



RE long-term overview incorporating Breadth of Study and Threshold Concepts and skills YR-Y6

<p>Threshold Concepts (KS1 and KS2): These are designed to be advanced throughout the primary years. This reflects the nature of growing depth and mastery. They should be repeatable. They become both the planning and assessment foci.</p>						
<p>Breadth of Study KS1: What will be covered?</p> <ul style="list-style-type: none"> • Study the main stories of Christianity. • Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism. • Study other religions of interest to pupils. 	<p>Threshold Concepts</p>					
	<p>Understand beliefs and teachings: This concept involves understanding the key teachings of various religions.</p>	<p>Understand practices and lifestyles: This concept involves understanding the day to day lives and practices of various religions.</p>	<p>Understand how beliefs are conveyed: This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p>	<p>Reflect: This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<p>Understand values: This concept involves an appreciation of how many people place values as an important aspect of their lives.</p>	
<p>YR</p>	<p>Understanding the World: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. What makes people special? / What is Christmas? / How do people celebrate? / What is Easter? / What can we learn from stories? / What makes places special?</p>					
<p>Enrichment for YR</p>	<p>Harvest Festival, Reception Nativity, Around the World topic</p>					
<p>Ongoing continuous provision for R</p>	<p>Christian religious festivals celebrated throughout the year – e.g. Harvest, Christmas, Easter Around the World topic – visitors in sharing traditional food (cooking), artefacts, clothing, made clay divas, Chinese New Year topic – parade, clothing</p>					
<p>Y1</p>	<p>Christianity: The Creation Story, The Christmas Story / Judaism: Chanukah, Christianity – The Easter Story / Judaism: Shabbat, Rosh Hashanah and Yom Kippur</p>					
	<ul style="list-style-type: none"> • Describe some of the teachings of a religion. <i>(basic/simple description of some of the teachings explored)</i> • Describe some of the main festivals or celebrations of a religion. <i>(basic/simple description of some aspects of the main festivals or celebrations explored)</i> • Explain how religious beliefs shape the lives of individuals and communities. <i>(basic/simple explanation of some ways believers’ lives are shaped by their beliefs)</i> 	<ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. <i>(focus on identifying in Y1)</i> 	<ul style="list-style-type: none"> • Name and explain the meaning of some religious symbols. <i>(children should be able to recognise and name religious symbols)</i> 	<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. <i>(children should begin to compare to religious beliefs, but may need prompting)</i> • Relate emotions to some of the experiences of religious figures studied. <i>(simple emotions related to some of the experiences/some of the religious figures studied – may need prompting)</i> • Ask questions about puzzling aspects of life. <i>(may need prompting or guidance)</i> 	<ul style="list-style-type: none"> • Identify how they have to make their own choices in life. <i>(with prompting or guidance)</i> • Explain how actions affect others. • Show an understanding of the term ‘morals’. <i>(with support, children will understand that morals is understanding right from wrong).</i> 	
<p>Enrichment for Y1</p>	<p>Harvest Festival, KS1 Nativity</p>					
<p>Y2</p>	<p>Christianity: What did Jesus teach?, The Christmas Story / Judaism: Passover, Christianity: The Easter Story / Judaism: The Covenant Rites of Passage</p>					
	<ul style="list-style-type: none"> • Describe some of the teachings of a religion. <i>(describe in</i> 	<ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and 	<ul style="list-style-type: none"> • Name and explain the meaning of some religious symbols. <i>(possibly building on the</i> 	<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to 	<ul style="list-style-type: none"> • Identify how they have to make their own choices in life. <i>(independently)</i> 	



