

HAWLEY PRIMARY SCHOOL

SUBJECT OVERVIEW



RE

EYFS Development Matters

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.
- Enjoys joining in with family customs and routines.

Early Learning Goal

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities, and traditions.

Statutory Content Coverage

Religious education in Key Stage 1

Children in Key Stage 1 will continue to explore and reflect on their own way of life and feelings about this and also continue developing an understanding of religious and non-religious ways of living. They should continue to be encouraged to ask questions and recognise that different people may respond in different ways to their questions.

Children should be encouraged to explore and share their own experiences of the concepts studied. In this way they will begin to attend to other people's experiences of concepts found in religious and non-religious ways of life.

At this key stage the enquiry into what it means to live a religious and non-religious life will be concerned with enquiring into concepts common to all people (A concepts), where children will engage within their own experience. These concepts are also evident in religious ways of life, for example **happy, sad, remembering** and **thanking**. Towards the end of the key stage children should begin to explore concepts that are shared across many faith narratives (B concepts).

At Key Stage 1 the main focus is on A concepts.

Older children within the key stage (Year 2) can also explore B concepts, for example **God** and **symbol**.

- Children will be introduced to terms specific to religions (e.g. Shabbat) but the focus for enquiry into concepts will be rooted in their own experience (for example, **celebrating** is the focus concept, but Shabbat is a Jewish example of this).

Religious education in Key Stage 2

During Key Stage 2 children will develop their dispositions and skills for enquiry further, which enables them to have a more mature understanding of different religious traditions. They should now be able to identify and make their own responses to some of the issues that arise in their own and others' experience with regard to living a religious or non-religious life. They should be encouraged to develop their ability to ask and pursue more perceptive and complex questions.

The focus on B concepts will increase as pupils progress through Key Stage 2.

There will continue to be some cycles of enquiry beginning with children's experiences of A concepts, although these enquiries will usually become more complex and sophisticated in terms of engagement with the concept from the perspective of a religious or non-religious person outside their experience, as the children get older.

In Year 5 and 6 some children will have the opportunity to enquire into C concepts.

As Key Stage 2 progresses, children usually have a broader range of experiences to draw on for their enquiries. They will continue to engage with concepts that are common to all people (A concepts), for example *freedom, authority, sacrifice*, as well as investigate concepts that are shared by many faith narratives (B concepts), for example *holiness, pilgrimage*, and *rites of passage*. Through their enquiries children will also encounter concepts distinctive of particular religions (C concepts), for example *Trinity, moksha, mitzvot*.

Cycle A

A concepts, B concepts, C concepts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Is There Room on a Broom for a Gruffalo?	In with a Bang Celebrating You	Once Upon a Time	Eggcellent!	Join Our Journey	It's a Bug's Life
RE Concept	NO RE	Christianity Celebrating (Jesus birth)	Christianity Precious (water)	Christianity New life (Egg/Easter)	Hinduism Remembering <i>(Janmashtami (Krishna's birthday))</i>	Christianity Change (People Jesus met)
Assessment Focus	NO RE	Communicate Children can share their own experience of their birthday. <i>I can share my own experience of birthdays.</i>	Inquire Children can share their ideas about water. <i>I can begin to identify and talk about water.</i>	Apply Children can say how an egg can be a reminder of new life. <i>I can identify how Christians use eggs as a symbol of life.</i>	Contextualise Children can explain and retell the story of Krishna's birthday. <i>I can retell the story of Krishna's birthday.</i>	Inquire Children can simply explain the meaning of change. <i>I can begin to identify and talk about the meaning of change.</i>
Year 1/2 Topic	Out of Africa	Fire! Fire!	Rumble in the Jungle	Marvellous Medicine	Under the Sea	Treasure Adventures
RE Concept	Thankfulness Celebrating Harvest Christianity Golden Thread- Love	Journey's end Nativity journeys Christianity Golden Thread- Special	Remembering Passover Judaism Golden Thread- Community	Welcoming Palm Sunday Christianity Golden Thread- Community	Belonging Belonging in Judaism Judaism Golden Thread- Belonging	Pondering Time Judaism Concept: special objects
Assessment Focus	Apply Children can identify simple examples of how celebration relates to their and other people's lives.	Inquire Children can identify how different journey's ends relate to my life.	Contextualise Children can simply describe ways in which Jews remember the Passover story.	Evaluate Children can evaluate by simply describing the importance of welcoming in the story of Palm Sunday.	Communicate Children can discuss their own ideas about belonging.	Evaluate Children can explain why chosen concept is important to chosen religion.

