

RE	Year R Term 1a	Year R term 1b	Year R term 2a	Year R term 2b	Year R term 3a	Year R term 3b
RE Skills	<p>Theme/Unit: Belonging (Christian traditions)</p> <p>Key concept: BELONGING</p>	<p>Theme/Unit: Celebration and Jesus' birthday (Christian traditions – we also look at Diwali and Hindu traditions outside of the taught RE time)</p> <p>Key concept: Celebration</p>	<p>Theme/Unit: Special people (Christian traditions)</p> <p>Key concept: SPECIAL</p>	<p>Theme/Unit: Celebrating New Life at Easter (Christian traditions)</p> <p>Key concept: Celebration/New life</p>	<p>Theme/Unit: Special food (Hindu traditions and further traditions from children's experience)</p> <p>Key concept: SPECIAL</p>	<p>Theme/Unit: Water (Hindu traditions)</p> <p>Key concept: Precious</p>
Communicate	<p><i>What does belonging mean to you?</i> Share own experiences of belonging to a group. Draw or paint themselves belonging to a group.</p>	<p><i>How do we celebrate birthdays?</i> Share birthday celebration experiences. Talk about feelings. Have a pretend birthday party. Discuss how they celebrated the birthday.</p>	<p><i>Who is special to us?</i> Teacher share a special person to them – pictures, memories, feelings. Children share who is special to them and why. Discuss other special people and create display – these people are special to us.</p>	<p><i>What, how and why do we celebrate?</i> Read story of Elmer. Celebrations help you to think about something important. Recap birthdays and Christmas celebrations. Create celebration pictures – teacher annotates.</p>	<p><i>What food is special to me?</i> Show photos/talk partners - food that is special to them (eg: sharing special food with family, wedding/ birthday), give reasons. Special food collage.</p>	<p><i>What do we think about the preciousness of water?</i> Play with, talk about, experiment with water. Why do people think water is precious? Paint picture – how you enjoy water – annotate. Class display – watery words on raindrops.</p>
Apply	<p><i>How does belonging affect my life?</i> Are there some times you wish you did not belong to the group? What are you pleased that you belong to? How does it make you feel?</p>	<p><i>When and why do we celebrate birthdays?</i> Could we celebrate a birthday every day? What would we do if we couldn't celebrate birthdays? How would we feel? Act out scenarios when celebrating a birthday may not be good e.g. ill.</p>	<p><i>What difference do special people make to us?</i> If someone is special does it make you want to be with them? Are some special people special to everyone? How would you feel if you could not see your special person? Will they always be special to us?</p>	<p><i>Do we always want to celebrate?</i> Do we always want to celebrate things? Do we celebrate bad or sad things? Why/why not? Discuss.</p>	<p><i>Does everyone have the same special food?</i> Annotate collage – Myis special to me because... Discuss foods special to all of us, are they always special? Idea – food can be special for different reasons and different people can have different special foods.</p>	<p><i>Is water always precious to different people in different situations?</i> Is water always precious. Sort and talk about water pictures. Is water useful? Dangerous? Fun? Precious?</p>
Inquire	<p><i>What does belonging mean?</i> Being a member of a group. Sort pictures of clubs etc – I belong here, I don't belong here.</p>	<p><i>What are birthday celebrations for?</i> Class display: <i>The day I was born – bring in baby photos.</i> Ask a mum in to talk about her memories</p>	<p><i>What does special mean?</i> Circle time discussion – what makes a special person special? Discuss range of pictures of</p>	<p><i>What does new life mean?</i> Talk about Spring - signs of new life. Grow cress, bulbs, signs of spring walk, photos of the</p>	<p><i>What makes some foods special?</i> Sort into special/not special. What makes certain foods special. Lists in groups, report</p>	<p><i>What does precious mean in relation to water? (Introduce)</i> Sort pictures/objects into precious/not precious (inc some</p>

	Discuss uniforms, emblems, rules etc. Look at Christian family celebrating – speculate – where do these people belong?	of the birth-day of a child. Emphasise that birthday celebrations celebrate birth-days.	people – what makes them special? (e.g. they love us/we love them, they help us/look after us, they are important/famous etc).	school chicks hatching. P4C – I see, I think, I wonder (new life pictures). Have a Spring celebration.	back, explaining why. Draw picture of occasion when you share special food. 'Special food makes me think about...'	water). Talk about qualities of water that make it precious (cleans, makes things grow, thirst).
