RE Units						
Year Groups	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Nursery	*Christianity Concept:* Belonging Who am I?	*Christianity Concept:* Celebration Why is Christmas special?	*Christianity Concept:* Special What makes us special?	*Christianity Concept:* Celebration How do people celebrate Easter?	*Christianity Concept:* Special What are the special places in our community?	*Christianity/ World Faith Concept:* Belonging What objects and clothes are important to some people?
Reception	*Christianity Concept:* Creation Who made the wonderful world and why?	Christianity Concept: Incarnation Why is Christmas special for Christians?	Christianity Concept: Incarnation Why do Christians believe Jesus is special?	Christianity Concept: Salvation What is so special about Easter?	Christianity/ Islam What makes a place special?	Christianity/ Islam /Judaism What can we learn from stories?
Year 1	*Christianity Concept:* Creation Why should we take care of the world?	*Christianity Concept:* Incarnation Why is each person important in the Nativity story?	*Judaism* What is it like to live as a Jewish person?	*Christianity Concept:* Salvation Why might many Christians around the world say that Easter is the most important festival?	Islam What does it mean to be a Muslim?	*Christianity Concept:* Gospel Kingdom of God Why did Jesus tell stories?
Year 2	*Christianity Concept:* Kingdom of God What are some of the important events in a Christian's life?	*Christianity Concept:* Incarnation How does the symbol of light help Christians to understand Christmas, and how do different Nativity scenes around the world show this?	Judaism How are Jewish festivals celebrated and remembered?	*Christianity Concept: Salvation* How do the symbols of Easter help people to understand the meaning of Easter for Christians?	Islam How do Muslims show commitment to God - Allah?	Universal How do people in my community and around the world celebrate important events?

Year 3	**Hinduism 1: A Hindu story: Rama and Sita Ancient stories.** The Ramayana and context. The story of Rama and Sita (in depth: ancient kingdom, banishing to the forest, battle with demon Ravana, triumphant return, lighting the way with lights). First reference to Vishnu. The meanings of the story of Rama and Sita in Hindu tradition, focusing	**Hinduism 2: More Hindu stories Vishnu and his avatars** 1 – Story of Manu and Matsya the fish. Meaning and role of the Vedas – importance of sacred knowledge in Hinduism (through Manu/Matsya story). Ancient texts in Hinduism, including epics (revisit Ramayana) Vishnu's symbols. Origins of Hinduism in Indus Valley/Hinduism as a sacred religion Vishnu	**Hinduism 3: Even more Hindu stories** Ganesha stories and their meanings. Parvati and Shiva - family in Mount Kailash. The festival of Teej - women in Hinduism, Puja ceremony, Puja in Hindu stories. Listening to Hindu people talk about their beliefs and practices. Optional visit to Hindu temple and/or people. *How do Hindus show their devotion?*	**Judaism 1 Christianity 1- Abraham, Isaac, Jacob** How have stories from the Hebrew Bible shaped Judaism? How did the Jews explain what they saw and experienced? Including stories from the Hebrew Bible. Abraham and Sarah and the concept of the Promised Land, Isaac and Rebecca, Jacob and Rachel Contexts relating to land, kinship, war.	**Judaism 2 - Joseph, Moses and the Exodus** Including the following stories from the Hebrew bible: Joseph in Egypt Moses, Passover and the Exodus (Red Sea and the wilderness and tabernacle), Mount Sinai and 10 commandments, Promised Land. Contexts relating to land, kinship, slavery, laws. Everyday problems of justice arising.	**Judaism 3 - Samuel, Saul, David and the Kingdom Stories** David and Goliath and King David. Solomon and the building of the Temple in Jerusalem Babylonian stories: captivity and destruction of the Temple; e.g. Daniel in the lions' den, King Nebuchadnezzar, Jews return to Promised Land. *How do Jews today show the importance of the Jewish Temple and the kingdom of Israel?*

