

St Benedict's Infant School RE Overview KS1/KS2

To be updated as the new RE syllabus for RE is released

Children learn dispositions in the following clusters:

Developing Creativity (How should we imagine and express what matters?)
Developing Compassion (How and why should we care?)
Developing Choice (What should we stand for?)
Developing Community (How and where should we contribute and relate to others?)
Developing Commitment (What ventures should we undertake?)
Developing Contemplation (How do we come to understand what matters?)

Year 1 Autumn Term	Disposition	Overview and links to Rights	Knowledge and Skills	Main Focus/ Religious Tradition
Rpt in Y4 Y6	Cultivating Inclusion, Identity and Belonging (3 lessons)	How do you know you belong? What do we do when a baby is born? <i>Article 7 Every child has the right to a legal name and nationality</i> <i>Article 8 Governments must respect every child's right to a name, a nationality and family ties.</i>	Raise awareness of the concept of belonging from children's own perspective. Introduce the concept of belonging in a religious sense. Introduce the concept of belonging in a religious sense.	Infant Baptism Harvest Festival Prayer Visit from the shepherds Christianity Islam
Rpt Y4 Y5	Being Thankful (3 lessons)	When and why do we say 'thank you'?: What does the Christian Harvest celebration mean? Do you know a "Thank you" prayer? <i>Article 27 Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development.</i>	Raise the children's awareness of the importance of saying "Thank You". Explain the tradition and practise of Harvest Festival To introduce the children to ways of saying "Thank you" to God	
Rpt Y4 Y5	Being Modest and Listening to others (3 lessons)	why should we listen to others? what do religious stories teach us about listening? <i>Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</i> <i>Article 13 Every child must be free to express their thoughts and opinions and to access all kinds of information.</i>	Introduce to the children the concept of society as opposed to self. (Everyone has an equal right to be heard.) Understand that even young people can say important things. Explore the importance of listening.	
Rpt Y4 Y6	Expressing Joy (3 lessons)	What makes us happy and how do we share it? When and where do we see happy people in the Christmas story? why were the angels happy when they told the shepherds about the baby Jesus' birth? why were the Shepherds joyful at Jesus' birth? <i>Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i>	Explore the happiness of Mary when she heard that she was to have a special baby. Learn about the joy of the angels, who brought the good news of Jesus' birth. Learn about the joy of the shepherds when they heard about Jesus' birth.	

Festivals/Celebrations this term Diwali, St Nicholas Day Christmas, Remembrance Day

Year 1	Disposition	Overview and links to Rights	Knowledge and Skills	Main Focus/
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Spring Term				Religious Tradition
Rpt Y3 Y6	Being Fair and Just (3 lessons)	Does it matter if people are not fair? Who decides what is fair? Is it God? <i>Article 42 (knowledge of rights) Governments must actively work to make sure children and adults know about the Convention.</i> <i>Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</i>	Encourage the children to realise that fairness is a practical issue that they encounter on a daily basis To explore the idea of wisdom and fairness and for the children to realise that often things are not fair	King Solomon Saying sorry Jonah & Zaccheus David and Goliath Peter’s denial Easter Christianity
Rpt Y3	Being Accountable and Living with Integrity (3 lessons)	Can others depend on you? What impact does unfairness of cheating have on friendships? Can you let yourself down? How in Christianity (or other RT) do believers say sorry to God? <i>Article 6 Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.</i>	Introduce the concepts of cheating having wide repercussions; if everyone cheated, then no-one could be trusted Explore how we can run away from the things we have done, but we cannot escape from God, or our own conscience. Explore saying sorry to God through the story of Zaccheus.	
Rpt Y3 Y6	Being Courageous and Confident (3 lessons)	What is courage? How does David in Christianity show courage? What sort of a friend was Jesus? What sort of friend was Peter? What sort of friend are you? <i>Article 13 Every child must be free to express their thoughts and opinions and to access all kinds of information.</i>	Explore the meaning of ‘courage’ Develop the children’s understanding of courage through the characters of David and Goliath.	
Rpt Y3 Y5	Being Loyal and Steadfast (4 lessons)	What makes a good friend? What sort of friend was Peter? How does the story of Easter provide an example of courage? <i>Article 15 Every child has the right to meet with other children and to join groups and organisations.</i>	To begin to understand that part of being a good friend is living up to the promises you make. Understand that a good friend is loyal and that Christians believe Jesus is a loyal good friend. To understand from the story of Peter that it is possible to change from being a bad friend to a good friend Begin to understand that Christians believe Jesus allowed himself to be put to death because he loves us.	
Festivals/Celebrations this term Holi, Easter, Chinese New Year, Vaisaki EASTER must be taught this term				
Year 1 Summer Term	Disposition	Overview and links to Rights	Knowledge and Skills	Main Focus/ Religious Tradition
Rpt Y3 Y6	Remembering Roots	How do you remember special people, places and events? Which special person or event do the	Introducing the idea that things we remember are not necessarily things within our living memory.	Eid ul Fitr Hajj

