

Eynesbury Church of England Primary School - overview of RE (from September 2015)

based on 2013 Cambridgeshire Agreed Syllabus

Units in blue are core units and some of these can be found on the server as indicated on grid (provided by LEA)

Units in red have been supplied by the diocese and can be found via the following link: <http://www.stir-up.org.uk/ChristianitySDUs.html>

Underneath each year group are the skills which should be covered (taken from level descriptors from the Agreed Syllabus). Year 1 based on level 1, Year 2 on level 2, Year 3 on levels 2 and 3, Year 4 on level 3, Year 5 on levels 3 and 4 and Year 6 on level 4
Please note that the core units from the LEA also have descriptions of what children should be able to do at the end of the unit for each level

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Ourselfs, Our Families and our communities: Where do we belong? (server)	Christmas	Celebrations and special times: What happens at a festival? (server)	Easter	Celebrations and special times: What happens at a wedding or when a baby is born? (server)	Special books: What can we learn from stories from different religions? (server)
Year 1	Places in Christianity: What makes a church a special place for Christian people? (server) (Church visit before Harvest for familiarity)	Who is a Christian and what do they believe? (Bedford) Christmas - focus on light/ Christingle	How do we show we care for others? (Bedford)	The Family in Christianity: What difference does it make belonging to a faith community? (server) (Ends with Easter - focus Palm Sunday)	How can people today be part of the Big Story of the Bible?	
Year 1 Skills	Use religious words and phrases to identify features of religious places Talk about what they find interesting or puzzling	Use religious words to recognise features of religious life Express and talk about what is of value and concern to themselves and others	Recall religious stories Express and talk about their own experiences and feelings Express and talk about what is of value and concern to themselves and others	Can recall actions and celebrations and recognise religious symbols, words, gestures and artefacts Express and talk about their own experiences and feelings Express and talk about what is of value and concern to themselves and others	Recall religious stories Recognise religious words and symbols, features of religious life and practice, gestures and artefacts Express and talk about their own experiences, feelings and celebrations Express and talk about what is of value and concern to themselves and others Express what they find interesting and puzzled	

Year 2	People in Christianity: Who was Jesus? A great leader and teacher? (server)	Celebrations: Why is Christmas important to Christians? Focus on angels	Stories and symbols: How do the stories from the gurus and the concept of seva affect Sikh children?	Self and community: How does the Khalsa influence the lives of Sikh families? Easter - focus money changers in temple	What is Christian worship?	What do Christians believe about God and how does He affect their lives?
Year 2 skills	Retell and suggest meanings for religious stories and actions Recognise that some questions cause people to wonder and are difficult to answer	Use religious words and phrases to identify religion's importance to some people recognise their own values and those of others ask and respond sensitively to questions about their own and other's experiences	Begin to show awareness of similarities and differences in religions Retell and suggest meaning for religious stories and actions Use religious words and phrases to identify religion's importance to some people ask and respond sensitively to questions about their own and other's recognise their own values and those of others Identify how religion is expressed in different ways	Use religious words and phrases to identify religion's importance to some people Suggest meanings for religious actions and symbols Identify how religion is expressed in different ways	Use religious words and phrases to identify religion's importance to some people recognise their own values and those of others	
Year 3	Why pray?	Why are sacred texts important to believers? (Bedford) Christmas - focus on Wise Men	Judaism: What is important for Jews about being part of God's family? (server)	The church year: Is Easter a festival of new life or sacrifice? (server) Easter progression focus: Last Supper	Who is the Holy Spirit? (to include Trinity and Pentecost)	Christianity: What do people believe about the creation of our world?
Year 3 skills	Identify how religion is expressed in different ways Begin to identify the impact religion has on believer's lifestyles Describe some forms of religious expression Ask questions about religious beliefs and lifestyles, linking their own and other's responses	Make links between beliefs and sources, including sacred texts Identify what influences them, making links between aspects of their own and other's experiences	Identify how religion is expressed in different ways Use a developing religious vocabulary to describe some key features of religion, recognising similarities and differences Begin to identify the impact religion has on believers' lifestyles	Use increased range of religious words and phrases to identify religion's importance for some people Ask important questions about religious beliefs and lifestyles, linking their own and other's responses Make links between beliefs and sources, including religious stories	Ask questions about religious beliefs and lifestyles, linking their own and other's responses ask and respond sensitively to questions about their own and other's suggest reasons for religious symbols use a developing religious vocabulary to describe some key features of religion,	Make links between values and commitments and their own attitudes and behaviour Begin to identify the impact religion has on believers' lifestyles
Year 4	Islam: Why is prayer important to Muslims and not for some people? (server)	Christian Worship: How and why are churches different? (Visits to three local churches) Christmas - focus on Shepherds	Why do people go on journeys and pilgrimages?	How and why does a Christian follow Jesus? (include Easter - focus Good Friday) (Bedford p53)	Church People: Who are the 'Saints of God' and why are they important?	How should we live and who can inspire us? (Bedford p51)

