



# Fen Ditton Primary Religious Education Overview 2021-2022



RE at Fen Ditton should be fun, hands on and full of opportunities to express views and ask questions. We explore the interests and experiences within each class, make each topic memorable and encourage visitors, virtual trips, food tasting and the acting out of religious celebrations. We aim to give the children time to discuss debate and question and work on making links between different religions and religious beliefs.



|   | Autumn 1 & 2<br>Theme – Care and Concern / Celebrations  | Spring 1 & 2<br>Theme – Sacrifice / New Beginnings   | Summer 1 & 2<br>Theme – Stories to guide us / Care for the environment?   |
|---|--|--|---|
| <p><b><u>Reception/EYFS and Year 1</u></b></p> <p>In EYFS, RE is not taught as a discreet subject but pupils are exposed to a variety of cultural celebrations and festivals. They talk about their traditions and people who are important to them.</p>  | <p style="text-align: center;"></p> <p><b><u>‘Thankful for my Family’ and ‘A Special Baby’</u></b></p> <p>Who cares for you?<br/>How can we care for others?<br/>What makes you special?<br/>Why are birthdays special?<br/>How do we prepare for birthdays?<br/>How do Christians prepare for Jesus’ birthday?<br/>Why was Jesus a special baby?<br/>Where do Christians go to celebrate Jesus’ birth?</p> <p><b>Vocab – Family, unconditional love, Bible, Christ, Christmas, Church, Creation, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship.</b></p> | <p style="text-align: center;"></p> <p><b><u>‘Celebrations and ‘New Life’</u></b></p> <p>New Year: resolutions and new beginnings<br/>Chinese New Year:<br/>Baptism: Welcoming a baby to the Christian faith.<br/>Easter: what Christians believe, Lent, Journey that Jesus made – Palm Sunday<br/>Church visit – to identify the font (Baptism) and look for cross/crosses in the Church</p> <p><b>Vocab – New Year, promise, celebrate, beginning, Baptism, font, journey, Palm Sunday, Lent, Easter, Christian</b></p> | <p style="text-align: center;"></p> <p><b><u>‘Caring &amp; Helping’ and ‘Stories Jesus Told’</u></b></p> <p>Father’s Day<br/>St George’s Day<br/>Queen’s Platinum Jubilee</p> <p>Stories Jesus told: Lost Sheep, Lost Coin, Good Samaritan,</p> <p><b>Vocab – care, help, world, important, special, people, Bible</b></p> |
| <p><b><u>Years 1 and 2</u></b></p> <p>Both year groups should have some prior knowledge of <b>Islam</b> and <b>Christianity</b>. They should be able to recognise the ‘Holy Books’, places of worship, cultural practices and Islamic rules regarding</p> | <p style="text-align: center;"></p> <p><b><u>‘Harvest Hands’ and ‘A special Baby’</u></b></p> <p>What kind things can we do with our hands; Good deeds, Helping others, growing food, cooking food, giving hugs.</p> <p>What do Christians celebrate during Harvest Festival? Why are they thankful to God?</p>   | <p style="text-align: center;"></p> <p><b><u>‘Welcome’</u></b></p> <p>When a baby is born how is it welcomed?<br/>How do Christians welcome a new member into the Church family?<br/>How do Muslims celebrate the birth of a child?<br/>What are the words of Adhan?</p>  | <p style="text-align: center;"></p> <p><b><u>‘Our wonderful world’</u></b></p> <p>Should people take care of the world?<br/>How can we help to take care of our world?<br/>Where do Christians go to give thanks and feel close to God?</p>  |

|  |   |  |   |
|--|---|--|---|
| <p>food. They have some experience of Baptism and Muslim birth rites.</p>  | <p>God loves and cares for the world – who cares for you? What are you thankful for?<br/>Harvest is also a time to help others who have less than us – can we think of any bible stories that show us how to care for our neighbours?<br/>Why are birthdays special?<br/>How do we prepare for birthdays?<br/>How do Christians prepare for Jesus’ birthday?<br/>Why was Jesus a special baby?<br/>Can you retell the Christmas Story?</p> <p><b>Vocab - Bible, Christ, Christmas, Church, Creation, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship.