

Castleway Primary School – Religious Education Long Term Overview

| | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
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| <i>Year 1</i> | Harvest of Hands | Here comes Christmas! | Me and you | Easter | Our Planet | Our Planet |
| <i>Transferable Questions</i> | What is special about giving? | How do Christian families prepare for Advent? | What makes us special? | How do Christians prepare for Easter? | How is Earth precious; where did it come from? | How can we keep our Earth special? |
| <i>Big Ideas</i> | <p>Words and Beyond Harvest</p> <p>The Big Picture God is the Father who loves and cares.</p> <p>A Good life The Ten Commandments. Sayings which express values e.g. ‘love your neighbour as yourself’ Feeding the poor and needy. Respect for teachers, elders, the learned and the wise.</p> | <p>Words and Beyond Advent</p> <p>The Big Picture Jesus is a special person for Christians. Jesus is the son of God.</p> | <p>Words and Beyond Baptism</p> <p>The birth of a child as a blessing (Baraka). The naming of a child.</p> <p>A Good life Christians believe that everyone is important and of equal value.</p> | <p>Words and Beyond Easter</p> <p>Community, Change and Diversity Christians follow Jesus. Worship, this may include: reading the Bible, listening to stories, singing, prayer, and people worshipping with others or alone.</p> | <p>Making sense of life’s experiences God the one Creator (Genesis Ch1)</p> <p>The Big Picture God is the Father who loves, cares, has authority and is Creator.</p> <p>Allah - the Islamic name for the One True God Allah, is the Creator</p> | <p>The Big Picture God cares for the world and expects people to care for the world.</p> <p>A Good Life Christians try to follow the example of Jesus especially his teachings above love and forgiveness</p> |
| <i>Main Focus</i> | <p>Understand what community means. Know some similarities and differences between different religious and cultural communities.</p> <p>Zakat- One of the 5 pillars of Islam. Link to food banks.</p> <p>Sukkot - A festival for giving thanks for many things, like food and shelter.</p> <p>Thanksgiving- A festival of community celebrated by all cultures.</p> | <p>What signs tell us Christmas is coming? How do they make us feel?</p> <ul style="list-style-type: none"> - sight (Advent calendars and candles, tree decorations, wreaths) - sound (bells, Christmas music) - taste (different types of food) - touch (wrapped presents) - smells (incense and spices, food) - activities (sending cards, buying presents) <p>How do Christian families prepare for Christmas in their homes and churches? Explore traditional festive celebrations and symbolism.</p> | <p>Explore what makes the children special - features, abilities. Think about who they are special to - family, friends</p> <p>What makes a name special?</p> <p>What do some Christians do to welcome a new baby into the Christian family of the Church?</p> <p>What symbols and artefacts are used in an infant baptism (Christening) and why are they used?</p> <p>What does another religion do to mark the birth of a new child? (Islam)</p> <p>How do stories from the Bible show Jesus caring for different people?</p> | <p>Looking at artefacts and symbols associated with Easter.</p> <ul style="list-style-type: none"> - signs of new life - signs of Spring (buds, lambs, birds nesting, eggs hatching) <p>How do Christians prepare for Easter? What customs are associated with various parts of the Easter story? Shrove Tuesday (pancakes) Ash Wednesday (ash crosses) Lent (giving things up) Mothering Sunday (cards and gifts for mum) Palm Sunday (palm crosses) Good Friday (hot cross buns) When Jesus came back to life, it was a ‘big surprise’ to his friends; how would they have felt? What other surprises might there be at Eastertime and Springtime?</p> | <p>Stories of Creation – To understand the differences and similarities.</p> <p>All things bright and Beautiful</p> <p>Noah’s ark- new beginning and a chance to change</p> | <p>What makes a special place? Why is school special? Explore creation by going outdoors - new beginnings, the preciousness of life, looking after creation</p> <p>Look at diversity in the natural world and its uniqueness.</p> <p>Look closely at photographs and artwork; do we always look after the Earth?</p> <p>How could we care about our planet?</p> <p>Make links between how children care for their own special places and how we care for the world.</p> |

| Year 2 | Hinduism | Festivals of Light | Special Places | Easter | Me, Families and Friends |
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| <i>Transferable Questions</i> | What do Hindus believe? | Why is light important? | What makes a place 'special'? | Holy week | Why are families and friends important to us? |