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	(3 lessons)	<p>believers of Islam (or another RT) remember?</p> <p>Which special person or event do the believers of Islam (or another RT) remember?</p> <p><i>Article 14 Every child has the right to think and believe what they choose and also to practise their religion</i></p>	<p>Raise awareness of Ramadan as a time when something is remembered</p> <p>Raise awareness of Eid ul Fitr as a time of celebration remembering Allah's revelation.</p>	<p>Abraham</p> <p>Holy books</p> <p>Christian concept of God Story of Rahab</p> <p>Islam Christianity</p>
Virtual visit: Mosque (Eid month)				
Muslim				
Rpt Y3, Y5	<p>Being Hopeful and Visionary</p> <p>(3 lessons)</p>	<p>what do you hope for the future?</p> <p>To what do the believers of the Islamic tradition (or other religious faith) look forward?</p> <p>To what do the believers of Islamic tradition (or other religious faith) look forward?</p> <p><i>Article 13 Every child must be free to say what they think and to seek and receive all kinds of information</i></p>	<p>Explore the idea of the children's hopes for the future.</p> <p>To help children understand that only by treating each other fairly, can we create a fair world which in turn will help to make the world peaceful.</p> <p>To explore the rituals of Hajj.</p>	
Rpt Y4 Y6	<p>Being Curious and Valuing Knowledge</p> <p>(3 lessons)</p>	<p>Why is 'why' important?</p> <p>What do we need to know?</p> <p>How do the believers of Christianity (or other RT) learn about God?</p> <p><i>Article 28 (right to education) Every child has the right to an education.</i></p> <p><i>Article 17 Every child has the right to reliable information from a variety of sources</i></p>	<p>Begin to explore the value of question words (interrogatives)</p> <p>Introduce sources of information for general questions and Holy books for information about God.</p> <p>Begin to understand that Christians learn about God from the Bible and that it reveals God's character i.e. he created the world, is comforting, protective and a great healer.</p>	
Rpt Y3 Y5	<p>Being Open, Honest and Truthful</p> <p>(3 lessons)</p>	<p>Why does the truth matter?</p> <p>Do believers ever lie?</p> <p><i>Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</i></p> <p><i>Article 13 Every child must be free to say what they think and to seek and receive all kinds of information.</i></p> <p><i>Article 17 Every child has the right to reliable information from a variety of sources</i></p>	<p>Explore with children the importance of truth.</p> <p>Explore the idea of truth through the story of Rahab and the Spies.</p>	
Festivals/ Celebrations this term: Eid				
Year 2 Autumn Term	Disposition	Overview and links to Rights	Knowledge and Skills	Main Focus/ Religious Tradition
Rpt Y4 Y6	<p>Living by rules</p> <p>(3 weeks)</p>	<p>Could we live without rules?</p> <p>What rules has God made?</p> <p><i>Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</i></p>	<p>To understand that we need rules in all parts of our society which keep people safe and make the group work well together</p> <p>To understand that rules are given</p>	<p>10 Commandments</p> <p>• Ramadan •</p> <p>Jairus' daughter</p>

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			<p>because of the love and care that the rule giver has for that particular group of people.</p> <p>To explore the first 3 commandments of the Bible's Old Testament which help us to understand the character of God and that He is someone we would want to obey and take rules from.</p>	<ul style="list-style-type: none"> • Visit of the wise men • Christianity • Islam
Rpt Y4 Y5	<p>Being Temperate, exercising self-discipline and cultivating serene contentment</p> <p>(3 weeks)</p>	<p>What influences my behaviour?</p> <p>What does Islam teach about being peaceful?</p> <p><i>Article 13 Every child must be free to say what they think and to seek and receive all kinds of information</i></p>	<p>Children begin to realise that there are external and internal controls on behaviour.</p> <p>To show that people of faith draw an inner contentment from their relationship with or understanding of God.</p> <p>Begin to understand the choice of fasting as a means to inner peace.</p>	
Rpt Y4 Y6	<p>Being Regardful of suffering</p> <p>(3 weeks)</p>	<p>What hurts you?</p> <p>How did Jesus make people better?</p> <p><i>Article 6 Every child has the right to life.</i> <i>Article 19 Governments must do all they can to ensure that children are protected</i> <i>Article 24 Every child has the right to the best possible health.</i> <i>Article 26 Governments must provide extra money for the children of families in need.</i> <i>Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.</i></p>	<p>Begin to understand suffering in terms of its physical and emotional intensity.</p> <p>Introduce how Jesus relieved suffering.</p> <p>Begin to understand how people of faith respond to suffering (in our city)</p>	
Rpt Y3 Y5	<p>Sharing and being Generous</p> <p>(3 weeks)</p>	<p>Do you like to give and receive presents?</p> <p>What can we learn from the very first Christmas?</p> <p><i>Article 24 Every child has the right to the best possible health.</i> <i>Article 26 Governments must provide extra money for the children of families in need.</i> <i>Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.</i></p>	<p>Begin to explore the British tradition of giving Christmas gifts and how it has changed over the last 50 years or so.</p> <p>Begin to understand that Jesus' life was planned from before he was born.</p> <p>To begin to consider why Christians give gifts at Christmas.</p>	

Festivals/Celebrations this term Diwali, St Nicholas Day Christmas, Remembrance Day