</b></p> <p><b>Chris Quigley Milestone 1</b><br/><b>Understand beliefs and teachings</b> - Describe some of the main festivals or celebrations of a religion.<br/><b>Reflect</b>- Relate emotions to some of the experiences of religious figures studied.<br/><b>Understand values</b>- Explain how actions affect others.</p> | <p>What is a Baptism?<br/><b>Easter Afternoon</b><br/>Godly Play – the Easter Story</p> <p><a href="#">KS1 &amp; KS2: Resources for Easter - BBC Teach</a></p> <p><b>Church visit</b> – I spy in Church (religious symbols and artefacts)<br/><b>Vocab – Easter, sacrifice, palm cross, journey, cross, tomb, nails, death, birth, Baptism, font, candle, Muslim, whisper, words of Adhan</b></p> <p><b>Chris Quigley Milestone 1</b><br/><b>Understand how beliefs are conveyed</b>- Name some religious symbols.<br/><b>Understand practices and lifestyles</b> - Recognise, name and describe some religious artefacts and places.</p>  | <p>Where do Muslims go to give thanks and be close to Allah?<br/>Recap: What are the main Christian celebrations: Christmas, Easter, Harvest<br/>What do you celebrate at home? How is it the same and/or different from other chn/religions<br/>Recall and reflect on experience of Church visit and stained glass windows – in class create stained glass windows showing</p> <p><b>Vocab – world, creation, responsibility, care, festival, celebration, thanks and praise</b></p> <p><b>Chris Quigley Milestone 1</b><br/><b>Understand beliefs and teachings</b> - Describe some of the main festivals or celebrations of a religion.<br/><b>Reflect</b>- Identify the things that are important in their own lives and compare these to religious beliefs.</p>  |
| <p><b>Years 2 and 3</b><br/>The Year 2 children should have prior knowledge of <b>Islam</b> and <b>Christianity</b>. They should be able to recognise the ‘Holy Books’, places of worship, cultural practices and Islamic rules regarding food. They have some experience of Baptism and Muslim birth rites. The year 3 children learnt about <b>Judaism</b> and <b>Christianity</b> last year. They know about the Seder Plate, Hanukkah, what you might find in a synagogue and the story of Moses</p> | <p style="text-align: center;"></p> <p style="text-align: center;"><b>Hanukkah and Christmas</b><br/><b>(Festivals of light)</b></p> <p>Can you retell the story of Hanukkah? Who were the Maccabees?<br/>What is a menorah and how many times do you light a candle during Hanukkah?<br/>What special building would Jewish people visit during Hanukkah<br/>Name the special food made with the ‘miracle oil’?<br/>Any similarities between Christmas and Hanukkah?<br/>Explore the idea of – Light – candles; transforming darkness into light and the giving and receiving of presents during both celebrations. (Gelt)<br/>What do Christians mean when they say; ‘Jesus is the light of the world’? Look at William Holman Hunt’s “Light of the World” painting.</p>   | <p style="text-align: center;"></p> <p style="text-align: center;"><b>New Beginnings Around the World</b></p> <p>Explore how different faiths and cultures celebrate the start of a New Year/new beginning.<br/>Chinese New Year – Year of the Tiger<br/>Happy New Year – resolutions<br/>Why do we celebrate a New Year?</p> <p>Exploring Islam:<br/>How do Muslims celebrate the start of a New Year?<br/>Consider how a trip to Mecca (one of the five pillars of Islam) is like a New Beginning for a Muslim.<br/>What happens as part of a Muslim’s visit to Mecca?<br/>Find out about the direction that Muslim’s pray in. Think about the similarities and differences between celebrations happen in different faiths, and those with no faith.</p> | <p style="text-align: center;"></p> <p style="text-align: center;"><b>‘Handle with care’</b></p> <p>Does the world belong to God?<br/>How does God want Christians to look after the world?<br/>What does ‘looking after the world’ mean?<br/>How do we look after the world?<br/>Consider the use of the word ‘fragile’ when considering our world. Use/over use of natural resources, what does that mean for our world?<br/>Can we learn from other religions to do this differently/better?<br/>Why do I think the world is special?<br/>What can I do to help look after our school/local community/the world?<br/>Church visit – how does St Mary’s/Baptist Church help support members of our local community?<br/>Consider making a collection for a local foodbank.</p> |