Contextualise	<p>How do Christians show that they belong?</p> <p>Discover more about Christian beliefs. What does a Christian child do to show they belong?</p>	<p>How do Christians celebrate the story of Jesus' birthday at Christmas?</p> <p>Tell, role-play, sequence nativity story. Look at ways Christians celebrate Jesus' birthday. Create picture frieze – annotate. Look at cards, crib scenes. Speculate on why there are pictures of baby Jesus when Christians celebrate Christmas. Christmas is Jesus' birthday celebration.</p>	<p>Who is special for Christians?</p> <p>Recap - Jesus special to Christians because they believe He is God's son. Tell, act out, sequence stories. Find out about baptism – 'this is my beloved son'. Find out about disciples – some people wanted to be with him (calling of fishermen), find out about things he said (feeding 5000), he made some people better (Bartimaeus).</p>	<p>How and why do Christians celebrate new life at Easter?</p> <p>Learn that Christians believe Jesus was very special – He died but came to life again – He had new life. Discover ways that Christians celebrate this. Look at Easter cards with new life symbols and churches decorated for Easter.</p>	<p>What food is special for Christians?</p> <p>Read/act story The Last Supper. Books, artefacts, pictures -explain how Christians share special food. Show how bread and wine is shared and symbolism for Christians. What food is special for Hindus?</p> <p>Books, pictures - explain Prashad. Explain how Hindus offer special food to Gods during worship. Gods bless the food and then everyone shares it.</p>	<p>How do Christians use water in a way that shows that it is precious?</p> <p>Baptism and Christenings. Role-play with dolls. Story of John the Baptist baptising Jesus. Water used to baptise – precious/ not precious?</p> <p>Draw/paint baptism. Is the river Ganges precious to Hindus?</p> <p>Posters of washing in river Ganges. River precious – travel for miles to do this. Show statue and listen to Hindu story of Shiva saving world by letting river Ganges flow through hair. Act out.</p>
Evaluate	<p>Is it important for Christians to feel that they belong?</p> <p>If they could not/did not go to church, would they still feel as if they belonged?</p>	<p>What do we think about Christians celebrating Jesus' birthday?</p> <p>Invite a Christian in to talk about why Jesus' birthday is important to them. If told "No one can celebrate Jesus' birthday", how would people feel? "This celebration is important to Christians because ..."</p>	<p>Why do you think Jesus is special to Christians?</p> <p>Discuss why they think Jesus is special to Christians. Christians show that Jesus is special when they have many pictures of him and tell stories about him.</p>	<p>Is it important for Christians to celebrate new life at Easter?</p> <p>Is it important to celebrate new life? How might Christians feel if they could not celebrate new life at Easter? Would it matter? Why?</p>	<p>Is it important for Christians to have their special food?</p> <p>What if Christians were not allowed to share special food? Would it matter? Why/ why not?</p> <p>Is it important for Hindus to have their special food?</p> <p>What would happen if they did not have their special food? Would it make a difference? Why/why not?</p>	<p>Reflect</p> <p>Discuss as a class. Do you think water is precious in Christian baptism? Why is the water in the river Ganges precious to Hindus? Is water precious to you?</p>

RE	Year 1 Term 1a	Year 1 term 1b	Year 1 term 2a	Year 1 term 2b	Year 1 term 3a	Year 1 term 3b