| <i>Big Ideas</i> | <p>Making Sense of Life's Experiences Stories Stories about Rama and Krishna: e.g. Rama's exile and return, the childhood of Krishna. The importance of Krishna, Rama and Shiva.</p> <p>Continuity, Change and Diversity Puja (worship) in the home: the shrine</p> | <p>Words and Beyond Diwali Christmas Hanukah</p> <p>The Big Picture Jesus is a special person for Christians. Jesus is the son of God</p> | <p>Continuity, Change and Diversity Puja (worship) in the home: the shrine Focus: Mandirs</p> <p>Influence, Community, Culture and Power The Church (a building) but more importantly, a group of believers. Some people have specific roles in the church (e.g. minister, priest, elder).</p> | <p>Words and Beyond Palm Sunday, Last Supper, Easter (resurrection).</p> <p>Making Sense of Life's Experiences Stories Stories about Jesus' life</p> | <p>Words and Beyond Raksha Bandhan</p> <p>A Good Life Christians believe that everyone is important and of equal value. Christians try to follow the example of Jesus especially his teachings above love and forgiveness.</p> <p>Influence, Community, Culture and Power The importance of the family: love and loyalty between all members of the extended family e.g. respect for grandparents who often live with the family.</p> |
| <i>Main Focus</i> | <p>What might people mean when they say something is 'holy'?</p> <p>Why cows are sacred to Hindus.</p> | <p>Hinduism: How Diwali is celebrated. Creating diva lamps and Rangoli patterns and understanding their use during the festival.</p> <p>Revisit Christmas and how it is celebrated</p> <p>Know that Christmas is a festival. What lights are used at Christmas?</p> | <p>Revisit Hindi shrines. What is their special place? What makes a place special?</p> <p>Is a church /temple the only place Christians/ Hindus can worship?</p> <p>Think about the places that are special to us.</p> <p>Understand that churches are special places to Christians as temples (Mandirs) are to Hindus.</p> | <p>What is the Easter story?</p> <p>Order the basic events of the Easter story; know the events of holy week.</p> <p>How do different books (picture books, text books, art books, etc.) depict it? What do we think about when we hear the story?</p> <p>How do different books (picture books, text books etc.) show the Easter story?</p> <p>Contrast sadness of Good Friday with the joy of 'new beginnings' on Easter morning</p> | <p>Where and how people belong and why belonging is important. Community. Family. Friends. Groups</p> <p>What it means to belong, promises or commitments made to a particular group or activity; draw on children's own experiences of belonging... Promise Night in a uniformed organisation, committing to turn up for team football matches.</p> <p>Rules to live by: Bible stories containing rules for living</p> <ul style="list-style-type: none"> • Ten Commandments (Exodus 20:1–17) • The Great Commandment (Mark 12:28–31) • The parable of the Good Samaritan (Luke 10:25–37) <p>Rules in out families, friends, community. Raksha Bandhan- Celebrating the unique bond between a brother and his sister.</p> |

| Year 3 | Sikhism | Gifts | Care and Concern | Easter | Care and Concern for Our Planet | Responsibility |
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| <i>Transferable Questions</i> | What is the best way for Sikhs to show commitment to God? | Why is the Christmas story 'good news' for Christians? | How is care and concerned expressed by someone? | How are the events of Easter remembered by Christians? | What do religions teach about caring for our world? | Does everyone have responsibilities? |
| <i>Big Ideas</i> | <p>Making Sense of Life's Experiences Stories Stories about Guru Nanak and the importance of the Guru Granth Sahib to Sikhs.</p> <p>Community, Change and Diversity The five K's</p> <p>The Big Picture There is one God. He's the creator of all things. All humans are equal before God.</p> | <p>Words and Beyond Christmas</p> <p>Big Picture Evidence of God</p> | <p>Community, Culture and Power Personal relationships and responsibility to others.</p> <p>A Good Life Helping to alleviate suffering.</p> <p>Feeding the poor and needy</p> <p>Equality - how people treat each other</p> | <p>Making Sense of Life's Experiences Stories Key features of the life of Jesus as told in the Gospels: His baptism and temptation, disciples, followers and friends</p> <p>Community, Change and Diversity Personal events such as First Communion</p> <p>The Big Picture Jesus is God's son - he suffered, died and rose from death - is still alive and special to Christians</p> | <p>Community, Change and Diversity The effect of Jesus on the lives and behaviour of individuals.</p> <p>The Big Picture Evidence of God Allah - is the Creator, provides all good things There is one God. He's the creator of all things.</p> | <p>Community, Culture And Power Personal relationships and responsibility to others.</p> |
