

QCB Religious Education Bi-Annual Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	LAS Unit Myself <i>(Introduce people who belong to a religious group)</i> Key Vocab Christian Muslim Jew Hindu God	LAS Units Special people to me <i>(Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.)</i> Key Vocab Vicar Imam Rabbi Jesus Muhammad God	LAS Unit Our special books <i>(Introduce stories from religions and important books for members of a religious group)</i> Key Vocab Bible Qur'an Torah	LAS Unit Our special things <i>(Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc.)</i> Key Vocab Cross Prayer beads Prayer mat	LAS Unit Our special places <i>(Introduce places of worship, e.g. church, mosque)</i> Key Vocab Church Mosque Synagogue	LAS Unit Our beautiful world <i>(Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment)</i> Key Vocab Muslim Jew Hindu God Creation Care Responsibility Beautiful
<i>Why this? Why now?</i>	<i>At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are.</i>	<i>Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews.</i>	<i>At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.</i>	<i>Having learned about how religious people treat their special books, this is an opportunity to explore other objects that are special to religious people.</i>	<i>This builds on pupils' learning about special books and special things by exploring some of the special places in which you may find these books and objects.</i>	<i>This broadens the pupils' understanding of special places by looking beyond places of worship into the wider natural world.</i>
KSI: Year 1/2 -Year A	LAS Additional Thankfulness <i>Believing, Living, Thinking</i> [Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in		LAS Compulsory God – Islam Believing [How is Allah	LAS Compulsory Being Human – Islam Believing [What does the Qur'an say about how	LAS Compulsory Community – Islam Living [What do Muslims	LAS Compulsory Life Journey – Islam Living [What do Muslims do to celebrate birth?

	<i>Christianity, Sukkot in Judaism, Holi in Hinduism]</i> BI, B2 LI, L2, L3, L4a, L4b TI, T3		described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?] BI, B2 TI, T3	<i>Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?]</i> BI, B2 TI, T3	<i>do to express their beliefs? Which celebrations are important to Muslims?]</i> B2 L2, L3, L4a, L4b TI, T3	<i>What does it mean and why does it matter to belong?]</i> B2 L3, L4a, L4b TI, T3
<i>Why this? Why now?</i>	<i>Pupils have the opportunity to build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God.</i>	<i>Pupils build on their learning in the previous term by exploring different ways in which Christians worship</i>	<i>Pupils have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God).</i>	<i>Pupils build on their learning in the previous term by exploring different ways in which Muslims worship Allah (God).</i>	<i>Having learned about different ways in which Muslims worship Allah (God), pupils have the opportunity to explore different places of worship across different religious traditions. This also builds on learning in Early Years.</i>	
KSI: Year 1/2 - Year B	LAS Compulsory God – Christianity <i>Believing</i> [What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc. What do stories in the New Testament tell Christians about Jesus?] BI, B2 TI, T3	LAS Compulsory Being Human – Christianity <i>Believing</i> [What does the Bible say about how Christians should treat others and live their lives? How can Christian faith and beliefs be seen in the actions of inspirational Christians?] BI, B2 TI, T3	LAS Compulsory Community – Christianity <i>Living</i> [What do Christians express their beliefs? Which celebrations are important to Christians? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?] B2 L2, L3, L4a, L4b TI, T3	LAS Compulsory Life Journey – Christianity <i>Living</i> [What do Christians do to celebrate birth? What does it mean and why does it matter to belong?] B2 L3, L4a, L4b TI, T3	LAS Additional Places of worship <i>Believing, Living, Thinking</i> [Choose three key objects, features or symbols and look at: - what they tell us about beliefs about God/humans/the world around them - how they are used in practice – i.e. what impact they have on the community Must include at least one religion/worldview other than Christianity and Islam.] BI, B2 LI, L2, L3, L4a, L4b TI, T2, T3	

<i>Why this? Why now?</i>	<i>Building on the learning from Year 1, pupils learn more about what Muslims believe about human beings, their relationship to each other and their relationship to Allah (God).</i>	<i>Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Muslims welcome a new human into the world.</i>	<i>Building on the learning from Year 1 and autumn term, pupils learn more about what Christians believe about human beings, their relationship to each other and their relationship to God.</i>	<i>Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Christians welcome a new human into the world.</i>	<i>Building on the learning in autumn term, pupils broaden their understanding of different ways in which religious and non-religious people show gratitude.</i>
Year 3/4 Year A	LAS Compulsory God – Hinduism <i>Believing</i> <i>[How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?]</i> BI, B2a T2, T3	LAS Compulsory God – Islam <i>Believing</i> <i>[What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]</i> BI, B2a T2, T3	LAS Compulsory God – Christianity <i>Believing</i> <i>[How do symbols in the Bible help Christians relate to God? What do symbols in the story of Jesus' baptism reveal about the nature of God? What visual symbols and symbolic acts can be seen in a Christian church? How might language within worship express Christian beliefs?]</i> BI, B2a T2, T3		LAS Additional <i>Big Questions (including Christianity):</i> <i>What does it mean to live a good life?</i> <i>Believing, Living, Thinking</i> <i>[Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether 'good' means the same thing to everybody]</i> BI, B2a LI, L2, L3, L4a, L4b TI, T2, T3
<i>Why this? Why now?</i>	<i>In this unit, pupils build on prior learning about God in KSI. Hinduism is a new focus for the pupils, but there are opportunities to compare and contrast with knowledge covered on</i>	<i>In this unit, pupils build on their learning about Muslim beliefs about Allah (God) in KSI. Here, they explore different ways in which Muslims use symbols to articulate beliefs about God. There are opportunities to compare and</i>	<i>In this unit, pupils build on their learning about Christian beliefs about God in KSI. Here, they explore different ways in which Christians use symbols to articulate beliefs about God, making connections between this and Christian practice/worship. There are opportunities to compare and contrast with Hindu beliefs about Brahman and Muslim</i>	<i>In this unit, pupils consider different ways in which religious and non-religious people work out how to live a 'good' life. There are opportunities to use prior learning by considering how beliefs about what God is like might impact on you articulate what it means to live a 'good' life.</i>	

