

RE Long Term Overview

Early Years – Hartlepool Agreed Syllabus

During the Early Years Foundation Stage, children may begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They may be introduced to religious words and concepts and use their senses in exploring religions and beliefs, practices and forms of expression. They begin to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

This Agreed Syllabus uses the following themes to explore religion:

- Special: special times, people, places, objects, books (this includes stories)
- Belonging: how belonging and identity are expressed.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Halloween – How is Halloween celebrated around the world?</p> <p>Investigate how Halloween is celebrated around the world (UK, Ireland, Mexico.) Compare similarities and difference and explore traditions including food/dishes that people eat.</p>	<p>How do different cultures use fireworks to celebrate?</p> <p>Explore how fireworks are used as part of celebrations. Diwali Bonfire Night South American Christmas New Years Eve.</p>	<p>Why did Noah build an ark?</p> <p>Explore who Noah was and why Christian’s believe he was important. How does Noah’s story link to rainbows?</p>	<p>What does fasting mean?</p> <p>Explore how religions ‘fast’ before/during significant events. Ramadan Shrove Tuesday.</p>	<p>Who cares for us?</p> <p>Share stories about important males from different religions (Abraham, Mohammad, Jesus, Moses.) Children to then celebrate the important men in their lives on Father’s Day.</p>	<p>Who is King Charles III?</p> <p>Learn about the royal family and what their role is. Focus on King Charles III and his birthday celebrations on 21/06.</p>
Reception	<p>How is Harvest the same and different around the world?</p> <p>Explore the similarities and differences between Harvest celebrations in different countries: UK – Christian Harvest America Canada – Thanksgiving Italy - Oliviagando Festival Israel – Sukkot</p>	<p>Why do Christians celebrate Christmas?</p> <p>Learn about the Christmas story and the significant people from the nativity. Explore of Christmas is celebrated in a Christian Church.</p>	<p>What is Chinese New Year?</p> <p>Explore the similarities and difference between UK and China including their celebrations of the new year. Discuss the story of the great race and the creature of Nian.</p>	<p>Why do Christians celebrate Easter?</p> <p>Read stories about Jesus on the build up to Easter. What happened to him and why?</p>	<p>How can a birth of a baby be celebrated?</p> <p>Explore the similarities and difference between different religions and how they welcome a new baby. Christianity – christening/ baptism Islam – Aqidah Hinduism – Namkaran Sikhism - Naam Karan</p>	<p>Are weddings the same for different religions?</p> <p>Compare similarities and differences between wedding ceremonies and celebrations from different religions and cultures.</p>

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Key Stage 1 – Hartlepool Agreed Syllabus

Most Key Stage 1 pupils have a natural curiosity. They ask questions and wonder about life; they show a willingness to use their imagination and they have an intuitive sense of mystery in the world around them. Pupils should be introduced to some of the beliefs, features of a religion, and begin to use basic subject specific vocabulary. In relation to their learning about these religious beliefs and practices, pupils should be given the opportunity to raise questions and express their views simply. Pupils should also be given opportunities to reflect on their own ideas and feelings in relation to their learning. Pupils can take part in enquiries, finding out about religious and non-religious beliefs and practices by encountering a variety of sources. Pupils must be taught about:

