

RE –Great Orton Primary School 2024 – 2025

2024 – 2025 Programme							
Term	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
EYFS/Year 1 <i>*See EYFS framework below</i>	Harvest – Why do Christians celebrate Harvest? (Y1/EYFS)	Nativity EYFS	Diwali EYFS	What is God and what does it mean to believe? An introduction to RE (Y1)	QRE 1.5 Easter (Y1)	Other religions/viewpoints (Judaism, Hindu Dharma and humanist) How, what, where - introduction to each religion and point of view. (KS1)	
Year 2/3/4	Who made the world? (KS1)	QRE Unit 2.2: Christmas Why was the birth of Jesus such good news? (Y2)		What is it like to be Hindu – community, worship, celebration. (Y3)	QRE Unit 2.5: The Church Why is the church a special place for Christians? (Y2)	Introducing Buddhism (KS1)	QRE 3.5 – rules for living: which rules should we follow? (Y3)
Year 5/6	Real People. Real Faith – how does your belief affect your daily life? <i>(nobody stands nowhere video)</i> (Y5/6)	QRE 5.2 Christmas: How do our celebrations reflect the true meaning of Christmas? (Y5)		Introduction to humanism as a worldview (Y6/6)	QRE 5.4 – Easter: Why do Christians believe that Easter is a celebration of victory? (Y5)	Can religions and worldviews help when times are hard? (Judaism, Humanist Hindu Dharma, Buddhism & Christian focus) (Y5)	QRE 6.1 – Life is a journey: Is every person's journey the same? (Y6)

	Christianity
	Hindu Dharma
	Judaism
	Buddhism
	Worldviews
	Comparing religions

Abrahamic: Judaism, Christianity and Islam Dharmic: Hindu Dharma, Buddhism and Sikh

How this achieved in EYFS

- Discuss and share family celebrations such as Christmas and birthdays.
- Who lives and works in our community? - What can we do?
- Children explore alternative festivals and celebrations through topic learning eg Diwali, Easter, Holi, Chinese New Year, Halloween, Harvest Festival, Bonfire night.
- National festivals explored including Remembrance Day.
- Share stories from around the world – discuss similarities and differences seen.
- Looking at RE through Art.
- Role playing stories e.g., Easter
- Music and songs

As preparation for the disciplinary approach, pupils begin to explore religious and non-religious worldviews in terms of special people, special times, special places, special books and special objects. Pupils explore religious and non-religious stories which raise interesting questions. They are introduced to specialist words and use their senses in exploring religious and non-religious beliefs, practices and forms of expression.

Theology: Thinking through believing	Philosophy: Thinking through thinking	Human Sciences: Thinking through living
<p>Questions you might ask:</p> <ul style="list-style-type: none"> • What does this religious word mean? How do we say this religious word? • What is this religious story about? Why might people tell this story? • What does the word 'God' mean? • What is a belief? • Why is this sacred book important? • Does everyone believe in God? 	<p>Questions you might ask:</p> <ul style="list-style-type: none"> • What puzzles you? • Is it real? • What is right? What is wrong? What is 'good'? • What do we mean by true? • How do we know what things are? • Are names important? • Do friends matter? 	<p>Questions you might ask:</p> <ul style="list-style-type: none"> • How do people celebrate? • What might people use this artefact for? • What ceremonies and festivals have you taken part in? • What happens in (place of worship/special place of interest)? • What do these symbols mean? • What is most important to you?

Knowledge: By the end of EYFS the children will know...

Knowledge:

- The key events from the nativity story.
- That stories have changed over time and that we must go back to the original texts to understand what happened.
- Understand why people perform nativity plays and where the first ones came from.
- Jesus welcomes everyone even the little children.
- Jesus loves everyone so much that he even knows the number of hairs on someone's head.

- Salvation – I know that...
- Christians remember Jesus' last week at Easter.
- Jesus' name means 'He saves.'
- Christians believe Jesus came to show God's love.
- Christians try to show love to others.
- Recognise some religious beliefs or teachings.
- Talk about some aspects of a religious or belief story.
- Introduce key theological vocabulary such as 'God'.
- Recreate religious and non-religious stories through small world play.
- Talk about sacred texts
- Raise puzzling and interesting questions about religious and non-religious stories.
- Raise puzzling and interesting questions about the world around them.
- Talk about what concerns them about different ways in which people behave.
- Say what matters to them or is of value.
- Use their senses to investigate religion and belief
- Identify some features of religious and non-religious life and practice in a family context.
- Recognise some religious and non-religious words.
- Know where some religious and non-religious worldviews originated
- Name some religious and non-religious symbols.
- Name some religious artefacts.
- Talk about festivals and ceremonies that they see.
- Talk about what people wear because of their beliefs.
- Visit a local place of worship or special place of interest
- Talk to someone who holds a particular religious or non-religious belief.