	Through a class discussion: How do you feel when you celebrate something? Do we celebrate everything? Why/why not? What sort of things do we celebrate?	Look at the story of Babushka. Why are journeys important? How can I relate to this?	Children create a speech bubble, in relation to Jewish people and simply explain the Passover Story.	Children write in speech bubble: I think it is /is not important for Christians to remember the sad and happy parts of Easter because...	Children to design own plate for a special occasion that will help them to remember parts of that special occasion.	Stem sentences task – Special objects are important to Jewish people because...
Year 3/4 Topic	The Rolling Stone Age	Local Legacy (WWII)	At Water's Edge	Natural Wonder	Land of Roar	Sporting Heroes
RE concept	<i>Pondering Time</i> Christianity <i>Concept: Child's choice</i>	Angels Angels Christianity Golden thread- Love	Good and evil Holi Hinduism Golden Thread- Special	Symbols Symbols in Christianity Golden Thread- Belonging	Sacred place Places of worship Christianity Golden Thread- Community	Protection Raksha Bandhan Hinduism Golden thread- Love
Assessment Focus	Evaluate Children can explain why chosen concept is important to chosen religion. Stem sentences task - BLANK is important to Christians because...	Apply I can explain examples of how my own responses to angels can be applied to mine or other's lives. Drawing of an angel – how is this shown to them? How might someone else view an angel?	Contextualise I can describe how Hindus remember good and evil in the story and celebrations of Holi. Children to listen to the story of Prahlad and then discuss the good and evil characters in the story.	Inquire I can describe the meaning of the concept symbol. Children draw a cross in their book. Write a description of saying which part of the story a cross would remind Christians of.	Evaluate I can describe the value of a place of worship to Christians. Children to complete Venn Diagram looking at the similarities and differences between these two religions.	Inquire I can describe what protection means to me and Hindus. Children create their own concept map for protection.
Year 5/6 Topic	Reach for the Stars	Our Heroes (WW1)	Oh Maya!	Boom!	Eureka	
RE concept	Belonging What it means to live life as a Muslim. Golden thread- Belonging	Interpretation Christmas - the two birth narratives. Golden Thread- Special	Avatar Hinduism Golden Thread- Love	<i>Pondering Time</i> Religion: Child's choice <i>Concept: Child's choice</i>	Sacred place Places of worship Golden thread- Community	Muhammad and the Qur'an <i>Submission</i>

<p>Assessment Focus</p>	<p>Apply Children can identify how belonging can be applied in their own and other's lives.</p> <p>Class discussion about what belonging means. Use stem questions.</p>	<p>Inquire Children can explain the meaning of the word interpretation.</p> <p>Child's description/definition of what interpretation means to them.</p>	<p>Contextualise Children can accurately explain how the concept of avatar is significant in Hinduism.</p> <p>Children to act out different avatar stories within Hinduism. Can they retell the story?</p>	<p>Evaluate Children can explain why chosen concept is important to chosen religion.</p> <p>Stem sentences task - BLANK is important to Blank because...</p>	<p>Evaluate Children can describe the value of sacred places to believers and themselves.</p> <p>Hot-seat, volunteer pupils in role as a Christians or Muslim who have been offered an alternative place of worship because theirs is being pulled down to make way for a road. How would they react?</p> <p>Inquire Children can explain the meaning of submission for Muslims.</p> <p>Children to create a speech bubble to explain the meaning of submission for Muslims.</p>
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Cycle B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Is There Room on a Broom for a Gruffalo?	In with a Bang Celebrating You	Once Upon a Time	Eggcellent!	Join Our Journey	It's a Bug's Life
RE Concept	NO RE	Christianity Celebrating (Jesus birth) Golden thread- Community	Christianity Precious (water) Golden Thread- Special	Christianity New life (Egg/Easter) Golden thread- Belonging	Hinduism Remembering (Janmashtami) (Krishna's birthday) Golden thread- Love	Christianity Change (People Jesus met) Golden thread- Community
Assessment Focus	NO RE	Communicate Children can share their own experience of their birthday. I can share my own experience of birthdays.	Inquire Children can share their ideas about water. I can begin to identify and talk about water.	Apply Children can say how an egg can be a reminder of new life. I can identify how Christians use eggs as a symbol of life.	Contextualise Children can explain and retell the story of Krishna's birthday. I can retell the story of Krishna's birthday.	Inquire Children can simply explain the meaning of change. I can begin to identify and talk about the meaning of change.
Year 1/2 Topic	Hooray for Hawley!	Up, Up and Away	Victorious Victorians	Into the Toy Box	To the Rescue	Going for Gold!
RE concept	<i>Creation</i> Creation stories Christianity Golden thread- Love	<i>Light as a symbol</i> Advent and <i>Hannukah</i> Christianity/ Judaism Golden thread- Belonging	<i>Pondering Time</i> <i>Christianity</i> Concept: story	<i>Sadness to happiness</i> Key events of Easter Christianity Golden thread- Community	<i>Authority</i> Bible Christianity Golden thread- Community	<i>Special places</i> Christianity and Judaism. Golden Thread- Special
Assessment focus	Inquire Children can explain what it means to create something- relate to how to how the world was related. Playdough activity- take photos and post it note children's ideas.	Contextualise Children can describe in simple terms the Jewish story of Hannukah. Hannukah mind map with key ideas about the festival.	Evaluate Children can explain why chosen concept is important to chosen religion. Stem sentences task - Story is important to Christians because...	Communicate Children can explain a time when they have felt happy and sad. Emotions task with happy and sad event/ picture and sentence	Apply Children to give an example of someone who has authority in their life and how it affects them e.g. teacher- gives classroom rules. Scenario task- picture and sentence to show an	Contextualise Children can explain a special place that Jews have. Children to have an image on a synagogue. Children to label key parts of the building and