- **Christianity** - introduction to beliefs and practices and their impact
- **Hinduism** – introduction to some beliefs and practices and their impact
- **Religious diversity** - introduction to the diverse religious and non-religious landscape in the local area (including differing denominations).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>How did the world begin?</p> <p>Exploring a range of creation stories in imaginative ways, children present their own ideas about creators and creation using art and language. They consider how creation stories help some people to understand what God is like.</p> <p>Christian, Jewish, Hindu, Local Worldview.</p>	<p>What do some people believe God looks like?</p> <p>Looking at Islamic art, Hindu avatars and images of the Christmas story, children explore how different people understand God on Earth. They consider these representations when creating their own artwork and talk about why putting ideas about God into words and pictures is challenging.</p> <p>Christian, Hindu, Muslim</p>	<p>What is God’s job?</p> <p>Investigating the roles of God through stories and sacred texts, children examine the actions of God and what this means to some different people.</p> <p>Christian, Muslim, Hindu, Jewish</p>	<p>Why should we care for the world?</p> <p>Building on their understanding of creation stories, children study religious stories about the relationship between humans and nature. They experience the Jewish festival of Tu B'Shvat in the school grounds and use photographs to investigate how different people care for Earth.</p> <p>Christian, Muslim, Hindu, Jewish</p>	<p>How do we know that new babies are special?</p> <p>Finding out about different ceremonies to welcome home a new baby through interviews, role-play, videos and pictures. Children explore some of the symbolism in these ceremonies. They plan and take part in a ceremony to welcome a new cuddly toy to the class.</p> <p>Muslim, Hindu, Humanist, Local Worldview.</p>	<p>Why should we care for others?</p> <p>Listening to stories from the Christian and Muslim worldviews and considering what these stories say about caring for others and how they impact people’s lives. Children recognise the different ways people can show they care, and use toy money and role-play to explore charitable giving.</p> <p>Christian, Jewish, Muslim, Local Worldview.</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Why do we need to give thanks?</p> <p>Using a range of sources including survey data, children learn the beliefs around using offerings to show gratitude. They get hands on with artefacts used during puja and write their own lyrics for a song of thanks.</p> <p>Hindu, Christian, Humanist.</p>	<p>What do candles mean to people?</p> <p>By investigating the many ways light is used in religious and worldview contexts, children explore different festivals through artwork and stories, focusing on candles. They use natural resources to create advent wreaths and explore different Hanukah to develop their understanding of the symbolism of candles during Hanukkah.</p> <p>Christian, Hindu, Jewish, Local Worldview.</p>	<p>How do we know some people were chosen in early life?</p> <p>Building on their understanding of how people perceive God on Earth, children listen to stories from diverse perspectives about the early lives of significant religious figures. They explore how we recognise that some individuals have a special connection to God by searching for clues in religious stories and comprehending the symbolism within them.</p> <p>Sikh, Muslim, Christian</p>	<p>What is a prophet?</p> <p>Asking questions about the religious stories they read, children find out more about significant people like Abraham, Jonah, Moses, Jesus, Muhammad and Guru Nanak. Children look for clues in religious stories and art to understand the characteristics and promises some of these religious people shared with humanity. By investigating different perspectives and drawing connections, children create their own definition of what is a prophet.</p> <p>Christian, Muslim, Jewish</p>	<p>How do some people talk to God?</p> <p>Thinking about the importance of communication in relationships, children look at the different ways people pray and why they think this is important. Exploring the objects that some people use during prayer and expressing their ideas about worship through art.</p> <p>Muslim, Jewish, Hindu</p>	<p>Where do some people talk to God?</p> <p>Building on their learning about prayer and worship, children look at buildings within their local area and beyond. Through investigating they find out what the features of the buildings might show about people's beliefs about God. Children design their own place of worship based on their learning.</p> <p>Hindu, Muslim, Sikh, Local Worldview.</p>

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Key Stage 2 – Hartlepool Agreed Syllabus

Key Stage 2 pupils can build on their learning at Key Stage 1 as they develop a capacity to extend and deepen their factual knowledge of religious beliefs and practices and begin to recognise local, national and global contexts. They will extend their range of specific subject vocabulary.

In relation to the religious material studied, pupils develop the capacity to form their own reasoned opinions, identifying relevant information and using examples to back up their ideas. They develop the capacity to listen to differing points of view and see the world through the eyes of others. Pupils should be given opportunities to reflect on their own feelings, experiences, ideas, beliefs and values in reference to the religious material studied.

Pupils can develop ability to investigate and enquire independently, using a variety of sources.