Year 2 Spring Term	Disposition	Overview and links to Rights	Knowledge and Skills	Main Focus/ Religious Tradition
Rpt Y3 Y6	<p>Creating Unity and Harmony</p> <p>(3 weeks)</p>	<p>How are you both different from and the same as everyone else?</p> <p>What do Christians/Muslims teach about getting on with each other?</p> <p><i>Article 31 Every child has the right to relax,</i></p>	<p>Begin to see beyond stereotypes and begin to understand common humanity.</p> <p>Raise awareness that one of the most important principles of Christianity is to</p>	<ul style="list-style-type: none"> • Being created in God's image • Good Samaritan

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		<i>play and take part in a wide range of cultural and artistic activities.</i>	love others, no matter who they are. Explore the strong messages which are learnt during Hajj which are important to get on with each other	<ul style="list-style-type: none"> • Hajj • The Prodigal Son • The unmerciful servant
Rpt Y3	Participating and willing to lead (2 weeks)	What is good about taking part? What does Christianity (or other RT) teach about 'working together'? <i>Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</i> <i>Article 13 Every child must be free to express their thoughts and opinions and to access all kinds of information</i>	Explore team membership in a practical and fun way. Explore the Christian concept that each individual has a particular role within the church and that each is essential	<ul style="list-style-type: none"> • Christianity • Islam
Virtual visit: cathedral Christianity				
Rpt Y3 Y5	Caring for others animals and the environment (3 weeks)	How wonderful is our world? What would it be like if no one cared for our world or us? How does God care for me? <i>Article 6 Every child has the right to life.</i> <i>Article 26 Governments must provide extra money for the children of families in need</i> <i>Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs</i>	Encourage the children to explicitly appreciate the world around them. Encourage the children to appreciate the vulnerability of the world around them Explore the options when worrying thoughts about our own vulnerability arise.	
Rpt Y4	Being merciful and forgiving (3 weeks)	How big is your love? How big is god's love?	Explore and define the concepts of mercy and forgiveness Explore the nature of God's mercy and forgiveness and think about the application to our lives. Explore the responsibility of those who are forgiven to be forgiving.	
Festivals/Celebrations this term Holi, Easter, Chinese New Year, Vaisaki EASTER must be taught this term				
Year 2 Summer Term	Disposition	Overview and links to Rights	Knowledge and Skills	Main Focus/ Religious Tradition
Rpt Y3 Y5	Being silent and attentive to, and cultivating a sense for the sacred and transcendent (3 weeks)	What is it like when you are really quiet? What is it like to be quiet in a place of worship?	Encourage the children to listen Children begin to understand the importance of quiet in a place of worship. Experience quietness in a place of worship.	Visiting a place of worship • Zaccheus • The parables of the tax collector and the man with a speck in his eye • Ganesh • The 99 beautiful names of God •
Rpt Y4 Y6	Being reflective and self-critical	How could you be perfect? How did encountering Jesus change others? How do Christians (or other RT) help people to change for the better?	Establish that perfection is not a static concept. Consider the Christian belief that a	

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	(3 weeks)	<p><u>Article 12</u> Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</p> <p><u>Article 13</u> Every child must be free to say what they think and to seek and receive all kinds of information.</p>	<p>relationship with Jesus initiates changes in behaviour.</p> <p>Apply the moral teaching of a parable to the children's own life experience.</p>	<p>Psalms</p> <p>• Various Christianity • Hinduism</p>
Rpt Y5	<p>Being Imaginative and Explorative</p> <p>(3 weeks)</p>	<p>What do you see in your mind?</p> <p>How do believers of (RT) imagine God to be?</p> <p><u>Article 31</u> Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</p>	<p>Encourage the children to be imaginative.</p> <p>To explore different ideas of God.</p>	
Rpt Y4 Y6Year	<p>Appreciating Beauty</p> <p>(3 weeks)</p>	<p>How does 'this' make you feel?</p> <p>Why is 'this' (the natural world) special to the believers of Christianity (or other RT)?</p>	<p>Encourage the children to respond to beauty in a variety of forms.</p> <p>Help the children to understand how, when believers appreciate beauty, it leads to praising God.</p>	

Festivals/Celebrations this term Eid

Year 3 Autumn Term	Disposition	Overview and links to Rights	Knowledge and Skills	Main Focus/ Religious Tradition
Builds on Y2 Rpt Y6	<p>Sharing and being generous</p> <p>(4 weeks)</p>	<p>Do you like to give presents?</p> <p>Are you rich enough to share?</p> <p>What do believers of Islam (or other RT) teach about sharing with others?</p> <p>What do believers of Christianity (or other RT) teach about sharing with others?</p> <p><u>Article 24</u> Every child has the right to the best possible health.</p> <p><u>Article 26</u> Governments must provide extra money for the children of families in need.</p> <p><u>Article 27</u> Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.</p>	<p>To begin to understand that presents are about giving as well as receiving.</p> <p>To begin to understand that giving doesn't have to be material.</p> <p>To explore the sharing elements of Ramadan.</p> <p>To explore the sharing elements of Harvest.</p>	<p>The rich fool • Zakah • Harvest festival • Genesis ch.1 • Hajj • Sunday worship</p> <p>• Christianity • Islam</p>
Builds on Y2	<p>Caring for others animals and the environment</p> <p>(2 weeks)</p>	<p>What would it be like if no one cared for our world or us?</p> <p>How does God want believers to care for others?</p> <p><u>Article 6</u> Every child has the right to life.</p> <p><u>Article 24</u> Every child has the right to the best possible health.</p> <p><u>Article 26</u> Governments must provide extra money for the children of families in need</p> <p><u>Article 27</u> Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.</p>	<p>Explore their own environment and take responsibility for it.</p> <p>Begin to understand the special responsibility that Christians are given by God, to care for animals.</p>	