<p>Year 4 skills</p>	<p>Describe some forms of religious expression Use a developing religious vocabulary to describe and show understanding of practices, beliefs, lifestyles, ideas, feelings and experiences Ask important questions about religious beliefs and lifestyles, linking their own and others' responses</p>	<p>Use a developing religious vocabulary to describe and show understanding of practices, beliefs, ideas and experiences Describe similarities and differences between different churches Ask important questions about religious beliefs and lifestyles, linking their own and others' responses</p>	<p>Use a developing religious vocabulary to describe and show understanding of practices, beliefs, experiences and feelings Make links between pilgrimages, describing similarities and differences Describe the impact of religion on people's lifestyles Make links between values and commitments and their own attitudes and behaviours</p>		<p>Describe some Christian beliefs and experiences Begin to identify the impact of faith on people's lives Recognise some similarities and differences between lives of different saints Identify what influences their own attitudes and behaviours towards belonging</p>	<p>Make links between beliefs and sources, including religious stories Begin to identify the impact religion has on believers' lives Ask important questions about religious beliefs and lifestyles, linking their own and others' responses</p>
<p>Year 5</p>	<p>Christianity and Judaism: Is religion what you say or what you do?</p>	<p>Is the Bible like a handbook? Christmas - focus on differences between the gospel recounts</p>	<p>Hinduism: What can stories and images of deities tell us about Hindu beliefs?</p>	<p>Jesus: Who do people say I am? (I am sayings: different emphasis to Year 6 unit) Easter link - focus Easter Sunday</p>	<p>What is the significance of symbols in Christianity? (to include Communion, baptism - child and adult as well as fish, cross, dove etc)</p>	<p>Beliefs and Actions in the World: What key beliefs influence people's faith and how do people of faith live out their lives?</p>
<p>Year 5 skills</p>	<p>Use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences Describe the impact religion has on believers' lifestyles Describe forms of religious expression Ask important questions about religious beliefs and lifestyles, linking their own and others' responses</p>	<p>Make links between beliefs and sources, including religious stories and sacred texts Describe the impact religion has on believers' lifestyles Identify what influences them, making links between aspects of their own and others' experiences</p>	<p>Use a developing religious vocabulary to describe some key features of religions, including sources, beliefs and practices, recognising similarities and differences Make links between beliefs and practices within and between religions Ask important questions about religious beliefs and lifestyles</p>	<p>Use a developing religious vocabulary to describe and show understanding of sources, ideas and feelings Describe the impact of religion on people's lifestyles Raise and suggest answers to questions of identity, values and commitment</p>	<p>Use religious vocabulary to show understanding of beliefs and explain the meaning of symbols Describe the impact of religion on peoples' lifestyles Raise and suggest answers to questions of identity, diversity, belonging</p>	<p>Use a developing religious vocabulary to describe and show understanding of sources, authorities, practices, beliefs, ideas, feelings and experiences Apply their ideas simply to their own and others' lives Describe what inspires and influences themselves and others</p>

Year 6	Where how and why do people worship? (multi-faith) (Bedford p50) (Bedford visit plus Cathedral day)	Jesus : Who do people say I am? (Jesus explored through art) - leading into art based look at how culture affects celebration of Christmas	Buddhism: What does it mean to be a Buddhist? Can we all be enlightened?	What happens when we die? Link to Easter - focus - would Christianity exist without Easter? Link with Christmas	Can religions help to build a fair world and stop poverty? (Bedford p62)	Christians in other parts of the world: What is it like to be a Christian in Vellore? (pack in resources room)
Year 6 skills	<p>Make links between different places of worship, describing similarities and differences within and between religions</p> <p>Know that these might illustrate distinctive beliefs between religions</p> <p>Raise and suggest answers to questions of sacredness in places of worship</p> <p>Demonstrate empathy and respect for faiths and cultures different to their own</p>	<p>Use developing religious vocabulary to describe and show understanding of religious art sources</p> <p>Describe impact of religion on people's lifestyles</p> <p>Describe what inspires and influences them</p> <p>Raise questions of sacredness, meaning and truth</p>	<p>Describe forms of religious expression</p> <p>Use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals</p> <p>Raise and suggest answers to questions of sacredness, diversity, identity, belonging, purpose, truth and values</p>	<p>Use an increasingly wide religious vocabulary to explain the impact of beliefs, feelings and ideas</p> <p>Describe similarities and differences between beliefs of different faiths</p> <p>Apply their ideas simply to their own and others' lives</p>	<p>Describe the impact of beliefs on people's lifestyles</p> <p>Make links between different beliefs about fair world and poverty</p> <p>Describe what inspires and influences them</p> <p>Apply their own ideas to their own and other peoples' lives</p>	<p>Use an increasingly wide religious vocabulary to describe and show understanding of religious beliefs, practices and lifestyles</p> <p>Describe and explain differences between Christians in different parts of the world</p> <p>Describe the impact of religion on peoples' lifestyles</p> <p>Raise and suggest answers to questions of identity, diversity, belonging, purpose, truth and values</p>