



## HULLAND CHURCH OF ENGLAND PRIMARY SCHOOL

### RE Units of Study : KS1 and EYFS

KEY STAGE 1	Autumn	Spring	Summer
Year 1	<b>1.5 What makes some places sacred?</b> <i>(Strand: Expressing)</i>	<b>1.7 What does it mean to belong to a faith community?</b> <i>(Strand: Living)</i>  <b>1.6 How and why do we celebrate special and sacred times?</b> <i>(Strand: Expressing)</i>	<b>1.8 How should we care for others and the world, and why does it matter?</b> <i>(Strand: Living)</i>
Year 2	<b>1.1 Who is a Christian and what do they believe?</b> <i>(Strand: Believing)</i>  <b>1.2 Who is a Muslim and what do they believe?</b> <i>(Strand: Believing)</i>	<b>1.4 Who is Jewish and what do they believe?</b> <i>(Strand: Believing)</i>	<b>1.3 What can we learn from sacred books?</b> <i>(Strand: Believing)</i>
EYFS	<b>F1 Which stories are special and why?</b>	<b>F3 Which places are special and why?</b>	<b>F5 Where do we belong?</b>
	<b>F2 Which people are special and why?</b>	<b>F6 What is special about our world?</b>	<b>F4 What times are special and why?</b>



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### RE Units of Study : KS2 (4 year cycle)

KEY STAGE 2 Year 1 & 3	Autumn	Spring	Summer
LKS2	<p><b>L2.6 Why do some people think that life is a journey and what significant experiences mark this?</b> (Strand: Expressing)</p> <p><b>L2.8 What does it mean to be Hindu in Britain today?</b> (Strand: Living)</p>	<p><b>L2.3 Why is Jesus inspiring to some people?</b> (Strand: Believing)</p> <p><i>UC: Why do Christians call the day Jesus died Good Friday?</i></p>	<p><b>L2.2 Why is the Bible important for Christians today?</b> (Strand: Believing)</p> <p><b>L2.7 What does it mean to be a Christian in Britain today?</b> (Strand: Living)</p>
UKS2	<p><b>U2.1 Why do some people believe God exists?</b> (Strand: Believing)</p> <p><b>U2.4 If God is everywhere, why go to a place of worship?</b> (Strand: Expressing)</p>	<p><b>U2.5 Is it better to express your belief in arts and architecture or in charity and generosity?</b> (Strand: Expressing)</p>	<p><b>U2.7 What matters most to Christians and Humanists?</b> (Strand: Living)</p> <p><b>U2.8: What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)?</b> (Strand: Living)</p>
KEY STAGE 2 Year 2 & 4	Autumn	Spring	Summer
LKS2	<p><b>L2.9 What can we learn from religions about deciding what is right and wrong?</b> (Strand: Living)</p>	<p><b>L2.5 Why are festivals important to religious communities?</b> (Strand: Expressing)</p>	<p><b>L2.1 What do different people believe about God?</b> (Strand: Believing)</p> <p><b>L2.4 Why do people pray?</b> (Strand: Expressing)</p>
UKS2	<p><b>U2.6 What does it mean to be a Muslim in Britain today?</b> (Strand: Living)</p>	<p><b>U2.2 What would Jesus do?</b> (Strand: Believing)</p>	<p><b>U2.3 What do religions say when life gets hard?</b> (Strand: Believing)</p>



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### Progression Overview

Aims in RE	<i>At the end of KS1 most pupils will be able to:</i>	<i>At the end of KS2 most pupils will be able to:</i>
<b>Know about &amp; Understand</b> A1: Describe, explain & analyse beliefs, and practices, recognising the diversity which exists within and between communities.	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.
<b>Know about &amp; Understand</b> A2: Identify, investigate & respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views.	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
<b>Know about &amp; Understand</b> A3. Appreciate & appraise the nature, significance and impact of different ways of life and ways of expressing meaning.	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.



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<b>Express and Communicate</b> B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
<b>Express and Communicate</b> B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
<b>Express and Communicate</b> B3. Appreciate and appraise varied dimensions of religion.	Notice and respond sensitively to some similarities between different religions and world views.	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities between different religions and world views.
<b>Gain and deploy skills:</b> C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.
<b>Gain and deploy skills:</b> C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all.	Find out about and respond with ideas to examples of co-operation between people who are different.	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.



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<b>Gain and deploy skills:</b> C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
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