Curriculum coverage for: Religious Education

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| Chestnuts Oaks |  | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic name:** | Rosh Hashanah and Yom  Judaism | Bandi Chhor Divas  Sikhism | | Parinirvana  Buddhism | Lailat al Miraj  Islam | Kumbh Mela  Hinduism | Sunday  Christianty |
| **Coverage** | Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. | Learn how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with.  Know practical steps they can take in a range of different contexts to improve or support respectful relationships. | | Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. | Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. | Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry. | Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. |
| **Spiritual, moral, social and cultural** | Sense enjoyment and fascination when learning about themselves, others and the world around them. | Sense enjoyment and fascination when learning about themselves, others and the world around them. | | Sense enjoyment and fascination when learning about themselves, others and the world around them. | Sense enjoyment and fascination when learning about themselves, others and the world around them. | Sense enjoyment and fascination when learning about themselves, others and the world around them. | Sense enjoyment and fascination when learning about themselves, others and the world around them. |
| Robins  Woodpeckers  Magpies | **Topic Name:** | Janmashtami  Hinduism | Kathina  Buddhism | | Vaisakhi  Sikhism | Holy week and Easter  Christianity | Shabbat  Judaism | Eid ul-Adha  Islam |
| **Coverage** | Learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.  Learn about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.  Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. | Learn about personal identity and what contributes to who we are.  Learn about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.  Learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.  Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. | | Learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.  Learn problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools.  Learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.  Learn how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with.  Know practical steps they can take in a range of different contexts to improve or support respectful relationships.  Know the conventions of courtesy and manners.  Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. | Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. | Learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.  Learn problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools.  Learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.  Learn how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with.  Know practical steps they can take in a range of different contexts to improve or support respectful relationships.  Know the conventions of courtesy and manners.  Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. | Learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.  Learn problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools.  Learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.  Learn how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with.  Know practical steps they can take in a range of different contexts to improve or support respectful relationships.  Know the conventions of courtesy and manners.  Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. |  |
| **Spiritual, moral, social and cultural** | Sense enjoyment and fascination when learning about themselves, others and the world around them. | Sense enjoyment and fascination when learning about themselves, others and the world around them. | | Sense enjoyment and fascination when learning about themselves, others and the world around them. | Sense enjoyment and fascination when learning about themselves, others and the world around them. | Sense enjoyment and fascination when learning about themselves, others and the world around them. | Sense enjoyment and fascination when learning about themselves, others and the world around them. |
| Foxes  Squirrels  Hedgehogs | **Topic Name:** | Harvest  Christianity | Milad un Nabi Islam | Diwali  Hinduism | Purim  Judaism | | Naam Karan  Sikhism | Esala Perahera  Buddhism |
| **Coverage** | Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. | Learn how to listen to other people and play and work cooperatively. | Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. | Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.  Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. | | Know that families are important for children growing up because they can give love, security and stability.  Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.  Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.  Know where to get advice e.g. family, school and/or other sources.  Learn about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.  Learn to identify the people who love and care for them and what they do to help them feel cared for. | Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. |
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| Bumblebees  Butterflies | **Topic name:** | Me and my community |  | | Easter  Christianity | |  | Moving on |
| **Communication and language** | Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding.  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. |  | | Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | |  | Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding.  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| **Personal, social and emotional development** | Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Work and play cooperatively and take turns with others. |  | | Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. | |  | Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  Work and play cooperatively and take turns with others. |