

John E. Batty Primary		Termly overview		Subject:	Religious Education
Year Group	Autumn	Spring	Summer		
YEAR 1	<p>KEY VOCABULARY/RESOURCES Uniqueness, special, differences, Jesus, parables, talents Cleversticks by Bernard Ashley (Picture Lions) ISBN:0006638554</p> <p>Harvest, God, thankful, celebrations, festival, prayer, Church Harvest Festival – Nancy Dickmann ISBN:978-1406219302 We love Festivals: Harvest – Honor Head ISBN:978-0750262088</p> <p>Gifts at Christmas – Start Up Religion ISBN: 9780237527655</p> <p>The Christmas Story Topmarks</p>	<p>KEY VOCABULARY/RESOURCES Special, Jesus, Christians, caring, friendship, healing, God, power, Bible, teacher, parable. Christians in School Trust – Primary Vision – Key Stage Map – KEY STAGE 1 – Jesus A Special Person</p> <p>Easter, Palm Sunday, Good Friday, Easter Day, Cross, Lent, crucifixion, traditions, tomb, Shrove Tuesday, Church, palm cross, Jesus, Last Supper, disciple, risen, resurrection</p>	<p>KEY VOCABULARY/RESOURCES <u>Christianity</u> – God, Creator, Christians, Bible, Genesis, 7th Day, resting, 10 commandments. <u>Judaism</u> – God, Creator, Jews, Torah, Shabbat, God’s rules Prayer, kippah, tallit, kosher, home, family, mezuzah, special, celebrations, customs, Shabbat, symbol</p> <p>Jewish Way of Life CD-ROM, The Pears Foundation 2008 www.jwol.org.uk</p>		
	<p>Key objectives</p> <ul style="list-style-type: none"> To consider the question ‘Who am I?’ and consider the uniqueness of each person in the community. To respond thoughtfully to basic ideas of God as Creator. To begin to understand that people belong to the Church and are welcomed through special ceremonies. To begin to explore other secular world views and how children are welcomed into the family. To know that Christmas is one of the most important festivals in the Christian year. To demonstrate familiarity with some aspects of the life of Jesus. Realise that Christians remember the birth of Jesus through Christian celebrations. To respond to the Christmas story, making connections with religious values. 	<ul style="list-style-type: none"> To show some understanding that for Christians Jesus is special. To retell some aspects of the Easter Story. To recognise some religious symbols and words. To identify aspects of their own experience. 	<ul style="list-style-type: none"> To respond thoughtfully to basic ideas about God as Creator. To demonstrate some understanding of the special place of the home in Jewish family life. To recognise some of the marks of the Jewish family home. To describe and respond thoughtfully to some aspects of special celebrations. 		

<p>YEAR 2</p>	<p>KEY VOCABULARY/RESOURCES Jesus, parable, caring, love, forgiveness, help, Church ‘Can’t you sleep, Little Bear’ by Martin Waddell ISBN: 9781844284917</p> <p>Children’s Bible: The Good Samaritan, The Lost Sheep, The Lost Son. The Sermon on the Mount</p> <p>Mother Teresa Dr Barnardo Local people in the community www.christianaid.org.uk www.cafod.org.uk</p> <p>Festival, light, Christmas, candle, decorations, star, angel, symbol, Christingle, service, ‘Light of the World’, seasons. www.reonline.org.uk Festivals</p>	<p>KEY VOCABULARY/RESOURCES Moses, birth, leader, Burning Bush, baskets, river, God, afraid, 10 Commandments, rules, Torah, Holy Book</p> <p>www.topmarks.co.uk/Judaism/Moses Children’s Bible</p> <p>Special, Bible, Christian, sacred, holy book, faith, Church, worship, beliefs, Old/New Testament, parables www.reonline.org.uk The Bible</p> <p>Easter, Shrove Tuesday, Lent, Palm Sunday, Good Friday, cross, Easter Vigil, candle, light, dark, Easter Sunday, resurrection, symbol, festival. Palm cross Hot cross buns Paschal candle Easter cards, pictures of a Church on Easter Sunday.</p>	<p>KEY VOCABULARY/RESOURCES Church, altar, pulpit, font, pews, hymn books, hassocks, Bible, lectern, flags, banner, instruments, organ. www.educhurch.org.uk This website is particularly good at showing through photographs the comparisons between different Churches.</p> <p>Saint, faith, stained glass window, symbol Books and websites related to stories of chosen saints</p>