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Builds on Y2 Rpt Y6	Creating Unity and Harmony (3 weeks)	How are you both different from and the same as everyone else? What brings believers together? <i>Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i>	Explore the idea of similarity and difference. Explore the idea of Ummah. Explore the significance of ihram.	
Builds on Y2 Rpt Y5	Participating and willing to lead (3 weeks)	What is good about taking part? How do Christians worship together at Christmas? <i>Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</i> <i>Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information.</i>	Know that being a Christian involves doing things together, including worship. Learn about special ways that Christians worship together at Christmas. Learn that the words Christians sing are as important as the words they say.	

Festivals/Celebrations this term Diwali, St Nicholas Day Christmas, Remembrance Day

Year 3 Spring Term	Disposition	Overview and links to Rights	Knowledge and Skills	Main Focus/ Religious Tradition
Builds on Y1 Rpt Y6	Being Fair and Just (3 weeks)	Does it matter if people are not fair? What does the Christian story of Jacob and Esau teach us about fairness? How do Muslims (RT) show that being fair is important? <i>Article 42 (knowledge of rights) Governments must actively work to make sure children and adults know about the Convention.</i> <i>Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</i>	Begin to expose the children to the reality of prejudice. Begin to understand that God's view of fairness and justness is greater and longer lasting than our human viewpoint. Explore the concept of fairness through the Islamic story of the black stone.	<ul style="list-style-type: none"> • The story of the black stone • The challenge of Iblis • Genesis ch.1 • Passover • Disciples • Last supper and Holy Communion
Builds On Y1 Rpt Y5	Being Accountable and Living with Integrity (2 weeks)	Can you let yourself down? What helps Christians own up to their own actions? <i>Article 6 Every child has the right to life.</i>	Explore the challenge of Iblis Introduce the idea that God is omniscient (all knowing).	
Builds on Y1 Rpt Y6	Remembering Roots (3 weeks)	How do you remember special people, places and events? What does Pesach (Passover) remember? How do Jews remember Pesach (Passover)? <i>Article 14 Every child has the right to think and believe what they choose and also to practise their religion</i>	Know that memories are more than visual pictures Discover what happened at the Passover. Discover what happens at the Seder service.	

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Virtual Visit: synagogue				
Jewish				
Builds on Y1 Rpt Y5	Being loyal and steadfast (3 weeks)	<p>What sort of a friend are you? When or why do Christians (or members of other RTs) show their commitment? What sort of a friend was Judas?</p> <p><i>Article 15 Every child has the right to meet with other children and to join groups and organisations</i></p>	<p>To explore the qualities of friendship and the characters of Jesus' friends.</p> <p>Look at the instigation of the Lord's Supper / Holy Communion which is one of the ways that Christians show their commitment</p> <p>Consider the Easter story, especially the Last Supper and the betrayal of Jesus by Judas.</p>	
Festivals/Celebrations this term Holi, Easter, Chinese New Year, Vaisaki EASTER must be taught this term				
Year 3 Summer Term	Disposition	Overview and links to Rights	Knowledge and Skills	Main Focus/ Religious Tradition
Builds on Y1 Rpt Y5	Being open honest and truthful (3 weeks)	<p>Why does the truth matter? What does Christianity (or other RT) teach about honesty? What does Islam (or other RT) teach about honesty?</p> <p><i>Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</i> <i>Article 13 Every child must be free to say what they think and to seek and receive all kinds of information.</i> <i>Article 17 Every child has the right to reliable information from a variety of sources</i></p>	<p>Explore the injustices that can arise because lies are told.</p> <p>Begin to understand that God knows everything about us.</p> <p>To begin to understand that Muslims believe that Allah knows everything, irrespective of whether a person is honest and truthful about their actions or not</p>	<p>The story of Naboth's vineyard • 10 commandments • The story of Elijah • Baisakhi • The story of Gideon • Martin Luther King</p> <p>• Christianity • Sikhism</p>
Builds on Y2 Rpt Y5	Being silent and attentive to, cultivating and a sense for the sacred and transcendent (2 weeks)	<p>What is it like when you are really quiet? Why do Christians (or believers of other RTs) value silence?</p>	<p>Exploring the idea, reason and purpose for being quiet and reflective through the story of Elijah.</p> <p>Understand why Christians value silence and times of reflection.</p>	
Builds on Y1 rpt Y6	Being courageous and Confident (3 weeks)	<p>What is courage? What do we learn about courage from religious stories?</p> <p><i>Article 13 Every child must be free to express their thoughts and opinions and to access all kinds of information.</i></p>	<p>Introduce the concept of courage</p> <p>Explore courage through the Sikh story of Baisakhi</p> <p>Explore courage through the Christian story of Gideon.</p>	
Builds on	Being hopeful	What was Martin Luther King's dream about	Develop an understanding of the	

