



KS2 RE Overview



		Autumn		Spring	Summer	
Year 3	Topic	Age of Change		London	The Lion King	
	Religion	Humanist	Islam	Islam	Judaism/Christianity	Christianity
	Lens	Philosophy	Theology	Human and Social Science	Human and Social Science	Theology
	Enquiry Question	What is philosophy? How do people make moral decisions?	What do Muslims believe about God?	What difference does being Muslim make to daily life?	How do people express commitment to a religion?	What is the Trinity?
	Pupils should be taught about	<ul style="list-style-type: none"> • Difference between knowledge, belief and opinion. • The complex nature of concepts such as truth, reality, happiness, identity, hope, justice. • The nature of a philosophical question. • Awareness of variant perspectives about whether some things can be proven. • The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities). • Utilitarianism or Hedonism as a way of making moral decisions. 	<ul style="list-style-type: none"> • Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs. Varying use of a minaret for the call to prayer, and alternatives to this. • Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakat and Hajj. 	<ul style="list-style-type: none"> • Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs. Varying use of a minaret for the call to prayer, and alternatives to this. • Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakat and Hajj. 	<ul style="list-style-type: none"> • The importance of rites of passage in terms of religious identity. • The role of baptism (infant and adult) in shaping religious identity in the Christian community. • The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community. • The Amrit ceremony as a milestone in shaping religious identity in the Khalsa. 	<ul style="list-style-type: none"> • God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit). • Jesus: As God incarnate, also known as the Son of God. • Incarnation: Jesus as one of the three persons of the Trinity. • Holy Spirit: God as spiritually active in the world
	Tier 2 Vocabulary	Belief, Rules, Wisdom, Morality	Muslim	Muslim,	Belonging, Commitment, Faith, Sikhism, Judaism	Son, Father

Tier 3 Vocabulary	Philosophy, Humanism, Utilitarianism, Hedonism	Allah, Islam, Muhammad (PBUH), Prophet, Qur'an, Recitation, Revelation, Shahadah, Tawhid	Islam, Five Pillars of Islam, Shahadah, Salah, Zakat, Sawrm, Hajj	Rite of passage, Amrit, Bar Mitzvah, Bat Mitzvah	Baptism, Gospel, Holy Spirit, Trinity
Sessions covered	1, 2, 4, 5	1, 3,4, 5	1 - 5	1, 2, 3, 5	1, 2, 3, 5
Visits/Visitors			Optional visit to a Mosques		
Outcome	<ul style="list-style-type: none"> • Talk about the difference between knowing and believing. • Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work. • Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. 	<ul style="list-style-type: none"> • Identify how a person's beliefs and actions align them with the religion if Islam. • Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society. • Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah. 	<ul style="list-style-type: none"> • Identify how a person's beliefs and actions align them with the religion if Islam. • Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society. • Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah. 	<ul style="list-style-type: none"> • Identify a range of ways in which religious belief can impact daily life. • Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism. • Identify some similarities and differences in how people practise and express beliefs about commitment. 	<ul style="list-style-type: none"> • Show awareness of the Biblical origins of Christian teachings of the Trinity. • Identify different types/genres of writing within the Bible. • Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature). • Identify how Christian baptism uses and expresses the doctrine of Trinity. • Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world
Topic	Romans		Chocolate	Ancient Egypt	
Religion	Christianity	Multi	Christianity	Christianity	Christianity
Lens	Theology	Philosophy	Human and Social Science	Human and Social Science	Philosophy
Enquiry Question	Where do Christian religious beliefs come from? 4.1	What do we mean by truth? Is seeing believing? 4.2	How do religious groups contribute to society and culture? 4.3	Why is there so much diversity of belief within Christianity? 4.4	What does sacrifice mean? 4.5

Pupils should be taught about	<ul style="list-style-type: none"> • God: specifically, the Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit) • Sources of authority that explain to Christians the nature of God, eg Bible, experience, creeds • Jesus: as God incarnate, also known as the Son of God. • The Christian belief that Jesus fulfilled prophecies about the Messiah • The Christian belief that humans are made in God's image, but became sinful and needed saving • Textual theology; considering genre, author, context and audience in relation to the Bible 	<ul style="list-style-type: none"> • Different views about the nature and existence of God • The difference between knowledge, belief and opinion • The complex nature of concepts such as truth and reality • Debates about whether something can be proven • Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things • Use of the term Waheguru and other titles used for God 	<ul style="list-style-type: none"> • Christian teachings about compassion and care for the most vulnerable in society e.g., Agape, "Love your neighbour ..." • Hindu teachings about compassion and care for the most vulnerable in society e.g., seva (to serve selflessly), following dharma (duty). • The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g., Martin Luther King, Mother Teresa, Edith Cavell. • The role of the Hindu community in charity work as an expression of dharma e.g., Sewa UK, Bochasanwasi Shri Akshar Purushtottam Swaminarayan Sanstha. • The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g., Mahatma Gandhi 	<ul style="list-style-type: none"> • Understand the Church as a global community of Christian believers. • Awareness of the concept of denominations within Christianity, along with examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army. • Describe different expressions of Christian worship including for example the Eucharist and pilgrimage. • The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban. 	<ul style="list-style-type: none"> • At least one interpretation of the term 'sacrifice' • The story of Abraham/Ibrahim and Isaac/Ismail and the place of sacrifice in Judaism/Islam • Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins. • Humanist views on altruism and charity, considering the reasoned approach to these.
Tier 2 Vocabulary	Commandments, Sacrifice,	Proof, Reality, Evidence, Truth	Christian, Contribution, Society, Impact, Hindu	Society, Religion, Practise, Christianity, Belief	Commitment, Sacrifice, Self-sacrifice, Humanist
Tier 3 Vocabulary	Bible, Messiah, Incarnation, Testament, Prophecy, Atonement	Axiom, Burden of Proof, Logical Fallacy, Ultimate Reality	Compassion, Dharma, Seva	Worship, Reformation, Denomination	Altruism, Virtue, Purification
Sessions covered	1, 4, 5, 6	All	1, 3, 4, 5	1, 3, 4, 5	1, 3, 4, 5