Pupils must be taught about:

- **Christianity** – beliefs and practices across the denominations and the impact of these for individuals and communities
- **Islam** – some beliefs and practices and the impact of these for individuals and communities
- **Sikhism** – some beliefs and practices and the impact of these for individuals and communities
- **religious diversity** - the diverse religious and non-religious landscape across the region
- similarities and differences within and between religious and non-religious worldviews through at least one thematic study.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>What makes us human?</p> <p>Exploring ideas about spirituality, inner self and the soul, children interpret and use art to express beliefs about the soul and inner self and design a book cover and blurb for a book called 'What makes us human?'</p> <p>Hindu, Christian, Buddhist, Humanist</p>	<p>Where do we get our morals from?</p> <p>Reflecting on why people make choices about how to live a good life, children consider their views on what is right and wrong. They investigate how some Jewish people use a tallit to help them remember guidance and explore objects that others may use in a similar way. Children write their own moral code mini book inspired by their learning in this unit.</p> <p>Christian, Buddhist, Muslim, Hindu, Humanist</p>	<p>Is scripture central to religion?</p> <p>Building on their learning about guidance in religious texts, children investigate how scripture is used and treated by different people. Using virtual or real-life visits to places of worship, they act as detectives to find evidence of place of scripture.</p> <p>Christian, Muslim, Jewish, Local Worldview.</p>	<p>What happens if we do wrong?</p> <p>Making connections between their previous learning about the role of God and moral guidance, children explore the meaning of consequences to different people. They design and play snakes and ladders style games based on learning beliefs about reincarnation.</p> <p>Hindu, Muslim, Humanist, Christian.</p>	<p>Why is water symbolic?</p> <p>Looking at the many ways water is used in rituals and ceremonies, children will experience the symbolic use of water and learn about the historical connections water has in some religions. From this, they create poetry to express ideas about the symbolism of water.</p> <p>Christian, Sikh, Muslim, Local Worldview.</p>	<p>Why is fire used ceremonially?</p> <p>Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance. They design an eternal flame to commemorate a particular person or event and create artwork inspired by the symbolic use of fire.</p> <p>Hindu, Sikh, Zoroastrianism, Local Worldview</p>

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Year 4	<p>Are all religions equal?</p> <p>Exploring the origins of religions, children explore geographical and historical links and connections between some religions. They investigate Sikh and Bahá'í beliefs and practices that reflect unity and equality to plan a promotional video, poster or slide show for World Religion Day.</p> <p>Sikh, Hindu</p>	<p>What makes some texts sacred?</p> <p>Building on enquiry about the place of scripture in year 3, children look at different ways scriptures are used and what this shows about the value placed on them. They experience how the Guru Granth Sahib is treated like royalty and analyse information collaboratively.</p> <p>Sikh, Hindu, Buddhist, Local Worldview.</p>	<p>Just how important are our beliefs?</p> <p>Finding out how people show commitment to their beliefs, children ask questions about why people choose to demonstrate the importance of their beliefs in certain ways. They use photographs, personal responses, and information texts to explore ceremonies of commitment, diet, charity and clothing.</p> <p>Sikh, Muslim, Jewish, Local Worldview.</p>	<p>Who was Jesus?</p> <p>Investigating texts, children find out about the historical figure of Jesus and consider his place in Jewish, Christian, and Muslim teaching and how he is seen by different communities. They will find out more about the social and religious context that Jesus lived in and how this affected the way his actions were viewed at the time.</p> <p>Christian, Jewish, Muslim.</p>	<p>Why is the bible the bestselling book of all time?</p> <p>Using maps and historical learning, children see how Christianity spread across the world. They look at the different types of writing within the bible and when it was written. They find out about how some Christians use their bibles and design a cover for their bible which reflects their beliefs.</p> <p>Christian.</p>	<p>Does the language of the scripture matter?</p> <p>Building on learning about the importance and place of scripture, children find out about the different languages scriptures are used in and what this reveals about different beliefs. They try their hands at Islamic calligraphy and retell the story of Martin Luther in a comic strip.</p> <p>Christian, Muslim, Jewish.</p>

