



Pilgrims' Way Primary School

Whole School RE Overview 2023/24



	Term 1	Term 2 (Christmas)	Term 3	Term 4 (Easter)	Term 5	Term 6
EYFS	ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.					
	F1 Which stories are important and why?	F2 Which people are special and why?	F3 Which places are special and why?	F4 Which times are special and why?	F5 Being special: where do we belong?	F6 What is special about our world?
Year 1	1.1 Who is a Christian and what do they believe? (Part 1) Christians Talk about some simple ideas about Christian beliefs about God and Jesus. Re-tell a story that shows what Christians might think about God, in	1.7 What does it mean to belong to a faith community? Christians, Muslims or Jewish people Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting	1.2 Who is Muslim and what do they believe? (Part 1) Muslims Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Re-tell a story about the life of the Prophet Muhammad.	1.6 How and why do we celebrate special and sacred times? (Part 1) Christians, Muslims or Jewish people Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a	1.5 What makes some places sacred? Christians, Muslims and/or Jewish people Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.	



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	<p>words, drama and pictures, suggesting what it means.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Ask some questions about believing in God and offer some ideas of their own.</p>	<p>what these might mean and why they matter to believers.</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.</p> <p>Identify two ways people show they belong to each other when they get married.</p> <p>Identify some similarities and differences between the ceremonies studied.</p>	<p>Recognise some objects used by Muslims and suggest why they are important.</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p> <p>Find out about and respond with ideas to examples of cooperation between people who are different.</p>	<p>festival in another religion and say why these are important to believers.</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p>	<p>Ask good questions during a school visit about what happens in a church, synagogue or mosque.</p>
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<p>Year 2</p>	<p>1.3 Who is Jewish and what do they believe?</p> <p>Jewish people</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God.</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.</p> <p>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God,</p>	<p>1.4 How can we learn from sacred books?</p> <p>Christians, Muslims and Jewish people</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion.</p>	<p>1.2 Who is a Muslim and what do they believe?</p> <p>(Part 2)</p> <p>Muslims</p> <p>Make links between what the Holy Qur'an says and how Muslims behave.</p> <p>Ask some questions about God that are hard to answer and offer some ideas of their own.</p>	<p>1.6 How and why do we celebrate special and sacred times? (Part 2)</p> <p>Christians, Muslims or Jewish people</p> <p>Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul- Fitr.</p> <p>Identify some similarities and differences between the celebrations studied.</p>	<p>1.1 Who is a Christian and what do they believe? (Part 2)</p> <p>Christians</p> <p>Make links between what Jesus taught and what Christians believe and do.</p>	<p>1.8 How should we care for others and the world, and why does it matter?</p> <p>Christians and Jewish people</p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world.</p> <p>Identify ways that some people make a response to God by caring for others and the world.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Talk about some texts from different religions that promote the 'Golden Rule', and think</p>
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	<p>suggesting what it means.</p>	<p>Talk about issues of good and bad, right and wrong arising from the stories.</p>				<p>about what would happen if people followed this idea more.</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like.</p>
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<p>Year 3</p>	<p>L2.7 What does it mean to be a Christian in Britain today? (Part 1)</p> <p>Christians</p> <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.</p> <p>Describe some ways in which Christian express their faith through hymns and modern worship songs.</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.</p>	<p>L2.8 What does it mean to be a Hindu in Britain today? (Part 1)</p> <p>Hindus</p> <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p>	<p>L2.2 Why is the Bible important for Christians today?</p> <p>Christians</p> <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</p> <p>Give examples of how and suggest reasons why Christians use the Bible today.</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</p>	<p>L2.5 Why are festivals important to religious communities? (Part 1)</p> <p>Christians and Hindus/Jewish people/Muslims</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Ask questions and give ideas about what matters most to believers in festivals (eg. Easter, Eid).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p>	<p>L2.1 What do different people believe about God?</p> <p>Hindus, Christians, Muslims</p> <p>Describe some of the ways in which Christians Hindus and/or Muslims describe God.</p> <p>Ask questions and suggest some of their own responses to ideas about God.</p> <p>Suggest why having a faith or belief in something can be hard.</p> <p>Identify how and say why it makes a difference in people's lives to believe in God.</p>	<p>L2.4 Why do people pray?</p> <p>Christians, Hindus or Muslims</p> <p>Describe the practice of prayer in the religions studied.</p> <p>Make connections between what people believe about prayer and what they do when they pray.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p>
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	Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.	Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.				
Year 4	<p>L2.8 What does it mean to be a Hindu in Britain today? (Part 2)</p> <p>Hindus</p> <p>Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught.</p> <p>Discuss and present ideas about what it means to be a Hindu in Britain today, making links with</p>	<p>L2.7 What does it mean to be a Christian in Britain today? (Part 2)</p> <p>Christians</p> <p>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches.</p> <p>Discuss and present ideas about what it means to be a Christian in Britain today, making links</p>	<p>L2.3 Why is Jesus so inspiring to some people?</p> <p>Christians</p> <p>Make connections between some of Jesus' teachings and the way Christians live today.</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday.</p> <p>Identify the most important parts of Easter for Christians and say why they are important.</p>	<p>L2.5 Why are festivals important to religious communities? (Part 2)</p> <p>Christians and Hindus/Jewish people/Muslims</p> <p>Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media.</p> <p>Suggest how and why religious festivals are valuable to many people.</p>	<p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> <p>Christians, Jewish people, non-religious people (Humanists)</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p>	<p>L2.6 Why do some people think that life is a journey and what significant experiences mark this?</p> <p>Christians, Hindus and /or Jewish people</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p>



