|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| M:\Year 6 Planning\Parent Meeting\Logo.pngM:\Year 6 Planning\Parent Meeting\Logo.pngRE  Subject Headlines  2020 - 2021 | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reception | **My Place in the World**  Who is special to me? birthdays, Diwali, Hanukkah, | **Christianity**  What is the Christmas story? | **Light Up The World**  Chinese New Year, Festival of Light | **Christianity**  What is the Easter story? What’s in the egg? | **The Natural World**  Thank you for… | **Christianity**  Simple versions of stories from the bible |
| Year 1 | **Christianity**  Retell a range of religious stories and explain how they link to the core beliefs and practices.  Why do symbols and stories play important roles in religions? | **Christianity**  Describe some festivals, celebrations and practices and say how they reflect the core beliefs.  Why are religious celebrations important to some people but not to others? | **Judaism**  Recognise the roles of religious leaders and sacred texts.  Why do some people follow religious leaders and teachings? | **Judaism**  Describe some festivals, celebrations and practices and say how they reflect the core beliefs.  Why are religious celebrations important to some people but not to others? | **Christianity**  Recognise the roles of religious leaders and sacred texts.  Why do some people follow religious leaders and teachings? | **Christianity**  Recognise and give simple accounts of the core beliefs.  How do some people’s religious beliefs encourage them to care for the world? |
| Year 2 | **Christianity**  Recognise and give simple accounts of the core beliefs.  How do some religions demonstrate that everyone is special? | **Christianity**  Retell a range of religious stories and explain how they link to the core beliefs and practices.  Why do symbols and stories play important roles in religions? | **Christianity**  Recognise the roles of religious leaders and sacred texts.  Why do some people follow religious leaders and teachings? | **Christianity**  Describe some festivals, celebrations and practices and say how they reflect the core beliefs.  Why are religious celebrations important to some people but not to others? | **Sikhism**  Recognise and give simple accounts of the core beliefs.  How do some religions demonstrate that everyone is special? | **Sikhism**  Retell a range of religious stories and explain how they link to the core beliefs and practices.  Why do symbols and stories play important roles in religions? |
| Year 3 | **Christianity**  Explain the significance of religious leaders and sacred texts. | **Christianity**  Describe a range of ways that believers express their core beliefs and make the links between belief and expression. | **Hinduism**  Identify how core beliefs can guide lifestyle choices.  Recognise how religious identity can be shapes by family, community and practice. | **Hinduism**  To what extent do religious beliefs influence and encourage ‘good’ behaviour?  How might beliefs and community shape a person’s identity? | **Christianity**  To what extent does participating in worship and/or prayer generate a sense of belonging? | **Christianity**  How do religious leaders and sacred texts contribute to believers understanding of their faith? |
| Year 4 | **Christianity**  Identify how core beliefs can guide lifestyle choices. | **Christianity**  Recognise how religious identify can be shaped by family, community and practice. | **Islam**  Explain the significance of religious leaders and sacred texts.  Describe a range of ways that believers express their core beliefs and make the links between belief and expression. | **Islam**  To what extent does participating in worship and/or prayer generate a sense of belonging?  How do religious leaders and sacred texts contribute to believers understanding of their faith? | **Christianity**  To what extent do religious beliefs influence and encourage ‘good’ behaviour? | **Christianity**  How might beliefs and community share a person’s identity? |
| Year 5 | **Christianity**  Describe and explain what motivates and inspires believers and how this can be reflected in actions/ practice. | **Christianity**  Explain and demonstrate how and why believers show courage and commitment. | **Judaism**  Explain how beliefs, practices and community can support or determine responses to matters of life and death.  Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour. | **Judaism**  How well does faith help people cope with matters of life and death?  How can music and the arts help express and communicate religious beliefs? | **Christianity**  Do Rites of Passage always help a believer to feel connected to God and the community? | **Christianity**  What difference might it make to believe in God as creator? |
| Year 6 | **Christianity**  Explain how beliefs, practices and community can support of determine responses to matters of life and death. | **Christianity**  Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour. | **Sikhism**  Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.  Explain and Demonstrate how and why believers shoe courage and commitment. | **Sikhism**  Do rites of passage always help a believer to feel connected to Guru Nanak and their community?  What difference might it make to believe in Guru Nanak as creator? | **Christianity**  How can music and the arts help express and communicate religious beliefs?  How well does faith help people cope with matters of life and death? | **Christianity**  How can music and the arts help express and communicate religious beliefs?  How well does faith help people cope with matters of life and death? |