**Reception, KS1 & KS2 – St Chad’s C of E Primary School, Lichfield Overview 2024-25**

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| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reception** | **CREATION/GOD** F1 Why is the word God so **important to Christians?****(Christianity)**Listen to and ask questions about stories of individuals and their relationship with God -**1.5b** Ask and respond imaginatively to questions about things that are interesting or puzzling in the world -**1.5a** | INCARNATION F2 Why do Christians perform nativity plays at Christmas? (Christianity) Engage with stories and extracts from religious literature and talk about their meanings - **1.1a**Explore the preparations for and find out about the celebration of festivals 1.2b Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies - **1.3b** | Theme: Celebrations Key Questions - How do people celebrate? (Islam)Explore the preparations for and find out about the celebration of festivals 1.2b Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies - **1.3b**Engage with stories and extracts from religious literature and talk about their meanings 1.1a | **SALVATION** F3 Why do Christians put a cross in the Easter garden? (Christianity) Explore the preparations for and find out about the celebration of festivals 1.2b Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies - **1.3b**Engage with stories and extracts from religious literature and talk about their meanings 1.1a | **The Tiny Ants (Islam)**Ask and respond imaginatively to questions about things that are interesting or puzzling in the world -**1.5a** |  Theme:  Special places Key Question –  What makes places special? (Christianity, Islam & Hinduism) Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies - **1.3b** |
| **Yr1/KS1A** | **GOD**1.1 What do Christians believe God is like?Engage with stories and extracts from religious literature and talk about their meanings - **1.1a**Listen to and ask questions about stories of individuals and their relationship with God -**1.5b**  | **What are festivals and why do we have them?****AS Practices & ways of life**Explore the preparations for and find out about the celebration of festivals 1.2b (Easter, Christmas & Eid-ul-Fitr, Eid-ul-Adha – see RE Today: Special Times & Celebrations)See Entrust Celebrations KS1 Spring. See also diocesan guidance doc | **What do Muslims believe?****AS Beliefs teachings and stories**Engage with stories and extracts from religious literature and talk about their meanings 1.1aExplore stories about the lives and teachings of key religious figures 1.1bFind out about ways in which sacred texts are regarded, read and handled by the believers 1.1c(Opening up Islam pages 8-11) | **SALVATION**1.5 Why does Easter matter to Christians?*(Core learning)*Engage with stories and extracts from religious literature and talk about their meanings 1.1aIdentify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies - **1.3b**Ask and respond imaginatively to questions about things that are interesting or puzzling in the world -**1.5a** | **How do Christians talk to God?****AS Expressing meaning****Recap 1.3a**Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b(Explore prayer; Why Christians pray? artefacts used to help prayer) | **How can I make a difference in the world?****AS** **Recap 1.6a**Reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions 1.6b(Explore why human beings are special, how we should care for each other, seeing value in each other, charity – cake making and giving the money to charity, litter picking linked to stewardship) |
| **Yr2/KS1B** | **CREATION**1.2 Who made the world?Engage with stories and extracts from religious literature and talk about their meanings - **1.1a** Ask and respond imaginatively to questions about things that are interesting or puzzling in the world -**1.5a**Explore stories from religious traditions and find out about attitudes to the natural world-**1.6c**  | **INCARNATION**1.3 Why does Christmas matter to Christians?Explore stories about the lives and teachings of key religious figures - **1.1b**Explore the preparations for and find out about the celebration of festivals 1.2b Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers - **1.5c**  | **What can we learn from a mosque?****AS Expressing meaning****Recap 1.3a, 1.3b****(Trip to Mosque in Derby)**Identify symbolic actions gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b(Visit to a Mosque, building a mosque, arabesque patterns linked to maths, calligraphy (Allah / Muhammad, salat)See Entrust Worship & ceremonies KS1 Spring  | **SALVATION**1.5 Why does Easter matter to Christians?