RE Skills	<p>Theme/Unit: Harvest (Christian traditions)</p> <p>Key concept: Celebration</p>	<p>Theme/Unit: Candlelight at Diwali and Advent (Christian and Hindu traditions)</p> <p>Key concept: Candlelight as a symbol</p>	<p>Theme/Unit: Jesus as a storyteller (Christian traditions)</p> <p>Key concept: BELONGING</p>	<p>Theme/Unit: Easter (Christian traditions)</p> <p>Key concept: LOVE as Sadness to Happiness</p>	<p>Theme/Unit: Special Clothes (Hindu traditions and further traditions from children’s experience)</p> <p>Key concept: SPECIAL</p>	<p>Theme/Unit: Special Places (Hindu traditions. We also visit a church)</p> <p>Key concept: COMMUNITY</p>
Communicate	<p><i>What is our experience of celebrations?</i> Talk about a celebration that is important to them.</p>	<p><i>Communicate own responses to candlelight</i> Describe, in simple terms, their response to candlelight</p>	<p><i>What are our favourite stories? Child’s own experience/share/communicate/listen</i> Share their own experience of stories and what they have learnt from different stories</p>	<p><i>Communicate: When have I been sad then happy?</i> Talk about their own experiences of <i>sad</i> then <i>happy</i>.</p>	<p><i>Communicate/share their own responses to special clothes</i> Talk about their own responses to special clothes</p>	<p><i>What places are special to me?</i> Talk about or describe in simple terms their ideas about special places</p>
Apply	<p><i>How do celebrations affect us and others?</i> Identify simple examples of how celebration relates to their own and others’ lives.</p>	<p><i>Apply the concept to situation in pupils’ experience</i> Identify simple examples of responses to candlelight in different situations</p>	<p><i>What stories help us to learn something? (e.g. Boy who cried wolf) Child’s own experience/share/communicate/listen</i> Share their own experience of stories and what they have learnt from different stories</p>	<p><i>What different things make people sad then happy?</i> Identify feelings of sadness/happiness in different situations and for different people.</p>	<p><i>Apply the idea of special clothes to different situations</i> Identify how their feelings about special clothes relate to their lives</p>	<p><i>People have different special places</i> Identify how their ideas about special places relate to their own lives and those of others</p>
Enquire	<p><i>What are the features of celebrations?</i> Talk about what a celebration is and list some features of celebrations</p>	<p><i>Enquire into the concept of symbol (candlelight)</i> Simply describe how candlelight can be a symbol and what <i>symbol</i> means</p>	<p><i>What does learning mean?</i> Share their own experience of stories and what they have</p>	<p><i>What is sadness and happiness?</i> Identify and talk about the concepts of sadness and happiness.</p>	<p><i>Enquire into the meaning of the word special</i> Talk about the concept of special.</p>	<p><i>What makes places special?</i> Identify and talk about or describe in simple terms the concept of</p>

			learnt from different stories			specialness in relation to special places
Contextualise	<p>How and why do Christians celebrate Harvest? Recognise ways in which Christians celebrate Harvest.</p>	<p>Contextualise the symbol of candlelight in religious practice Simply describe how candles are used at Divali and Advent</p>	<p>Share some of Jesus' stories - introduce/ explore/ respond Begin to identify and talk about how Jesus told many stories to help people learn about God</p>	<p>What are the sad and happy parts of the Easter story? Recognise how sadness and happiness are significant in the Easter story.</p>	<p>Contextualise special clothes in Hinduism Recognise that Hindus wear special clothes at certain times.</p>	<p>Temples (Mandirs) are special places for Hindus Recognise that the temple is a special place for Hindus. Simply describe how a temple is a special place for Hindus</p>
