



Moreton Church of England Primary School



R.E. Overview

Year Group	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
EYFS						
1	<p><i>How do Christians and Jews celebrate God as provider?</i></p> <p>U.C. Core Unit 1.2 Who made the world?</p> <p>Judaism: Why is the story of Moses important to Jewish people? Exploring the Jewish festival of Sukkot (Special Places-LAS)</p>	<p><i>Why is light an important symbol for many religious believers?</i></p> <p>U.C. Core Unit 1.3. Why does Christmas matter to Christians?</p> <p>Judaism: Hannukah and the temple of lights (LAS)</p>	<p><i>Why is the Torah important to Jewish people?</i></p> <p>Judaism: Remembering the story of the Seder meal at Pseach (Spring Festival).</p> <p>Special Symbols and Objects Focus: Judaism-(LAS)</p>	<p><i>Why does Easter matter to Christians?</i></p> <p>U.C. Core Unit 1.3</p>	<p><i>How do churches give Christians a sense of identity and belonging?</i></p> <p>Focus: Christianity (Special places –LAS)</p>	<p><i>Why do people have different views about the identity of 'God'?</i></p> <p>U.C. Core Unit 1.1.: What do Christians believe God is like?</p>
	Christianity/Judaism Focus	Christianity/ Hinduism Focus	Judaism Focus	Christianity Focus	Christianity Focus	Christianity Focus
	Theology	Social/Human Sciences	Theology	Social/Human Sciences	Theology	Social/Human Sciences
		Theology	Social/Human Sciences	Theology	Social/Human Sciences	Theology

2	<i>Who created the world?</i>		<i>Why is light an important symbol for many religious believers?</i>		<i>Why is the Megillat Esther important to Jewish people?</i>		<i>Why does Easter matter to Christians?</i>		<i>How important is the mosque in the lives of Muslims today?</i>		<i>Why do people have different views about the identity of 'God'?</i>		
	U.C. Digging Deeper Unit 1.2		U.C. Unit 1.3. Digging Deeper		Judaism: The festival of Purim (Spring Festival).		U.C. Digging Deeper Unit 1.3		Special Places (Focus: Islam- LAS)		U.C. Digging Deeper Unit 1.1.: What do Christians believe God is like?		
	Hinduism: Brahma: A Hindu creation story. (Special Things in Nature- LAS)		Hinduism: The story of Rama and Sita/ Lights at Divali- (LAS)		Special Words and Stories (Focus: Judaism - LAS)								
Christianity/Hinduism Focus		Christianity/Hinduism Focus		Judaism Focus		Christianity Focus		Islam Focus		Christianity Focus			
Theology		Philosophy		Theology		Human/Social Sciences		Human/Social Sciences		Theology		Human/Social Sciences	
3	<i>What do Christians and Hindus learn from their Creation stories?</i>		<i>One God?</i>		<i>What does it mean to be a Hindu?</i>		<i>Why do Christians call the day Jesus died 'Good Friday'?</i>		<i>When Jesus left, what was the impact of Pentecost?</i>		<i>How do Synagogues give Jewish people a sense of identity and belonging?</i>		
	U.C. Core Unit 2a.1		U.C. Core Unit 2a.3 What is the Trinity?		The Home Shrine and Puja (Worship) in the Home Hinduism: Living as a Hindu - LAS		U.C. Core Unit 2a.5		U.C. Core Unit 2a.6		Judaism: The Synagogue parts a and c- LAS		
	Hinduism: Hindu Creation Stories: Brahma – LAS)		Hinduism: Brahman and the Aum symbol - LAS										
Christianity/Hinduism Focus		Christianity/Hinduism Focus		Hinduism Focus		Christianity Focus		Christianity Focus		Judaism Focus			
Theology		Philosophy		Theology		Human/Social Sciences		Theology		Theology		Human/Social Sciences	




4	<i>What do Christians learn from the Creation story?</i> U.C. Digging Deeper Unit 2a.1		<i>One God?</i> U.C. Digging Deeper Unit 2a.3 What is the Trinity? Hinduism: The Trimurti-LAS		<i>What does it mean to be a Hindu?</i> Features of the Mandir and congregational Puja (Hinduism: Living as a Hindu: LAS)		<i>Why do Christians call the day Jesus died 'Good Friday'?</i> U.C. Digging Deeper Unit 2a.5		<i>When Jesus left, what was the impact of Pentecost?</i> U.C. Digging Deeper Unit 2a.6		<i>How do the teachings of the Sefer Torah shape Jewish religious life?</i> Judaism: The Synagogue part b-LAS	
	Christianity Focus		Christianity/Hinduism Focus		Hinduism Focus		Christianity Focus		Christianity Focus		Judaism Focus	
	Theology	Philosophy	Theology	Philosophy	Human/Social Sciences		Theology	Theology		Human/Social Sciences		
5	<i>How did the Universe come to be?</i> U.C. Core Unit 2b.2		<i>Was Jesus the Messiah?</i> U.C. Core Unit 2b.4		<i>How does the Qur'an influence the lives of Muslims today?</i> Islam: The Qur'an- LAS		<i>What did Jesus do to save human beings?</i> U.C. Unit 2b.6		<i>What kind of King is Jesus?</i> U.C. Core Unit 2b.8		<i>How does Islamic belief affect the way Muslims live their lives?</i> (Islam: The Five Pillars of Faith- LAS)	
	Christianity Focus		Christianity Focus		Islam Focus		Christianity Focus		Christianity Focus		Islam Focus	
	Theology	Philosophy	Theology		Human/Social Sciences		Theology	Theology	Philosophy	Human/Social Sciences		