| <i>Main Focus</i> | To know the five K's Kesh – uncut hair Kangha- comb Kara- steel bangle Kaccha -shorts Kirpan - sword. | Focus on the Shepherds hearing the news from the angels – what is the 'good news' of Christmas today? - holidays and presents, family times, Santa and shopping, thanking God for his gift and being generous to others? The Wise Men (Magi) and the meanings behind their gifts. Discuss what would be a suitable gift for Jesus today. Why? Epiphany - Mary shows Jesus as a precious 'gift' to the world. What does this mean? Why a 'gift'? | What does it mean to us? Understand what 'care and concern' means. How is care and concern expressed in different faiths? Explain how we show care and concern to others. Understand ways we can express our emotions if we can't use words. Why are words not always enough to express feelings? | Remembering Easter The Easter story through art (including sculptures) Focus on the Last Supper and the significance of bread and wine. Who was there with Jesus? What did Jesus say to his disciples (Mark 14: 12-26)? How is the Last Supper remembered? (Holy Communion /Eucharist) What happened in the Garden of Gethsemane? What did the disciples do there (Judas -betrayal, Peter - denial)? Explore their actions and feelings | Explore images of patterns/colours in nature; Explore the natural world and images of Earth from space. Review from y1- The stories of Creation Compare with non-religious/ other viewpoints (e.g. Egyptian, Viking) Research teachings of Christianity and other faiths about caring for the environment: Genesis 1:26 (our role in caring for creation); Leviticus 25:8-11 (resting the land); Psalm 8: 6 (man's authority over creation) Think about own impact on the local environment; what can we do to better care for the world around them? | People who are responsible for us; people / things which we are responsible for. Rules: Why are they important? Why do we have them? What are they? What if we break them? Class rules. Story of Moses receiving the 10 Commandments – What are the most important rules for living? Story of The Good Samaritan Consider the Great Commandments (Matthew 22:34- 40) |

| Year 4 | The Bible | Peace | Buddhism | Forgiveness/ Easter | Special places | Journeys |
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| <i>Transferable Questions</i> | What is the Bible and why is it important to Christians? | What is peace? | Can we be happy all of the time? | Forgive and forget? | What makes a place special? | Why do people of faith make a pilgrimage? |
| <i>Big Ideas</i> | <p>Words and Beyond Use of The Bible</p> <p>The Big Picture Ways of understanding God are revealed and confirmed through the Bible,</p> | <p>Words and Beyond Ahimsa</p> <p>A Good Life The Ten Commandments Sayings which express values e.g. 'you're your neighbour as yourself'</p> | <p>Making Sense of Life's Experiences Stories about Gotama Buddha which show: how suffering can end.</p> <p>The Big Picture The Buddha Image and values it represents e.g. tranquillity, compassion. Symbols -The Bodhi tree- The wheel of life- The lotus flower</p> <p>A Good Life Helping to alleviate suffering.</p> | <p>Making Sense of Life's Experiences Key features of the life of Jesus as told in the Gospels: His baptism and temptation, disciples, followers and friends.</p> <p>Words and Beyond Lent, Holy Week, Ascension</p> <p>The Big Picture Jesus is God's son – he suffered, died and rose from death - is still alive and special to Christians. God loves and forgives.</p> | <p>Words and Beyond Worship</p> <p>Continuity, Change and Diversity Family and worshipping together in the Gurdwara</p> <p>The Big Picture The Buddha Image and values it represents (Focus on temples)</p> | <p>Continuity, Change and Diversity Personal events</p> |
| <i>Main Focus</i> | <p>To identify and describe ways in which the Bible is important for Christians. How do Christians use the Bible at home and at church?</p> <p>To investigate the Old and New Testaments</p> <p>Explore how different genres of writing in the Bible show different aspects of God.</p> | <p>Symbols and images of peace (dove, no war, no fighting, harmony, forgiveness) Explore Isaiah's prophecy (Isaiah 9: 6-7) - Jesus as Prince of Peace. Did He bring peace? Comparison of peace across faiths -Hinduism: Ahimsa (non-violence) (Gaudi) Judaism: Shalom and the Jewish belief that peace will be established in the world (when the Messiah comes). Buddhism: Discuss the Buddha's teachings on the way of ahimsa. Christianity: Find examples of peace in the Bible. Discuss the Muslim greeting 'as-salamu alaykum' (Peace be with you). Sikhism: Look at the words from Guru Nanak on peace. Inner peace vs community peace. Angels message- Peace on earth, goodwill to all people</p> | <p>The role of the 8 fold path</p> | <p>Review from Y2- Key events associated with Holy Week</p> <p>What is forgiveness? Why is this important? Recall personal experiences. What did Jesus teach about forgiveness? What does The Lord's Prayer say about forgiveness? Who was the disciple Peter? What was his role during Easter week? Consider him at various events:</p> <p>The Last Supper Gethsemane During Jesus' arrest During Jesus' trial</p> | <p>Discussion about special places and why they are special? What places are special for religious people e.g.</p> <ul style="list-style-type: none"> - a Hindu shrine in the home and Mandir (brief review from Y2) - a cathedral (brief review from Y2) <p>Focus</p> <ul style="list-style-type: none"> - Sikh - gurwara - Buddhist temple (Both known religions) - Synagogue (Unknown religion) | <p>Think about journeys they have been on</p> <p>What journeys are, who makes them and why. Link to places of significance for pupils; talk about significant places in the local community e.g. war memorial, memorial seat, park, trees</p> <ul style="list-style-type: none"> - Buddhist pilgrimage site - Jerusalem |