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Y1, Rpt Y5	and visionary	<p>the future? What do you hope for the future?</p> <p><i>Article 13 Every child must be free to say what they think and to seek and receive all kinds of information.</i></p>	<p>aspirations for society of a committed Christian.</p> <p>Encourage the children to explore their own aspirations for the future of society.</p>	
Festivals/Celebrations this term Eid				
Year 4 Autumn Term	Disposition	Overview and links to Rights	Knowledge and Skills	Main Focus/ Religious Tradition
Builds on Y1 Rpt Y6	<p>Expressing Joy</p> <p>(3 weeks)</p>	<p>What makes you happy and how do you show it? When and where do you see happy people in RT? When and where do you see happy people in Hinduism (or other RT)?</p> <p><i>Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i></p>	<p>Be able to understand the difference between happiness and spiritual joy.</p> <p>Know the story of Diwali.</p> <p>Understand how Hindus express joy through the Diwali celebrations.</p>	<p>Divali • Harvest festival • Story of Prince Siddharta • Four noble truths • King Solomon • Religious leaders</p> <p>• Hinduism • Christianity • Buddhism • Various</p>
Builds on Y1 Rpt Y5	<p>Being Thankful</p> <p>(3 weeks)</p>	<p>When and why do believers say “Thank you” to God? When and why do we say thankyou?</p> <p><i>Article 27 (adequate standard of living) Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development.</i></p>	<p>Become aware of God’s role as creator and provider.</p> <p>Understand how celebrating harvest festival can meet the needs of people today.</p> <p>Explore the concept as parents as gifts from Allah.</p>	
Builds on Y2 rpt Y6	<p>Being reflective and self-critical</p> <p>(3 weeks)</p>	<p>How could you be perfect? How does Buddhism (RT) encourage it’s members to do better? What is it like to meditate?</p> <p><i>Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</i></p> <p><i>Article 13 Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.</i></p>	<p>Encourage the children to consider the essence of a “perfect” life.</p> <p>Explore how Buddha helped his followers to change.</p> <p>To experience the practice of meditation</p>	
Builds on Y1, Y6	<p>Being Curious and Valuing Knowledge</p> <p>(3 weeks)</p>	<p>Why is why important? Where do Christians (or other RTs) look for answers? Where do the members of the (RT) look for answers?</p> <p><i>Article 28 (right to education) Every child has the right to an education.</i></p> <p><i>Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources</i></p>	<p>Begin to think about the process of gaining knowledge.</p> <p>Understand that Christians use the Bible to find answers about God and the meaning of life.</p> <p>Introduce the concept of there being a number of religious traditions each with their own holy book</p>	

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Festivals/Celebrations this term Diwali, St Nicholas Day Christmas, Remembrance Day

Year 4 Spring Term	Disposition	Overview and links to Rights	Knowledge and Skills	Main Focus/ Religious Tradition
Builds on Y1 Rpt Y5	Being Modest and Listening to others (3 weeks)	Why should we listen to others? How do believers show that other people matter? How do Christians demonstrate that Jesus’ words matter? <i>Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</i> <i>Article 13 Every child must be free to express their thoughts and opinions and to access all kinds of information.</i>	Introduce the concept of mutual listening . Experience equal participation in speaking and listening. Understand that the significance of Jesus’ teaching is shown in the actions of his followers	The wise and foolish builders • The Amrit Ceremony • Muslim prayer • Story of Joseph • Easter • Christianity • Sikhism • Islam
Builds on: Y1 Rpt Y6	Cultivating Inclusion, Identity and Belonging (3 weeks)	How do you know you belong? How do Sikhs show they belong? How do Muslims show they belong to their RT? <i>Article 7 Every child has the right to a legal name and nationality</i> <i>Article 8 Governments must respect every child’s right to a name, a nationality and family ties.</i>	Begin to understand how belonging can be signified by outward appearance. To explore the Sikh Amrit ceremony. To explore the five daily prayers and the dress code of believers at prayer.	
Virtual visit: Gurdwara Sikh				
Builds on Y2 Rpt Y6	Being merciful and forgiving (3 weeks)	How big is your love? What does the Bible teach about forgiveness?	To begin to make the connection between love and forgiveness. To begin to understand that the Bible teaches forgiveness. All things can be used by God for good purposes To explore God’s forgiveness at the cross of Jesus.	
Builds on Y2 Y6	Being Regardful of suffering (3 weeks)	What hurts you? How do RT respond to the suffering of others? What hurts God? How does God respond to human suffering? <i>Article 6 Every child has the right to life.</i> <i>Article 19 Governments must do all they can to ensure that children are protected</i> <i>Article 24 Every child has the right to the best possible health.</i> <i>Article 26 Governments must provide extra money for the children of families in need.</i> <i>Article 27 Every child has the right to a</i>	Begin to explore empathy Explore the basis of Muslim empathy. Begin to explore God’s response to human suffering-Easter Story.	