Evaluate	<p>What is the value of celebrating Harvest for Christians? Talk about the importance for Christians of celebrating Harvest.</p>	<p>Evaluate the concept Evaluate the use of candlelight as a symbol by describing, in simple terms, its value to Hindus and Christians.</p>	<p>Evaluate (reflect) Share their own ideas and responses about what people may have learnt from Jesus' stories and share their ideas about the importance to Christians today of the stories Jesus told.</p>	<p>Do we think it is important for Christians to feel sad then happy at Easter? Talk about the importance of the feelings of sadness and happiness to Christians when they remember the Easter story.</p>	<p>Reflect on special clothes Talk about the importance of special clothes for Hindus.</p>	<p>Is it important to have a special place? Talk in simple terms or describe in simple terms the importance of the temple as a special place for Hindus.</p>

	Year 2 Term 1a	Year 2 term 1b	Year 2 term 2a	Year 2 term 2b	Year 2 term 3a	Year 2 term 3b
RE Skills	<p>Theme/Unit: Janmashtami (Hindu traditions)</p> <p>Key concept: Remembering</p>	<p>Theme/Unit: Angels at Christmas (Christian traditions)</p> <p>Key concept: Angels</p>	<p>Theme/Unit: Holi – celebrating the ‘festival of LOVE’ (Hindu traditions)</p> <p>Key concept: LOVE</p>	<p>Theme/Unit: Easter (Christian traditions)</p> <p>Key concept: Belief</p>	<p>Theme/Unit: Key events in Jesus’ life (Christian traditions)</p> <p>Key concept: Authority</p>	<p>Theme/Unit: Generosity (Hindu traditions and across religions and traditions)</p> <p>Key concept: COMMUNITY</p>
Communicate	<p>Step 4: Communicate their own response to remembering. Who do we like to remember?</p> <p>Talk about their own response to remembering someone special.</p>	<p>Step 1 – Communicate own response: What do we think about angels?</p> <p>Describe in simple terms their own ideas about <i>angels</i>.</p>	<p>Communicate – What do we celebrate special festivals/occasions?</p> <p>Describe, in simple terms, ways in which they celebrate events or people.</p>	<p>Step 4 – Communicate: What sort of things do pupils believe?</p> <p>Describe in simple terms their response to the concept of <i>belief</i>.</p>	<p>Communicate – Who tells us what to do?</p> <p>Describe in simple terms their own responses to <i>authority</i> figures.</p>	<p>Communicate: What is our experience of and response to change?</p> <p>Identify and talk about different types of <i>change</i> in their experience.</p>
Apply	<p>Step 5: Apply remembering to different situations</p> <p>Identify how their responses relate to their own lives.</p>	<p>Step 2 – Apply the concept to their own lives: In what situations do people think about angels?</p> <p>Describe in simple terms how their responses might relate to situations in their own lives</p>	<p>Step 5 – Apply – When do we celebrate and why?</p> <p>Identify examples of situations when celebrating is important to themselves or others.</p>	<p>Step 5 – Apply: How does what we believe affect what we do?</p> <p>Identify simple examples of how <i>belief</i> relates to their own lives and those of others.</p>	<p>Apply – In what situations do you do as people tell you?</p> <p>Identify simple examples of ways in which people with <i>authority</i> affect theirs and others’ lives.</p>	<p>Apply: How does change affect us?</p> <p>Identify how their responses to <i>change</i> affect their lives.</p>
