



## Laurus Primary RE 8 Year Overview

**Intent:** RE Explores important questions about life, encourages respect and the value of diversity and helps pupils develop their own beliefs, values and ideals.

Key Skills:		
Explore	Express	Compare

Key Strands		
Believing	Expressing	Living

Reference should be made to Rights at the beginning of each lesson: **Article 30** - you have the right to practice your own culture, language and religion.  
When planning a sequence of work, please refer to the planning steps outlined in your Year Group Unit of Study.

	Autumn	Spring	Summer
<b>Religious festivals:</b>	Rosh Hashanah (Judaism) Diwali (Sikhism/Hinduism) Hanukkah (Judaism) Christmas (Christianity) – 25 <sup>th</sup> December	Chinese New Year Holi (Hinduism) Easter (Christianity) Vaisakhi (Sikhism) Start of Ramadan (Islam)	Eid (Islam)
<b>EYFS: Discovering</b>			
<b>Pre-School</b>	<b>People, Culture, Communities:</b> Begin to make sense of their own life story and family's history. Show interest in different occupations.	<b>People, Culture, Communities:</b> Develop positive attitudes about the difference between people.	<b>People, Culture, Communities:</b> Continue to develop positive attitudes about the difference between people.
<b>Reception</b>	<b>Believing</b> Which people are special and why? (People, Culture and Communities) F2	<b>Expressing</b> Which times are special and why? (People, Culture and Communities) F4	<b>Living</b> What is special about our world and why? (People, Culture and Communities) F6
<b>KS1: Exploring</b>			
<b>Year 1: Christians and Muslims</b>	<b>Living</b> What does it mean to belong to a faith community? 1.7	<b>Believing</b> Who is a Christian and what do they believe? 1.1	<b>Expressing</b> What makes some places sacred? 1.5
<b>KS1 year-wide unit:</b> How and why do we celebrate special and sacred times? 1.6 (Expressing)			
<b>Year 2 Christians and Muslims</b>	<b>Believing</b> Who is a Muslim and what do they believe? 1.2 <i>Prior learning: 1.1</i>	<b>Believing</b> What can we learn from sacred books? 1.4	<b>Expressing</b> How should we care for others and the world, and why does it matter? 1.8
<b>Key Stage 2: Connecting</b>			
<b>Year 3 Christians, Muslims, Hindus &amp; Jews</b>	<b>Believing</b> What do different people believe about God? L2.1 <i>Prior learning: 1.1</i>	<b>Expressing</b> Why do people pray? L2.4 <i>Prior learning: 1.5</i>	<b>Living</b> What does it mean to be a Hindu in Britain today? L2.8 <i>Prior learning: 1.7</i>
<b>LKS2 year-wide unit:</b> Why are festivals important to religious communities? L2.5 (Expressing) & L2.5a How do people from non-religious communities celebrate key festivals?			
<b>Year 4 Christians, Muslims, Hindus &amp; Jews</b>	<b>Believing</b> L2.2 Why is the bible so important for Christians today? <i>Prior learning: 1.4</i>	<b>Living</b> L2.10 How do family life and festivals show what matters to Jewish people? <i>Prior learning: 1.7</i>	<b>Living</b> L2.9 What can we learn from religions about deciding what is right and wrong? <i>Prior learning: 1.8</i>



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<b>Year 5</b> Christians, Muslims, Hindus, Jews, Buddhists, Secularists	<b>Believing</b> U2.1 Why do some people believe God exists?  <i>Prior learning: L2.1</i>	<b>Expressing</b> U2.4 If God is everywhere, why go to a place of worship?  <i>Prior learning: 1.5 &amp; L2.4</i>	<b>Living</b> U2.6 What does it mean to be a Muslim in Britain today?  <i>Prior learning: L2.8</i>
<b>UKS2 year-wide units:</b> U2.9 What can be done to reduce racism? Can religion help? (Expressing) U2.10 Green religion? How and why should religious communities do more to care for the earth? (Living)			
<b>Year 6</b> Christians, Muslims, Hindus, Jews, Buddhists, Secularists	<b>Believing</b> U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?  <i>Prior learning: L2.3</i>	<b>Expressing</b> U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?  <i>Prior learning: L2.5</i>	<b>Living</b> U2.7 What matters most to Christians and Humanists?  <i>Prior learning: L2.9</i>

### Parents' Right to Withdraw children from Religious Education

In the UK, parents have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. This will be the parents' responsibility. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right.