	on (i) dharma; (ii) light. *What does the story of Rama and Sita mean to Hindu peoples?*	and his avatars 2 – Krishna and Arjuna on the battlefield: the teachings of the Bhagavad Gita. *What do Hindus learn from Vishnu's stories and symbols?*		***How did belief in God affect the actions of people in the Old Testament? (LDBS)***	*Why do Jews celebrate the festival of Passover?*	
Year 4	**Christianity 2– The family of Jesus** The Roman province of Judea in first century BC. New Testament stories: Jesus's family origins, focus on New Testament stories that link with the Old Testament and Judaism and concept of Messiah ('the Christ') Symbolic, cultural and religious	**Christianity 3 – The birth of Jesus New Testament stories: birth of Jesus (Matthew and Luke's Gospels)** The nativity story, the shepherds' story, the Wise Men (the Epiphany), Herod and the killing of the infants. Why are these stories important to Christians? How have Christians shown their	**Christianity 4 – Life and teachings of Jesus New Testament Stories** Life of Jesus and its meaning for Christians, Jesus in the Temple, Jesus is baptised and tempted, Disciples and Sermon on the Mount, Miracles of Jesus, Parables of Jesus, Transfiguration	**Christianity 5 – The death and resurrection of Jesus** New Testament stories: Jesus rides into Jerusalem (Palm Sunday), Jesus turning over the money changers' tables in the Temple, Last Supper (Maundy Thursday), Crucifixion & Christian understanding of	**Christianity 6 – The message of Jesus spreads** Stories from Acts of the Apostles and Paul's epistles: The Ascension of Jesus and the apostles, The Day of Pentecost, Paul's conversion and missionary journeys, Gentile Christians, the Council of Jerusalem and multiethnic nature of the early	**Islam 1 - Ramadan Muhammad's teachings about Sawm and Ramadan** Ramadan and the Muslim calendar, the meaning and experience of Ramadan to two Muslims living in Britain today – from Turkish and Bangladeshi traditions, the festival of Eid ul

	importance of Temple in Jerusalem in 1st C Judaism (link to Summer 2 Religion) Joseph – a carpenter from the line of Jewish kings (David theme) Mary and the Angel Gabriel (the Annunciation). Mary and the visit to Elizabeth (the Visitation). Why are these stories important to Christians? Strong emphasis on diverse cultural depictions of Jesus in art. Each cultural setting tends to depict him in their own image (e.g. Ethiopian, Cameroonian, Chinese, Indian as well as European depictions). Disciplinary focus: history and theology *Why is the idea of 'Messiah' so important to Christians?*	importance in their drama, art and music? *How do Christians express their beliefs about Jesus at Christmas time?*	of Jesus. Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music? *How does the life and teaching of Jesus affect the way in which Christians live?*	sacrifice* (Good Friday), The Resurrection (Easter Day). *Link back to Exodus and the sacrifice of the Passover lamb but keep distinction between Jewish and Christian interpretations. *Why are these stories important to Christians? What do the death and resurrection of Jesus mean in Christian traditions?*	Church, Letters of Paul, Spread of Christianity across Mediterranean, into Africa (links with history and empire of Aksum) and Syria into the Greek world. Early Christian Church including beliefs, worship and practices. *How did Christianity develop in the early Church and how do we know?*	Fitr – origins, meaning and practices today within differing Muslim traditions *What does Ramadan mean to Muslims today?*

