

## Whole School RE Overview – Making Links

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 (Cycle A) 2022-2023	Who should you follow?  Christianity <b>Judaism</b>	Do religious symbols mean the same to everyone?  Christianity <b>Judaism</b>	Is it important to celebrate the new year?  Christianity <b>Judaism</b>	How should the church celebrate Easter?  Christianity <b>Judaism</b>	Can stories change people?  Christianity <b>Judaism</b>	How should you spend the weekend?  <b>Judaism</b>
	U1 – Drawing on information gathered about the people special to Christians and Jews, this unit looks more at the nature of the people followed and explores the qualities of leaders, addressing the question of whether leaders are needed. This reinforces the issues of diversity within and between religious and non-religious groups, while also looking at the impact of leaders on communities and society. (T, H/S & P)	U2 – Looking at the symbols people choose to demonstrate who they are following, this expands on the previous unit and continues the themes of impact of beliefs on individuals and societies, as well as diversity. The stories and beliefs behind the symbols pick up the issue of interpretation. (H/S & T)	U3 – In many ways the celebration of new year in the Western world is largely tradition. This unit therefore continues the theme of diversity of belief and practice, including non-religious ideas, as it explores a variety of new year celebrations. Asking if the new year should be celebrated, links back to Y1 U2 about Christmas and harvest, deepening children’s understanding of what makes something worth celebrating. (H/S & P)	U4 – Continuing the theme of how things should be celebrated, this unit returns to the central figure of Christianity and the most important celebration. Drawing on what they have learned about all the different celebrations, the character of Jesus, why certain people are worth following and how texts can be interpreted they have an opportunity to think about the impact of the Easter story on the church, Christians and society. (T, H/S)	U5 – If the Easter story changed the way that people understood who Jesus was, can other stories have an impact? Is it reading the story or is it having the experience that makes a difference? Is everyone affected the same way by a story, and should stories influence the way we behave? These are some of the questions that this unit should enable pupils to encounter. There are further opportunities for variety of interpretation, as well as an exploration of right and wrong. (T, P & H/S)	U6 – Shabbat is an example of how a story – the creation story – has influenced the behaviour of a group of people. The Jewish day of rest is based on the creation story, as well as the commandments of God. This begins to introduce the idea that in many religious groups there are rules that need to be followed. This brings the discussion round to the questions raised at the beginning of the phase, about who and what is special, which is the unifying theme of the key stage. (T, H/S & P)

## Whole School RE Overview – Making Links

<p>KS1 (Cycle B) 2023-2024</p>	<p>Is everyone special?  Christianity</p>	<p>Should we celebrate Harvest or Christmas?  Christianity</p>	<p>How should people care for the world?  Christianity <b>Judaism</b></p>	<p>Should everyone follow Jesus?  Christianity <b>Judaism</b></p>	<p>Are some stories more important than others?  Christianity <b>Judaism</b></p>	<p>Do we need shared special places?  <b>Judaism</b></p>
	<p>This unit looks at the concept of “special” and what makes people special. It begins to explore the concept of God as special and the ways that people choose to show that they belong. They will begin to see that people are different and that what they do is not the only way of doing things. (H/S &amp; P)</p>	<p>Most children will be familiar with Christmas and harvest from nursery/reception and what makes these times special for certain people. They will see that there are stories behind these celebrations but that they are not celebrated in the same way by everyone. They will continue to see and come to understand that not everyone celebrates the same things. (T, H/S)</p>	<p>- The foundational story for the three Abrahamic faiths is explored, giving children an opportunity to see how text and experience (through the Psalms, as well as their own) gives rise to belief in God and may lead people to worship. They will see that belief can lead to action of some kind and that there is a wider social impact from what is believed. (T, H/S)</p>	<p>An exploration of Jesus as the most important person for Christians; having encountered him in the Christmas story they now have a chance to explore why this person, whose birth was celebrated at Christmas, is still remembered and followed today. (T, H/S)</p>	<p>An exploration of the most important people for Jews through the stories from the Old Testament. They will begin to see that people read text differently (interpretation) and that these stories impact on how people behave. They will begin to think about whether it makes sense to use story as a guide for life. (T, H/S &amp; P)</p>	<p>This will now move them on to thinking about whether there are special places, as well as special times and special people. There is potential to bring in some history and geography, as well as some of the philosophical elements of whether a place is really special and what makes it special. It will also explore diversity of practice within the religion studied (different synagogues, different churches) and reinforce the idea from U1 that not everyone believes and does things the same way. (H/S &amp; P)</p>

