



Danegrove Primary School

RE Overview by Year Group 2022-2023



At Danegrove, we value and celebrate the rich diversity of the community we serve. This diversity enables everybody in our school to learn from each other, and from the religious and ethical experiences of our community. Through the teaching of Religious Education, we seek to promote and encourage respect for all people of different religions and world views. Children will be able to gain a deep understanding of religions and world views - including beliefs, practices and traditions - by being encouraged to ask questions and discuss their thoughts on issues that will help to develop their sense of belonging and identity, for example human rights, equality, morality, charity and kindness. We also want to make the study of religion stimulating and relevant for our children through a range of inspiring and creative experiences.

RE at Danegrove aims to make a significant contribution to pupils' spiritual, moral, social and cultural understanding, British Values and Children's Rights. As a result, RE will help children to ponder the kind of person they want to be not only as a member of Danegrove School but also as members of the global community

Golden Threads: Myself, Belonging, Story, Celebration, Symbols, Leaders and teachers, Beliefs

VAT IN RE KEY: V: Vocabulary A: Artefacts T: Text

Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Golden Thread	Myself Belonging (Celebrations)		(Based on Belonging and Believing Books – Gill Vaisey and related Interactive Programme)			

VAT:

Vocabulary – see attached list for ides

Artefacts (focus: pictures/film/music/places/ visits/ people-live artefacts)

Texts/ Story (narrative/ books/ stories from religion/ moral stories with a link to Golden Threads)

EYFS	Groups that we belong to.	Diwali Christmas		V: To choose specific vocabulary related to the theme. A: To choose artefacts from the list above to fit with this theme. T: Believing and Belonging Series– Gill Vaisey/ – Share A Story With - Stephen Pett, Fiona Moss and Lat Blaylock To understand that everyone is a unique human being and is special	V: Baptism special ceremony A: parents come into talk about Baptism or birth ceremonies. Believing and Belonging (BB) digital learning package T: Believing and Belonging Series– Gill Vaisey/ – Share A Story With - Stephen Pett, Fiona Moss and Lat Blaylock To understand that everyone is a unique human being and is special. (Symbolism and meanings of names of children in the class.) To understand that religions mark birth with special ceremonies and symbols. (Names and naming in at least two religions. Compare and contrast the ceremonies e.g. Baptism and one other naming ceremony. To know that there are special people in their lives.
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				<p>To understand how family members care for one another.</p> <p>To make links with belonging to a family, neighbourhood and a religion.</p> <p>To explore a range of celebrations, worship and rituals in a religion noting similarities and differences.</p>	To make links with belonging to a family, neighbourhood and a religion.
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Key Stage 1

	Autumn		Spring		Summer	
	Autumn 1 Myself, Belonging (Celebration) Special places in the home and the community	Autumn 2 Myself, Belonging (Celebration) Special places in the home and the community	Spring 1 Story, Celebration Symbols (Celebrations) Special places in the home and the community	Spring 2 Story, Celebration Symbols (Celebrations) Special places in the home and the community	Summer 1 Leaders, Teachers Beliefs Story, Celebration Symbols	Summer 2 Leaders, Teachers Beliefs Story, Celebration Symbols
The Golden Threads						

VAT:

Vocabulary – see attached list for ides

Artefacts (focus: pictures/film/music/places/ visits/ people-live artefacts)

Texts/ Story (narrative/ books/ stories from religion/ moral stories with a link to Golden Threads)