Year 5	**Islam 2 – The stories of the prophets** Stories from the Qur'an and Muslim tradition, including: Stories of the prophets: Adam, Nuh, Ibrahim, Musa, Suleyman, Dawud. The Valley of the Ants. What Muslims learn from these stories, both in the past and today. Where these stories can be found and how they have been passed on. Continuities and contrasts in stories within different faiths in the Abrahamic tradition *What do Muslims learn from the prophets as role models?*	**Islam 3 – Living Muslim traditions** Living as a Muslim in contrasting traditions: Five pillars of Islam (Sunni). The ten obligatory acts (Shia), Living as a Muslim in places beyond Britain (spotlight: Lebanon). Focus on Salah, focus on Hajj and its relationship with stories from the prophets learned in Islam 2. *What lies behind the traditions of hajj?*	**Christianity 7 - Living Christian traditions** Christianity around the world: Britain, Orthodox Christianity (link with work on Byzantine Empire, Constantinople in history), Christianity in South America (links to The Amazon in Year 5 geography). The evolution of Christianity within Muslim worlds (focus on Baghdad and Cairo). Visits to churches: how to 'read' a church. Interviews with Christians from various traditions (Anglican, Baptist, Pentecostal, Catholic, Orthodox) How do art, architecture and music in various cities, towns and villages in Britain reflect the experiences, quests and challenges of these diverse	**Christianity 8 - Christian sites and spaces, including visit to local church** School designed unit to focus on one or more local Christian places of worship and communities, integrating a visit to a local church or cathedral. Schools will design this unit to suit their local church or cathedral of choice.	**Buddhism 1 – The prince who became the Buddha** Geographical and historical setting including story of Siddhartha Gautama. The three great sights: illness, old age, death Suffering and human desire Enlightenment The never-ending cycle of samsara Links to ancient civilisations *How does the life and teaching of Siddhartha Gautama affects the way in which Buddhists live?*	**Buddhism 2 – Buddhist stories and traditions Stories of the spread of Buddhism** More Buddhist stories including: Kisa and the mustard seeds, Angulimala, the monkey king. Buddhist teaching about the Four Noble Truths, karma and the Eightfold Path. Buddhist practices including meditation, Tibetan prayer flags. Similarities and differences between Buddhist and Hindu attitudes towards dharma, samsara, reincarnation (Year 3 religion) Buddhism today in the UK, India, Tibet. *What do Buddhist stories teach Buddhists about enlightenment?*

			traditions? *How are Christian beliefs and practices around the world similar and different?*			
Year 6	**Sikhism 1 – The teaching of the gurus** Key events in the life of Guru Nanak: birth, childhood, his profound experience, his four udasis (journeys), death. The story of Nanak and the	**Sikhism 2 – Living Sikh traditions Sikhism in practice (referred to as Sikhi by Sikhs)** Modern day Khalsa, including the five Ks, as well as amrit Dhari, kesa Dhari, seha Dhari. The gurdwara,	**Christianity 9 Stories which point to truth** **Aesop's Fables-** A variety of ancient fables to read with the class from sixth century Greece Fiction that points to truth	**Christianity 10 Reason and Revelation** Asking big questions, God, holy scriptures e.g. How can I live a good life? What is good? What happened before birth? What will happen after death?	**Christianity 11 Holy spaces and places** **Our Lady of Willesden & Local Pilgrimage History** **A study of the religious, cultural and social significance of St Mary's Willesden, the Black Madonna, and**	**Christianity 12 Art and action: three Christian lives**

	cobra. Connections between Guru Nanak and Hinduism (Year 3 religion), Islam (Years 4 and 5 religion) and Buddhism (Year 5 religion) The importance of eating together: langar. The ten human gurus, the making of the Khalsa and Guru Gobind Singh. The Guru Granth Sahib: the eternal living guru. Sikh stories including the milk and the blood from the chapatis. Sikhism today including London. *How do Sikhs use their stories and sayings in their everyday lives?*	a typical langar meal in a gurdwara, the importance of seva (service) in Sikhi Amritsar, the festival of Vaisakhi. Sikh identity in modern Britain.	**The Parables-** Teaching of Jesus. Introduction to non-religious worldviews.	Six philosophers: Hypatia, Philo, St Augustine, Hume, Kant, J. S. Mill.	**the holy well, including two church site visits.** Medieval origins of the shrine and its role in local pilgrimage Religious change in England: destruction of the shrine in 1538 Revival of devotion: Catholic statue (1892) and Anglican statue (1971) Sacred natural features: the holy well and its rededication (1998) Two site visits: **St Mary's Willesden** (local pilgrimage site) **Comparative church study** (contrasting Christian site) **Disciplinary focus: continuity and change** *How does the history of St Mary's Willesden show continuity and change in worship and community identity over time?*	