| Year 5 | Islam | Light | Expressions of faith | Faith in action | Precious | Our World | |
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| <i>Transferable Questions</i> | Are Islamic views different from those of other cultures? | Why is light an important symbol of Christmas? | How do people express their faith? | What inspires people to follow a faith? | What does it mean to be precious? | What do religions teach about caring for our world? | |
| <i>Big Ideas</i> | <p>Making Sense of Life's Experiences Messengers of Allah, especially The Prophet Mohammed, stories about his life, revelations, family and children, stories of other prophets may be included. Books of guidance in Islam, Qur'an, Hadith.</p> <p>Continuity, Change and Diversity The Five pillars of Islam - basic outline</p> | <p>Words and Beyond Advent Christmas</p> <p>Making Sense of Life's Experiences Jesus is 'the light of the world' Prophecy (Isaiah 7:14) that the Messiah would come 'as light'</p> | <p>Words and Beyond Celebration and expression of spirituality across different faiths</p> | <p>Making Sense of Life's Experiences Key features of the life of Jesus as told in the Gospels: His baptism and temptation, disciples, followers and friends.</p> <p>Continuity, Change and Diversity Jesus in Christian experience. The effect of Jesus on the lives and behaviour of individuals</p> | <p>The Big Picture Jesus is God's son - he suffered, died and rose from death - is still alive and special to Christians.</p> | <p>Continuity, Change and Diversity Personal relationships and responsibility to others</p> | |
| <i>Main Focus</i> | <p>The Five Pillars including: Pilgrimage (hajj) - Mecca - Mosque (continuation from Y4 journeys) Alms (zakat) – linking to charity and Harvest</p> | <p>To know that the behaviour of Muslims is influenced by the Qur'an. To understand why it is important to Muslim parents to send their children to Madrasah to learn about the Qur'an and grow in their faith.</p> | <p>Revisit from Y2 how light is used at and why. How light is to express feelings (beaming smile, lights up the room a guiding light, saw the light)</p> | <p>Identify a variety of different faith celebrations How may faith members express their beliefs through symbols and artefacts, and in story, drama, art or dance? Investigate creative expression in celebrations from different faiths What are the similarities from different faiths? To understand the sense of belonging when participating in a festival or a ritual -joy, hope, unity, belonging. Relate to own experience of Christmas</p> | <p>What is 'a random act of kindness? Who does them? What motivates the doer? What does commitment mean for a person of faith? How might they show their commitment? Do significant people of faith have similar reasons for their actions? eg Mother Theresa, Dr King Review 'karma' What is the 'ultimate sacrifice'? Explore the Old Testament story of Abraham's commitment and God's promises</p> | <p>What is precious? To whom am I precious? What makes something precious? How do I know? How is this shown? How do we look after things which are precious? (Our lives, memories, objects, health, the environment etc.) Identify some of the feelings which these evoke. Consider the things which are precious to groups and communities. What is sacred? – To whom? Why? (Reviewing places of worship, sacred</p> | <p>Review from Y3 Research key creation stories in Christianity and other faiths. Compare with scientific views on how Earth was created and non-religious/ other viewpoints on creation such as aboriginal dreamtime stories Is Earth sacred? What do different faiths say about sacredness of life? What is meant by stewardship of the Earth? What do holy books say about the <i>respect</i> for the world? How do humans treat Earth now? What impact is this having?</p> |

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| | | | To know the use and meaning of symbols and artefacts different faiths may wear, own or carry to reflect religious beliefs. | Know the commitment and influence of one or more of Jesus' disciples or followers -why did the disciples leave everything to follow Jesus? How did this impact their lives? Review Easter Story- consider the factors that motivated Jesus to accept death. | books, environments, places of pilgrimage, memories etc.) How are these things preserved and protected? Leads into focus on precious Earth | Review stories, songs and psalms of creation; consider the writers' inspiration: Deuteronomy 10:14, 1 Chronicles 29:11, Psalm 19:1-4, Psalm 24:1-2, Psalm 65:5-13, Psalm 104:1-6, John 1:1-5 Explore a local or national environmental project and the impact that it is having. |
