



EYFS/KS1 RE Overview



		Autumn		Spring	Summer
EYFS	Topic	All about me/Super Me/Food & Drink		Paw, Claws and Whiskers/Fun on the Farm/ Jungle Fun/Under the Sea	Growing Magic/Flutterby Butterfly/Hot and Cold, Fire & Ice
	Religion	Christianity	Christianity	Christianity	Christianity
	Lens	Theology	Theology	Theology	Theology
	Enquiry Question	Why is the word God so important to Christians?	Why do Christians perform Nativity plays at Christmas?	Why do Christians put a cross in an Easter garden?	Why is the word God so important to Christians? Continued from Autumn Term
	Pupils should be taught about	<ul style="list-style-type: none"> · God is the name Christians use for who they believe created the earth and universe. · God is the creator of all things whether good or bad, he is a life giver. · The ten commandments are an important part of Christian living and remind Christians they should honour God's name. 	<ul style="list-style-type: none"> · The birth of Jesus is known as the nativity and it was an important event for Christians. · Christmas is a celebration festival for Christians as it is Jesus's birthday. · Jesus shows what God is like and all humans are made in 'God's image'. · Every human is precious to God, known and loved by God. 	<ul style="list-style-type: none"> · The events of Jesus last week on earth (Holy week). · Palm Sunday was when Jesus entered Jerusalem on a donkey and people called Hosanna to him. · Easter is a period of time longer than one day. · Easter is the most important event in the Christian calendar. · Easter is linked to forgiveness, love and sacrifice. 	<ul style="list-style-type: none"> · God is the name Christians use for who they believe created the earth and universe. · God is the creator of all things whether good or bad, he is a life giver. · The ten commandments are an important part of Christian living and remind Christians they should honour God's name.
	Tier 2 Vocabulary	Creator, Life, Believe, Help	Precious, Love, Celebration, Nativity, Image, Gift, Christmas	Love, Cross, Forgiveness, Easter, Sorry	Creator, Life, Believe, Help
	Tier 3 Vocabulary	God, Universe, Honour, Steward	Christian, God, Bible	Jesus, God, Sacrifice,	God, Universe, Honour, Steward
	Sessions covered	Just session 3 - Harvest	All (4)	All (4)	All, except session 3

	Visits/Visitors	Session 3 Visit to Church or visitor from Church		? Church visitor		
	Outcome	<ul style="list-style-type: none"> • The word God is a name • Christians believe God is the creator of the universe • Christians believe God made our wonderful world and we should look after it 	<ul style="list-style-type: none"> • Christians believe God came to Earth in Human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God. 	<ul style="list-style-type: none"> • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves' • Christians believe Jesus came to show God's love. • Christians try to show love to others 	<ul style="list-style-type: none"> • The word God is a name • Christians believe God is the creator of the universe • Christians believe God made our wonderful world and we should look after it 	
Yr 1	Topic	Toy Story		Eager Explorers	Fighting Fit	
	Religion	Hinduism	Christianity and Islam	Christianity	Judaism Christianity and Hinduism	
	Lens	Philosophy	Human and Social Science	Theology	Theology Philosophy	
	Enquiry Question	What do my senses tell me about the world of religion and belief?	How does a celebration bring a community together?	What does the cross mean to Christians?	What do Jewish people remember on Shabbat?	How did the universe come to be?
	Pupils should be taught about	<ul style="list-style-type: none"> • The five senses (see, hear, smell, touch, taste) and how they are engaged in religion and worship • The worship practice of Hindu Puja • Visual art, e.g., Murti / Image of Hindu God • Artefacts, e.g., Arti Lamp has five wicks one for each blessing • Smell – incense is used as part of Hindu worship at a shrine 	<ul style="list-style-type: none"> • How Christians celebrate Christmas/ Easter. • How Muslims celebrate Eid-ul-Fitr and Eid-ul-Adha. • How do these festivals help to bring the religious communities together? 	<ul style="list-style-type: none"> • The Easter narrative in the Bible. • Christians believe Jesus' died on a cross (crucifixion) to save people (salvation). • Christians believe Jesus came back to life (resurrection). • Christians believe Easter gives people hope of a new life, now and in the future. 	<ul style="list-style-type: none"> • The Jewish story of creation and relate it to observing Shabbat. • Jews believe in one God and that He is the creator. • Shabbat is celebrated as a weekly tradition for Jewish families. • The symbolism of the key artefacts used during Shabbat: - Candles – are lit before Shabbat to create peace in the home. 	<ul style="list-style-type: none"> • The creation stories within Christian and Hindu traditions. • Non-religious ideas about the origin of the universe.

