

HCFS RE Whole school overview

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Autumn 1 <i>Celebrations (Judaism, Hinduism and Buddhism)</i></p> <p>Learning about celebrations from different faiths.</p> <p>R.1 Explores different ways of living, including beliefs and festivals R.2 Listen to and responds to religious stories</p>	<p>Autumn 1 <i>Caring for Others (All religions)</i></p> <p>This 'Caring for Others' unit will teach your class how they can be kind to each other and look after one another. Children will learn about kindness and the importance of caring for others, by exploring the values of different religions. This includes reading stories from different faiths and learning about religious festivals and practices. In the final lesson of the unit, children will begin to explore a story from different perspectives.</p>	<p>Autumn 1 <i>Nature and God (Christianity, Judaism and Hinduism)</i></p> <p>This 'Nature and God' unit will teach your class about how nature can be important across religions and encourage them to make links between religions. Children will learn the Christian Creation story, about the importance of harvest to some Christians and Jews by learning about harvest festivals and Sukkot. Children then go on to hear stories from Buddhism and Islam which highlight the importance of looking after nature. They then go on to think about how the messages in these stories can help them in their everyday lives.</p>	<p>Autumn 1 <i>Islam</i></p> <p>This Islam unit will teach your class about key aspects of the Muslim faith. They will work creatively to enhance their learning experience. They will find out where Islam originated, about special places linked to Islam and about key festivals in Muslim life. The children will also learn about symbols in Islam, the Muslim holy book and the main beliefs held by Muslims.</p>	<p>Autumn 1 <i>Buddhism</i></p> <p>This Buddhism unit will teach your class about key aspects of the Buddhist faith. The children will work creatively to enhance their learning experience. They will find out where Buddhism originated, about special places linked to Buddhism and about key festivals in Buddhist life. The children will also learn about symbols in Buddhism, the Buddhist holy book and the main beliefs held by Buddhists.</p>	<p>Autumn 1 <i>Worship (All religions)</i></p> <p>In this Worship unit, children will focus on aspects of worship across different faiths. They will explore what worship is, what it means to religious believers and how believers worship differently. Children will consider different forms of worship and work independently, and with others, to share their learning about worship through music, art and objects. They will finish the unit by discussing freedom to worship around the world.</p>	<p>Autumn 1 <i>Humanism</i></p> <p>This unit gives an overview of humanism. It examines the difference between religious and non-religious worldviews. It then focuses specifically on humanism, its origins, core beliefs and the meaning of the Happy Human symbol.</p>
<p>Autumn 2 <i>Christmas (Christianity)</i></p> <p>Understanding the meaning of Christmas for Christians.</p> <p>R.1 Explores different ways of living, including beliefs and festivals R.2 Listen to and responds to religious stories</p>	<p>Autumn 2 <i>Places of Worship (Judaism, Hinduism and Christianity)</i></p> <p>In this unit about places of worship, children will consider what a place of worship is, before exploring key features of a Jewish synagogue, Hindu mandir and Christian church. They will learn about objects, design and uses of each place of worship. Children will then discuss the importance of places of worship to religious believers and communities. To end the unit, children will consolidate their learning by applying the key</p>	<p>Autumn 2 <i>Light and Dark (Christianity, Hinduism and Judaism)</i></p> <p>This 'Light and Dark' unit will teach your class about the importance of light to many in Christianity, Hinduism and Judaism through learning about Advent, Christmas, Diwali and Hanukkah. Children learn how and why light can be important to each festival through participating in lots of practical and creative activities. Children then go on to think about what light and darkness can represent</p>	<p>Autumn 2 <i>Nativity Story (Christianity)</i></p> <p>This unit will teach your class about the key parts of the Nativity story. The children will work creatively to enhance their learning experience. They will find out: how the Nativity story began; the journey undertaken (relating it to the children's own understanding of journeys and distance); where Jesus was born and why; the visitors who came after the birth and how baby Jesus' life was at risk. The unit will conclude with the children thinking through the different parts of the</p>	<p>Autumn 2 <i>People of Faith (Famous figures from Islam, Buddhism, Christianity and Sikhism)</i></p> <p>Children will learn about the lives of people of faith from different religions. They will identify key events in their lives, how their faith and beliefs have influenced them to overcome challenging circumstances, and how it has inspired their lives and work. They will compare and contrast these experiences throughout the unit. Children will explore their stories</p>	<p>Autumn 2 <i>Nativity Story (Christianity)</i></p> <p>This Christianity unit will teach your class about the true meaning of Christmas for Christians. The children will work creatively to enhance their learning experience. They will start by questioning the meaning of Christmas to them and then learn about the Christian meaning of Christmas. The children will question if the true meaning of Christmas is still present today and question if the meaning has changed for some.</p>	<p>Autumn 2 <i>The Christmas Story (Christianity)</i></p> <p>Children will learn a range of creation stories from world religions, less known or extinct religions as well as different cultures. They will sequence, compare and contrast the stories throughout the unit. In addition, they will be choosing a variety of ways to present their work which will enable them to reinforce key literacy and computing skills.</p>

	features to their own design for a new place of worship.	and symbolise in each religion. Towards the end of the unit children will begin to make simple links and comparisons between the different religions.	Nativity story to decide what they feel is the most significant part of the story for Christians today..	before examining the role of beliefs and/or faith in their own lives.		