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		<i>standard of living that is good enough to meet their physical, social and mental needs.</i>		
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Festivals/Celebrations this term Holi, Easter, Chinese New Year, Vaisaki. **EASTER must** be taught this term

Year 4 Summer Term	Disposition	Overview and links to Rights	Knowledge and Skills	Main Focus/ Religious Tradition
Builds on Y2 Rpt Y6	Living by rules (3 weeks)	Could we live without rules? What rules does Judaism say are important? What rules does Christianity say are important? <i>Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</i>	Make the children aware that every aspect of society is governed by rules. To explore the Ten Commandments as rules to live by. Explain that Christians believe that the essence of The Ten Commandments to be love for God and love for others.	<ul style="list-style-type: none"> • 10 Commandments • John Newton • Gandhi • Creation stories
Builds on Y2 Rpt Y5	Being Temperate, exercising self-discipline and cultivating serene contentment (3 weeks)	What influences your behaviour? How did God influence the life of John Newton / Gandhi or other person? How is God influencing the life of people today? <i>Article 13 Every child must be free to say what they think and to seek and receive all kinds of information</i>	Begin to understand that the opinions of others is a major influence on our behaviour. Begin to understand that faith is a major influence on behaviour.	
Builds on Y2 Rpt Y6	Being imaginative and self-critical/ Appreciating Beauty (6 weeks)	What do you see in your mind? How does this make you feel? What can we learn about God from creation?	Explore uniqueness by following Isaac Newton's example. Lead the children to an understanding of the creativity and majesty of God. Begin to understand about the creativity and majesty of God from Creation. Awaken the children's awareness by sharing a variety of creation stories with them.	

Festivals/Celebrations this term Eid

Year 5 Autumn Term	Disposition	Overview and links to Rights	Knowledge and Skills	Main Focus/ Religious Tradition
Builds on Y2 Y3	Caring for others animals and the environment (3 weeks)	Is caring for our world a straightforward issue? What would it be like if no one cared for our world or us? How does God want Buddhists and Jains to care for the world? <i>Article 6 Every child has the right to life.</i> <i>Article 24 Every child has the right to the best possible health.</i> <i>Article 26 Governments must provide extra money for the children of families in need</i>	Begin to think about the balance between choice and necessity. Begin to think about the consequences of not caring for our world. Explore what do Buddhists and Jains do to care for the world.	<ul style="list-style-type: none"> • The five precepts • Mary and Martha • Sikh Langar • Good Samaritan • Advent • Story of Hodaybiyya

St Benedict's Infant School RE Overview KS1/KS2

		<i>Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.</i>		<ul style="list-style-type: none"> • Buddhism • Christianity • Sikhism • Islam
Builds on Y2 Y3	Sharing and being generous (3 weeks)	<p>Do you like to give and receive presents? Are you rich enough to share? How do Sikhs show their generosity?</p> <p><i>Article 24 Every child has the right to the best possible health.</i> <i>Article 26 Governments must provide extra money for the children of families in need.</i> <i>Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.</i></p>	<p>Demonstrate to the children that things of value don't necessarily have intrinsic worth in momentary terms.</p> <p>Introduce the Mary and Martha idea of hospitality (both the physical and relational aspects) as a gift to be shared</p> <p>Explore the concept of the Sikh Langar.</p>	
Builds on Y1 Y3	Being Loyal and Steadfast (3 weeks)	<p>What sort of a friend are you? How do the members of Christianity show their commitment?</p> <p><i>Article 15 Every child has the right to meet with other children and to join groups and organisations.</i></p>	<p>Explore the boundaries of friendship.</p> <p>Explore the link between belief and behaviour.</p> <p>Become aware of the lifelong commitment of practising Christians.</p>	
Builds on Y1 Y3	Being Hopeful and Visionary (3 weeks)	<p>What do you hope for the future? What do Christians hope for the future? Why are they confident?</p> <p><i>Article 13 Every child must be free to say what they think and to seek and receive all kinds of information.</i></p>	<p>Begin to understand that human hopes are often short term and fragile.</p> <p>Explore the Christian future hope of heaven and its relationship to the season of Advent</p> <p>Explore how peace could be achieved through unexpected circumstances as long as you are committed to the intention.</p>	

Festivals/Celebrations this term Diwali, St Nicholas Day Christmas, Remembrance Day

Year 5 Spring Term	Disposition	Overview and links to Rights	Knowledge and Skills	Main Focus/ Religious Tradition
Builds on Y3 Y5	Being Open, Honest and Truthful (3 weeks)	<p>What do Muslims hope for the future? Why does the truth matter? How do members of Christianity find out what is right? How do the members of Christianity learn to live openly honestly and truthfully?</p> <p><i>Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</i> <i>Article 13 Every child must be free to say what they think and to seek and receive all kinds of information.</i></p>	<p>Understand that a speaker has some responsibility for the reactions of listeners, especially if the speaker is telling lies.</p> <p>Begin to understand that the Bible, a Christian's source of truth, is both from God and written by people</p> <p>Discover that Jesus does not like hypocrisy and his teaching encourages his followers to ensure that their own</p>	<ul style="list-style-type: none"> • The Bible • Jesus' teaching about honesty • Christian meditation • The Qur'an

