

A programme of units for RE at Key Stages 1 & 2

These Units of Learning offer a ready-made scheme of work with built-in progression and coverage of all statutory aspects of the agreed syllabus. Teachers may choose to take Units of Learning in a different order to fit with other curriculum planning.

	KEY STAGE 1		KEY STAGE 2			
	Y1	Y2	Y3	Y4	Y5	Y6
AUTUMN <i>supplement ideas from Christmas overview</i>	1.1 Looking at me, looking at you <i>What makes us special?</i>	2.1 Belonging <i>What does it mean to belong?</i>	3.1 Remembering <i>Why remember?</i>	4.1 Belief in the community <i>What does it mean to belong to a faith?</i>	5.1 Expressions of faith <i>How do people express their faith?</i>	6.1 Justice and freedom <i>Is it fair?</i>
SPRING <i>supplement ideas from Easter overview</i>	1.2 Caring for the world <i>How can we keep the world special?</i>	2.2 Believing <i>How do people demonstrate their beliefs?</i>	3.2 Faith founders <i>Who are the faith founders and what did they teach?</i>	4.2 Saints and heroes <i>What makes a hero?</i>	5.2 Faith in action <i>What inspires people to follow a faith and what is the cost?</i>	6.2 Living a faith <i>What gives a sense of identity and belonging?</i>
SUMMER	1.3 Worship and festivals <i>What happens in a place of worship?</i>	2.3 Questions, questions <i>What are the Big Questions?</i>	3.3 Encounters <i>What makes a place sacred?</i>	4.3 Our world <i>What do religions teach about caring for our world?</i>	5.3 Pilgrimage <i>Why do people of faith make a pilgrimage?</i>	6.3 Hopes and visions <i>What is life about?</i>

Beliefs and Practices

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AT1 – Knowledge and Understanding	<p>Retell a faith story 1.2</p> <p>Know which faith a story comes from 1.2</p> <p>Name some religious festivals and celebrations 1.3</p> <p>Describe and explain some traditions linked to religious festivals 1.3</p> <p>Name different ways people may worship 1.3</p> <p>Describe and compare forms of worship common to more than one faith 1.3</p> <p>Name different parts and important artefacts in a place of worship 1.3</p> <p>Describe how the building and its artefacts are used in different ways 1.3</p>	<p>Name some beliefs of two different faiths 2.2</p> <p>Recognise beliefs that are the same for different faiths 2.2</p> <p>Name the holy books of different faiths 2.2</p> <p>Compare similarities and differences in religious festivals 2.1</p> <p>Explain how a person shows religion in their life 2.1</p>	<p>Identify key events in the lives of faith founders 3.2</p> <p>Give examples of the teaching of faith founders 3.2</p> <p>Compare the experiences of different people participating in a religious festival or celebration 3.1</p> <p>Describe some different ways people communicate with their God 3.3</p> <p>Describe the uses of sacred places, symbols and artefacts by believers and the community 3.3</p> <p>Compare activities at different places of worship 3.3</p>	<p>Describe the teachings of significant religious people, identifying some similarities and differences 4.2</p>	<p>Investigate how significant religious people are inspired 5.2</p> <p>Show understanding of the way participating in a festival may impact on the life of a faith member 5.1</p> <p>Show understanding of what is sacred for believers in religious places 5.3</p> <p>Compare key places of pilgrimage and identify why a faith member might go there 5.3</p> <p>Describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage 5.3</p>	<p>Explain the significance of the key teachings of faith founders for faith members 6.3</p> <p>Show how forms of worship are expressions of belief 6.2</p>

<p>AT2 – Reflection and Response</p>	<p>Say what they think a faith story means for the believer 1.2</p> <p>Say why the story is important to a faith member 1.2</p> <p>Reflect on important days in the year and how faith members celebrate them 1.3</p> <p>Ask questions about the ways in which people of faith celebrate 1.3</p> <p>Talk about what they find interesting or puzzling about the ways people worship 1.3</p> <p>Share views on the importance of worship in the life of a believer 1.3</p> <p>Make response to being in a place of worship and the artefacts they see there 1.3</p> <p>Reflect on how faith members use the place and the artefacts 1.3</p>	<p>Respond to stories from holy books 2.2</p> <p>Suggest reasons why festivals and rituals are important 2.1</p> <p>Compare the daily life of children from two different faiths 2.1</p>	<p>Reflect on the impact of the founders on those around them 3.2</p> <p>Express thoughts and feelings about why the teaching of a faith founder influences followers 3.2</p> <p>Consider the positive aspects of participating in religious celebrations 3.1</p> <p>Consider the meaning of different forms of religious worship 3.3</p> <p>Share thoughts and feelings about sacred spaces and their use 3.3</p> <p>Explain how activities at local places of worship create a sense of community 3.3</p>	<p>Reflect on the teachings of significant religious people and how these teachings impact on society 4.2</p>	<p>Reflect on what influences religious people 5.2</p> <p>Reflect and share how religious celebrations have an impact on the community 5.1</p> <p>Explain the impact of a sacred place on believers 5.3</p> <p>Reflect on the reasons a faith member may make a special journey 5.3</p> <p>Suggest ideas about the meaning of pilgrimage to a believer and the impact on their life 5.3</p>	<p>Consider how key teachings may impact on faith members and the community 6.3</p> <p>Express thoughts about the importance of worship for faith members 6.2</p>
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Identity and Values

