

**Grange Primary School**  
Religious Education Curriculum Overview



EYFS & KS1 OVERVIEW	Key Question	Investigation Aut 1 Focus Question	Investigation Aut 2 Focus Question	Investigation Spr 1 Focus Question	Investigation Spr 2 Focus Question	Investigation Sum 1 Focus Question	Investigation Sum 2 Focus Question
<b>EYFS</b>	<b>Where do we belong?</b>	Reception will link RE themes in with their various topics throughout the year. Christianity will be the dominant faith covered and the remaining religions can be chosen so that it is appropriate to the religions within in the class and reflects the school community.					
<b>Year 1</b>	<b>What do people say about God?</b>	<u>Judaism</u> What do some people do because they believe in God?	<u>Christianity</u> <u>God</u> How do some people feel/behave because they believe in God?	<u>Islam</u> How might beliefs about creation affect the way people treat the world?	<u>Christianity</u> <u>Jesus</u> Why is Jesus special to Christians?	<u>Islam</u> How might beliefs about creation affect the way people treat the world?	* <u>Christianity</u> <u>The Church</u> How might people show that they belong to God?
<b>Year 2</b>	<b>How do we respond to the things that really matter?</b>	<u>Islam</u> Why do Muslims believe that it is important to obey God?	<u>Christianity</u> <u>God</u> Does how we treat the world matter?	* <u>Judaism</u> What aspects of life really matter?	<u>Christianity</u> <u>Jesus</u> Why do Christians say that Jesus is the 'light of the world'?	<u>Hinduism</u> How might people express their devotion?	<u>Christianity</u> <u>The Church</u> What unites the Christian community?

Notes: The \* indicates a planned curriculum visit linked to this area of RE.

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KS2 OVERVIEW	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 3</b></p>	<p><b>Hinduism 1: A Hindu story: Rama and Sita</b></p> <p><i>The meanings of the story of Rama and Sita in Hindu tradition, focusing on (i) dharma; (ii) light.</i></p> <p><i>What does the story of Rama and Sita mean to Hindu peoples?</i></p>	<p><b>Hinduism 2: More Hindu stories</b></p> <p><i>Meaning and role of the Vedas – importance of sacred knowledge in Hinduism (through Manu/Matsya story). Ancient texts in Hinduism, including epics</i></p> <p><i>What do Hindus learn from Vishnu's stories and symbols?</i></p>	<p><b>Hinduism 3: Even more Hindu stories</b></p> <p><i>Listening to Hindu people talk about their beliefs and practices. Optional visit to Hindu temple and/or people</i></p> <p><i>How do Hindus show their devotion?</i></p>	<p><b>Judaism 1 – Abraham, Isaac, Jacob</b></p> <p><i>Including stories from the Hebrew Bible</i></p> <p><i>Links with history: ancient civilisations of the Middle East provide place and cultural context that makes these stories make sense (e.g. Egypt, Mesopotamia). These stories in turn reinforce knowledge of geography and history of early civilisations.</i></p> <p><i>Why is the Promised Land so important in Judaism?</i></p>	<p><b>Judaism 2 - Joseph, Moses and the Exodus</b></p> <p><i>Contexts relating to land, kinship, slavery, laws. Everyday problems of justice arising.</i></p> <p><i>Why do Jews celebrate the festival of Passover?</i></p>	<p><b>Judaism 3 - Samuel, Saul, David and the Kingdom</b></p> <p><i>Note on Judaism units: Stories are framed through questions about Judaism, keeping a sense of it as the Hebrew Bible rather than a Christian ("Old Testament") lens. Summer 1 and 2 introduce practices, customs and rituals of Jewish people, linking practices and beliefs back to the stories</i></p> <p><i>How do Jews today show the importance of the Jewish Temple and the kingdom of Israel?</i></p>
<p><b>Year 4</b></p>	<p><b>Christianity 1 – The family of Jesus</b></p> <p><i>Why are these stories important to Christians? Strong emphasis on diverse cultural depictions of Jesus in art. Each cultural setting tends to depict him in their own image (e.g. Ethiopian, Cameroonian, Chinese, Indian as well as European depictions).</i></p>	<p><b>Christianity 2 – The birth of Jesus</b></p> <p><i>Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music?</i></p> <p><i>How do Christians express their beliefs about Jesus at Christmas time?</i></p>	<p><b>Christianity 3 – Life and teachings of Jesus</b></p> <p><i>New Testament stories: life of Jesus and its meaning for Christians. Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music?</i></p> <p><i>How does the life and teaching of Jesus affect</i></p>	<p><b>Christianity 4 – The death and resurrection of Jesus</b></p> <p><i>Link back to Exodus and the sacrifice of the Passover lamb, but keep distinction between Jewish and Christian interpretations.</i></p> <p><i>What do the death and resurrection of Jesus mean in Christian traditions?</i></p>	<p><b>Christianity 5 – The message of Jesus spreads</b></p> <p><i>Stories from Acts of the Apostles and Paul's epistles: Spread of Christianity across Mediterranean, into Africa (links with history and empire of Aksum) and Syria into the Greek world. Early Christian Church</i></p>	<p><b>Islam 1 – Ramadan</b></p> <p><i>Muhammad's teachings about Sawm and Ramadan Ramadan and the Muslim calendar</i></p> <p><i>What does Ramadan mean to Muslims today?</i></p>