<p>Key objectives</p>	<ul style="list-style-type: none"> To identify how people care for each other and suggest people who care for us. To demonstrate familiarity with some key value such as love, care and forgiveness which influence how Christians live their lives. To explain the religious meaning of a story. To work with others to produce own version of a parable or story which shows understanding of its content and meaning. To recognise that Christians try to follow Jesus’ example. To understand how Christians apply the teachings of Jesus in practical situations. To give examples of ways in which Christians help others. To describe and respond thoughtfully to some aspects of special celebrations. To recognise the way some key events in Jewish history are commemorated through festivals. To be familiar with some key events in Jewish history. To identify different kinds of lights To reflect on why Christmas is a special time To identify symbols of light in the Christmas story To retell what happens at a religious service and begin to think about some of the symbolism. To begin to explain meanings of some religious symbols and services. To suggest meanings in religious symbols. 	<ul style="list-style-type: none"> To develop knowledge of Moses as one of the key figures in Judaism. To learn how Moses was chosen to be a leader of the Jews. To talk about the feelings and emotions experienced by Moses when he was called by God to be a leader. To become familiar with aspects and events of Moses’ life. To recognise the Torah as a Holy book for Jews. To understand that the Torah teaches Jews how God wants them to live. To talk about own ideas of what ‘special’ means. To be aware of the Bible as a special book for Christians. To understand the Bible is a sacred/holy book which forms the basis of the Christian Faith. To identify that the Bible is used by Christians in their life and worship. To understand that religious ideas, beliefs and feelings can be expressed through the Bible. To identify the significance of special texts both to themselves and to Christians. To know the Easter story and begin to realise its significance for Christians. To begin to identify and understand the symbolism of particular items. To identify ways in which Christians celebrate Easter. To know that Good Friday is the anniversary of the Crucifixion. To describe how a paschal candle is used in the Easter vigil. To compare and contrast the church on Good Friday and Easter Sunday and recognise the significance of Easter Sunday. 	<ul style="list-style-type: none"> To identify the main features of a church. To understand the need to show respect for other people and places of worship. To experience and describe the atmosphere of a church. To identify some of the artefacts in a church. Make connections between the features of a church and artefacts and the way they are used by Christians. To identify the parts of a church they think are important and begin to consider why. To give simple explanations about why and how the building is special to Christians. To begin to consider how and why people pray. To understand the impact of religious faith on a person. To explore how the way he/she lived showed faith in God. To understand how the faith of the person affected / still affects the lives of other people. To respond to stories of faith.

<p>Year 3</p>	<p>KEY VOCABULARY/RESOURCES Brahman, Hindu, Divali, Hindusim, deities, Vishnu, Shiva, Brahma, God, worship, belief, Creator, puja, Shrine, Mandir</p> <p>BBC website http://www.hinduacademy.org/schools/ks1-3.html</p> <p>http://www.bbc.co.uk/religion/religions/hinduism/index.shtml (Mainly teacher information)</p> <p>http://resources.hwb.wal.es.gov.uk/VTC/ngfl/re/b-dag/ngfl-container/re-unit3-en.html</p> <p>http://www.britishcouncil.org/kids-stories-favouritedaydiwali-popup.htm Advent, Jesus, special baby, celebration, Christians, Christmas, wreaths, candles, birth, symbolise, eternal God, Advent calendar</p>	<p>KEY VOCABULARY/RESOURCES Miracles, Christian, power, Jesus, paralysed, authority, sickness, belief, heal www.reonline.org.uk Jesus the healer</p> <p>Jerusalem, Palm Sunday, disciples, palm leaves, king, royalty, kingship. Power, crow, donkey, leader, palm crosses, procession, Hosanna, Christians http://www.bbc.co.uk/schools/religion/christianity/easters.html www.teachingideas.co.uk www.woodlands-junior.kent.sch.uk</p> <p>http://www.clcoc.org/gam/es/storyking.html Palm crosses</p>	<p>KEY VOCABULARY/RESOURCES Bible, special book, collective worship, Vicar, Minister, Priest, gospel, sermon, Old Testament, New Testament, prayer, pray, worship, Lord's Prayer, verse, chapter, God, Jesus, Guidance</p> <p>Children's Bible Outside visitor- vicar/ priest/ minister</p> <p>3D Parables of Jesus, by Hudson and Kennedy (Authentic Lifestyle, ISBN 9781860245053</p>