	Visits/Visitors			Rev Lisa		
	Outcome	<ul style="list-style-type: none"> Identify the Bible as a source of authority for Christians Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs Identify how the crucifixion and resurrection of Jesus as a core event that has shaped Christian belief Describe how individuals, communities, society and personal experiences can shape beliefs 	<ul style="list-style-type: none"> Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof. Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts. 	<ul style="list-style-type: none"> Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society. Describe ways in which dharma impacts on and influences Hindu life and society. Describe some of the varying ways in which religious beliefs are practised both locally and nationally with reference to Christianity and Hinduism. Identify ways in which beliefs might make a Christian or Hindu think about how they live their life. 	<ul style="list-style-type: none"> Describe the difference between the terms 'religion' and 'belief'. Describe some of the varying ways in which Christianity is practised locally, nationally and globally. Identify events in history which have influenced Christianity e.g. Martin Luther and the Reformation. 	<ul style="list-style-type: none"> Describe different philosophical and theological answers to questions about sacrifice Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts.
Yr 5	Topic	Raiders & Invaders		The Rainforest	Ancient Greece	
	Religion	n/a	Christianity/Islam	Christianity	Hinduism	Buddhism (Christianity)
	Lens	Philosophy	Human and Social Science	Theology	Theology	Philosophy
	Enquiry Question	Is believing God reasonable? 5.1	How has belief in Christianity and Islam impacted on music and art throughout history? 5.2	What difference does the resurrection make to Christians? 5.4	How do Hindus make sense of the world? 5.5	Why should we be good? What do the great philosophers teach about the meaning of life? 5.3
	Pupils should be taught about	• What makes for a reasonable argument	• Explain divergent role of music in worship in the	• Jesus: As God incarnate, also known as the Son of God. Christian belief that	• Hindus believe in a God with many faces Brahma.	• The ways different philosophers or religions understand abstract

	<ul style="list-style-type: none"> • Arguments for the existence of God made by some Christians • Arguments from a humanist perspective against the existence of God • Arguments for the existence of God which have come from outside mainstream religious thought (Pascal's wager) 	<p>history of the Christian Church.</p> <ul style="list-style-type: none"> • Explain how art has been used in Christianity to reflect key events and facilitate worship. • Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art. • Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history. 	<p>Jesus fulfilled prophecies about the Messiah.</p> <ul style="list-style-type: none"> • Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption). • Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus . • Festivals: the diverse ways in which people celebrate festivals such as Easter. 	<ul style="list-style-type: none"> • Hindus believe truth is eternal. • Hindus strive to achieve dharma – the right way of living (duties, rights, laws, behaviour and virtues) • Karma – how Hindus act for others and themselves. • Murti –an image, statue of the divine and seen as a deity. • Samsara – the cycle of birth, death and rebirth • Moksha – is when the soul passes through many lives. • Who Mahatma Gandhi was and why he influenced the concept of ahimsa – a total avoidance of harming any living thing by deeds, words and actions. 	<p>concepts, including varying views about the existence of the soul in classical Greek Philosophy, Hinduism and Christianity.</p> <ul style="list-style-type: none"> • Some of the key teachings about morality in Christianity/ Hinduism/Buddhism, their similarities and differences. • Two influential schools of moral philosophy; the deontological and utilitarian. • The work of philosophers: Plato & Ka
Tier 2 Vocabulary	Reasonable, Humanist, Christian, Faith, Reason, Evidence, Rational	Expression, Architecture, Symbolic	Sacrifice, Forgiveness,	n/a	Soul,
Tier 3 Vocabulary	Theist, Agnostic, Atheist	Hadith, Mosque, Aniconism, Iconoclasm	Atonement, Salvation, Resurrection, Redemption, Secular, Gospel	Dharma, Ahimsa, Karma, Murti, Samsara, Atman, Moksha	Allegory, Reincarnation, Karma, Bhavacakra, Deontological, Utilitarian
Sessions Covered	All	All	All	All	3, 4, 5, 6