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	<i>Disciplinary focus: history and theology Why is the idea of 'Messiah' so important to Christians?</i>		<i>the way in which Christians live?</i>		<i>including beliefs, worship and practices.</i>  <i>How did Christianity develop in the early Church and how do we know?</i>	
<b>Year 5</b>	<p><b>Islam 2 – The stories of the prophets</b></p> <p><i>What Muslims learn from these stories, both in the past and today. Where these stories can be found and how they have been passed on. Continuities and contrasts in stories within different faiths in the Abrahamic tradition</i></p> <p><i>What do Muslims learn from the prophets as role models?</i></p>	<p><b>Islam 3 – Living Muslim traditions</b></p> <p><i>Living as a Muslim in contrasting traditions: Living as a Muslim in places beyond Britain (spotlight: Lebanon).</i></p> <p><i>What lies behind the traditions of hajj?</i></p>	<p><b>Christianity 6 - Living Christian traditions</b></p> <p><i>Christianity (link with work on Byzantine Empire, Constantinople in history), Christianity in South America (links to The Amazon in Year 5 geography). Visits to churches: how to 'read' a church Interviews with Christians from various traditions</i></p> <p><i>How are Christian beliefs and practices around the world similar and different?</i></p>	<p><b>Christianity 7 (Local Unit)</b></p> <p><i>Christian sites and spaces, including visit to local church</i></p> <p><i>to focus on one or more local Christian places of worship and communities, integrating a visit to a local church or cathedral.</i></p>	<p><b>Buddhism 1 – The prince who became the Buddha</b></p> <p><i>Geographical and historical setting incl story of Siddhartha Gautama</i></p> <p><i>Links to ancient civilisations</i></p> <p><i>How does the life and teaching of Siddhartha Gautama affect the way in which Buddhists live?</i></p>	<p><b>Buddhism 2 – Buddhist stories and traditions</b></p> <p><i>Stories of the spread of Buddhism</i></p> <p><i>Similarities and differences between Buddhist and Hindu attitudes towards dharma, samsara, reincarnation (Year 3 religion) Buddhism today in the UK, India, Tibet.</i></p> <p><i>What do Buddhist stories teach Buddhists about enlightenment?</i></p>
<b>Year 6</b>	<p><b>Sikhism 1 – The teaching of the gurus</b></p> <p><i>Key events in the life of Guru Nanak: birth, childhood, his profound experience, his four udasis (journeys), death</i></p> <p><i>How do Sikhs use their stories and sayings in their everyday lives?</i></p>	<p><b>Sikhism 2 – Living Sikh traditions</b></p> <p><i>Sikhism in practice (referred to as Sikhi by Sikhs) Sikh identity in modern Britain</i></p> <p><i>How do Sikh traditions show Sikh beliefs?</i></p>	<p><b>Holy spaces and places (Local Unit)</b></p> <p><i>A study of a religious site: To enrich and consolidate any of the world religions already studied; To deepen understanding of the idea of a sacred space; To develop understanding of the nature of a worshipping community.</i></p>	<p><b>Stories which point to truth</b></p> <p><i>A series of stories which connect with pupils' reference points in Religion, History and Geography which have a philosophical or moral framework, rather than a theistic one</i></p>	<p><b>Reason and Revelation</b></p> <p><i>How have philosophers asked questions such as: e.g. How can I live a good life? What is good? What happened before birth? What different kinds of arguments exist for a god or higher power? Why do these differ? Why are human beings interested in</i></p>	<p><b>Christianity 8</b></p> <p><i>Christians create: two worlds of art and music A close-up look at two widely contrasting worlds one medieval, one eighteenth-century</i></p> <p><i>How has art expressed belief?</i></p>

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				<i>What can we learn from Aesop's fables about living a moral life?</i>	<p>what will happen after death?</p> <p><i>What questions have people asked about what we can and cannot know?</i></p>	
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The KS2 Overview above shows the substantive and disciplinary content of the Opening Worlds KS2 Religious Education curriculum, in summary. Substantive content is summarised in black. Disciplinary content is threaded through all units, but the major disciplinary focus of each end-of-unit synoptic task is captured in the enquiry question shown in pink.