Year 1 Religion: Christianity/ Judaism/Sikhism	<p>What do different Religions believe about how God says they should care for the Earth? How do they say thank you to God for the wonderful world? – Judaism, Christianity, Muslim</p> <p>Saying thank you to our dinner ladies for cooking our food, Making Sukkah's (Sukkot) and making a book about how to look after the Earth.</p>	<p>Christmas – The Nativity Story through Godly Play.</p> <p>Why am I an important character in the Nativity Story?</p> <p>Hanukkah – What is the meaning of the celebration? Making Menorah's.</p>	<p>The Story of Noah's Ark and its meaning e.g. trust, covenant, hope, promises.</p> <p>To look at the story in the Jewish, Christian and Muslim faiths</p> <p>Telling the story through Godly Play with sensory props e.g. wood, olives, olive branch.</p> <p>Writing about our hopes, when we feel safe, frightened, promises.</p>	<p>V: Reference the Vocabulary from the list given.</p> <p>A: To choose artefacts from the list above to fit with this theme.</p> <p>T: To choose texts using the above list to help select texts that fit with this theme.</p> <p>With reference to your focus religions</p> <ul style="list-style-type: none"> ● To understand why signs and words are special. ● To identify the symbols that religions use 	<p>V: Reference the Vocabulary from the list given.</p> <p>A: To choose artefacts from the list above to fit with this theme.</p> <p>T: To choose texts using the above list to help select texts that fit with this theme.</p> <p>With reference to your focus religions</p> <ul style="list-style-type: none"> ● To understand who is special to them and to others ● To understand the point of view of people 	<p>V: Reference the Vocabulary from the list given.</p> <p>A: To choose artefacts from the list above to fit with this theme.</p> <p>T: To choose texts using the above list to help select texts that fit with this theme.</p> <p>With reference to your focus religions</p> <ul style="list-style-type: none"> ● To understand that we all have beliefs about the world and these inform how we think we should behave.
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	<p>The Creation story in the Muslim, Jewish and Christian Faiths.</p> <p>Making up a dance with props based on the Christen Story Creation.</p>			<ul style="list-style-type: none"> ● To understand the use of symbol in the stories. ● To hear stories and learn about special occasions which are celebrated ● To understand that religious believers celebrate important occasions with rituals and festivals 	<p>who belong to a religious group</p> <ul style="list-style-type: none"> ● To know about key people who are important because of their influence in the founding and development of different faiths. ● To hear stories and learn about special occasions which are celebrated ● To understand that religious believers celebrate important occasions with rituals and festivals 	<ul style="list-style-type: none"> ● To know that religious people have beliefs on many issues and these affects the choices they make. ● To identify issues facing the local environment and understand the importance of caring for the world. ● To hear stories and learn about special occasions which are celebrated ● To understand that religious believers celebrate important occasions with rituals and festivals
<p>Year 2 Religion: Christianity/ Hinduism/Islam</p>		<p>Remembrance Day</p> <p>Hanukah – Why do Jews celebrated Hanukkah? matching words and pictures</p> <p>Christmas</p> <p>Diwali – Designing a Diva lamp</p>	<p>Special Books – The Torah, The Bible, The Qur'an</p> <p>Acting out the 10 Commandments (The Torah)</p> <p>Designing a Prayer Mat (The Qur'an)</p> <p>Making up rules (The Bible)</p>	<p>V: Reference the Vocabulary from the list given.</p> <p>A: To choose artefacts from the list above to fit with this theme.</p> <p>T: To choose texts using the above list to help select texts that fit with this theme.</p> <p>With reference to your focus religions</p> <p>To understand why signs and words are special.</p> <p>To identify the symbols that religions use</p> <p>To understand the use of symbol in the stories.</p> <p>To hear stories and learn about special occasions which are celebrated</p> <p>To understand that religious believers</p>	<p>V: Reference the Vocabulary from the list given.</p> <p>A: To choose artefacts from the list above to fit with this theme.</p> <p>T: To choose texts using the above list to help select texts that fit with this theme.</p> <p>With reference to your focus religions</p> <p>To understand who is special to them and to others</p> <p>To understand the point of view of people who belong to a religious group</p> <p>To know about key people who are important because of their influence in the</p>	<p>V: Reference the Vocabulary from the list given.</p> <p>A: To choose artefacts from the list above to fit with this theme.</p> <p>T: To choose texts using the above list to help select texts that fit with this theme.</p> <p>With reference to your focus religions</p> <p>To understand that we all have beliefs about the world and these inform how we think we should behave.</p> <p>To know that religious people have beliefs on many issues and these affects the choices they make.</p>

				celebrate important occasions with rituals and festivals	founding and development of different faiths. To hear stories and learn about special occasions which are celebrated To understand that religious believers celebrate important occasions with rituals and festivals	To identify issues facing the local environment and understand the importance of caring for the world. To hear stories and learn about special occasions which are celebrated To understand that religious believers celebrate important occasions with rituals and festivals
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Lower Key Stage 2

	Autumn		Spring		Summer	
The Golden Threads	Autumn 1 Myself, Belonging (Celebration) Religion and the individual Religion, family and the community (places of worship) Pilgrimage and sacred places	Autumn 2 Myself, Belonging (Celebration) Religion and the individual Religion, family and the community (places of worship) Pilgrimage and sacred places	Spring 1 Story, Celebration Symbols Teaching and Authority (Sacred Texts) Worship Journey of life and death Symbols and religious expression	Spring 2 Story, Celebration Symbols Teaching and Authority (sacred texts) Worship Journey of Life and Death Symbols and religious expression	Summer 1 Leaders, Teachers Beliefs Inspirational People Beliefs (& questions) Beliefs in action	Summer 2 Leaders, Teachers Beliefs Inspirational people Beliefs (&questions) Beliefs in Action