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AT1 – Knowledge and Understanding	<p>Recognise what makes a person unique 1.1</p> <p>Say how faith members are the same and how they are different 1.1</p> <p>Retell faith stories about caring for others 1.1</p> <p>Say why religious people celebrate an important life event 1.1</p> <p>Name religious ceremonies connected with important times of life 1.1</p> <p>Talk about religious symbols and artefacts in an important religious ceremony 1.1</p>	<p>Understand that many values come from holy books 2.1</p> <p>Recognise special rules that religious people follow 2.1</p> <p>Talk about important promises made by a faith member 2.1</p> <p>Recognise symbols that show commitment in the life of a religious person 2.1</p>	<p>Describe the ways in which people of faith have demonstrated forgiveness and reconciliation 3.1</p> <p>Give examples of beliefs and values from different faiths and consider how they influence rules for living 3.2</p>	<p>Link religious stories with the way believers are expected to behave 4.1</p> <p>Explain the significance and use of symbols and artefacts in rites of passage 4.1</p> <p>Describe the effect of life-changing events on the commitment of significant people of faith 4.2</p>	<p>Investigate the impact of religious beliefs, values and rules on the life of a believer 5.1</p> <p>Explain why significant people of faith acted according to their commitments 5.2</p>	<p>Describe what freedom means to people of faith 6.1</p> <p>Show understanding of the beliefs and feelings of faith members who have experienced injustice 6.1</p> <p>Identify the impact of a religious teaching such as forgiveness on a believer's actions 6.1</p> <p>Identify the impact that reconciliation has on community harmony 6.1</p> <p>Show how the milestones of life give a sense of identity and belonging for faith members 6.2</p>
AT2 – Reflection and Response	<p>Compare themselves to others 1.1</p> <p>Talk sensitively about people of different faiths 1.1</p> <p>Say why they think people of faith may help others 1.1</p> <p>Talk about their important life events 1.1</p> <p>Say what they think matters most in a religious ceremony 1.1</p> <p>Say why symbols and artefacts are important at certain times of life 1.1</p>	<p>Recognise the need for values for living 2.1</p> <p>Make links between some religious rules and rules at school 2.1</p> <p>Say why people of faith make promises 2.1</p> <p>Say why symbols of commitment are important to belonging 2.1</p>	<p>Recognise situations where they need to forgive or be forgiven and ways they might enable this to happen 3.1</p> <p>Consider the beliefs, values and rules in their lives which may be similar to religious rules 3.2</p>	<p>Consider how they are expected to behave and where these rules come from 4.1</p> <p>Compare the symbolism associated with rites of passage in three faiths 4.1</p> <p>Share ideas as to how the lives of significant people of faith have affected the lives of others 4.2</p>	<p>Explain the challenges that believers face when following religious beliefs, values and rules 5.1</p> <p>Explain how people are inspired by actions of significant people of faith 5.2</p>	<p>Explain what freedom means to them 6.1</p> <p>Share experiences of injustice and explain their hopes and dreams for a just world 6.1</p> <p>Give examples of conflicts that have been resolved within the family, school or community 6.1</p> <p>Appreciate the power of forgiveness and reconciliation in the world 6.1</p> <p>Discuss the impact of rites of passage on faith members, their family and community 6.2</p>

Meaning and Purpose

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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AT1 – Knowledge and Understanding	<p>Recall some creation stories from holy books of different faiths 1.2</p> <p>Listen to creation stories from holy books of different faiths 1.2</p> <p>Say why the world is a special place for faith members 1.2</p> <p>Say how religious people treat the world with respect 1.2</p>	<p>Identify precious things for people of faith 2.2</p> <p>Say how some religious artefacts and symbols are used 2.2</p> <p>Describe how religious people may express their beliefs in actions and gestures 2.2</p> <p>Understand that some questions have no simple answers 2.3</p> <p>Develop an understanding that everyone asks Big Questions and religions may offer different answers to the same question 2.3</p>	<p>Explain how personal symbols and artefacts relate to religious beliefs 3.1</p>	<p>Compare different faith beliefs about how the universe began 4.3</p> <p>Give reasons why people of faith have a sense of awe and wonder about the Earth 4.3</p> <p>Compare religious teachings to see how faith members should care for the Earth 4.3</p> <p>Investigate how faith members show care for the environment 4.3</p>	<p>Explain how artefacts and symbols express the beliefs of two different faith members 5.1</p> <p>Investigate the work of a religious charity 5.2</p> <p>Explain the values that motivate people of faith to respond to a cause 5.2</p>	<p>Identify what makes some questions ultimate 6.3</p> <p>Offer answers to an ultimate question from different faith perspectives 6.3</p>
AT2 – Reflection and Response	<p>Talk about their own experiences of new life and ask questions about new beginnings 1.2</p> <p>Reflect on a variety of creation stories 1.2</p> <p>Say why they think the world is a special place 1.2</p> <p>Talk about ways that everyone can play their part in caring for the world 1.2</p>	<p>Reflect on what is special to themselves and others 2.2</p> <p>Consider what religious artefacts and symbols mean to people of faith 2.2</p> <p>Show how they think a belief links to an action or gesture 2.2</p> <p>Consider questions that appear to have no answer 2.3</p> <p>Ask Big Questions and suggest some answers 2.3</p>	<p>Consider why personal artefacts are meaningful 3.1</p>	<p>Express thoughts and beliefs about how the universe began 4.3</p> <p>Share feelings about the sense of awe and wonder in the natural world 4.3</p> <p>Share thoughts on how and why religions treat the world with respect 4.3</p> <p>Show understanding of stewardship and suggest actions everyone can take 4.3</p>	<p>Be creative in showing how believers may express themselves through symbols and artefacts 5.1</p> <p>Say why they think religions do charitable work 5.2</p> <p>Give reasons why people may choose to make sacrifices to improve the lives of others 5.2</p>	<p>Suggest answers to some ultimate questions 6.3</p> <p>Compare their responses to an ultimate question with that of a faith member, respecting all viewpoints 6.3</p>