<p>Key objectives</p>	<ul style="list-style-type: none"> • To understand the basic facts of the Hindu religion. • To understand what Hindus believe about God. • To learn how Hindus worship at home and in the Mandir. • To understand why worship at home and in the Mandir is important. • To recognise Advent as a time to prepare for the arrival of Jesus as a special baby. 	<ul style="list-style-type: none"> • To understand why Christians believe that Jesus is God's Son. • To understand that Christians believe Jesus had power over nature, sickness and sin. • To understand the story of what happened on Palm Sunday. • To understand how different people in the story felt and reacted. • To understand the difference between a royal king and Jesus as a king. • To understand how and why Christians celebrate Palm Sunday. 	<ul style="list-style-type: none"> • To demonstrate awareness that the Bible is a special book for Christians. • To understand that the Bible teaches Christians how to live. • To understand that all religions have holy books. • To be able to re-tell some stories Jesus told and explain what they mean to Christians

<p>Year 4</p>	<p>KEY VOCABULARY/RESOURCES Bible, Christianity, Harvest Festival, Hinduism, Buddhism, ahimsa, environment, 1st precept, fair trade http://www.religioustolerance.org/tomek20.htm Fair trade food.</p> <p>Rama, Sita, Lakshmi Divali, celebration, festivals, rangoli, saris, diva lamp, light, incense, Goddess, wealth Rama and Sita story Clay, Rangoli patterns, Candles, Incense sticks, Cards, Saris</p> <p>Bethlehem, Angel, candle, Mary, Joseph, Gabriel, donkey, Nazareth, stable, Inn Keeper, shepherds, Kings, gold, myrrh, frankincense, advent, wreath, mass Candles in the Advent wreath</p>	<p>KEY VOCABULARY/RESOURCES Prayer, relationship, pray, Thanksgiving, blessing</p> <p>Various “prayer beads” e.g. rosary A Mezuzah Pictures of the Western Wall Pictures of people praying in the Ganges A Prayer Mat</p> <p>Shrove Tuesday, pancakes, Lent, devil, Ash Wednesday, dust, Roman Catholic, desert, ashes, sin, Gospel, faithful, temptation, Easter, prepare, Jesus, sacrifice, redemption, fast. Flour, eggs, milk Bible/ stories of Jesus’ temptations</p>	<p>KEY VOCABULARY/RESOURCES Value, symbol, belief, precious, concrete, intangible, Church, mosque, temple, synagogue, mystery, awe, worship, respect</p> <p>Precious objects http://www.woodlandsjunior.kent.sch.uk/Homework/religion/church/ Photographs of different denomination churches and other religious buildings Virtual tours of religious buildings</p> <p>Rules, societies, guidelines, faiths, commandments, Dharma www.ainglkiss.com/10com/ www.hindukids.org/learn/hindudharma/niyam.html</p>
<p>Key objectives</p>	<ul style="list-style-type: none"> • To know and understand the views taken by different religions about the environment. • To understand the impact of buying fair trade food in order to help the environment by encouraging sustainable development. • To understand why people choose to buy fair trade food. • To understand the basic facts of the Hindu religion. • To understand the key events of the story of Rama and Sita. • To understand the characters’ feelings in the story. • To understand what Divali means to Hindus • To understand how Hindus celebrate Divali. • To understand the difference between Christmas as a religious festival and secular celebration. • To understand the Christmas story and why it is important. • To understand how Christians celebrate Christmas • To understand how worship is important to Christians. • To understand why candles are used and their significance to Christians. 	<ul style="list-style-type: none"> • To understand what prayer is. • To understand why people pray. • To understand how people pray. • To understand why Lent is important to Christians. 	