VAT:

Vocabulary – see attached list for ides

Artefacts (focus: pictures/film/music/places/ visits/ people-live artefacts)

Texts/ Story (narrative/ books/ stories from religion/ moral stories with a link to Golden Threads)

Year 3 Religion Christianity/Sikhism/ Russian/Greek Orthodox	What is Religion?	Celebrations	Special Books	V: Reference the Vocabulary from the list given. A: To choose artefacts from the list above to fit with this theme. T: To choose texts using the above list to help select texts that fit with this theme.	V: Reference the Vocabulary from the list given. A: To choose artefacts from the list above to fit with this theme. T: To choose texts using the above list to help select texts that fit with this theme.	V: Reference the Vocabulary from the list given. A: To choose artefacts from the list above to fit with this theme. T: To choose texts using the above list to help select texts that fit with this theme.
	Bar chart of class's religions. Making a chart about different religious symbols. Beliefs about the Natural World.	Diwali - Making a Diva lamp Remembrance Day – making a poppy wreath and writing about why the Poppy is important. Guru Nanak's Birthday – designing and decorating a Gurdwara.	The Bible – act out one of the 10 Commandments. Fill in a table about the Bible. The Torah – Fill in a table about the Torah. Make a poster about the laws from the Torah.	With reference to your focus religions: -	With reference to your focus religions: -	With reference to your focus religions: -

	<ul style="list-style-type: none"> Finding out about how different countries celebrate Harvest. 	Hanukkah – sorting true and false statements about the festival.	<ul style="list-style-type: none"> The Qur'an – To draw and show understanding of the 5 pillars. 	<p>To understand the ways in which religions often see life as a journey with rituals that celebrate the stages.</p> <p>To understand the different beliefs about life after death and what teachings they are based upon.</p> <ul style="list-style-type: none"> To identify & understand the variety of symbols that different religions use to express meaning To compare two different religious symbolic expressions & look for similarities & differences. Reflect on the importance of symbolism in the lives of worshippers. 	<ul style="list-style-type: none"> Develop knowledge of the religious leaders of the world. Understand the position in the local community of religious leaders and other members of the community. To be able to identify women and men from a variety of cultures and times who are regarded as inspirational by people today. 	<ul style="list-style-type: none"> To understand that all people have values and beliefs that inform their actions. To understand the ways in which religious beliefs about God, the world and other people affect the ways in which people live their lives and the choices they make. To identify and understand the responses of religions and beliefs to global issues To identify and explain the similarities and differences within and between religions in their responses
<p>Year 4</p> <p>Religion Christianity/ Buddhism/Judaism</p>	<p>Religious Symbols</p> <p>Finding out about the symbols of different religions.</p> <p>Design their own symbol to represent themselves and their own life.</p> <p>What does it mean to Belong?</p> <p>Listing the different groups, they belong to.</p> <p>How would you define community?</p> <p>Create a poster about supportive communities.</p>	<p>The Nativity Story</p> <p>Acting out the story. Retelling the story in writing.</p> <p>Asking questions about the story.</p>	<p>Special Books</p> <p>The Bible – write your own 10 Commandments.</p> <p>The Qur'an – a quiz</p> <p>The Torah – making our own Torah Scrolls</p>	<p>V: Reference the Vocabulary from the list given.</p> <p>A: To choose artefacts from the list above to fit with this theme.</p> <p>T: To choose texts using the above list to help select texts that fit with this theme.</p> <p>With reference to your focus religions: -</p> <p>To understand the ways in which religions often see life as a journey with rituals that celebrate the stages.</p> <p>To understand the different beliefs about life after death and what</p>	<p>V: Reference the Vocabulary from the list given.</p> <p>A: To choose artefacts from the list above to fit with this theme.</p> <p>T: To choose texts using the above list to help select texts that fit with this theme.</p> <p>With reference to your focus religions: -</p> <ul style="list-style-type: none"> Develop knowledge of the religious leaders of the world. Understand the position in the local community of religious leaders and other members of the community. 	<p>V: Reference the Vocabulary from the list given.</p> <p>A: To choose artefacts from the list above to fit with this theme.</p> <p>T: To choose texts using the above list to help select texts that fit with this theme.</p> <p>With reference to your focus religions: -</p> <ul style="list-style-type: none"> To understand that all people have values and beliefs that inform their actions. To understand the ways in which religious beliefs about God, the world and other people affect the ways in

