



## Clipston Primary School – 4-Year Rolling Programme Overview for Religious Education

This document should be read in conjunction with the Big Picture for RE and the Agreed Syllabus. Resources including Understanding Christianity and Discovery RE are also available to support the exploration of Big Questions.

Reception		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Children in Reception will investigate, explore and reflect upon festivals and traditions associated with a variety of the main “religions” throughout the year.		<b>Christianity</b> Year A, B, C, D Creation, Fall, Incarnation, Salvation (Year A & C) People of God, Gospel, Kingdom of God (Year B and Year D)  <b>Buddhism</b> Year A <b>Humanism</b> Year A  <b>Islam</b> Year B  <b>Hinduism</b> Year C <b>Judaism</b> Year C  <b>Sikhism</b> Year D		<b>Christianity</b> Year A, B, C, D Creation, Fall, Incarnation, Salvation (Year A & C) People of God, Gospel, Kingdom of God (Year B and Year D)  <b>Buddhism</b> Year A <b>Humanism</b> Year A  <b>Islam</b> Year B  <b>Hinduism</b> Year C <b>Judaism</b> Year C  <b>Sikhism</b> Year D		<b>Christianity</b> Year A, B, C, D Creation, Fall, Incarnation, Salvation (Year A & C) People of God, Gospel, Kingdom of God (Year B and Year D)  <b>Buddhism</b> Year A <b>Humanism</b> Year A  <b>Islam</b> Year B  <b>Hinduism</b> Year C <b>Judaism</b> Year C  <b>Sikhism</b> Year D	
<b>Celebrations and Festivals Explored throughout the school year in each class</b>	<b>Christianity</b> <b>Harvest</b> – Sept / Oct <b>All Saints’ Day</b> – 1 <sup>st</sup> Nov <b>Christingle</b> - December <b>Advent</b> - December <b>Christmas</b> - 25 <sup>th</sup> December <b>Epiphany</b> – 6 <sup>th</sup> January <b>Candlemas</b> – 2 <sup>nd</sup> February <b>Shrove Tuesday</b> - February <b>Ash Wednesday</b> - February <b>Lent</b> – February - Easter <b>Easter</b> – March / April <b>Pentecost</b> – May.	<b>Buddhism</b> <b>Wesak</b> – Buddha’s Birthday – Full Moon of the Month of April, May or June. <b>Dharma Day</b> – Buddha’s first sermon after Enlightenment – Full Moon in July.  <b>Humanism</b> No special Humanist Festivals, however, many Humanists will celebrate Family, Friendship & Kindness at festivals such as Christmas.	<b>Islam</b> <b>Ramadan</b> – Month long observance in April / May / June <b>Eid ul Fitr</b> – marks the end of Ramadan <b>Hajj</b> – Pilgrimage of about 5 days – usually in the summer	<b>Hinduism</b> <b>Diwali</b> – Festival of Lights <b>Raksha Bandan</b> – annual rite or ceremony <b>Holi</b> – Festival of Colours  <b>Judaism</b> <b>Shabbat</b> – Friday evening to Saturday evening. <b>Rosh Hashanah</b> New Year to Yom Kippur (10 days). <b>Chanukah (Hanukkah)</b> – Festival of Lights <b>Sukkot</b> – Feast of the Tabernacles <b>Bar / Bat Mitzvah</b> – coming of age ceremony at age 13 (boys) 12/13 (girls).	<b>Sikhism</b> <b>Guru Nanak’s Birthday</b> – November <b>Guru Gobing Sigh’s Birthday</b> – 5 <sup>th</sup> January <b>Vaisakhi</b> – 14 <sup>th</sup> April <b>Dastar Sajauni</b> – turban tying ceremony – for boys at 5 years of age.		

## Clipston Primary School – End Points for R.E.

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Thinking &amp; Investigating (AT1)</b>			
<p><b>Understanding the world:</b> They know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<ul style="list-style-type: none"> <li>Recall features of religious, spiritual and moral stories and other forms of religious expression</li> <li>recognise and name features of religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Make links between beliefs, stories and practices</li> <li>identify the impacts of beliefs and practices on people’s lives</li> <li>identify similarities and differences between religions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Talk about connections between questions, beliefs, values and practices in different belief systems</li> <li>Recognise and talk about the impact of beliefs on individuals and communities</li> <li>Talk about why differences in belief are expressed</li> <li>Talk about some of the challenges offered by the variety of religions and beliefs in the contemporary world</li> </ul>

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Exploring, Questioning &amp; Reflecting (AT2)</b>			
<p><b>Understanding the world:</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<ul style="list-style-type: none"> <li>Identify what they find interesting and puzzling in life</li> <li>Recognise symbols and other forms of religious expression</li> <li>Recognise that some questions about life are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>Ask significant questions about religions and beliefs</li> <li>Suggest meanings for symbols and other forms of religions</li> <li>Gather, select, and organise ideas about religion and belief</li> </ul>	<ul style="list-style-type: none"> <li>Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</li> </ul>

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Beliefs &amp; Teachings</b>			
<p>Recount outlines of The Nativity and Diwali religious stories</p>	<p>Recount outlines of some religious stories.</p>	<p>Talk about some religious beliefs and teachings of religions studied.</p>	<p>Talk about how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities, using a range of appropriate language and vocabulary.</p>

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Practices &amp; Lifestyles</b>			
Talk about the Church as a place of worship, where Christians celebrate and conduct religious events and festivals - and link this to their own experiences	Recognise features of religious life and practice.	Talk about how some features of religions studied are used or exemplified in festivals and practices.	Talk about the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Meaning &amp; Purpose</b>			
Talk about religious stories.	Realise that some questions that cause people to wonder are difficult to answer.	Talk and ask questions about their own and other people's ideas about questions that are difficult to answer.	Express their views on some fundamental questions related to Christianity and other faiths.
R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Religious Oracy</b>			
Talk about why e.g. the Church is a special place to people in their community	Recognise some religious symbols and words	Talk about how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language	Compare and talk about the different ways in which people of faith communities express their faith.
Know that people have different beliefs and celebrate special times in different ways.	Respond sensitively to the experiences and feelings of others, including those with a faith.	Compare aspects of their own experiences and those of others (including believers) identifying what influences the way they live their lives.	Talk about their views on questions related to Christianity and other faiths.