	<i>Christianity and Islam at KSI.</i>	<i>contrast with Hindu beliefs about God.</i>		
Year 3/4 Year B	LAS Compulsory Community – Hinduism <i>Living</i> [How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world] B2a L1, L2, L3, L4a T2, T2	LAS Compulsory Community – Islam <i>Living</i> [How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world] B2a L1, L2, L3, L4a T2, T2	LAS Compulsory Community – Christianity <i>Living</i> [How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world] B2a L1, L2, L3, L4a T2, T2	LAS Additional Pilgrimage (including Christianity) <i>Believing, Living, Thinking</i> [What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage] BI, B2a L1, L2, L3, L4a, L4b T1, T2, T3
Why this? Why now?	<i>This unit explores specific celebrations related to a Hindu worldview. It builds on learning about worship and celebration from KSI and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a</i>	<i>This unit explores specific celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KSI and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a</i>	<i>This unit explores specific celebrations related to a Christian worldview. It builds on learning about worship and celebration from KSI and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year</i>	<i>This unit introduces the theme of pilgrimage, looking at it through the lens of both religious and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other (e.g. the central Hindu belief in ahimsa [non-violence] and the detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges).</i>

	<i>golden thread throughout this year.</i>	<i>golden thread throughout this year.</i>				
Year 5/6 Year A	LAS Additional Buddhism Unit Designed by the School (<i>including what is a good life and links to Buddhism</i>): Through studying the story of Buddha and the Eightfold path, chn will understand the fundamentals of the Buddhist faith. Meditation. What do Buddhists believe is a good life and how do they achieve this?	LAS Compulsory Community – Islam Living [How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world] B2a L1, L2, L3, L4a T2, T2	LAS Compulsory Being Human – Islam Believing [What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals] B2a L2, L3 T2, T3	LAS Compulsory Being Human – Hinduism Believing [How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals] B2a L2, L3 T2, T3	LAS Compulsory Life Journey – Hinduism Living [Hinduism: How do Hindus show they belong? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism; this unit considers whether their truth or otherwise actually matters – what impact does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not] B1, B2a, B2b L2, L3, L4a, L4b T1	
<i>Why this? Why now?</i>	Building on knowledge from KSI, children will understand the fundamentals of Buddhism and make links to other religions.	<i>This unit explores specific celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KSI.</i>	<i>This unit builds on learning about Christian and Muslim beliefs about being human from KSI.</i>	<i>This unit builds on learning about Christian and Muslim beliefs about being human from KSI, and Hindu beliefs about being human from the previous term. It focuses</i>	<i>This unit looks back at the previous term, which focused on the question of how religious and non-religious people reason about the world around them, using different</i>	

				on the ways in which religious beliefs impact on individuals' decisions and actions. It introduces Hindu beliefs about human beings, their relationship to Brahman and to each other. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.	kinds of evidence to support their beliefs and claims. In this unit, pupils ask the fundamental question of whether having 'proof' of a truth claim actually matters to religious believers. It explores a range of rites of passage for Hindus and Muslims, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.
Year 5/6 Year B	LAS Compulsory Life Journey – Christianity Living [How do Christians show they belong? Rites of passage; include other religions; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does	Being Human – Christianity Believing [In what ways does the Bible teach Christians to treat others? How is this expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of	LAS Additional Unit Designed by the School (including what is a good life and links to Buddhism): <i>Believing, Living, Thinking</i> [Opportunity to study Humanism/atheism and explore e.g. issues of social justice; opportunity to explore how valid various religious truth claims are, e.g. that you have to be good because God exists and he wants you to be good] BI, B2a, B2b LI, L2, L3, L4a, L4b TI, T2, T3	LAS Additional Expressing Beliefs through the Arts (including Christianity) <i>Believing, Living, Thinking</i> [How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g. Muslims?] BI, B2a, B2b	

	religion have on people's lives, regardless of whether they can prove their beliefs to be true or not] BI, B2a, B2b L2, L3, L4a, L4b T1	<i>contemporary individuals]</i> B2a L2, L3 T2, T3		<i>L1, L2, L3, L4a, L4b T1, T2, T3</i>
<i>Why this? Why now?</i>	In this unit, pupils ask the fundamental question of whether having 'proof' of a truth claim actually matters to religious believers. It explores a range of rites of passage for Christians, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.	This unit builds on learning about Christian and Muslim and Hindu beliefs about being human from KSI. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.	<i>This unit builds on prior learning in Year 3 ('What is a Good Life?') by deepening pupils' understanding of how different religious and non-religious worldviews articulate what it means to be 'good'. Pupils have the opportunity to explore some of the arguments for and against the existence of God, thinking carefully about the different types of evidence people use to support their beliefs and claims.</i>	The previous units have focused on ways in which religious people express their beliefs through their decision-making and actions. This unit explores a different form of expression: the creative arts. There are opportunities to build on prior learning about celebrations, places of worship and symbols.

Believing, Living, Thinking refers to the Balanced RE model for RE curriculum. You can find out more about this here.

The purple codes refer to suggested end-of-phase expectations:

B = Believing

L = Living

T = Thinking