|  |  |   |  |
|--|--|---|--|
|  | <p>How does making a Christingle help us to understand the importance of Jesus as ‘the light of the world?’</p> <p>Are there any parables that help us to understand this?</p> <p>IS there a special light in the Christmas story? How much can you remember?</p> <p><b>Vocab;</b> synagogue, star of David, Ark, Kippah, Tallit, Torah Scrolls, Yad, Shabbat: Kosher, Challah, Menorah, Chanukah, Covenant, Dreidel, Maccabees, One God, Gelt</p> <p><b>Chris Quigley Milestone 1</b></p> <p><b>Understand beliefs and teachings</b> - Describe some of the teachings of a religion.</p> <p><b>Reflect-</b> Relate emotions to some of the experiences of religious figures studied.</p>  | <p><b>Vocab:</b> New Year, Faith, beginning, Islam, Muslim, Mecca, journey, Five Pillars of Islam, prayer, pilgrimage</p> <p><b>Chris Quigley Milestone 1</b></p> <p><b>Understand how beliefs are conveyed-</b> Explain the meaning of some religious symbols.</p> <p><b>Understand practices and lifestyles</b> - Recognise, name and describe some religious artefacts, places and practices.</p>  | <p><b>Vocab – world, creation, responsibility, care, community, fragile, climate, special</b></p> <p><b>Chris Quigley Milestone 1</b></p> <p><b>Understand values-</b> Shows an understanding of the term ‘morals’. Identify how they have to make their own choices in life.</p> <p><b>Reflect-</b> Ask questions about puzzling aspects of life</p>  |
| <p><b>Years 3 and 4</b></p> <p>The year 3 children learnt about <b>Judaism</b> and <b>Christianity</b> last year. They know about the Seder Plate, Hanukkah, what you might find in a synagogue and the story of Moses. Year 4’s should come with knowledge of <b>Christianity, Islam and Sikhism</b>. They understand how Easter is celebrated within a church, have some knowledge of the 5 pillars of Islam and spent RE day learning about the Sikh Langar meal. They should be able to recognise the holy book and special places of worship for all three religions.</p> | <p style="text-align: center;"></p> <p><b><u>Diwali and Christmas – importance of light.</u></b></p> <p>What is Diwali, where and how is it celebrated?</p> <p>How many different religions celebrate it?</p> <p>Who are Rama and Sita and can you describe how good triumphs over Evil?</p> <p>What would you pray to Lakshmi for?</p> <p>How do Hindus’ prepare their house for Diwali?</p> <p>Describe the Importance of lotus flowers, Rangoli patterns and Diyas.</p> <p>Do you ever pray and make wishes and hopes for the year ahead.</p> <p>Describe similarities to Christmas; family gathering, lighting up our houses, wearing special clothes, cleaning our houses to welcome guests, eating special food, giving gifts.</p> <p>What do Christians mean when they say; ‘Jesus is the light of the world’? Look at William Holman Hunt’s “Light of the World” painting.</p> <p>How does making a Christingle help us to understand the importance of Jesus as ‘the light of the world?’</p> <p>Are there any parables that help us to understand this?</p> | <p style="text-align: center;"></p> <p><b><u>‘Journeys’</u></b></p> <p>Consider the journey that Jesus made: from Lent to Easter Sunday.</p> <p>Why is Jesus special to Christians?</p> <p>Explore the term ‘Saviour’ and consider what this means</p> <p>Why is Lent an important period?</p> <p>Describe what Christians do and ways they remember what happened on Palm Sunday?</p> <p>Why is the Last Supper important to Christians?</p> <p>How was Jesus betrayed?</p> <p>Explore the concept of forgiveness. Do you always forgive? Is it hard to forgive?</p> <p>What is Good Friday?</p> <p>What happened on Easter Sunday?</p> <p>Describe the journey Jesus’ body made from the cross to the tomb?</p> <p><a href="#">KS1 &amp; KS2: Resources for Easter - BBC Teach</a></p> <p><b>Vocab;</b> Easter, Palm Sunday, Last Supper, Jerusalem, Passover Meal, Good Friday, crucifixion, Easter Sunday, resurrection, cross</p> | <p style="text-align: center;"></p> <p><b><u>‘Inspiring a good life’</u></b></p> <p>How might religious beliefs affect how people care for our world?