## Whole School RE Overview – Making Links

LKS2 (Cycle A)	Do Murtis help Hindus understand God? <b>Hinduism</b>	Does the Christian narrative need Mary? Christianity	Is a holy journey necessary for believers? Christianity <b>Hinduism</b> Other	Should believers give things up? Christianity <b>Hinduism</b>	Did Jesus really do miracles? Christianity	Does prayer change things? Christianity
	U1 – Drawing together story and symbol, this unit explores what Hindus learn about God from the Murtis and how beliefs about God impact on behaviour, particularly with regard to prayer and devotion. The question about learning from stories that may or may not be true can also be pursued here. Are the tales to be understood literally or symbolically? What do those tales reveal about the character of God? The variety of Murtis available indicates something of the diversity inherent in the Hindu tradition. (T, H/S)	U2 – Looks at the symbols associated with Mary, the Mother of Jesus and what these symbols reveal about a Christian understanding of her significance. Exploring her journey through the Christmas narrative makes a link to the theme of commitment running through this phase. Questions of right and wrong, good over evil and being prepared to make hard choices predominate. What does the character and experience of Mary teach Christians about God? It raises the question of whether “ordinary people” are also special. (T)	U3 – Mary showed commitment. What other ways are there to show commitment? Looking at pilgrimage here draws together elements from Y1 U6 on special places and Mary’s journey in Y4 U2. Jesus’ journey through Holy Week (Y3 U4) provides another link, if this has been studied. It asks pupils to consider whether it is the destination or the journey that counts. Making links to pilgrimage in a range of faiths will enable pupils to see the similarities in forms of worship. (T, H/S & P)	U4 – The sacrifices entailed in going on pilgrimage, provide a link to the question of giving things up for Lent. This is also a question of commitment and purpose. Opportunities to explore the way that the observance of Lent has changed over time can raise questions about whether people today show the same level of commitment as in the past. Diversity of practice within the Christian community is also an important element. (T, H/S & P)	U5 – Many places of pilgrimage are associated with miracles, so this unit asks whether the miracles attributed to Jesus, including 40 days in the desert without food or water, really happened. Having already encountered that there may be truth in fiction, pupils should be able to talk about what Christians learn from the miracles about God, even if they don’t believe they are true. (T, P)	U6 – If Jesus could do miracles because of the Holy Spirit, and Christians believe they have the Holy Spirit, can they do miracles? This unit on prayer draws together learning about the authority and power of Jesus, the commitment of the believer and the impact of these things on individuals and society. If prayer is a way of showing commitment, does it make a difference? Is prayer just humans talking to God? This is a fundamental question in preparation for Y5 U2. (H/S, P)

## Whole School RE Overview – Making Links

LKS2 (Cycle B)	Does taking bread and wine show that someone is a Christian?	Is light a good symbol for celebration?	Is a Hindu child free to choose how to live?	Does Easter make sense without Passover?	Does Jesus have authority for everyone?	Can made up stories tell the truth?
	Christianity <b>Judaism</b>	Christianity <b>Hinduism</b> <b>Judaism</b>	<b>Hinduism</b>	Christianity <b>Judaism</b>	Christianity	Christianity
	Children will have previously explored the importance of a church for a Christian child and about the Jewish Shabbat. They will have drawn comparisons with different ways of showing commitment.	The children have been introduced to the other practices that are based on sacred texts (Divali and Christmas) and one based more on tradition (Chanukah). This develops the work in KS1 where the children explored Christmas and Harvest and the use of symbols and now looks at the use of light in festivals across the three religions, focusing on the similarities and the differences. There is a focus on the triumph of good over ill. (T/HS & P)	This returns to the theme of commitment, bringing in rules and regulations, touched on in Y2 U6. It explores why rules are important and the impact the following them has on the lives of those who choose to do so. This can be linked to the story of Divali from Y3 U2, as that touches on duty and obedience as well. (T, H/S & P)	This develops the themes of leadership from KS1, as well as symbolism, and takes pupils deeper into the Easter story, building on from Y2 U4. It emphasises the links between Judaism and Christianity and shows how a leader/teacher can bring about change. It allows pupils to explore Jesus as saviour. (T, H/S)	This continues the theme of the authority of Jesus and the way that he taught so that people followed him. It looks at commitment from the point of view of the disciples, picking up from the Easter story the fact that while some people followed him others did not. (T, P)	U1 This unit looks in more detail at the specific teachings of Jesus, largely given through parables, and begins to raise issues of truth and authenticity. It explores what Christians can learn about God from the parables. It explores the impact that religious teaching can have on lifestyle choices. It also acknowledges that texts are open to different interpretations. It builds on Y2 U5 about the way that stories can change people and asks if that is the intent of the parables. (T, H/S & P)