*(Digging deeper)*Engage with stories and extracts from religious literature and talk about their meanings - **1.1a**Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers - **1.5c**Reflect and respond to stories highlighting the morals and values of believers in practice 1**.6a** | **GOSPEL**1.4 What is the Good News that Jesus brings?Engage with stories and extracts from religious literature and talk about their meanings - **1.1a**Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives - **1.2c**Reflect and respond to stories highlighting the morals and values of believers in practice -**1.6a** | **How do people give thanks for a new baby?****AS Identity diversity and belonging**Find out about ceremonies in which special moments in the life cycle are marked 1.4cExplore the diversity of a range of religious traditions and identify and reflect on similarities and differences 2.4a**(Christianity, Islam & Judaism)** |
| **Yr3/LKS2A** | **INCARNATION/GOD**2a.3 What is the Trinity? *(Core learning - Baptism and the Grace)*Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings - **2.1b**Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers - **2.3a**Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice - **2.3d**Explore rules forliving found in sacred writings and teachings and ask questions about their impact on the lives of believers -**2.6a** | **What are festivals of light?**(Advent & Diwali but you could also include other festivals from religious traditions e.g. Hanukkah) Investigate some features of key religious festivals and celebrations and identify similarities and differences 2.2cSee also diocesan guidance doc.  | **What do Hindus believe?****AS Beliefs teachings and sources**Find out ways in which sacred texts are regarded, read and handled by believers -1.1c(E.g. Exploring The Vedas)  | **SALVATION**2a.5 Why do Christians call the day Jesus died ‘Good Friday’?Explore the origins of sacred writings and consider their importance for believers today - **2.1a**Identify the main features and patterns of an act of worship and talk about the importance of worship for believers - **2.2b**Explore the meaning of stories drawn from religious sourcesand reflect on the significance of key words, phrases or expressions - **2.3b**Explore rules forliving found in sacred writings and teachings and ask questions about their impact on the lives of believers -**2.6a** | **KINGDOM OF GOD**2a.6 When Jesus left, what was the impact of Pentecost?Explore the life of key religious figures and make linkswith teachings and practices of special significance to followers - **2.1c**Investigate stories about God’s relationship with people and suggest how, for some people, this helps them to make sense of life - **2.5c**Make links between beliefs and action and reflect on how this might have local, national and international impact - **2.5d** | **Opening up the Qur’an & exploring Ramadan****AS Beliefs teachings and sources**Recap on 1.1a, 1.1b, 1.1c, 1.4bExplore the origins of sacred writings and consider their importance for believers today - 2.1a**AS Identity diversity and belonging**Research some key events in the development of a religious tradition and explain the impact on believers today 2.4c(Focus on Ramadan, Night of Power, Fasting, Why people Fast? Muhammad’s Night Journey – see RE Today Words of Wisdom pages 16-21) |
| **Yr4/LKS2B** | **CREATION/FALL**2a.1 What do Christians learn from the creation story?Explore the meaning of a wide rangeof stories aboutthe beginnings of the world and reflect upon their importancefor believers - **2.1d**Raise questions about issues which cause people to wonderand investigate some answers to be found in religious writings and teachings -**2.5a**Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour -**2.6d**  | **INCARNATION/GOD**2a.3 What is the Trinity? – (*Digging deeper – the Incarnation)*Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings - **2.1b**Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice - **2.3d**Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked -**2.4d** | **What can we learn from a Mandir?****(Trip to Mandir in Derby)****AS Practices and ways of life**Identify the main features and patterns of an act of worship and talk about the importance of worship for believers 2.2b | **SALVATION**How do Christians remember Jesus’ Last Supper?Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers 2.6a | **GOSPEL**2a.4 What kind of world did Jesus want?Explore the origins of sacred writings and consider their importance for believers today - **2.1a**Find out about the activities of a local religious community and make links with key religious teachings -**2.4b**Explore rules forliving found in sacred writings and teachings and ask questions about their impact on the lives of believers 2**.6a**Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives -**2.6c** | **PEOPLE OF GOD**2a.2 What is it like to follow God?Investigate the lifeof a person who has been inspired by their faith and make links between belief and action - **2.2d**Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked **2.4d**Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment -**2.6b**Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives -**2.6c** |