<ul style="list-style-type: none"> • To understand that the value placed on objects and experience varies, that what people regard as precious reveals their underlying values and links to how they live their lives. • To be able to classify different types of religious buildings and objects . • To understand that beliefs, ideas and feelings can be expressed in a variety of ways. • To be able to describe what sorts of things are found in religious buildings. • To understand the significance of religious buildings and objects for believers • To understand why societies have to have rules • To know that religious groups have specific rules or guidelines to live by • To understand why rules are important to religions

<p>Year 5</p>	<p>KEY VOCABULARY/RESOURCES Muhammad, PBUH, Night of Power, revealed, beloved, prophet, messenger, God, revelation, Allah, faith, Mosque, faith, leader</p> <p>Muhammad (PBUH) the Beloved Prophet: A Great Story Simply Told by Iqbal Ahmad Azami</p> <p>‘Goodnight Stories from the Prophet Muhammad’ ISBN: 8178985330</p> <p>Qur’an, sacred power, prayer, inspired, Arabic, guidance, behaviour indicators</p> <p>Qur’an and stand ‘Islam for Children’ by Ahmad Von Denffer. ISBN: 9780860370857</p> <p>Prophecy, gift, love, joy, peace, shepherds, Magi, faith Children’s Bible</p>	<p>KEY VOCABULARY/RESOURCES Sacred, pilgrimage, holy, Hajj, symbolic, healing, spirituality, blessings, journey, forgiveness</p> <p>www.berkshirehistory.com/kids/pilgrims</p> <p>Jesus, disciples, Passover, Jerusalem, exodus, meal, body, blood, communion, symbol, Last Supper, washing, serving, death, friend</p> <p>Seder plate – info from www.chabad.org/</p>	<p>KEY VOCABULARY/RESOURCES Creator, live, Creation, God, image, belief, evolution, Stewardship, conservation, preservation, protect, world, nature</p> <p>Bibles – creation story</p> <p>www.request.org.uk/main/basics/god/god01</p> <p>Worship, faith, celebration, belong, celebrate, prayer, pray, verse, Church</p> <p>CDs of religious music</p>
<p>Key objectives</p>	<ul style="list-style-type: none"> • To know who Muhammad was (PBUH) what happened on the ‘Night of Power’. • To understand: the meaning of ‘revelation’, that a Mosque is a special place for Muslims, that Muslims do not focus on statues or pictures when they pray • To know: how to treat the Qur’an -and why, what the Qur’an represents, how the Qur’an affects the lives of Muslims. • Begin to understand the meaning of ‘sacred’. • Begin to reflect on what influences them and their behaviour/actions. • To understand that: Jesus was born, and died, a Jew, that the birth of Jesus fulfils the prophecies written in the Old Testament (also the Torah), that Jesus is the incarnation of God-that God became man, that God gave a great gift to the world in his son Jesus • To understand that Jesus came to earth for all people-rich and poor alike, good and bad. 	<ul style="list-style-type: none"> • To understand that people travel to certain places on a pilgrimage for different reasons. • To understand that Mecca is an especially sacred place for Muslims. • To understand that the Qur’an tells Muslims that they should visit Mecca at least once in their life, if they can raise the money to go. • To understand that there are many different places of pilgrimage • To make a presentation describing another type of pilgrimage which people make. • To understand what happened at the Last Supper. • To understand how Jesus prepared his friends for his death and showed them how they could think about him frequently. • To understand how Jesus showed his friends he was there to serve by washing their feet. 	<ul style="list-style-type: none"> • To understand that Christians believe there is only one God and that he made us in his image • To understand that Christians believe God created the world in 6 days and on the 7th day he rested • To understand that there are different viewpoints to how the world was created and it is important to respect each others views. • To understand that Christians believe that God left the world in people’s care – Stewardship. • To know that not all Christians worship in the same way. • To understand that singing can be a powerful form of worship • To know that for some people contemplation is an integral part of their church.

