

Bressingham Primary School – R.E Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	In Early Years, R.E is covered through responsive planning within the specific area Understanding the World, working towards the People, Culture and Communities ELG. <ul style="list-style-type: none"> 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. 					
Year 1	What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish	How does a celebration bring a community together? Muslim, Christian	What do Jewish people remember on Shabbat? Jewish	How did the universe come to be? Hindu, Christian	What does the cross mean to Christians? Christian	Why are symbols and artefacts important to some people? Where is the Christian religion around us?
Year 2	Why is light an important symbol for Christians Jews and Hindus? Christian, Jewish, Hindu	What does the nativity story teach Christians about Jesus? Christian	How do Christians belong to their faith family? Christian	How do Jewish people celebrate Passover (Pesach)? Jewish	Why do people have different views about the idea of God? Multi/Humanist	What do religious people say God is like?
Year 3	How do people express commitment to a religion/ worldview in different ways? Hindu or Jewish/Sikh/ Christian	What is the Trinity? Christian	What is philosophy? How do people make moral decisions? Christian/Humanist	How is this influenced by the Bible? What is the Bible and how is it interpreted?	What do _____ believe about God? Muslim	What difference does being a _____ make to daily life? Muslim
Year 4	Where do religious beliefs come from? Christian	What do we mean by truth? Is seeing believing? Multi, including Sikh views on God as truth	How do/have religious groups contribute to society and culture? Hindu/Christian	What does sacrifice mean? Multi/Humanist	Why is there so much diversity of belief within _____? Christian	Where do the religious beliefs come from? What is the bible and how do people interpret it?
Year 5	Is believing in God reasonable? Multi/Humanist	How has belief in _____ impacted on music and art through history? Christian/Muslim	What can we learn about the world/knowledge/ meaning of life from the great philosophers? Buddhist/Christian	How do Hindus make sense of the world?	What difference does the resurrection make to Christians? Christian Is resurrection reasonable?	How do beliefs shape the identity of Christians?
Year 6	How do Buddhists explain the suffering in the world?	How do beliefs shape identify for Buddhists?	How and why does religion bring peace and conflict? Multi	What does it mean to be human? Is being happy the greatest purpose in life? Humanist/Christian	Creation or science: conflicting or complementary? Christian/Humanist	How do beliefs shape identity for _____? Muslim (prepare for KS3)

This is the overview for RE for the different year groups showing the enquiry question for each term.

Red indicates where there is an emphasis on theology

Blue indicates where the emphasis is philosophy

Green indicates where the focus is human and social sciences

Theology – thinking through believing

Philosophy – thinking through thinking ~

Human and social sciences – thinking through living

Grey shows areas where the unit is to be extended over two half terms covering the main enquiry question (term 1) in different ways suggested in term 2.

Year 1: What does the cross mean to Christians? This is a theological unit but could be explored to look at this from a social science perspective looking at why the cross (as a symbol) is important to some people, and where the Christian religion is around us, linking to the cross.

Year 2: Why do people have different views about the idea of God? This is a philosophical unit but could be explored from a theological perspective looking at what religious people say God is like.

Year 3: What is philosophy? How do people make moral decisions? This is a philosophical unit looking at the Christian and humanist religions. This could be explored from a theological perspective, looking at how moral decisions are influenced by the Bible, what the bible is and how it is interpreted.

Year 4: Why is there so much diversity of belief within Christianity? This is a social science unit but could be explored further from a theological perspective as suggested by exploring where do the religious beliefs come from and what is the bible and how do people interpret it?

Year 5: What difference does the resurrection make to Christians? This is a theological unit. This could be explored from a philosophical perspective to include if resurrection is reasonable. This can also be explored from a social science perspective looking at the impact on community and society.

Year 6: How do Buddhists explain suffering in the world? This is a theological unit. This can be explored from a social science perspective looking at how Buddhist beliefs (e.g. Eightfold path and Five Precepts) shape the identity of Buddhists for themselves and their relationships with others.