<p>Spring 1 <i>Change and growth (Islam, Christianity and Judaism)</i></p> <p>Understanding aspects of the natural world, Spring and new life.</p> <p>R.1 Explores different ways of living, including beliefs and festivals</p> <p>R.2 Listen to and responds to religious stories</p>	<p>Spring 1 <i>Gifts and Giving (Islam and Christianity)</i></p> <p>This 'Gifts and Giving' unit will encourage your class to think about different types of gifts we can give and why giving is important. It will also teach your class about the Christian celebration Christmas and the Islamic festival Eid Al-Fitr. Children will learn why Christmas is important to many Christians and why Eid Al-Fitr is important to many Muslims. Children will learn how they are both celebrated and will then go on to explore the importance of giving and gifts in both celebrations.</p>	<p>Spring 1 <i>Rules and Routines (Judaism, Islam and Sikhism)</i></p> <p>This 'Rules and Routines' unit will teach your class about why we have rules and routines and how they help us in our everyday lives. Children then go on to learn about rules and routines from the viewpoint of different religions: Christianity, Judaism, Islam and Sikhism. Towards the end of the unit, children are introduced to humanism and the beliefs of humanists.</p>	<p>Spring 1 Hinduism</p> <p>The Hinduism unit gives children an overview of Hinduism, focusing on its origins, core beliefs, festivals, special places. Children will explore the different holy books, identify key Hindu symbols and understand their meanings.</p>	<p>Spring 1 <i>Christianity</i></p> <p>This Christianity unit will teach your class about key aspects of the Christian faith. The children will work creatively to enhance their learning experience. They will find out where Christianity originated, about special places linked to Christianity, and about key festivals in Christian life. The children will also learn about symbols in Christianity, the Christian holy book and the main beliefs held by Christians.</p>	<p>Spring 1 <i>Peace (All religions)</i></p> <p>This unit will look at each religion's view of peace and take children on a journey through different acts of achieving and creating peace. The children will compare and contrast the concept of peace across religions. Look at symbolic people of peace and well known symbols of peace before creating their own.</p>	<p>Spring 1 <i>Creation Stories (Judaism, Christianity, Hinduism and Sikhism)</i></p> <p>Children will learn a range of creation stories from world religions, less known or extinct religions as well as different cultures. They will sequence, compare and contrast the stories throughout the unit. In addition, they will be choosing a variety of ways to present their work which will enable them to reinforce key literacy and computing skills.</p>
<p>Spring 2 <i>Easter (Christianity)</i></p> <p>Understanding various episodes from the Easter story.</p> <p>R.1 Explores different ways of living, including beliefs and festivals</p> <p>R.2 Listen to and responds to religious stories</p> <p>R.3 Communicate about people, places and religious symbols and artefacts</p>	<p>Spring 2 <i>Easter and Surprises (Christianity)</i></p> <p>This 'Easter and Surprises' unit will teach your class about Easter and why it is such an important time for Christians. It will also explain some of the significant days of Holy Week which lead up to Easter. Children will then explore the concept of surprises and relate this to the Easter story and the resurrection of Jesus. At the end of the unit they will learn how Easter is celebrated and make Easter Riddle Cards to give to their friends or family.</p>	<p>Spring 2 <i>Beginnings and Endings (Christianity and Sikhism)</i></p> <p>In this Beginnings and Endings unit, year 2 children will explore how beginnings and endings are marked in special ways in different religions and their own lives. They will explore religious rituals for the beginning of a child's life and a believer's journey of faith, as well as finding out how Sikhs celebrate the end of one year and beginning of a new year. Children will also explore the Christian story of Easter and make links with the idea of new life. To end the unit, children will apply what</p>	<p>Spring 2 <i>Good Friday (Christianity)</i></p> <p>This Christianity unit will teach your class about key aspects of the Easter story and will focus on the question 'What is good about Good Friday?' The children will work creatively to enhance their learning experience. They will start with an overview of the Easter story in lesson one. Then they will move on to focus on the good within the Easter story by looking at the words of Jesus and the actions of people. Finally, the children will look at the hope new life brings and this idea within the Easter story.