<p>Year 6</p>	<p>KEY VOCABULARY/RESOURCES Buddhism, Buddha, The Four Noble Truths, Five Moral precepts, Noble Eightfold Path, enlightened, meditation, Nirvana, wheel of life</p> <p>http://www.bbc.co.uk/schools/religion/buddhism/index.shtml</p> <p>http://www.primaryhome-workhelp.co.uk/religion/buddhism.htm</p> <p>http://www.buddhanet.net/e-learning/buddhism/storybuddha.htm</p> <ul style="list-style-type: none"> • Buddhism, Buddha, temple, shrine, monks, candles, incense burner, statues, puja, Theravasin tradition, alms bowl, robes • Photographs of Buddhist traditions <p>Gospels, Christmas Story, Mary, Joseph, angels, Jesus, shepherds, Kings, Egypt, Nazareth</p> <p>Bibles with the Christmas story from Matthew and Luke.</p> <p>Art showing images from the Christmas story.</p>	<p>KEY VOCABULARY/RESOURCES Death, spirit, soul, funeral, heaven, afterlife, karma, ceremony, cremation, burial</p> <p>Stories for each religion covering various aspects of faith www.sln.org.uk/storyboard</p> <p>https://humanism.org.uk/wp-content/uploads/Funeral-s-Leaflet.pdf</p> <p>http://www.humanismforschools.org.uk/pdfs/death%20and%20other%20big%20questions.pdf</p> <p>Stations of the Cross, Good Friday, Easter Vigil, Pascal Candle, service, Jesus, Light of the World, Easter Sunday</p> <p>Stations of the Cross pictures Hot cross buns Paschal candle Easter cards</p>	<p>KEY VOCABULARY/RESOURCES Prejudice, discrimination, misconception,</p> <p>http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=286&id=2348</p> <p>Jesus, Gandhi, Martin Luther King, belief, inspire, inspirational</p> <p>Story of Gandhi and photographs to accompany this “I have a dream speech” by Martin Luther King</p> <p>God, Allah, The Golden Rule, Ethics, Reciprocal, Reciprocity, politics http://www.teachingvalues.com/goldenrule.html</p> <p>www.semdmyfriend.org</p>
<p>Key objectives</p>	<ul style="list-style-type: none"> • To think about different famous people and why they are famous • To find out the basic facts of the Buddhist religion. • To identify key events in the life of the Buddha. • To understand why the life of the Buddha is important for Buddhists. • To understand the significance of the Buddhist shrine and how Buddhists can worship at home. • To explore how Theravadin Buddhists express their faith. • To explore the concept of community in the Buddhist tradition and beyond. <ul style="list-style-type: none"> • To have a clear understanding of the story of Christmas and understand why it is significant to Christians. • To compare and contrast the Gospel stories of Christmas from Matthew and Luke. • To begin to understand why there are differences and the implications of this for Christians. 	<ul style="list-style-type: none"> • To understand: <ul style="list-style-type: none"> • what Christians believe happens when you die • what Christians mean by spirit or soul • what practical aspects follow a death • that saying goodbye is part of the grieving process • what Hindus/ Sikhs believe happens when they die • that Hindus/Sikhs believe the soul continues after death/ is reborn into a new life • how karma influences a Hindu’s/Sikh’s life • what Humanist’s view on what happens after death is • what a Humanist funeral ceremony involves • To understand the Easter story and realise its significance for Christians. • To identify ways in which Christians celebrate Easter. • To know that Good Friday is the anniversary of the Crucifixion. • To understand why Christians believe Jesus is the Light of the World. • To compare and contrast the church on Good Friday and Easter Sunday and recognise the significance of Easter Sunday. 	<ul style="list-style-type: none"> • To begin to understand what a stereotypical view is and how we can all have them. • To understand what prejudice and discrimination is. • To understand how Christians deal with prejudice and discrimination. • To understand how Buddhists deal with prejudice and discrimination. <ul style="list-style-type: none"> • To understand what an inspirational person is and what makes them one. • To understand how people have inspired others by actions and words. • To compare these inspirational people and the techniques they have used. <ul style="list-style-type: none"> • To understand that the major religions believe there is only one God and that we exist because of Him. • To understand that the major religions all teach that we should do unto others what we would want to be done to us. • To understand that all Humanity is united. • To understand that the major religions teach that we have a duty to work for peace and justice in our world. • To understand that as human beings, the world religions teach that we have a responsibility for helping those in need.