



RE at a Glance at Eastfield Primary School			
	Autumn	Spring	Summer
<b>EYFS</b>	<b>Integrate in Topic and 4 areas of learning: Creative Development, Communication and Language, Understanding the World and Personal, Social and Emotional Development</b>		
<b>Year1</b>	<p><b>Caring for the World (1:2)</b></p> <p>This unit builds on children’s previous learning in EYFS around ‘special’ places. Children will listen and retell the Christian and the Jewish creation story and explain why it is an important story to people of each faith. Teaching will consider why our world is a special place and make pupils consider ways in which we can all help care for the world. Pupils will give examples of how people of Christian and Jewish faith care for the world.</p>	<p><b>Worships and Festivals (1:3)</b></p> <p>This unit builds on children’s previous learning around ‘special’ places and objects in EYFS and in Unit 1.2 Caring for the world. Pupils will identify Christian and Jewish festivals, investigate traditions from both faiths and where they have come from and the different ways Jews and Christians worship. Pupils will name artifacts that can be found in a church and a synagogue and create questions to a believer about why worship is important to them.</p>	<p><b>Looking at Me Looking at You (1:1)</b></p> <p>This unit builds on children’s previous learning in EYFS around themselves as ‘special’ people. Explore the child's self-concept, enabling an appreciation of their uniqueness as a human being. Teaching promotes a positive attitude to children's identity and explores how Christian’s help each other through reading the story, The Good Samaritan and The Feeding of the Five Thousand. Pupils will learn about important life events for Christians such as a christening and compare this ceremony to a Jewish ceremony celebrating birth. Pupils will also listen and retell the Easter Story and explain how Christians prepare for Easter</p>
<b>Year 2</b>	<p><b>Questions, Questions (2:3)</b></p> <p>This unit builds on previous learning about the world and creation in Unit 1.2 Caring for the world. It provides opportunities for children to develop and explore their own big questions and understand that there may not be a single, straightforward answer to these questions. They will also look at some of the answers faith members may offer. Pupils will focus on answering a big question, ‘What are my hopes for the world?’</p>	<p><b>Belonging (2:1)</b></p> <p>This unit builds directly and extends children’s learning from the previous Unit 1.3 Worship and festivals with elements of Unit 1.1 Looking at me, looking at you about rites of passage. Teaching will focus on belonging to a faith and encourage children to consider</p> <ul style="list-style-type: none"> <li>• personal relationships among family, friends and in school life</li> <li>• what makes a family and what it means to belong</li> <li>• life within a Christian and a Jewish family, the distinctive pattern of Christian and Jewish life and what it means to believe and to belong, especially at times of festival</li> <li>• shared values influencing rules for family, school, friendship and faith groups (Christian and Jewish), including the importance of keeping promises</li> <li>• reflective responses and feelings about belonging to groups at school and home.</li> </ul>	<p><b>Believing (2:2)</b></p> <p>This unit builds directly on children’s learning in the previous Unit 2.1 Belonging, focusing on beliefs and how those are expressed. Pupils will be able to say what they believe in and how Christian beliefs compare with Jewish beliefs. Pupils will learn about the holy books, the Torah and the Bible and be able to say how people of faith treat these books. Pupils will investigate Christian and Jewish artefacts and symbols and explain how and why they are important to people of faith. Pupils will focus on the Palm Sunday story and the significance of Jesus’s entry to Jerusalem.</p>
<b>Year 3</b>	<p><b>Remembering (3:1)</b></p> <p>This unit builds on work from Unit 1.3 Worship and Festivals and provides</p>	<p><b>Faith Founders (3:2)</b></p> <p>This unit investigates the lives of key figures and founders in Christianity and Islam (E.g God, Jesus</p>	<p><b>Encounters (3:3)</b></p> <p>This unit builds on work in Unit 1.3 Worship and Festivals and provide opportunities to observe worship in</p>