Enquire	<p>Step 1: Enquire into the concept of remembering</p> <p>Talk about <i>remembering</i>.</p>	<p>Step 3 – Enquire into the concept of angels: What do people mean when they talk of angels?</p> <p>Describe in simple terms what people mean by <i>angels</i>.</p>	<p>Step 1 – Enquire – What are Holi celebrations for?</p> <p>Describe, in simple terms, what <i>celebrating</i> means.</p>	<p>Step 1 – Enquire: What does belief mean?</p> <p>Identify and talk about the concept of <i>belief</i>.</p>	<p>Enquire – What does authority mean?</p> <p>Describe in simple terms the meaning of the concept <i>authority</i>.</p>	<p>Enquire: What does change mean?</p> <p>Identify and talk about the meaning of <i>change</i> and different types of <i>change</i>.</p>

<p>Contextualise</p>	<p>Step 2: Contextualise remembering within the story and celebrations of Krishna's birthday</p> <p>Recognise that Hindus remember Krishna by telling the story of his birth and by celebrating.</p>	<p>Step 4 - Contextualise the concept within the Christmas story: <i>What do angels do in the Christmas story?</i></p> <p>Describe in simple terms the events where <i>angels</i> appear in the Christmas story.</p>	<p>Step 2 – Contextualise – <i>How do Hindus celebrate the story of Holi?</i></p> <p>Describe ways in which Hindus celebrate.</p>	<p>Step 2 – Contextualise: <i>What beliefs do people have about Jesus (Easter events)?</i></p> <p>Simply describe ways in which the concept of belief is expressed by Christians at Easter.</p>	<p>Contextualise (and Evaluate) – Tell each of the bible stories.</p> <p>Give a simple description about events in Jesus life which demonstrate His <i>authority</i>.</p>	<p>Contextualise: <i>What stories do Christians have about Jesus changing people? What stories do Hindus have about change?</i></p> <p>Recognise that Christians believe that Jesus <i>changes</i> some people's lives/Hindus – Ganesh.</p>
<p>Evaluate</p>	<p>Step 3: Evaluate the importance of remembering Krishna for Hindus</p> <p>Talk about the importance of Hindus remembering Krishna's birthday.</p>	<p>Step 5 – Evaluate the importance of angels in the story: <i>Why are there angels in the story?</i></p> <p>Describe in simple terms the value of the idea of <i>angels</i> to Christians.</p>	<p>Step 3 – Evaluate – <i>Do the Hindu shrine and Holi celebrations help Hindus remember Vishnu?</i></p> <p>Evaluate the importance of celebrating by describing how Hindus value the celebrations and devotions paid to Vishnu.</p>	<p>Step 3 – Evaluate: <i>What do we think about Christian beliefs?</i></p> <p>Evaluate the concept of belief by describing its importance to Christians in the Easter story.</p>	<p>Evaluate – <i>Do you think it is important to Christians that Jesus shows authority in these stories?</i></p> <p>Describe in simple terms the importance of Jesus' <i>authority</i> to Christians.</p>	<p>Evaluate: <i>Why are these stories important for Christians/Hindus?</i></p> <p>Talk about why the idea of Jesus being able to <i>change</i> people is important to Christians and identify an issue raised/ change in Hinduism – Ganesh.</p>

Key Stage 1 – Vocabulary Overview – RE – Year 1

	Year 1 term 1a	Year 1 term 1b	Year 1 term 2a	Year 1 term 2b	Year 1 term 3a	Year 1 term 3b
Theme	Harvest	Candlelight at Diwali and Advent	Jesus as a storyteller (Christianity)	Easter	Special Clothes	Special Places
Concept	Celebration	Candlelight as a Symbol	Learning from stories	Sadness to Happiness	Special	Specialness
Root - previously learned	Thank, helping	Candle, candlelight, light, think, Christian, celebration, birthday, party	Story, Jesus, God, Christian, bible, love, help, good	Sad, happy, feel, remember, celebrate, Christians, love	Hindu, special, celebrate	Hindu, special, gifts