6	<i>How did the Universe come to be?</i>	<i>Was Jesus the Messiah?</i>	<i>Can people come back to life?</i>	<i>What is the aim of life?</i>	
	U.C. Digging Deeper Unit 2b.2	U.C. Digging Deeper Unit 2b.4	U.C. 2b.7: What difference does the resurrection make for Christians? Hinduism: Re-incarnation and the concept of moksha, dharma and karma (Hinduism: Living as a Hindu LAS)	U.C. 2b.8: Digging Deeper: What kind of King is Jesus? Buddhism: The Noble Eightfold Path	
	Christianity Focus	Christianity Focus	Christianity/Hinduism Focus	Christianity/Buddhism Focus	
Theology	Philosophy	Theology	Human/Social Sciences	Theology	Philosophy

Key

LAS- Locally Agreed Syllabus (Essex ExploRE)

U.C.- Understanding Christianity

-  **Theological Focus**
-  **Philosophical Focus**
-  **Human/Social Sciences Focus**

Rationale

- In writing this overview we looked at around 15 different overviews from various dioceses and all of them have been very different! Many simply block in Understanding Christianity and then other faiths also as blocks, however we wanted to encompass the three strands of R.E. that all curriculums must cover: Theology, Human and Social Sciences and Philosophy. We looked closely at the Norfolk curriculum; this seems to provide ideas of how to create your own curriculum rather than particularly giving a programme of study with ideas of how to plan/resource lessons. Many examples of questions which could be posed as topic headings are given.
- Where possible we have tried to weave other faiths into the Understanding Christianity resource, for example Judaism and Hinduism in Years 1, 2 and 3 during the Creation topic as these religions also contain creation stories. Further evidence of this can be found in Year 4 during the Incarnation topic when the Hindu concept of the Triumurti is also explored. Where other religions are weaved in, it would be expected that the majority of the time would be spent on Christianity and exploring the Understanding Christianity Resource question.
- In line with the Norfolk syllabus, we have tried to pose each topic as a question, using either the Understanding Christianity question or by creating our own following the Norfolk guidelines.
- We have taken the other faith sections from Essex ExploRE as they have detailed supporting documents (https://schools.essex.gov.uk/other/Essex_SACRE/Pages/exploRE-Key-Stage-2-Support-Materials.aspx) which have been online for a long time but do seem to give a good basis for teaching each faith. This hopefully means staff will be able to get a good overview of what to teach, plus resourcing ideas for each topic heading.
- From Understanding Christianity we will always focus on the three core units outlined as Creation, Incarnation and Salvation, studied in each year group. The second year in each “key stage area” uses the “digging deeper” materials (for example KS1 Year 1 is core, KS1 year 2 is digging deeper) as these seem to explore the “making links” and “understanding the impact” in more detail which I felt meant that we were covering more than just the theological aspects of Understanding Christianity. The children would however need to experience the core unit well enough first in their previous year group. In addition to the three core units above, years 1 and 2 also cover “God”. Years 3-6, in addition to their three core units, cover Kingdom of God, as this includes Pentecost at around the correct time of year. Year 1 and 2 should also perhaps cover this in a discreet session around the correct time in the church year. We will also include other special “faith days” when we explore the celebrations/festivals of other religions at the correct time of year.

- With reference to the other faith topics, we have built in progression from early key stages where the children explore stories from the religions, including celebrations and festivals, to later key stages where the children explore the concepts and theological ideas behind these. In the overview we have covered Judaism, Hinduism, Islam and Buddhism. With regard to when different religions are studied, we have included Judaism in the Year 1 programme of study because of its similarity to Christianity as an Abrahamic religion whereas Buddhism which may be very unfamiliar to many children, is in the Year 6 programme of study. Questions hopefully develop learners' depth of thinking, from narrower specific ones such as "Why is the Torah important to Jewish people?" in Year 1 to "What is the aim of life?" in Year 6. With regard to the choice of topics, I have generally tried to focus on special places for each religion, special books/texts, leaders/key figures in each religion and some of the "big ideas" in each religion (e.g. the five pillars of faith in Islam, Year 5 Unit 6) as I felt this would give the most opportunity for inquiry based learning including learning from objects, asking key questions and visits to other faiths places of worship.
- There are only 4 key questions explored in Year 6. Units 3/4 and 5/6 in particular are therefore expected to be explored in depth, incorporating aspects from each religion identified, plus perhaps elements of humanism. Looking at the resources there seemed to be enough material to achieve this. The 4 topic question headings should cover the three strands of religious education in detail.