| Year 6 | Judaism | My Christmas | Promises and choices | Making Choices/Community | | Memories |
| <i>Transferable Questions</i> | How do the Ten Commandments influence how Jews live their lives? | Is Christmas only for Christians? | | Why is it important to 'lead a good life'? | | How do memories impact our lives? |
| <i>Big Ideas</i> | <p>Making Sense Of Life's Experiences The Torah - symbolism of the structure of the scroll and materials used, the work of the scribe, stories should be covered including those about the beginning of the world and the people of Israel.</p> <p>Continuity, Change and Diversity The Jewish home - the Mezuzah, Shabbat and the Friday night meal. Laws and rules by which people should live e.g. the Ten Commandments and sayings which express values e.g. 'love your neighbour'. Distinctive clothing such as kippah, te</p> <p>A Good Life The Ten Commandments.</p> | <p>Words and Beyond Key events in the life of Jesus and the history of the Church and how they are celebrated including: Christmas Use of The Bible. Use of song.</p> | <p>The Big Picture Evidence of God. Ways of understanding God are revealed and confirmed through the Bible, the teaching of the Church, human experience. God loves and forgives.</p> <p>A Good Life The Ten Commandments (brief outline). The Greatest Commandments. Love God with all your heart, soul and mind and strength. Love your neighbour as you love yourself (Matt 22:37-39). Christian principle of Grace (John 13:34, 15:12).</p> <p>Continuity, Change and Diversity Personal relationships and responsibility to others.</p> | <p>A Good Life Accepting individual responsibility to reason about our actions. The importance of reason, empathy compassion, and respect for the dignity of all persons when deciding how to act. The absence of sacred texts, divine rules, or unquestionable authorities to follow. Reward and punishment as insufficient motivations to do good; consideration of the consequences of our actions on others and the outcome if everyone were to act in the same way.</p> <p>Continuity, Change and Diversity Personal relationships and responsibility to others.</p> | <p>The Big Picture Human experiences.</p> | |

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| <p><i>Main Focus</i></p> | <p>Understand some key facts and basic history of Judaism. Consider the importance of what promises are and what they mean to us. Become familiar with the ten commandments and their importance to Judaism Identify and recognise artefacts of importance in Judaism. Understand how Christianity grew from Judaism.</p> | <p>Where does the familiar Christmas story come from? Luke's account (2:1-40) is different from Matthew's account (1:18-2:23). Write part of the Christmas story from differing perspectives Contrast the mood of secular/religious Christmas images / icons / poems / music Compare Christmas cards of religious and non-religious origin. Is Christmas only for Christians? What does Christmas mean to us today?</p> | <p>What are promises? Why are promises important? Who makes promises? Why? To whom? Make promises which are given back at the end of the year. Discuss whether making promises makes a difference. Work on promises in a variety of contexts, e.g. nuns/ monks; marriage; in courts of law; monarch's vows; secular/religious; godparents' promises, other rites of passage. What is meant by covenant and the major covenants in the Bible: - with Noah - with Abraham, Isaac & Jacob - with Israel (Old Covenant) - New Covenant</p> | <p>What helps us make good choices? Do we need rules? Give reasons as to why rules are important/not important. Understand why some people choose to 'lead a good life' and the impact it has on them and those around them. Relate to our school community and wider community. Consider reward and punishment as insufficient motivations to do good; consideration of the consequences of our actions on others and the outcome if everyone were to act in the same way. Consider difficult choices we have had to make. Can we justify the choice we have made? Look at when choices have been made and rules have been followed in the Bible. Introduce idea of temptation –advertisements for food, cars, good, etc. Biblical examples of temptations – Adam and Eve, Jesus in the Desert. Discussion of how the temptation had consequences for them and all of us. How was Jesus able to resist temptation?</p> | <p>Understand why memories are sometimes good and sometimes bad and how these memories can impact upon our lives in positive and negative ways. What are memories and what makes them? Why are my important memories? What are my sad memories? What are my happy memories? How will I remember my primary/junior school days? Who have been the important/influential people in my life to date / in school? What makes people/things/ events into memories?</p> |
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