	Visits/visitors			Love Easter session at St Peter's Church, Hutton		
	Outcome	<ul style="list-style-type: none"> • Understand arguments for and against the existence of God • To identify weak arguments and baseless assertions • To support their own arguments with evidence and logical reasoning • To understand what makes a position reasonable or unreasonable 	<ul style="list-style-type: none"> • Show awareness that talking about religion and belief can be complex. • Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. • Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others. 	<ul style="list-style-type: none"> • Describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection. • Describe the connections between sacrifice in the Old Testament and New Testament and the link to Jesus as the ultimate sacrifice. • Describe the significance of resurrection and how it shapes how Christians see the world and others. • Describe how the resurrection effects how Christians might live their lives. 	<ul style="list-style-type: none"> • Describe different sources of authority and how they link with beliefs. • Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. • Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others. • Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences. • Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. 	<ul style="list-style-type: none"> • Understand arguments made by great philosophers • To respond to these arguments with their own thoughts • To explore different forms of communicating ideas such as parables or dialogues • To identify weak arguments and baseless assertions • To compare different approaches to morality and identify similarities and differences • To articulate and summarise abstract thoughts about morality
Yr 6	Topic	Crime and Punishment		Our Changing World	Moving On	
	Religion	Islam, Hinduism, Christianity	Buddhism	Christianity	Humanism	Islam
	Lens	Human and Social Science	Theology	Theology	Philosophy	Human & Social Science
	Enquiry Question	How and why does religion bring peace and conflict? 6.1	How do Buddhists explain the suffering in the world? 6.2	Creation or science: conflicting complementary? 6.4	What does it mean to be human? Is being happy the greatest purpose in life? 6.3	How do beliefs shape identify for Muslims? 6.5

Pupils should be taught about	<ul style="list-style-type: none"> Religion is a useful cover (to justify heinous crimes) and a powerful motivator (interpretations of texts) for conflict Interpretations lead to beliefs about how to behave It's important not to group all people of one religious background under one bracket and judge a whole group of people by the actions of a few 'Holy' wars are justified by religions Lots of wars are started because of non-religious causes Many people see war to be a last resort and seek peace 	<ul style="list-style-type: none"> The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Eightfold Pathway The different views about the nature of knowledge, meaning and existence. Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma. The use of Jataka Tales as a source of moral guidance 	<ul style="list-style-type: none"> Creation: Christian belief that humans are made in God's image, by God. Theistic Evolution: Awareness of the relationship between the Genesis narratives and scientific explanations. Scientific Theory: The Big Bang Theory. Textual theology: consideration of the genre of Genesis. Logic: debates about whether some things can be proven. 	<ul style="list-style-type: none"> Plato's views on virtue and happiness according to The Republic alongside Christs blessings as delivered in the Beatitudes and Humanists 10 Commitments. Diogenes 'Cynical' beliefs regarding wealth, power and happiness. Theological and Philosophical understandings of right and wrong. Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife. 	<ul style="list-style-type: none"> The ways in which the Qur'an and Hadith form a source of authority Key distinctions between the two main Muslim traditions (Sunni and Shia) Muslim perspectives on moral issues including the idea of 'intention' The role of the Masjid (mosque) The significance and impact of Five Pillars of Islam. The importance of Ramadan, the two Eid festivals and Jummah Prayers
Tier 2 Vocabulary	Conflict, Peace, Self-defence, Violence, Justice		Theory, Conflicting, Complementary	Purpose, Happiness, Humanist, Christian, Freedom	
Tier 3 Vocabulary	Pacifism, Jihad, Harb al-Murquadis, Ahimsa	Samsara, Nirvana, Reincarnation, Karma, Dukkha, Samudaya, Nirodha, Magga	Big Bang, Creation Theory, Cosmology Theory, Evolution, Genesis	Soul,	Caliph, Hadith, Iman, Jummah, Mecca, Medina, Shia, Sunni
Sessions Covered	1, 2, 4, 5				
Visits/visitors					
Outcome	<ul style="list-style-type: none"> Recognise the controversial nature of this topic, explaining divergent views relating to it. Explain what at least two religions believe about peace and conflict. Analyse the relationship between peace and pacifism. Begin to analyse and evaluate the role of religion in peace and conflict in real life 	<ul style="list-style-type: none"> Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others. Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between 	<ul style="list-style-type: none"> Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation. Explain the connections and divergence between different theories, and how they may fit together or disagree entirely. 	<ul style="list-style-type: none"> Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence Begin to analyse and evaluate different ways in which philosophers understand humanness 	<ul style="list-style-type: none"> Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. Explain connections different beliefs being studied and link them to sources of authority using theological terms.

		situations, i.e., Pakistan (Taliban) America (Civil Rights Movement).	beliefs, practices and behaviour. • Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. • Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	• Begin to analyse the reliability of the sources of the different ideas of how the universe came to be.	incorporating what it means to live a 'good' life • Use well-chosen pieces of evidence to support and counter a particular argument	• Explain and discuss how beliefs shape the way Muslims view the world in which they live and how they view others. • Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
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	EYFS & KS1 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