## Whole School RE Overview – Making Links

UKS2 (Cycle A)	<p>Do Sikhs need the Guru Granth Sahib</p> <p>Christianity <b>Sikh</b></p>	<p>Does God communicate with humans?</p> <p>Christianity</p>	<p>Does the community of the Gurdwara help Sikhs lead better lives?</p> <p>Christianity <b>Sikh</b></p>	<p>Was the death of Jesus a worthwhile sacrifice?</p> <p>Christianity</p>	<p>Are you inspired?</p> <p>Christianity</p>	<p>What's best for our world? Does religion help people decide?</p> <p>Christianity <b>Sikh</b> <b>Other</b></p>
	<p>U1 – Having looked in Y3 and Y4 at the authority of Christian scripture, this unit looks at the origin, authority and impact of a sacred text from a different tradition. In both Sikh and Muslim tradition, scriptures have been communicated by God. This links it to Y4 U6 which looks at the practice of prayer and its impact on individuals, communities and societies. (T, H/S)* –</p>	<p>U2 – Christians also believe that scripture has been communicated by God, and the Old Testament contains texts that are taken to reveal specific communications to humankind. The prophecies of the birth of Jesus show God's involvement in the world and support the Christian understanding of Jesus as Son of God, Saviour, the second person of the Trinity. (T, P) Teachings from Islam and Sikhism also encourage acts of generosity and service. (T, H/S 7 P)</p>	<p>U3 – For Sikhs and Muslims, the sacred texts are revered and kept in the place of worship. This is particularly true of the Sikh scriptures. How else is the place of worship used by the community? Does this help members to play a full role in their communities and help them to live out the teachings of their scriptures? The role of the place of worship as a centre for teaching and encouraging commitment links back to the units on pilgrimage and special places. (H/S)</p>	<p>U4 – The ultimate commitment to a set of beliefs is to die for it. What did the death of Jesus achieve? This gets to the key teaching of Christianity and should include looking at the prophecies of the death of Jesus. This draws together questions of the authority of scripture, the nature of commitment and sacrifice and questions of truth. (T, P)</p>	<p>U5 – The death and resurrection of Jesus led to the giving of the Holy Spirit at the day of Pentecost. The Spirit and prayer enabled Jesus to go through with his journey to the cross. The Spirit enabled the disciples to show outstanding commitment. Christians believe that the Holy Spirit still transforms the lives of individuals today. (T, H/S)</p>	<p>U6 – Christians believe that one of the impacts of the Holy Spirit is to inspire people to action, particularly action that helps other people. This links to charities that seek to improve the world.</p>

## Whole School RE Overview – Making Links

UKS2 (Cycle B)	<p>Are the saints encouraging role models?</p> <p>Christianity</p>	<p>Do Muslims need the Qur'an? Is "God made man" a good way to understand the Christmas story?</p> <p>ChristianityIslam</p>	<p>Do clothes express beliefs?</p> <p>ChristianityIslamSikh HinduismJudaism</p>	<p>Is the resurrection important to Christians?</p> <p>Christianity</p>	<p>Can we know what God is like?</p> <p>ChristianityIslam</p>	<p>Does it matter what we believe about creation?</p> <p>ChristianityIslamSikh Other HinduismJudaism</p>
	<p>– People who are extraordinarily generous, selfless, engaged in social action at personal cost, or able to stand firm in the face of persecution and trouble are often referred to as saints. Many of them believe that God communicates directly with them, in prayer and contemplation and that gives them particular courage. Such people are often held up as inspirational and are role models. (H/S, P)</p>	<p>Having looked in Y3 and Y4 at the authority of Christian scripture, this unit looks at the origin, authority and impact of a sacred text from a different tradition. In both Sikh and Muslim tradition, scriptures have been communicated by God. This links it to Y4 U6 which looks at the practice of prayer and its impact on individuals, communities and societies. (T, H/S)*</p> <p>Jesus is sometimes called a saint; in Islam he is counted as a prophet (Isa). Christians believe that although Jesus did miracles, spent time with God and showed a</p>	<p>Saints often stand out from the crowd because of the way that they behave. People may stand out from the crowd because of the clothes they choose to wear, sometimes because of religious beliefs. Pupils will consider whether this is a worthwhile choice to make. The extent to which these choices lead to persecution or make participating in wider society draw pupils back to the issue of commitment. (H/S, P)</p>	<p>This unit looks at the issues of life after death and the Christian belief in the resurrection. It links to previous learning with questions about the identity of Jesus and the authority of scripture. It builds on the previous units on Easter and brings the study of the person of Jesus to a conclusion. There are links to the Y5 U5 and Y6 U1. (T, P)</p>	<p>This unit brings together everything pupils have learned about God, sacred text, symbolism and revelation. It gives pupils an opportunity to explore a range of different ways that people express their beliefs and seek to find answers to some of the big questions of life. (P)</p>	<p>Another of the big questions of life centres around creation and what people believe about the world. As in many of the other units in this phase pupils will look at what people do because of what they believe. This has therefore moved them on from looking at how people show commitment (LKS2) to how beliefs propel people into social action of some kind. (P, T)</p>



Shine as Lights in the World  
Philippians 2.15

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Shine as Lights in the World  
Philippians 2.15

		<p>genuine concern for people he did this because he was and is God. This Christian view of Jesus marks him out from other saintly people. This has an impact on the way that he is revered by Christians. (T)</p>				
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