	<p>opportunity to explore remembrance in the context of the Remembrance Day festival. Teaching will explore actions and rituals associated with Christian and Islamic festivals, celebrations and times of remembering, and how symbols and artefacts may be used to express the belief of a faith member. Explore religious stories and texts that guide believers to forgive others and look at how forgiveness can lead to reconciliation</p> <p>Joseph and his Brothers (Genesis 37-50)</p>	<p>and the prophet Mohammed, looking at how faith members follow the teachings of those founders in the modern world. Explore the key beliefs of Christianity and Islam such as The Ten Commandments and the Five Pillars of Islam (Unit 2.2 Belonging). There is opportunity to explore the values that guide believers and influence the way in which they live their life.</p>	<p>Christianity and Islam, focusing on its significance for faith members. Teaching will make links with a local place of worship, St. Martins church and contrast with an Islamic place of worship (the mosque). Find out how tradition and ceremony is part of the life of a religious community with a focus on Islamic and Christian symbols and celebrations.</p>
<b>Year 4</b>	<p><b>Our World (4:3)</b></p> <p>The unit builds upon understanding and appreciation of the natural world which was fostered in Unit 1.3 Caring for the world. Teaching focuses on the uniqueness of the Earth as Our World that everyone has a duty to respect and conserve. It explores how Christians and Hindus have explained some of life's big and difficult-to-answer questions. Teaching will consider the differences between the creation story in the Christian holy book, the bible and the Hindu scriptures.</p>	<p><b>Saints and Heroes (4:2)</b></p> <p>This unit provides opportunity to explore lives of Christians and Hindus who have performed heroic deeds or dedicated their lives to a cause and to consider the concept of commitment. Include past and present saints and heroes from Hinduism and Christianity.</p>	<p><b>Belief in the Community (4:1)</b></p> <p>This unit builds upon work covered in Unit 1.1 Looking at me, looking at you about birth rituals, and Unit 3.2 Faith founders about faith teachings; it provides opportunity to study a local Hindu community in depth and explore patterns in our lives, contrasting them with those who share a religious faith. Pupils will question how personal beliefs affect a way of life, how actions and rituals demonstrate a sense of belonging and how symbols and artefacts play an important role in rites of passage, especially focusing on marriage in the Christian and Hindu faiths.</p>
<b>Year 5</b>	<p><b>Expressions of Faith (5:1)</b></p> <p>The unit builds on Unit 4.1 Belief in the community Pupils explore religious expression such as Islam and Christian members' expressions of identity through symbols and artefacts. Teaching also focuses on exploring rituals within Christian and Islamic ceremonies.</p>	<p><b>Pilgrimage (5:3)</b></p> <p>Pilgrimage builds upon the understanding of 'journey' to explore personal responses to pilgrimage, exploring local and global pilgrimage sites for different faiths, for example, Mecca, Jerusalem and Camino de Santiago. Teaching will focus on the purpose of pilgrimage and what people do on a pilgrimage. This is a stand-alone unit as Pilgrimage is not specifically addressed in any other unit.</p>	<p><b>Faith in Action (5:2)</b></p> <p>Faith in Action builds on Unit 4.2 Saints and heroes, exploring various aspects of making a commitment, seeking out the religious commitment that often goes hand in hand with the admission of belief. Teaching will focus on giving reasons why Christians and Muslims often undertake charitable work and make sacrifices to benefit others.</p>
<b>Year 6</b>	<p><b>Justice and Freedom (6:1)</b></p> <p>This Unit provides opportunities for pupils to explore and explain the concepts of justice and freedom; think about how people in the past have experienced</p>	<p><b>Living a Faith (6:2)</b></p> <p>This unit builds on Unit 4.1 Belief in the community. It offers a focus on rites of passage in the lives of faith members including an opportunity to explore death and bereavement and some of the ways in</p>	<p><b>Hopes and visions (6:3)</b></p> <p>This unit builds on work from Unit 3.2 Faith founders where pupils will have explored some key teachings of faith founders and follows on directly from 6.2 Living a faith. Ultimate questions are questions to which there is no single</p>



	<p>injustice and what they have done to overcome this e.g. world action against the treatment of the Jews in WW2, Martin Luther King. Teaching will look at forgiveness and the power of forgiveness and reconciliation on a community.</p>	<p>which these events impact not just on the individual but also on families and the wider community. Pupils explore religious expression and consider ways in which Hindus and Christians express their identity through the way in which they live and practise their religion, according to the beliefs and values of their faith. Teaching will focus on the ways in which Christians and Hindus express faith through worship.</p>	<p>answer upon which everyone agrees, such as Who are we?</p>
--	---	---	---