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Year 5	<p>Why do people have to stand up for what they believe in?</p> <p>Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs. They use debate and critical analysis activities to discuss controversial issues.</p> <p>Christian, Muslim, Sikh.</p>	<p>Why doesn't Christianity always look the same?</p> <p>Thinking first as geographers and historians, children explore the spread of Christian beliefs worldwide. Through looking at artwork, history, case studies and first-hand accounts, they will investigate why, when their fundamental beliefs are the same, Christian worship looks so different in the UK and across the world. They will create freeze frames and breaking news articles as people from the past.</p> <p>Christian.</p>	<p>What happens when we die?</p> <p>Interpreting different sources of wisdom and beliefs about what happens when we die, children find out what different people from Abrahamic and non-religious perspectives do to mark someone's death. They explore how this is linked with beliefs about the afterlife through scripture, poems and readings and consider the concepts of heaven and hell through art. Children learn the meaning of reincarnation and karma and compare these ideas with those studied earlier in the unit. They reflect on their own ideas about life after death and why they hold these beliefs. To conclude their learning, they collaborate to create a visual representation of their views on death, incorporating their own beliefs and those of different worldviews.</p> <p>Jewish, Christian, Muslim, Humanist, Hindu, Buddhist, Local Worldview.</p>		<p>Who should get to be in charge?</p> <p>Exploring the different ways religious leadership and authority are determined, children find out what happens when people don't agree. They examine evidence, use debating techniques, and develop their knowledge of democracy, bloodline and being chosen' to think critically about the issues raised.</p> <p>Muslim, Sikh.</p>	<p>Why are some places in the world significant to believers?</p> <p>Using maps, pictures and texts, children investigate why some places are significant to some religions. They explore why this has sometimes caused wars and what places can tell us about beliefs and culture. Acting as historians, they use virtual visits to explore primary sources and what these can tell us about the past.</p> <p>Christian, Jewish, Buddhist.</p>

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Year 6	<p>Why does religion look different around the world?</p> <p>Building on comparisons about the origins of the Abrahamic religions, children discover how some religious practices are observed. They consider how culture, tradition, migration, and interpretation can affect how someone practices their religion. Children consider how interpretation can change how people practise their religion and worldview. They think about the influence culture, history, geography, and tradition have on how religion looks in different places and challenge their perceptions. After exploring why there are different Buddhist schools, they compare a range of practices by experiencing some of them in the classroom.</p> <p>Jewish, Muslim, Christian, Hindu, Sikh, Buddhist, Jain, Local Worldview.</p>	<p>Why is it better to be there in person?</p> <p>Thinking back to previous learning about prayer and worship, children find out about significant journeys and pilgrimages and why visiting a particular place is so important to some people. They investigate the challenges of pilgrimage experiences and consider whether it is better to visit a place in person.</p> <p>Muslim, Hindu, Local Worldview.</p>	<p>Why is there suffering?</p> <p>Discussing suffering, sin and free will, children find out what people from different worldviews think about this challenging question. Looking at stories and analysing texts, they explore why some people turn to God in times of suffering whereas others take it as evidence that God does not exist. The children will write in different religious viewpoints to offer advice to someone experiencing a difficult time. Developing their understanding of suffering, children look at alternative ideas about and responses to suffering through texts and interviews. They look at accounts of people responding to the suffering of others and how their reaction is influenced by their worldview.</p> <p>Muslim, Christian, Zoroastrianism, Shinto, Buddhist, Sikh, Humanist, Local Worldview.</p>	<p>What place does religion have in our world today?</p> <p>Reflecting on all their learning in Religions and worldviews, children use a range of sources and skills to investigate the enquiry questions. Working in small groups or individually, they present their ideas and evidence to the class.</p> <p>Statutory Question: What do we now know about Christianity?</p> <p>Christian.</p>		