				<p>teachings they are based upon.</p> <ul style="list-style-type: none"> ● To identify & understand the variety of symbols that different religions use to express meaning ● To compare two different religious symbolic expressions & look for similarities & differences. <p>Reflect on the importance of symbolism in the lives of worshippers.</p>	<ul style="list-style-type: none"> ● To be able to identify women and men from a variety of cultures and times who are regarded as inspirational by people today. 	<p>which people live their lives and the choices they make.</p> <ul style="list-style-type: none"> ● To identify and understand the responses of religions and beliefs to global issues ● To identify and explain the similarities and differences within and between religions in their responses
Upper Key Stage 2						
	Autumn		Spring		Summer	
The Golden Threads	<p>Autumn 1 Myself, Belonging (Celebration) Religion and the individual Religion, family and the community (places of worship) Pilgrimage and sacred places</p>	<p>Autumn 2 Myself, Belonging (Celebration) Religion and the individual Religion, family and the community (places of worship) Pilgrimage and sacred places</p>	<p>Spring 1 Story, Celebration Symbols Teaching and Authority (sacred texts) Worship Journey of life and death Symbols and religious expression</p>	<p>Spring 2 Story, Celebration Symbols Teaching and Authority (sacred texts) Worship Journey of life and death Symbols and religious expression</p>	<p>Summer 1 Leaders, Teachers Beliefs Inspirational people Beliefs (& questions) Beliefs in action</p>	<p>Summer 2 Leaders, Teachers Beliefs Inspirational people Beliefs (& questions) Beliefs in action</p>
<p>VAT: Vocabulary – see attached list for ides Artefacts (focus: pictures/film/music/places/ visits/ people-live artefacts) Texts/ Story (narrative/ books/ stories from religion/ moral stories with a link to Golden Threads)</p>						
<p>Year 5</p> <p>Religion Christianity/Islam/Russian/Greek Orthodox</p>	<p>Symbols across 6 faiths</p> <p>Christianity– Draw and write about the symbols of Christianity.</p> <p>Jewish – draw and explain the parts of the Seder plate.</p> <p>A story map of the Nativity. Key moments.</p>	<p>Symbols across 6 faiths</p> <p>Christianity– Draw and write about the symbols of Christianity.</p> <p>Jewish – draw and explain the parts of the Seder plate.</p> <p>A story map of the Nativity. Key moments.</p>	<p>Symbols across 6 faiths</p> <p>Christianity– Draw and write about the symbols of Christianity.</p> <p>Jewish – draw and explain the parts of the Seder plate.</p> <p>A story map of the Nativity. Key moments.</p>	<p>V: Reference the Vocabulary from the list given. A: To choose artefacts from the list above to fit with this theme. T: To choose texts using the above list to help select texts that fit with this theme.</p> <p>With reference to your focus religions: -</p>	<p>V: Reference the Vocabulary from the list given. A: To choose artefacts from the list above to fit with this theme. T: To choose texts using the above list to help select texts that fit with this theme.</p> <p>With reference to your focus religions: -</p>	<p>V: Reference the Vocabulary from the list given. A: To choose artefacts from the list above to fit with this theme. T: To choose texts using the above list to help select texts that fit with this theme.</p> <p>With reference to your focus religions: -</p>