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		<u>Article 17</u> Every child has the right to reliable information from a variety of sources	lives are open, honest and truthful	Elizabeth Fry / Oscar Romero / Mother Theresa / Gandhi / Malcom X / Baha'u'llah • Lord's Supper
Builds on Y2 Y3	Being silent and attentive to, and cultivating a sense for the sacred and transcendent (3 weeks)	What is it like when you are really quiet? How does Christianity teach you to listen and see what's important? How does Islam teach you to listen and see what's important?	Explore the ability to listen in a discerning way. Consider the value of reflection and meditation. Explore the importance of listening, including how to listen, within Islam.	• Christianity • Islam • various
Builds on Y2 Y3	Participating and willing to lead (3 weeks)	What is good about taking part? How do believers of Christianity (or other RT) participate in the world? How do believers of other faiths (RT) participate in the world? <u>Article 12</u> Every child has the right to have a say in all matters affecting them, and to have their views taken seriously. <u>Article 13</u> Every child must be free to express their thoughts and opinions and to access all kinds of information.	Become more aware of the need for social interaction and social responsibility. Learn how individuals influence the nature of society. Learn how individuals influence the nature of society	
Builds on Y1 Y4	Being Modest and Listening to others (3 weeks)	Why should we listen to others? What does the Bible teach about putting yourself first? Why should we put others first? <u>Article 12</u> Every child has the right to have a say in all matters affecting them, and to have their views taken seriously. <u>Article 13</u> Every child must be free to express their thoughts and opinions and to access all kinds of information.	Explore, experience and begin to understand pride and humility Learn about pride and humility by seeing what it looks like from modern day and Jesus' examples. Including the humility of Jesus, exemplified by Him washing the disciples feet and what it teaches about putting others first. To understand the significance of the last supper and why it is important for Christians to listen to Jesus and remember it To reflect on why people should be humble and not proud, by thinking about Jesus' example and what humility might look like for us.	

Festivals/Celebrations this term Holi, Easter, Chinese New Year, Vaisaki. **EASTER must** be taught this term

Year 5 Summer	Disposition	Overview and links to Rights	Knowledge and Skills	Main Focus/ Religious
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St Benedict's Infant School RE Overview KS1/KS2

Term				Tradition
Builds on Y2 Y4	Being Temperate, exercising self-discipline and cultivating serene contentment (3 weeks)	What influences your behaviour? How does Christianity (or other RT) teach you to respond to the things that hurt you or make you angry? How does Buddhism (or other RTs) encourage its members to do better? What is it like to meditate? <i>Article 13 Every child must be free to say what they think and to seek and receive all kinds of information</i>	Raise awareness of our ‘natural tendency’ to protect/defend ourselves, save ourselves, justify ourselves/be seen to belong to our peer group Raise awareness of the life of Jesus as a behavioural model for the life of Christians. To experience the practice of meditation	• Buddhist meditation • The sanctity of the cow • Hannah’s prayer • Christian worship • Hindu worship • Jesus in art • Buddhism • Hinduism • Christianity
Builds on Y1, Y3	Being Accountable and Living with Integrity (3 weeks)	What do Christians (or other RTs) teach about living out your beliefs? What do Hindus (or other RT) teach about living out their beliefs?	Raise awareness that for some, mortality is an absolute but for others it is only a social constraint. Introduce the idea that the Christian life is not one of slavish obedience but of a loving desire to please God by living his way Explore how Hindus live out their beliefs. To understand why Hindus believe cows to be special and how this affects their lives.	
Builds on Y1 Y4	Being thankful (3 weeks)	When and why do we say thank you? What different ways do believers have of saying thank you? What different ways do believers have of saying thank you? <i>Article 27) Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development.</i>	Explore the difference between spontaneous appreciation of others and a trained dutiful response. Explore ways that Christians give thanks to God. Explore ways that Christians give thanks to God.	
Builds on Y2	Being Imaginative and Explorative (3 weeks)	What do you see in your mind? How do RT’s respond to human creativity in worship? How do Christian artists represent Jesus?. <i>Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i>	Explore the different ways that Muslims are thankful to Allah. Begin to appreciate the uniqueness and complexity of imagination. Become aware of the different RT’s attitudes to human creativity	
Festivals/Celebrations this term Eid				