</p>	<p>Spring 2 <i>Food and Fasting (Islam, Hinduism and Judaism)</i></p> <p>In this unit about food and fasting, children will explore the role food plays within religions. They will discuss how food is used in everyday life, before looking at examples of its use within specific religions. Children will learn about food rules within Judaism, how abstaining from food can be a religious act with reference to the Christian festival of Lent, and will consider how and why religious believers fast through looking at the Muslim festival of Ramadan. Children will then discuss how food is also used</p>	<p>Spring 2 <i>Forgiveness (Judaism and Buddhism)</i></p> <p>This unit on forgiveness will explore what is meant by forgiveness and the role forgiveness plays in world religions. Children will learn about Jewish beliefs about forgiveness, finding out more about Yom Kippur with a focus on the objects used and what Jewish people do at Yom Kippur. Children will also develop an understanding of Buddhist beliefs about forgiveness, reflecting on how the Eightfold Path influences Buddhists in their approach to forgiveness. They will use their knowledge of the beliefs</p>	<p>Spring 2 <i>Justice and Freedom (Religious figures from different religions)</i></p> <p>Children will read a range of stories, from different world religions, examining the concepts of justice and freedom. They will learn how key figures in history, such as Martin Luther King, were informed and influenced by their own religious beliefs. They will examine the impact of different religious and non-religious ideas about the formation of the Non-Violent Protest and Human Rights Movements. They will conclude the unit by consolidating their understanding of freedom and</p>

		they have learnt about religious beliefs and practices by designing their own ceremony to mark a beginning or ending in their own life.		within religions for celebrations, before applying all they have learnt to plan a celebratory feast event.	held by Jewish people and Buddhists to help them draw comparisons regarding views on forgiveness. Children will explore the feelings involved when people forgive and are forgiven, through a drama activity. They will use their understanding about forgiveness to create and explain a symbol which represents the concept of forgiveness, working collaboratively with others to deliver a presentation to explain this.	justice by examining which, if either, is more important, using their learning in this unit to debate this question.
<p>Summer 1 <i>Special places and people (All religions)</i></p> <p>Understanding places and people that are special to them and others. Learning about special places and leaders in the community.</p> <p><i>R.3 Communicate about people, places and religious symbols and artefacts</i></p> <p><i>R.4 Communicate through talk or gesture about prayer. Experience periods of stillness and reflection.</i></p>	<p>Summer 1 <i>Religion and Rituals (Buddhism, Christianity and Hinduism)</i></p> <p>In this unit about religious rituals, children learn about what rituals are and how they differ to routines. They think about the non-religious rituals they do every day or at special times and then learn about some important rituals in religions. Children explore the rituals associated with prayer for Muslims, Hindus and Holy Communion for Christians. They will then compare the rituals studied, before finishing the unit by drawing on their learning to help them develop a non-religious ritual for the class to perform.</p>	<p>Summer 1 <i>Ceremonies (Islam, Sikhism, Judaism and Hinduism)</i></p> <p>In this unit about ceremonies, children will learn about what a ceremony is, understanding common features of religious and non-religious ceremonies. They will find out about what happens at an Aqiqah, a Bar and Bat Mitzvah, a Dastar Bandi and a Hindu wedding. Children will consider how people feel at these important ceremonies and will draw similarities and differences between them. They will use their knowledge and understanding about ceremonies to help them to work with others to plan their own ceremony.</p>	<p>Summer 1 <i>Sikhism</i></p> <p>This unit gives an overview of Sikhism, focusing on its origins, core beliefs, festivals, special places. Further they will explore the different holy books and identify key Sikh symbols and understand their meanings.</p>	<p>Summer 1 <i>Pilgrimages (All religions)</i></p> <p>Children will learn about what a pilgrimage is for both secular and religious people. They will then focus on the six main world religions and identify the role of pilgrimage in that religion. This will include finding out about specific pilgrimages, such as the Hajj, when and where the pilgrimages take place, and what takes place during the pilgrimage. This unit builds on the special places lessons in other RE units focusing on specific religions in Years 3 and 4.</p>	<p>Summer 1 <i>Jesus the Healer (Christianity)</i></p> <p>In this Jesus the Healer unit, children will explore the healing miracles performed by Jesus. They will begin the unit by thinking about what a miracle is and exploring why Jesus performed them. They will then look in depth at a series of healing miracles including the Calming of the Storm, Jesus Heals the Paralyse Man and the Man at Bethesda. Towards the end of the unit, children will compare and contrast the miracles and their meanings.</p>	<p>Summer 1 <i>Crucifixion (Christianity)</i></p> <p>This Christianity unit will teach your class about key aspects of the Easter story and will focus on the question 'was Jesus' death part of God's plan'? The children will work creatively to enhance their learning experience. They will start with an overview of the Easter story in lesson one. Then they will move on to focus on 'free will' and 'determinism' and will reflect on these concepts in their own life. The children will look for Biblical evidence to support their thoughts on Jesus' life and death. Finally, the children will look at the choices they make in their life and how these could be influenced by external factors.</p>