	<p>Muslim – Diary entry of a day in Ramadan.</p> <p>Sikhism – draw and label the meaning of the 5K's.</p> <p>Hinduism – draw one of the Hindu Gods.</p>	<p>Muslim – Diary entry of a day in Ramadan.</p> <p>Sikhism – draw and label the meaning of the 5K's.</p> <p>Hinduism – draw one of the Hindu Gods.</p>	<p>Muslim – Diary entry of a day in Ramadan.</p> <p>Sikhism – draw and label the meaning of the 5K's.</p> <p>Hinduism – draw one of the Hindu Gods.</p>	<p>To understand the ways in which religions often see life as a journey with rituals that celebrate the stages. To understand the different beliefs about life after death and what teachings they are based upon.</p> <ul style="list-style-type: none"> ● To identify & understand the variety of symbols that different religions use to express meaning. ● To compare two different religious Symbolic expressions and look for similarities and differences. ● Reflect on the importance of symbolism in the lives of worshippers. 	<ul style="list-style-type: none"> ● Develop knowledge of the religious leaders of the world. ● Understand the position in the local community of religious leaders and other members of the community. ● To be able to identify women and men from a variety of cultures and times who people regard as inspirational today. 	<ul style="list-style-type: none"> ● To understand that all people have values and beliefs that inform their actions. ● To understand the ways in which religious beliefs about God, the world and other people affect the ways in which people live their lives and the choices they make. ● To identify and understand the responses of religions and beliefs to global issues. ● To identify and explain the similarities and differences within and between religions in their responses
<p>Year 6</p> <p>Religion Christianity/ Judaism/ Humanism</p>				<p>V: Reference the Vocabulary from the list given.</p> <p>A: To choose artefacts from the list above to fit with this theme.</p> <p>T: To choose texts using the above list to help select texts that fit with this theme.</p> <p>With reference to your focus religions: -</p> <p>To understand the ways in which religions often see life as a journey with rituals that celebrate the stages. To understand the different beliefs about life after death and what</p>	<p>V: Reference the Vocabulary from the list given.</p> <p>A: To choose artefacts from the list above to fit with this theme.</p> <p>T: To choose texts using the above list to help select texts that fit with this theme.</p> <p>With reference to your focus religions: -</p> <ul style="list-style-type: none"> ● Develop knowledge of the religious leaders of the world. ● Understand the position in the local community of religious leaders and other members of the community. 	<p>V: Reference the Vocabulary from the list given.</p> <p>A: To choose artefacts from the list above to fit with this theme.</p> <p>T: To choose texts using the above list to help select texts that fit with this theme.</p> <p>With reference to your focus religions: -</p> <ul style="list-style-type: none"> ● To understand that all people have values and beliefs that inform their actions. ● To understand the ways in which religious beliefs about God, the world and other people affect the ways in

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Agreed Syllabus Overview – “The Big Picture”

Foundation	KS1	KS2
Myself Belonging	Special places in the home and the community	Religion and the individual Religion, family and the community (places of worship) Pilgrimage and sacred places
	Story Celebration Symbols	Teaching and Authority (sacred texts) Worship Journey of life and death Symbols and religious expression
	Leaders and teachers Beliefs	Inspirational people Beliefs (& questions) Beliefs in action

Tier 3 Vocabulary – Religious Education					
Tier 3 – RE Vocabulary. Buddhism	KS1	KS2	Christianity	KS1	KS2
Anatta (no self/soul)			Covenant		
Compassion			Creation		
Dukkha			Fall		
Dhamma/Dharma			Gospel		
Kamma/Karma			Incarnation		
Enlightenment			Relationship with God		
Meditation			Repentance and Forgiveness		
Sangha			Salvation		
Wisdom			Covenant		
Christianity	KS1	KS2	Hinduism	KS1	KS2
Covenant			Atman		
Creation			Creation, Preservation, Destruction		
Fall			Dharma		
Gospel			Diverse forms of God		
Incarnation			Love, Devotion and Respect		
Relationship with God			Karma		
Repentance and Forgiveness			Maya		
Salvation			Moksha		
			Samsara		
			Sources of wisdom		
Humanism	KS1	KS2	Islam	KS1	KS2

Atheism and Agnosticism			Akhirah		
Empathy and Compassion			Allah		
Friendship			Creation		
Happiness			Islam/Muslim		
Meaning in life without an afterlife			Jihad		
Morality as a human construct			Prophethood		
Reason			Sadaqah		
Rights and responsibilities			Revelation		
Science and knowledge of the world			Umma		
Judaism	KS1	KS2	Sikhism	KS1	KS2
Being Jewish			Gurmat (living according to God's will)		
G_d			Guru		
Creation			Hukam (acceptance of God's will)		
Death			Kirat karna (earning by honest means)		
Israel			Nam Simran		
Justice and Mercy			Peace, Justice and Tolerance		
Kashrut			Sewa (service to all)		
Mitzvot			Vand Chhakna (sharing)		
Repentance and Forgiveness					
Shabbat					
Religion & Belief	KS1	KS2			
Authority					
Belief					
Belonging & Community					
Communication/Expression					
Diversity					
Experience					
Identity					
Knowledge & Certainty					
Life					
Purpose					
Religion					
Ritual & Practice					
Truth					

Values		
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