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	<p><i>detail the teachings explored</i></p> <ul style="list-style-type: none"> Describe some of the main festivals or celebrations of a religion. <i>(describe in detail the festivals or celebrations explored)</i> Explain how religious beliefs shape the lives of individuals and communities. <i>(detailed explanation of different ways believers' lives are shaped by their beliefs)</i> 	<p>practices. <i>(focus on describing in Y2)</i></p>	<p><i>religious symbols explored in Y1, children should be able to explain what religious symbols represent.)</i></p>	<p>religious beliefs. <i>(children should be independently able to compare to religious beliefs with little to no prompting).</i></p> <ul style="list-style-type: none"> Relate emotions to some of the experiences of religious figures studied. <i>(deeper emotions (i.e. more developed than happy/sad) related to most of the religious figures studied – needing little prompting).</i> Ask questions about puzzling aspects of life. <i>(should be independently questioning)</i> 	<p>Explain how actions affect others. (this will be revisited during PSHCE/play time disputes etc.)</p> <ul style="list-style-type: none"> Show an understanding of the term 'morals'. <i>(children should be able to describe the term morals and give examples of morals in their own lives, e.g. explaining right and wrong actions)</i>
Enrichment for Y2	Harvest Festival, KS1 Nativity, priest visit, trip to local church (identifying features of a church)				
Ongoing continuous provision for KS1	Christian religious festivals celebrated throughout the year – e.g. Harvest, Christmas, Easter Make links between Jesus' teachings and children's experiences throughout the year, e.g. what would Jesus do? Revisit/celebrate Jewish festivals or celebrations like Chanukah and Passover when they occur.				
Religious Vocabulary for KS1	Believe, beliefs, festival, celebration, artefacts, symbols, morals – plus topic specific vocabulary (see knowledge organisers)				
KS2: Breadth of study	Threshold Concepts				
	<ul style="list-style-type: none"> Study the beliefs, festivals and celebrations of Christianity. Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism. Study three of the major six religions not studied in depth in order to gain a brief outline. Study other religions of interest to pupils 	<p>Understand beliefs and teachings: This concept involves understanding the key teachings of various religions.</p>	<p>Understand practices and lifestyles: This concept involves understanding the day to day lives and practices of various religions.</p>	<p>Understand how beliefs are conveyed: This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p>	<p>Reflect: This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>
Y3	<p>Christianity: Jesus' Miracles, The Christmas Story / Sikhism: The Amrit Ceremony and the Khalsa, Christianity: The Easter Story / Sikhism: Sharing and Community, Prayer and Worship</p>				
	<ul style="list-style-type: none"> Present the key teachings and beliefs of a religion. <i>(simple presentation of what they have learned)</i> Refer to religious figures and holy books to explain answers. <i>(with support or prompting, children will make reference to figures/holy books)</i> 	<ul style="list-style-type: none"> Identify religious artefacts and buildings and explain how and why they are used. <i>(children should be able to explain how the artefact/building is used, they may need support/prompting to discuss why they are used. Children should make links to religious beliefs to explain the use of artefacts)</i> 	<ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. 	<ul style="list-style-type: none"> Show an understanding that personal experiences and feelings influence attitudes and actions. <i>(with prompting or support)</i> Give some reasons why religious figures may have acted as they did. <i>(with prompting or support, simple reasons suggested)</i> 	<ul style="list-style-type: none"> Explain how the beliefs and values of communities and individuals affect people's behaviour. <i>(children should explore a few values – the focus should be on linking a small number of values to behaviour/actions, with support or prompting)</i> Discuss and give opinions on stories



