharing and Being Generous</b> Understand that giving and sharing is an important part of living in society. Giving is a high priority in most traditions</p> <p><b>Caring for Others, Animals and the Environment</b> Begin to understand that caring for others, animals and the environment is a recognition of responsibility. Practises designed to meet these</p>	<p><b>Creating Unity and Harmony</b> Understand that unity is encouraged by like-minded activity. Disunity occurs from breakdown in communication</p> <p><b>Participating and Willing to Lead</b> Understand that participation in the activities of Religious Traditions requires involvement and engagement</p>	<p><b>Being Fair and Just</b> Understand that life is unfair.</p> <p><b>Being Accountable and Living with Integrity</b> Understand that most traditions adopt a moral code</p>	<p><b>Remembering Roots</b> Understand the significance of remembering things that are more than individual personal experience</p> <p><b>Experiential RE (Judaism)</b></p> <p><b>Being Loyal and Steadfast</b> Contrast the commitment of Holy Communion and the</p>	<p><b>Being Open, Honest and Truthful</b> Understand that honesty is considered very important by most people, whether or not they believe in an all-knowing God.</p> <p><b>Being Attentive to the sacred as well as the precious</b> Understand that God may or may not be there.</p>	<p><b>Being Courageous and Confident</b> Understand that being courageous means to speak up and stand up for what we believe to be right, in spite of our fear of the consequences.</p> <p><b>Experiential RE-Sikhism (Symbols and artefacts)</b></p> <p><b>Being Hopeful and Visionary</b></p>	<p><b>Artefact box (Judaism and Sikhism)</b></p>

	responsibilities exist in many traditions.			betrayal of Jesus by Judas Iscariot.		Understand that hope for the future may be focussed on our lifetime, or that of the next generation. Men and women of conviction have made, and continue to make, 'a difference'.	
Year 4	<p><b>Living by rules</b> Understand that all rules do not always apply to everyone</p> <p><b>Creating Inclusion Identity and Belonging</b> Understand that the 'External' signs of group identity often signify a deeper sense of belonging</p>	<p><b>Being Reflective and Self Critical</b> Understand that in some traditions the journey to perfection is an entirely inward, reflective experience.</p> <p><b>Experiential RE – Buddhism (Meditation)</b></p> <p><b>Being Curious and Valuing Knowledge</b> Understand that most religious traditions base their understanding of God upon the writings in their own Scriptures. This unit helps to raise pupils' awareness of the range of religious writing and viewpoints.</p>	<p><b>Being Modest and Listening to Others</b> Understand that we have two ears and one mouth indicating that listening is more important than expressing our own opinions</p> <p><b>Expressing Joy</b> Expressions of joy are often in response to (or anticipation of) blessings. Joy can be expressed by individuals and by whole communities.</p> <p><b>Experiential RE- Hinduism- (Diwali)</b> <i>Diwali – story and celebration</i></p>	<p><b>Being Merciful and Forgiving</b> Forgiveness is the restoration of relationship despite hurt caused.</p> <p><b>Responding to suffering</b> An exploration of the strong motivations within traditions for the relief of prima facie suffering e.g. poverty</p>	<p><b>Being Temperate, Self-Disciplined and Seeking Contentment</b> Understand the impact of any and every 'audience' upon behaviour</p> <p><b>Being Thankful</b> Religious Traditions teach that God is the ultimate supplier of all our needs, and as such deserves thanks.</p>	<p><b>Being Imaginative and Exploratory/Appreciating Beauty</b> The scientific world view of a god-less universe that came into existence by chance is explored along with creation stories from several religious traditions.</p>	Artefact box (Hinduism and Buddhism)
Year 5	<p><b>Being Modest and Listening to Others</b> Explore the Christian view of Easter and key elements of Islam</p>	<p><b>Being Loyal and Steadfast</b> Understand the internal and external aspects of</p>	<p><b>Being Open, Honest and Truthful</b> Promote deeper consideration of honesty. In particular,</p>	<p><b>Participating and Willing to Lead</b> Understand that motivation for leadership in traditions</p>	<p><b>Being Temperate, Self-Disciplined and Seeking Contentment</b> Take personal</p>	<p><b>Being Thankful</b> Understand that a heartfelt gratitude is more than mere 'manners'. It can</p>	Artefact box (Sikhism and other inc. Judaism)

	<p>teaching about those events</p> <p><b>Being Attentive to the sacred as well as the precious</b> Understand that traditions often use language poetically. 'Listening' to God usually refers to attentiveness, not necessarily that God makes a sound. God is often thought to 'speak' through Scripture.</p>	<p>friendship; both to people and to Jesus.</p> <p><b>Being Hopeful and Visionary</b> Understand that the way we live may be influenced by our views of this lifetime in terms of the totality of our existence.</p>	<p>that our reactions to truth and to dishonesty are often highly charged and inconsistent.</p> <p><b>Caring for Others, Animals and the Environment</b> Begin to understand that the family unit is the primary caring structure in society. Traditions acknowledge this in wedding services and marriage practices.</p>	<p>focuses more on responsibility and service rather than prestige and reward</p> <p><b>Sharing and Being Generous</b> Understand that giving can take the form of hospitality or volunteering</p> <p><b>Experiential RE-Sikhism (Langar)</b></p>	<p>responsibility for our own behaviour by choosing those who will influence us</p> <p><b>Being Accountable and Living with Integrity</b> Understand that some individuals adopt one consistent moral code. Others address questions of morality individually on each occasion</p>	<p>lead to radical changes in behaviour.</p> <p><b>Being Imaginative and Exploratory</b> Understand that artistic freedom and the freedom of thought are highly valued in modern day Britain. This unit raises questions about limitations imposed by religious traditions.</p> <p><b>Experiential RE-</b> Explore how different religions encourage and prohibit art within their religions.</p>	
Year 6	<p><b>Living by rules</b> Understand that some rules originating in religious traditions underpin the rules of law whilst others contradict and conflict with it</p> <p><b>Being Fair and Just</b> Understand that life is unfair...no matter what your background</p>	<p><b>Creating Unity and Harmony</b> Understand that diversity and individuality have their place in unity and harmony</p> <p><b>Creating Inclusion Identity and Belonging</b> Understand that the inner sense of religious identity is hard to display and is sometimes reflected in names</p>	<p><b>Remembering Roots</b> Understand that memory speaks not only to our present but also to our future</p> <p><b>Being Courageous and Confident</b> Understand that being courageous is to live confidently according to our beliefs, among others who may believe and behave differently.</p>	<p><b>Responding to suffering</b> Deeper exploration of motivations to relieve suffering</p> <p><b>Being Merciful and Forgiving</b> Mercy is the removal of the threat of punishment despite the offence given.</p>	<p><b>Expressing Joy</b> Religious joy is often, but not always about partying. In many Traditions joy can also be found in self-denial and obedience.</p> <p><b>Appreciating Beauty</b> Understanding The Lord's prayer – an introduction.</p> <p><b>Experiential RE-Islam (Geometric Art)</b></p>	<p><b>Curious and Valuing Knowledge</b> Understand that wisdom, a deep knowledge of existence is highly valued across a range of Traditions. Pupils begin to explore whether facts and knowledge are the same as thinking and understanding.</p> <p><b>Being Reflective and Self Critical</b> Understand that in some traditions perfection is a standard that is hard, if not impossible for an ordinary person to</p>	Artefact box (Christianity and Islam)

						achieve without divine intervention.	
						<b>Experiential RE-</b> Christianity (To understand and appreciate how we can learn from events of the past)	