</p> <p>What does Judaism teach about the environment?</p> <p>Explore what Judaism teaches about creation.</p> <p>What is Stewardship?</p> <p>What does it mean to ‘act responsibly?’</p> <p>The Lord God took the man and put him in the Garden of Eden to work it and take care of it. <b>Genesis 2:15</b></p> <p>The Tenakh makes it clear that, as the whole Earth belongs to God, humans have to respect it and hand it back to God unspoiled.</p> <p>What do Christians think about caring for the world looks like?</p> <p>What do we do that shows we care for our world?</p> <p>Are there ways we could change our own actions and/or practices to make our school/local community/world a better place?</p> <p><b>RE Afternoon</b></p> <p>Godly Play: The Creation</p> |

|   |   |  |  |
|---|---|--|--|
|   | <p>IS there a special light in the Christmas story? How much can you remember?</p> <p><b>Vocab;</b> Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Offering, Pray, Rama, Shiva, Shrine, Worship. Advent, Bible, Christ, Christmas, Church, Faith, God, Holy Spirit, Incarnation, Jesus, New Testament, Old Testament, Parables, Prayer, Priest, Vicar, Worship. Christingle</p> <p><b>Chris Quigley Milestone 2</b></p> <p><b>Understand values-</b> Discuss and give opinions on stories involving moral dilemmas.</p> <p><b>Understand how beliefs are conveyed-</b> Identify Religious symbolism in literature and the arts.</p> <p><b>Understand beliefs and teachings</b> - Refer to religious figures and holy books to explain answers.</p> <p><b>Reflect</b> - Give some reasons why religious figures may have acted as they did.</p> <p><b>Understand practices and lifestyles-</b> Describe religious buildings and explain how they are used.</p> | <p><b>Chris Quigley Milestone 2</b></p> <p><b>Understand practices and lifestyles-</b> Identify religious artefacts and explain how and why they are used.</p> <p><b>Understand values-</b> Explain how beliefs about right and wrong affect people’s behaviour.</p> <p><b>Understand beliefs and teachings</b> - Present the key teachings and beliefs of a religion.</p> <p><b>Reflect-</b> Ask questions that have no universally agreed answers</p>  | <p><b>Vocab;</b> Creation, caring, responsibility, World, Judaism, Christianity, community, teaching,</p> <p><b>Chris Quigley Milestone 2</b></p> <p><b>Understand practices and lifestyles-</b> Explain some of the religious practices of both clerics and individuals</p> <p><b>Understand values</b> - Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p><b>Reflect-</b> Show an understanding that personal experiences and feelings influence attitudes and actions.</p>   |
| <p><b>Years 4 and 5</b></p> <p>The Year 4 children should come with knowledge of <b>Christianity, Islam and Sikhism</b>. They should understand how Easter is celebrated within a church, have some knowledge of the 5 pillars of Islam and spent RE day learning about the Sikh Langar meal. They should be able to recognise the holy book and special places of worship for all three religions. Year 5 pupils should be knowledgeable of parables and stories told in both <b>Christianity and Sikhism</b>. For example, ‘The lost sheep, the prodigal song and ‘Guru Nanak and the Boulder’. They spent RE</p> | <p style="text-align: center;"></p> <p style="text-align: center;"><b>‘Zakat’ and ‘Advent’</b></p> <p>Compare Islamic beliefs about ‘Zakat’ (One of the 5 pillars of Islam) and the Christian festival of harvest.</p> <p>Why is it important for both Christians and Muslims to give to charity?</p> <p>How does Zakat differ from just collecting money or food on one special day; such as ‘Red Nose Day’?</p> <p>Do you think Zakat is a good idea?</p> <p>How do Christians prepare for Christmas – when does this start and finish?</p> <p>Have you ever waited, prepared and anticipated the arrival of someone or something?</p> <p>Describe the importance and meaning of the advent wreath.</p> <p>Where would you find the wreath in a Church?