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		<ul style="list-style-type: none"> Explain some of the religious practices of both clerics and individuals. <i>(children should be able to distinguish clearly between clerics and individuals and explain some of their practices in detail)</i> 		<ul style="list-style-type: none"> Ask questions that have no universally agreed answers. <i>(may need prompting or guidance)</i> 	involving moral dilemmas.
Enrichment for Y3	Harvest Festival				
Y4	Christianity: People of God, The Christmas Story / Buddhism: Buddha's Teachings , Christianity: The Easter Story / Buddhism: The Eight-Fold Path				
	<ul style="list-style-type: none"> Present the key teachings and beliefs of a religion. <i>(more in-depth explanation of what they have learned – making links within/across religions with support).</i> Refer to religious figures and holy books to explain answers. <i>(children should be independently referring to religious figures and holy books in their answers)</i> 	<ul style="list-style-type: none"> Identify religious artefacts-and buildings and explain how and why they are used. <i>(children should make links to religious beliefs to explain features of religious buildings and uses of artefacts)</i> Explain some of the religious practices of both clerics and individuals. <i>(children should make comparisons between individuals and clerics).</i> 	<ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. 	<ul style="list-style-type: none"> Show an understanding that personal experiences and feelings influence attitudes and actions. <i>(children should identify this independently)</i> Give some reasons why religious figures may have acted as they did. <i>(independently, children should give more detailed reasons and justify their answers using their acquired religious knowledge)</i> Ask questions that have no universally agreed answers. <i>(should be independently questioning – may begin to suggest answers)</i> 	<ul style="list-style-type: none"> Explain how the beliefs and values of communities and individuals affect people's behaviour. <i>(independently: children may make links between religions studied previously – not just this year. Children should be able to link more values to behaviour and actions)</i> Discuss and give opinions on stories involving moral dilemmas.
Enrichment for Y4	Harvest Festival				
Ongoing continuous provision for LKS2	Christian religious festivals celebrated throughout the year – e.g. Harvest, Christmas, Easter Revisit/celebrate Sikh or Buddhist festivals or celebrations when they occur.				
Religious Vocabulary for LKS2	Believe, beliefs, artefacts, cleric, religious symbolism, values, community, moral dilemmas - plus topic specific vocabulary (see knowledge organisers)				
Y5	Hinduism: Beliefs, Christianity: The Christmas Story / Hinduism: Beliefs and Moral Values , Christianity: The Easter Story / Hinduism: Prayer and Worship, Christianity: Beliefs and Practices				
	<ul style="list-style-type: none"> Explain how some teachings and beliefs are shared between religions. <i>(with support or prompting, children will begin to make links between some religions – likely Christianity and...)</i> Explain how religious beliefs shape the lives of individuals and communities. <i>(may only focus on a few religious beliefs and how they shape lives)</i> 	<ul style="list-style-type: none"> Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. <i>(links may be made to previous religions studied – not just in this year)</i> Show an understanding of the role of a spiritual leader. 	<ul style="list-style-type: none"> Explain some of the different ways that individuals show their beliefs. 	<ul style="list-style-type: none"> Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. <i>(with support or prompting to relate)</i> Explain their own ideas about the answers to ultimate questions and why their own answers may differ between individuals <i>(with prompting or support – may need prompting or guidance to suggest their own ideas)</i> 	<ul style="list-style-type: none"> Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). <i>(developing awareness of morals, requiring prompting or support to give examples)</i> Express their own values and remain respectful of those with different values. <i>(this should be ongoing)</i>



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					<i>– not necessarily linked to a specific topic)</i>
Enrichment for Y5	Harvest Festival, Y5 Easter Service				
Y6	Islam: Beliefs and Practices, Christianity: The Christmas Story / Christianity: Belief and Meaning, The Easter Story / Islam: Beliefs and Moral Values				
	<ul style="list-style-type: none"> Explain how some teachings and beliefs are shared between religions. <i>(independently, children will make links between wider religions, beyond Christianity and...)</i> Explain how religious beliefs shape the lives of individuals and communities. <i>(should be developing to an expanding range of beliefs and how they shape lives)</i> 	<ul style="list-style-type: none"> Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader. 	<ul style="list-style-type: none"> Explain some of the different ways that individuals show their beliefs. 	<ul style="list-style-type: none"> Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. <i>(begin to independently relate)</i> Explain their own ideas about the answers to ultimate questions and why their own answers may differ between individuals <i>(should be able to independently suggest their own ideas and explanations)</i> 	<ul style="list-style-type: none"> Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). <i>(clear understanding of morals, independently able to give examples)</i> Express their own values and remain respectful of those with different values. <i>(this should be ongoing – not necessarily linked to a specific topic)</i>
Enrichment for Y6	Harvest Festival, Y6 Nativity				
Ongoing continuous provision for UKS2	Christian religious festivals celebrated throughout the year – e.g. Harvest, Christmas, Easter Revisit Hindu or Islam festivals or celebrations when they occur.				
Religious Vocabulary for UKS2	Believe, beliefs, practices, lifestyles, faith community, spiritual leader, ultimate question, religious communities, morals, values - plus topic specific vocabulary (see knowledge organisers)				