<p>Summer 2 <i>Special places and people (All religions)</i></p> <p>Understanding places and people those are special to them and others. Learning about special places and leaders in the community.</p>	<p>Summer 2 <i>Friendship (Buddhism, Christianity and Hinduism)</i></p> <p>This 'Friendship' unit will teach your class about what it means to be a good friend. Children will think about who their friends are and the qualities they have which</p>	<p>Summer 2 <i>Places of Worship (Islam, Sikhism and Buddhism)</i></p> <p>In this unit about places of worship, children reflect on special places and discuss a place that is special to them. They will learn about what a</p>	<p>Summer 2 <i>Who and Where? (Judaism)</i></p> <p>This Judaism Unit will teach your class about key aspects of the Jewish faith. They will work creatively to enhance their learning experience. They will find out where Judaism originated, about</p>	<p>Summer 2 <i>The Bible (Christianity)</i></p> <p>This unit on the Bible will look at the Bible in Christianity, its origins, its role as a sacred religious text and how it is used by Christians around the world. Children will consider the authorship of the</p>	<p>Summer 2 <i>Commitment (All religions)</i></p> <p>This Unit discusses the concept of commitment in both religious and non-religious ceremonies and daily life. By giving examples of commitments made by famous figures, it encourages children to</p>	<p>Summer 2 <i>Eternity (All religions)</i></p> <p>Children will explore the definition of and popular ideas relating to the concept of eternity. They will compare concepts of eternity from both religious and non-religious worldviews. This will culminate in</p>

<p>R.3 Communicate about people, places and religious symbols and artefacts</p>	<p>make them good friends. Children will consider how they can be a good friend to others and think about what happens when friends disagree and argue, with a focus on resolving conflict. Children then go on to explore stories of friendship from different religions and reflect on how the characters in the stories show their friendship.</p>	<p>place of worship is and what happens there. The children will learn about what a visitor to a mosque, a gurdwara and a Buddhist temple might see and they will gain an understanding of how a visitor should behave in each of these places of worship. They will also develop an understanding of why places of worship are so important to the people who attend them. Children will explore similarities and differences between the places of worship they have been learning about and will apply their knowledge and understanding about places of worship by working with others to design a non-religious special place.</p>	<p>special places linked to Judaism and about key festivals in Jewish life. The children will also learn about symbols in Judaism, the Jewish holy book and the main beliefs held by Jewish people. Accompanying this unit is a helpful Knowledge Organiser. This includes all of the key words and subject knowledge for the unit and is used throughout the sequence of lessons. Please note that the spelling G-d has been used in this Unit as a sign of respect towards Jewish people so that they can erase or dispose of the writing without showing disrespect to their faith.</p>	<p>Bible, discussing the Christian belief that it is the Word of God whilst finding out about different writers of books in the Bible. They will discuss the different text types used in the Bible and explore a story in greater depth. Children will apply their learning to consider an item or book that is sacred to them, and reflect on how respect can be shown to things that are sacred to others.</p>	<p>make their own goals and invites them to review their commitment each week throughout the unit. Children also explore the concept of sacrifice and why sacrifices may be made. They will examine and discuss a range of religious and non-religious commitments and sacrifices made by others. They find out about non-religious, Jewish and Christian coming-of-age ceremonies, fasting within Islam and marriage within Hinduism. Children will then apply their learning by planning their own commitment ceremony and consider the changes they might make in their lives for the benefit of themselves and others.</p>	<p>an end of unit project, where children will reflect on and create a presentation based on their learning. N.B: This unit does refer to death and different ideas about the end of the journey of life. It is important to check if children have experienced bereavement, especially a recent one. It may be advisable to alert parents to the content of this unit so that they are aware and can raise any issues prior to teaching it.</p>
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