					example of authority in their life.	things that make it a special place for a Jew.
Year 3/4 Topic	Were the Romans really Rotten?	The Power of Words	Lights, Camera, Action		Walk like an Egyptian	
RE concept	<p>Special Special foods</p> <p>Hinduism and Christianity</p> <p>Golden Thread- Special</p>	<p><i>Pondering Time</i></p> <p>Hinduism <i>Concept: Child's choice</i></p>	<p>Temptation Making choices Christianity</p> <p>Golden thread- Community Ritual Paschal candle</p> <p>Golden thread- Belonging</p>		<p>Devotion Hindu worship Hinduism</p> <p>Golden thread- Belonging Myths Myths</p> <p>Golden thread- Love</p>	
Assessment focus	<p>Inquire Children can explain what the meaning of special is referring to their personal experiences.</p> <p>Children to discuss what makes food special to them.</p>	<p>Evaluate Children can explain why chosen concept is important to chosen religion.</p> <p>Stem sentences task - BLANK is important to Hindus because.</p>	<p>Contextualise Children to explain how Christians see the concept of temptation looking at the stories Jesus told.</p> <p>Story board- Jesus in the desert.</p> <p>Contextualise Children to explain the ritual of the Paschal candle as part of Jesus Resurrection</p> <p>Drama task- re-enacting Mary finding the empty tomb.</p>		<p>Communicate Children to explain example of the things in their life that they are devoted to.</p> <p>Devotion means to me task- Devotion means to me, playing football for Hawley FC. I am devoted to attending weekly football session and this is a sport I love to play. I love my team and how we all work together to be the best team and win the game.</p> <p>Apply Children to apply ideas of creation to their own beliefs. How do they think the world was made?</p> <p>Children to create their own stories of how the world was made- written/ through pictures etc.</p>	
Year 5/6 Topic	Coastal Adventures	Sensational Shang	We Rule!		Ever Evolving	
RE Concept	<p>Wisdom Holy books Christianity and Islam</p> <p>Golden thread- Community</p>	<p>Prophecy The Magi Christianity</p>	<p>Power and Peace <i>Gods Power</i> Islam and Christianity</p> <p>Golden thread- Love</p>		<p>Humanism Golden Rules</p> <p>Golden thread- Belonging</p>	

		Golden Thread-Special	<p>Resurrection The empty cross Christianity</p> <p>Golden Thread- Special</p>	<p><i>Pondering Time</i></p> <p>Religion: Child's choice Concept: Child's choice</p>
Assessment Focus	<p>Inquire Children to explain what they word wise means to them.</p> <p>Task- group work task- create mind map of examples of wisdom and authority</p>	<p>Contextualise Children to explain The Magi with reference to prophecy.</p> <p>Children write out another label to go with each gift, explaining its use and significance. Use this as an assessment opportunity.</p>	<p>Evaluate What is the value, for the believer, of God's power? What do I think about what they believe?</p> <p>Whole class discussion- If you have power over the weather, why are there droughts/global warming? Do you have power over people's minds? God helped the Israelites escape from Egypt. Does that mean God takes sides in every war? Children record their questions for display.</p> <p>Communicate Children to explain their own ideas of resurrection.</p> <p>Pupils discuss in groups what they think about the concept of resurrection. Use these questions as prompts throughout the discussions. <i>Can it happen? Is our view of whether resurrection is possible affected by our views of death? Is death the end?</i></p>	<p>Apply Children to apply ideas of rituals in their own lives and compare with others.</p> <p><i>Compare pictures. Are they the same? Are they different? Does everyone feel the same about rituals? Do they always make you feel, happy, reassured, or perhaps anxious? Did anyone not have any rituals? Why not?</i></p> <p>Evaluate Children can explain why chosen concept is important to chosen religion.</p> <p>Stem sentences task - BLANK is important to Blank because...</p>