</p>  | <p style="text-align: center;"></p> <p style="text-align: center;"><b>‘Right and Wrong’</b></p> <p>Buddhists, Jews and Hindus place great importance on caring for others.</p> <p>Identify some key figures/believers in each of these religions and explore the way they have lived their lives according to their beliefs and principles.</p> <p>Who was Gandhi?</p> <p>What can we learn from religions about deciding what is right and wrong?</p> <p>Why do we have rules?</p> <p>What are the rules we have at school?</p> <p>Explore the idea that the UK is a Church state – the head of the Church is the ruling Monarch and many of our laws, customs and ways of life are centred on Christian values and beliefs.</p> | <p style="text-align: center;"></p> <p style="text-align: center;"><b>‘Responsibility &amp; Commitment’</b></p> <p>Sikhs believe in love, peace and equality. Explore what this looks like in practice for a Sikh.</p> <p>Consider this Sikh belief: <i>“A good life is lived as part of a community, by living honestly and caring for others”</i></p> <p>Consider the life of Buddha.</p> <p>Is it possible to be happy and content all of the time?</p> <p>Find out about <b>Christian Aid Week</b> and why it is an important week for a Church/Christian. What is our local Church doing during the week, what activities will the wider Church of England be thinking about?</p> <p>How can we make a difference?</p> <p>Consider local events and organisations such as a Food Bank, a litter pick, helping a younger child in the school – how does helping another person make you feel?</p> |

|   |   |  |  |
|---|---|--|--|
| <p>day learning about <b>Hinduism</b> and in particular the idea of Ahimsa. They are also familiar with the celebration of 'Holi'.</p>  | <p>Use the painting "The Nativity" by Botticelli to retell the Christmas story and talk about the importance of baby Jesus.<br/>How do Advent and Epiphany show us what Christmas is REALLY ABOUT!<br/><b>Vocab:</b> Allah, Islam, Mosque, Muslim, Prophet, Quran, Zakat, Five pillars. Christianity, Christmas, advent, God, Holy Spirit, hope, incarnation, messiah, saviour, epiphany, preparation, Jesus, wreath, symbol.</p> <p><b>Chris Quigley Milestone 3</b><br/><b>Reflect</b> - Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p>   | <p><b>Vocab:</b> belief, life, moral, value, right, wrong, rules, govern, leader, spiritual, faith, community, Buddhist, Jew, Hindu, Gandhi</p> <p><b>Chris Quigley Milestone 3</b><br/><b>Understand values-</b> Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).<br/><b>Understand practices and lifestyles</b> - Explain the practices and lifestyles involved in belonging to a faith community.</p>   | <p>Is helping others important?<br/>What would the world look like if people did not think or do things for others?<br/><b>Vocab:</b> help, support, care, love, community, Sikh, Sikhism, equality, peace, love, Christian, aid, Church, faith<br/><b>Chris Quigley Milestone 3</b><br/><b>Understand beliefs and teachings-</b> Explain how religious beliefs shape the lives of individuals and communities.<br/><b>Understand practices and lifestyles</b> - Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.<br/><b>Understand values-</b> Explain why different religious communities or individuals may have a different view of what is right and wrong.</p>  |
| <p><b>Years 5 and 6</b><br/>Year 5 pupils should be knowledgeable of parables and stories told in both <b>Christianity and Sikhism</b>. For example, 'The lost sheep, the prodigal song and 'Guru Nanak and the Boulder'. They spent RE day learning about <b>Hinduism</b> and in particular the idea of Ahimsa. They are also familiar with the celebration of 'Holi'. The year 6's should know lots about <b>Buddhism</b>. They should be able to talk about Siddhatta Gotama, the Noble Eight Fold Path, the importance of meditation and the path to enlightenment.</p> | <p><br/><b>Bodhi Day / Christmas</b></p> <p>What is Bodhi Day (December 8<sup>th</sup>) celebrating?<br/>Can you retell the story of Siddhartha Gautama's journey to enlightenment?<br/>How do Buddhist prepare for Bodhi?