Trunk – taught during topic	celebrate, celebration, harvest church, festival, Christian, features, plenty, not enough	Remember, symbol, Advent, waiting, Advent candle, Advent ring, religion, Christianity, Divali, Hindu, Rama, Sita, Diva lamp/ light, welcome, festival, Rangoli, decorations, Hinduism, lantern,	Moral, learning, teaching, Christianity, Samaritan, wise, foolish, kindness, special,	Easter, sadness, happiness, important, sin, forgive, cross, dying, death, rise, arisen, alive, tomb, palm leaves, last supper, wine, bread, friends, Peter, Judas, temple, Palm Sunday, crown of thorns, angel, roman soldiers, donkey	Jewellery, sari, choli, mehndi, bindi, special occasion, wedding, Hinduism	Home shrine, Hindu shrine, pooja thali, puja, Mandir, temple, worship, Vishnu, Ganesh, Brahma, Krishna, gods, Aum, lotus, prayer beads, offerings, prayers, holy book, holy
Branch – deeper learning	Symbol, prayer, tradition, priest, supper, produce, charity	Symbolise, religious practice, Lakshmi, Ravana, Hanuman, mehndi, Pooja thali	Bravery, forgiveness, sin, unconditional love, unique, important, belief	Disciples, loyal Pontias Pilate, Mary Magdelene, holy, Barrabus, betrayed, Gethsemane, Galilee, Jerusalem, worship, crucifixion, Passover, resurrection, belief	Traditional, culture	Deity, blessing, prashad, murti, mantras, sacred

Key Stage 1 – Vocabulary Overview – RE – Year 2

	Year 1 term 1a	Year 1 term 1b	Year 1 term 2a	Year 1 term 2b	Year 1 term 3a	Year 1 term 3b
Theme	Janmashtami	Angels at Christmas	Holi	Easter	Key events in Jesus' life	Change in Christianity and Hinduism Change
Concept	Remembering	Angels	Celebrating	Belief	Authority	
Root - previously learned	Remember, festival, Hinduism, Hindu, birthday, special, celebrating, gods, goddesses, prayer, belonging, cow, religion	Christmas, God, Christianity, Jesus, Christian, death, angel, Angel Gabriel, Earth, holy, symbol, light, worship, good, religion	Celebrate, festival, Hinduism, Hindu, bonfire, new year, behaviour, bad, good, friendship, preparations, shrine, pray, feasting, evil, Vishnu, cow, special	Easter, death, rise again, alive, Father, Son, religion, Bible Christianity, love, Christian, God, Jesus, Palm Sunday (see Easter Yr 1 vocab), kind, tomb, Heaven, sadness, happiness,	Jesus, Bible, religion, Christianity, Christian, God, Jesus, Holy Spirit, teacher, parent, disciples, Heaven, right, wrong, special, remembered, important	Christianity, Hinduism, Christian, Hindu, religion, good change, bad change, remember
Trunk – taught during topic	Janmashtami, Krishna, shrine, puja, respect, honesty, truthfulness, worship, Brahma, Vishnu, Shiva,	Heaven, heavenly, peace, messenger, guardian, protector, saint, halo, spirit, human, powerful, evil,	Holi, Prahlad, legend, abeer (coloured powder), Holika (bonfire), gujhiya (traditional sweet at Holi), tesu (flower used to soak and make coloured water), symbolise, forget, ancient, treasured The Vedas – Hindu Holy book	Belief, believe, faith, resurrection, cruxifixion, Holy Spirit, true, untrue, enemies, followers, disciples, joy, Good Friday, forgiveness, sin, hope, Christ, Saviour, Light of the World,	Authority, obey, disobey, lead, follow, miracles, baptism	Ganesh, Zaccheus, Jarius' daughter Cause, effect, difference Holy Trinity – Father, Son, Holy Spirit Trimurti – creator Brahma, preserver Vishnu, destroyer Shiva
Branch – deeper learning	Namaste, Arti, Prasad, Sudhama, Raksha Bandhan, Rakhi, protect Trimurti – creator, preserver, destroyer The Vedas – Hindu Holy book	Cherub, divine, deity, supernatural	Devotions, occasion Dolyatra (means Holi in Bengali), Vasantotsava (another name for Holi – means Spring festival), Gulal (another name for abeer, coloured powder), Gair (dance during Holi)	Ascension, Lent, Pashca (Greek, Latin for Easter) servant, master	New Testament, Old Testament, gospels, scriptures	Supreme force, Supreme god, deities, creation, New Testament, Old Testament, gospels, scriptures