| **Yr5/UKSA** | **GOD**2b.1 What does it mean if God is holy and loving?Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings - **2.1b**Identify the main features and patterns of an act of worship and talk about the importance of worship for believers - **2.2b**Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers - **2.3a**Make links between beliefs and action and reflect on how this might have local, national and international impact - **2.5d**  | **How do people express their faith through the arts?** **AS Expressing meaning**Compare and contrast the use of symbols, actions and gestures used in worship by different communities 2.3c | **What are the five pillars of Islam? – Shahadah, Salat, Zakat, Sawm, Hajj****(Trip to Mosque in Derby)****AS Values & commitments**Recap 2.6aEngage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives 2.6c | **SALVATION**2b.6 What did Jesus do to save human beings?Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings - **2.1b**Identify the main features and patterns of an act of worship and talk about the importance of worship for believers - **2.2b**Explore the meaning of stories drawn from religious sourcesand reflect on the significance of key words, phrases or expressions - **2.3b**Make links between beliefs and action and reflect on how this might have local, national and international impact - **2.5d** | **KINGDOM OF GOD**2b.8 What kind of king was Jesus?Explore the life of key religious figures and make linkswith teachings and practices of special significance to followers - **2.1c**Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers -**2.3a**Find out about the activities of a local religious community and make links with key religious teachings -**2.4b**Raise questions about issues which cause people to wonderand investigate some answers to be found in religious writings and teachings -**2.5a** | **What is the Worldwide Church?****Additional Diocesan Unit** |
| **Yr6/UKS2B** | **CREATION/FALL**2b.2 Creation and science: conflicting or complementary?Explore the meaning of a wide rangeof stories aboutthe beginnings of the world and reflect upon their importancefor believers - **2.1d**Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers - **2.3a**Raise questions about issues which cause people to wonderand investigate some answers to be found in religious writings and teachings -**2.5a** | **INCARNATION**2b.4 Was Jesus the Messiah?Explore the origins of sacred writings and consider their importance for believers today - **2.1a**Explore the life of key religious figures and make linkswith teachings and practices of special significance to followers - **2.1c**Investigate some features of key religious festivals and celebrations and identify similarities and differences - **2.2c**Make links between beliefs and action and reflect on how this might have local, national and international impact - **2.5d** | **What does it mean to live as a Hindu today?****AS Values & commitments**Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives 2.6c | **SALVATION**2b.7 What difference does the resurrection make for Christians?Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings - **2.1b**Investigate some features of key religious festivals and celebrations and identify similarities and differences - **2.2c**Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers - **2.3a**Investigate and reflect on a range of religious responses to suffering, hardship and death -**2.5b** | **GOSPEL**2b.5 What would Jesus do?Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings - **2.1b**Find out about the activities of a local religious community and make links with key religious teachings -**2.4b**Investigate and reflect on a range of religious responses to suffering, hardship and death -**2.5b**Explore rules forliving found in sacred writings and teachings and ask questions about their impact on the lives of believers -**2.6a** | **PEOPLE OF GOD**2b.3 How can following God bring freedom and justice? Explore the life of key religious figures and make linkswith teachings and practices of special significance to followers - **2.1c**Make links between beliefs and action and reflect on how this might have local, national and international impact - **2.5d**Explore rules forliving found in sacred writings and teachings and ask questions about their impact on the lives of believers -**2.6a** |

**Red Units = Understanding Christianity**

**Orange – School Trips**

**Whole School- St Chad’s Church workshops: Autumn term- Advent, Spring term- Stations of the cross, Summer term- ‘Thy Kingdom Come.’**