<br/>Similarities to Christmas? Lights / Tree.<br/>Lights and Candles – Do they have the same meaning for both Religions?<br/>What do the 3 ornaments represent (Buddha, sangha, Dharma)<br/>At Christmas, Christians are encouraged to show charity towards the poor. What do Buddhists do for the poor?<br/>What would A Buddhist think about receiving lots of expensive Christmas presents? (Four Noble Truths)<br/>What is the true meaning of Christmas for Christians?<br/>Use the painting "The Nativity" by Botticelli to retell the Christmas story and talk about the importance of baby Jesus.</p> | <p><br/><b>Holy/Holi</b></p> <p>Easter is an important time for Christians, explore the importance behind this sacred week.<br/>What will a priest or vicar be doing at this time of year to prepare for Easter in the Christian Church?<br/><a href="#">Telling the Easter Story using one sheet of paper - Leading Christian charity enabling ministry and mission (brf.org.uk)</a><br/>Holi is a Hindu festival that celebrates, Spring, love and new life. It is also known as the Festival of Colours.<br/>What is the story of Holi?<br/>How is Holi celebrated?<br/>What comparisons can be made between Easter and Holi?<br/>What symbols are used during the celebrations of Holy Week and Holi?<br/>Are there special foods eaten at this time of year?<br/>How does colour play a part in both Hindu and Christian celebrations?</p> | <p><br/><b>'Caring for our world'</b></p> <p><b>Khilafah</b> - Many Muslims believe human beings have guardianship or khilafah of the planet, which means that each individual should act as a guardian or khalifah. Christians believe that the Earth belongs to God and that humans are stewards in charge of its care. The Guru Granth Sahib teaches that Sikhs show respect and responsibility towards creation and bear in mind the needs of future generations, as well as their own current needs.<br/>Consider the similarities between these 3 world religions.<br/>Is it important to think about the next generation and their needs?<br/>How can we act as guardians of our school/local community/world?<br/>Is there anything we can do to improve our behaviour to be more considerate of others/next generation?<br/>What improvements can we make to our own lives/the lives of others?</p> <p><b>Vocab:</b> care, love, world, religion, belief, khilafah, Muslim, Islam, Christian, Christianity, earth,</p> |

|  |   |   |   |
|--|---|---|---|
|  | <p>How do Advent and Epiphany show us what Christmas is REALLY ABOUT!</p> <p><b>Vocab</b> - Buddha, Temple, Meditation, Enlightenment, Buddha, Dharma and Sangha ('Three Precious Jewels'), moral discipline, contentment, symbols, Christianity, Christmas, advent, God, Holy Spirit, hope, incarnation, messiah, saviour, epiphany, preparation, Jesus, wreath, symbol.</p> <p><b>Chris Quigley Milestone 3</b></p> <p><b>Understand practices and lifestyles</b> - Explain the practices and lifestyles involved in belonging to a faith community.</p> <p><b>Reflect</b> - Explain their own ideas about the answers to ultimate questions.</p> | <p>Are there any customs or traditions that are practiced by believers during Holy Week/Holi Festival?</p> <p><b>Vocab:</b> Holy Week, Palm Sunday, vicar, priest, cross, hot cross bun, crucifixion, Easter, Church, candle, festival, Holi, Sikh, Krishna, Prahalad, Holika, bonfire, colour, dancing, fun</p> <p><b>Chris Quigley Milestone 3</b></p> <p><b>Understand practices and lifestyles</b> - Show an understanding of the role of a spiritual leader.</p> <p><b>Understand beliefs and teachings</b> - Explain how some teachings and beliefs are shared between religions.</p> <p><b>Understand how beliefs are conveyed</b> - Explain some of the different ways that individuals show their beliefs.</p> | <p><b>steward, Sikh, Sikhism, generation, climate, change, responsibility, community</b></p> <p><b>Chris Quigley Milestone 3</b></p> <p><b>Reflect</b> - Explain why their own answers to ultimate questions may differ from those of others.</p> <p><b>Understand values</b>- Express their own values and remain respectful of those with different values.</p> |
|--|---|---|---|