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	their own experiences.	with their own experiences.	Give simple definitions of some key Christian terms (eg. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.		Make connections between stories of temptation and why people can find it difficult to be good. Give examples of ways in which some inspirational people have been guided by their religion. Discuss their own and others' ideas about how people decide right and wrong.	Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.
Year 5	U2.1 Why do some people think God exists?	U2.6 What does it mean to be a Muslim in Britain today? (Part 1)	U2.7 What matters most to Christians and Humanists?	U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21 st Century)? Christians	U2.4 If God is everywhere, why go to a place of worship? (Possibly visit a Church and the Medway Hindu Mandir in Gillingham)	



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	Christians, non-religious (Humanists)	Muslims	Christians, non-religious (Humanists)	Outline Jesus' teaching on how his followers should live.	Christians, Hindus and Jewish people
	<p>Outline clearly a Christian understanding of what God is like, using examples and evidence.</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p> <p>Present different views on why people believe in God or not, including their own ideas.</p>	<p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims.</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims.</p>	<p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</p> <p>Describe some Christian and Humanist values simply.</p> <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p>	<p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</p> <p>Explain the impact Jesus' example and teachings might have on Christians today.</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p>	<p>Make connections between how believers feel about places of worship in different traditions.</p> <p>Select and describe the most important functions of a place of worship for the community.</p> <p>Give examples of how places of worship support believers in difficult times, explaining why it matters to believers.</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself.</p>



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<p>Year 6</p>	<p>U2.6 What does it mean to be a Muslim in Britain today? (Part 2)</p> <p>Muslims</p> <p>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.</p> <p>Answer the title key question from different perspectives, including their own.</p>	<p>U2.8 What difference does it make to believe in ahimsa, (non - violence and compassion), grace and/or Ummah (community)?</p> <p>Christians, Muslims and Hindus</p> <p>Make connections between beliefs and behaviour in different religions.</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</p> <p>Outline the challenges of being a Hindu, Christian or</p>	<p>U2.5 Is it better to express your beliefs in art and architecture or in charity and generosity?</p> <p><i>Please note this unit allows for some whole class or project work that recalls past study.</i></p> <p>Christians, Muslims and non-religious (Humanists)</p> <p>Describe and make connections between examples of religious creativity (buildings and art).</p> <p>Show understanding of the value of sacred buildings and art.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>Apply ideas about values and from scriptures to the title question.</p>	<p>U2.3 What do religions say to us when life gets hard?</p> <p><i>Please note this unit allows for some whole class or project work that recalls past study about being Christian, Hindu etc.</i></p> <p>Christians, Hindus and non-religious responses.</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death.</p> <p>Explain some similarities and differences between beliefs about life after death.</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p>
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		<p>Muslim in Britain today.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p>		
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