St Benedict's Infant School RE Overview KS1/KS2

Year 6 Autumn Term	Disposition	Overview and links to Rights		Main Focus/ Religious Tradition
Builds on Y2 Y5	Living by rules (3 weeks)	Could we live without rules? What impact do the rules of Christians have on society? What laws are needed by society today? <i>Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously</i>	Engage with the need of society for civil order Consider UK law in the context of Christian morality. Apply newly acquired understanding between the interface between mortality and law.	Commandments • Persecution of different groups • Jesus and the Samaritan • Bahai ideas about unity • Sikh naming ceremony • Names of Jesus • Christianity • Various • Bahai • Sikhism
Builds on Y1 Y3	Being Fair and Just (3 weeks)	Does it matter if people are not fair? What is it like if people behave unfairly on the basis of religion? How do believers of Christianity act fairly? <i>Article 42 (knowledge of rights) Governments must actively work to make sure children and adults know about the Convention.</i> <i>Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</i>	Become aware of the unfairness of prejudice and discrimination. Become aware of religious persecution Become aware of Jesus' example	
Builds on Y2 Y3	Creating Unity and Harmony (3 weeks)	How are you both different from and also the same as everyone else? How are you both different from and also the same as everyone else? How do believers seek to restore unity and harmony? <i>Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i>	Explore the fundamental similarities between people who look very different. Explore the difficulties of people with opposing views reaching unity and harmony. Explore the beliefs and practices of one or more religious traditions (RT's) of choice.	
Builds on: Y1/ Y4	Cultivating Inclusion, Identity and Belonging (3 weeks)	How do you know you belong? Why do some believers change their name? What do the names of Jesus mean? <i>Article 7 Every child has the right to a legal name and nationality.</i> <i>Article 8 Governments must respect every child's right to a name, a nationality and family ties.</i>	Explore belonging in terms of roles and group membership. To explore why Sikh boys have the name "Singh" and Sikh girls have the name "Kaur" Explore the story of Christmas through the names of Jesus announced by angels.	

Virtual Visit to Hindu temple, link to Diwali

Festivals/Celebrations this term Diwali, St Nicholas Day Christmas, Remembrance Day

Year 6 Spring Term	Disposition	Overview and links to Rights	Knowledge and Skills	Main Focus/ Religious Tradition
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St Benedict's Infant School RE Overview KS1/KS2

Builds on Y1 Y3	Remembering roots (3 weeks)	How do you remember special people places and events? Why is the past important to Christians? <i>Article 14 Every child has the right to think and believe what they choose and also to practise their religion</i>	Explore the value of collective remembering Explore the value of stories that tell us what God has done in the past. Consider how the lessons of the past and the promises which were kept in the past help us to go forward	Noah • Basaikh • Angulimala and the Buddha • Easter • Festivals Christianity • Sikhism • Buddhism • Various
Builds on Y1 Y3	Being Courageous and Confident (3 weeks)	What is courage? How were Sikhs brave during this festival? How do Sikhs show bravery today? How do people show bravery today? <i>Article 13 Every child must be free to express their thoughts and opinions and to access all kinds of information.</i>	Explore the idea of moral courage. Explore courage through the Sikh story of Baisakhi Explore courage through the Buddhist story of Angulimala and the Buddha.	
Builds on Y2 Y4	Being Regardful of suffering/ Being merciful and forgiving (3 weeks)	What hurts you? What do Christians teach about Mercy? How did Jesus put others first? How do Christians put others first? How big is your love? <i>Article 6 Every child has the right to life.</i> <i>Article 19 Governments must do all they can to ensure that children are protected</i> <i>Article 24 Every child has the right to the best possible health.</i> <i>Article 26 Governments must provide extra money for the children of families in need.</i> <i>Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.</i>	Explore different kinds of suffering and hurt of Jesus Christ on the cross, in the Easter story Explore the Christian view of mercy through the Easter Story The challenge for Christians is to show others the forgiveness and mercy that God has shown to them.	

Festivals/Celebrations this term Holi, Easter, Chinese New Year,, Vaisaki. EASTER **must** be taught this term

Year 6 Summer Term	Disposition	Overview and links to Rights	Knowledge and Skills	Main Focus/ Religious Tradition
Builds on Y4 Y1	Expressing Joy (3 weeks)	How do RT express their joy in worship? (Visit) How do Muslims (or other RT) express their joy in worship? <i>Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i>	Explore joy in religious festivals Explore joy at Eid for Muslims Explore Muslim worship.	• Eid ul Adha • Muslim worship • Lord's prayer • The prophet Musa • The Buddha and the golden swan •
Builds on Y4 Y6	Appreciating Beauty (3 weeks)	How should we imagine and express what matters? How does the Lord's Prayer help Christians worship God?	Explore the beauty of words and variety of expression possible using poetry and expressive prose. Explore the meaning and significance of the Lord's prayer. Explore Jesus' teaching about the Lord's	

St Benedict's Infant School RE Overview KS1/KS2

Builds on Y1 Y4	Being Curious and Valuing Knowledge (3 weeks)	Why is why important? What does Islam teach about Moses (Musa) and knowledge? How does the story of the Buddha and the swan help Buddhists to appreciate what matters? <i>Article 28 Every child has the right to an education.</i> <i>Article 17 Every child has the right to reliable information from a variety of sources</i>	Prayer Consider the source of knowledge. Discover that no matter how wise someone is, God can give particular knowledge to other people who may not generally seem as wise Discover that some knowledge comes at a price	Spiritual life • Islam • Christianity • Buddhism • Various
Builds on Y2 Y4	Being reflective and self-critical (3 weeks)	How do we define a perfect life? What does Christianity (or other RT) teach about the spiritual journey to perfection? What does (RT) teach about the spiritual journey to perfection? <i>Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</i> <i>Article 13 Every child must be free to say what they think and to seek and receive all kinds of information.</i>	Reflect on the nature of a spiritually balanced life. Explore the concept of growing to be more like Jesus, by having a daily relationship with him. Explore the concept of learning lessons about perfect living over a number of life.	
Festivals/Celebrations this term Eid				

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