		• Taste – food such as fruit is left at the shrine as an offering to the Gods			<ul style="list-style-type: none"> - Challah Bread – a special plaited bread to show how Jews love Shabbat. - Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat. - Zemirot – the special songs sung at the table for Shabbat. 	
Tier 2 Vocabulary	Sense, religion, worship, belief,	Celebration, religion, Christmas, community, Easter, festival	Christian, cross	Judaism, candle, creation,	Creation, Christian,	
Tier 3 Vocabulary	Shrine, mantra, puja, murti,	Christian, Eid	Crucifixion, Jesus, resurrection, salvation	Challah bread, kiddush cup, menorah, shabbat, synagogue	Brahma, Vishnu, God, Hindu, origin, universe	
Sessions covered	All (4)	Session 1, 2, 3, 4, 5	All (5)	All (5)	All (5)	
Visits/Visitors	n/a	n/a	Visit church	n/a	n/a	
Outcome	<ul style="list-style-type: none"> • Begin to make connections using their senses and what they know about the world around them • Ask “I wonder ...” questions about the world around us • Use our senses to investigate worship in different religious traditions • Use our senses to justify a belief that they hold 	<ul style="list-style-type: none"> • Recognise the meanings of the term Christian and Muslim. • Recognise practices associated with the festivals of Christmas and Eid-ul-Fitr. • Recognise ways in which a celebration can encourage a sense of belonging within a faith community. 	<ul style="list-style-type: none"> • Give a clear, simple account of the Easter Story. • Recognise that the Easter Story contains Christian beliefs about salvation. • Recognise that the Easter Story is a source of hope for Christians. 	<ul style="list-style-type: none"> • Retell the Jewish story of Creation. • Give an example of how Jews use the day of rest from the story of the creation to guide their daily lives. • Recognise that the practice of Shabbat shows a strong relationship between Jews people and God. 	<ul style="list-style-type: none"> • Ask at least one question about the origin of the universe. • Give a simple reason, using the word ‘because’, for the origin of the universe. • Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories). • Know that beliefs about the origin of the universe influence how individuals treat the world around them. 	
Yr 2	Topic	Towers and Turrets		London’s Burning	Bugs Life	
	Religion	Christianity and Hinduism	Christianity	Christianity	Judaism	Humanism
	Lens	Theology	Theology	Human and Social Science	Human and Social Science	Philosophy

Enquiry Question	Why is light an important symbol for Christians and Hindus?	What does the nativity story teach Christians about Jesus?	How do Christians belong to their faith family?	How do Jewish people celebrate Passover?	Why do people have different views about the idea of God?
Pupils should be taught about	<ul style="list-style-type: none"> • The Christian belief that Jesus is the Light of The World (John 8:12) • How the Diwali story reflects Hindu beliefs about good and evil. • How the Hanukkah story reflects Jewish beliefs about God as provider. • The symbolic meaning of lighting the Shabbat Candle. 	<ul style="list-style-type: none"> • The Christian belief that God became human in Jesus. • The Nativity narratives are in the books of Luke and Matthew in the Bible. • How incarnation and salvation relate to one another for Christians. • Jesus is an important and historical figure to Christians. • Christians use the nativity story to influence their actions at Christmas, e.g., thankfulness and giving 	<ul style="list-style-type: none"> • How Christenings and baptisms show Christians belong to their faith families. • How artefacts are used to show Christians belong to their faith families. • The use of light and water in both infant and adult baptisms. • Different symbols that show belonging. • The church is a group of people and not just a building. 	<ul style="list-style-type: none"> • What is the Seder meal. • The story of Passover in the context of Exodus. • Symbolism of each part of the Seder plate. • Jewish family traditions related to Passover. • The importance of Moses within Judaism. 	<ul style="list-style-type: none"> • The word 'God' is a name. • The key beliefs about God from at least two different religions/worldviews. • How a person's behaviour is connected to their view of God.
Tier 2 Vocabulary	Symbol,	Christmas, Tradition, Nativity, Thankfulness, Advent	Christianity, Belonging, Symbols	Celebration,	
Tier 3 Vocabulary	Diwali, Menorah, Worship, Hannukah, Shabbat	Jesus, Incarnation, Salvation	Christening, Baptism, Faith, Prayers, Font	Festival, Passover, Pesach, Seder Plate, Exodus, Matzah Bread, Haggadah	God, Allah, Brahman, Humanist, Theist, Atheist, Agnostic
Sessions Covered	1, 2, 4, 5	All (5)	1, 2, 4, 5	All (5)	1, 2, 3, 5
Visits/visitors	n/a	Visitor from a church	n/a	n/a	n/a
Outcome	<ul style="list-style-type: none"> • Retell at least one narrative where light is an important symbol. • Recognise that the narratives used by Christians, 	<ul style="list-style-type: none"> • Retell the Christmas story. • Recognise that Christians believe Jesus was sent by God to be him in the flesh. • Give examples of ways in which Christians use the 	<ul style="list-style-type: none"> • Identify how Christian beliefs impact on their worship and sense of belonging. • Identify some Christian symbols and artefacts. 	<ul style="list-style-type: none"> • Recognise that Passover (Pesach) is a Jewish festival. • Identify ways in which Passover can have an impact on Jewish daily life and family. 	<ul style="list-style-type: none"> • Give a reason why a member of at least one other religious community might believe in God. • Give a reason why a person might not believe in God.

		Hindus and Jews reflect their key beliefs. • Give an example of how Christmas, Hindu and Jews and beliefs (and the symbolism of light) to guide their daily lives.	story of the nativity to guide their beliefs and actions at Christmas. • Recognise the connection between Christmas and Easter	• Identify different ways Christians show they belong to their faith family. • Recognise that some people call themselves Christians.	• Identify evidence of religion and belief especially in the local area.	• Give an example of what a member of a religious community might believe about God. • Make connections between people's beliefs of right and wrong and their belief about God.
RE other	RE days	<i>*19th January – World Religion day</i> Core-Value day- workshops led by Rev Lisa from St Peter's church. Time of year will vary depending on core value focus.				
	Visitors	BCWT assembly	BCWT assembly	BCWT assembly Islam whole school assembly Judaism whole school assembly	BCWT assembly	BCWT assembly
	Class Workshops		Christingle whole school workshop and assembly- Rev Lisa from St Peter's Church Christmas Wonder- Year 6	Chinese New Year workshop- whole school Easter Cracked- Year 5 From darkness to light- Year 1 & 2		
	Children's assemblies	*Harvest- Year 3	EYFS & KS1 Nativity Year 3 & 4 Christmas Show Year 5 & 6 Christmas Show	*Mothering Sunday		

Extra information and help with planning can be found at the Essex SACRE website.

https://schools.essex.gov.uk/other/Essex_SACRE/Pages/Essex-SACRE.aspx