



EYFS Understanding the world: People and communities (RE) Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Belonging to Hinduism</p> <p>In this unit the children investigate the concept of belonging and then relate it to how the key beliefs and practices in Hinduism help Hindus to feel like they belong to their religion. The children look at how the daily life and actions of a Hindu are influenced by the religion they belong to.</p>	<p>Kwanza</p> <p>The children can explore a recent American festival that has its roots in the civil rights movement, and now is celebrated annually just after Christmas and New Year across America. It is not a religious festival, but rather draws on values and celebrates them. The unit uses Philosophy techniques to enquire into a traditional African story, asking the children to find meaning and questions from it. The unit then draws upon religious values and ask the children to think about these.</p>	<p>Holi</p> <p>The children investigate the stories surrounding the Hindu festival of Holi, a battle around good and evil and the importance of faithfulness and colour in our lives.</p>	<p>What makes me the person I am?</p> <p>Children are given the opportunity to reflect on different aspects of their identity, on ideas about what is distinctive about them, and what they share with others and the world around them.</p>	<p>Animal law case</p> <p>In this unit children consider whether there is any difference between animals and humans, as well as to consider how animals should be treated. They will discover what different religions teach about how animals should be treated and have the opportunity to respond to their own thoughts as well as those of others creatively through the arts.</p>	<p>Religious leaders</p> <p>Children will explore the role of at least three different religious leaders in the local community. Children should have the opportunity to meet at least one of these leaders. The children will then think and express what similarities and differences they can find out between the leaders.</p>
Autumn 2	<p>Christmas unit</p> <p>The children will focus on what Christians do to celebrate the birth of Jesus. Children consider why people give gifts at Christmas. This unit explores the Christian belief that Jesus is God's gift to the world.</p>	<p>Special books</p> <p>Children will reflect on what books are special to them and why. They will learn about the importance different religions place on their special books and the place they have in their religious traditions – Christianity, Islam, Hinduism, Sikhism and Judaism. They will learn how people's attitudes to these books are shown in how they treat them.</p>	<p>How did Jesus and Buddha make people stop and think?</p> <p>Children will explore the power of stories and sayings to challenge people to think about the way they lead their lives. In this context, a number of stories and sayings which Jesus and the Buddha told will be explored to see how they challenged people at the time and can still do today.</p>	<p>Why is the Bible special?</p> <p>This unit enables children to reflect on the deeper meanings of stories in the Bible, in particular: relationships, safety and danger, vulnerability and the 'hand of God' in human life. Pupils will think about their own interpretations and will be able to take note of Jewish, Muslim and Christian uses of the stories.</p>	<p>Christmas</p> <p>This unit begins to introduce children to the different versions of the Christmas story in the Gospels, specifically in the gospels of Luke and Matthew, and pupils are asked to begin to consider why there are these differences in these accounts. This unit also allows children to look at the differences in customs and traditions associated with celebrating Christmas in different parts of the world.</p>	<p>Celebrations</p> <p>This unit gives children the chance to think philosophically and sociologically about why human beings want to celebrate and have an inner need to do so.</p>
Spring 1	<p>Belonging to Islam</p> <p>This unit focuses on both the historical and living aspects of Islam. Children are given the opportunity to learn about current beliefs, practices and lifestyles by studying holy days, artefacts, festivals and leaders. There are also opportunities for children to respond to some of the key ideas and values of Islam, and to develop their understanding of their importance for those who belong to the religion.</p>	<p>Food and fasting</p> <p>The children have the chance to find out about special food eaten at special festivals in religions as well as times when people choose not to eat to remember or commemorate a special story or idea in a religion.</p>	<p>How do Jews celebrate?</p> <p>In this unit, children develop their understanding of Jewish festivals and special days through exploring a variety of Jewish objects and stories. The work undertaken during the lessons enables pupils to explore deeper meaning of Jewish artefacts. Children develop their RE knowledge creatively and thoughtfully through art, design and writing.</p>	<p>Religions in our neighbourhood</p> <p>Pupils learn about religions in Newham by collecting and interpreting evidence from a range of sources. They should develop their understanding of the ways individuals and communities express their identity.</p>	<p>Inner forces</p> <p>In this unit, children will explore stories from a range of religious traditions: the story of Adam and Eve (Judeo-Christian tradition), the story of Jonah (Judeo-Christian tradition), the story of Bilal (Muslim tradition) and the story of Buddha. In each they will be encouraged to look for levels of meaning and to apply what they have learnt to their own experiences.</p>	<p>Life after death</p> <p>In this unit children will learn about what different religions and world views believe about the purpose and end of life.</p>

Spring 2	<p>Belonging to Sikhism</p> <p>In this unit, the children draw on their understanding of belonging and then relate it to how children are given a sense of belonging in a Sikhism. They look at how children are welcomed into the Sikh tradition. They think about how people show they belong and what is special about belonging, and find out how Sikh people remember the birth of Guru Nanak, the founder of this religion.</p>	<p>How do we know Easter is coming?</p> <p>Children will learn about the various events leading up to Easter. Easter is the most important festival for Christians across all different denominations. It is a time where by the death and resurrection of Jesus is remembered and celebrated. Children will be given the opportunity to find out about stories around this festival and understand more of Christian's beliefs</p>	<p>Light in religion</p> <p>Children explore the symbolic meaning of light through learning about different religious festivals, artefacts and stories. Pupils develop their RE knowledge creatively and thoughtfully through drama, art and writing. They are challenged to reflect on a deeper meaning of light and link it to their own experiences</p>	<p>Easter</p> <p>The children have the opportunity to explore the events leading up to the death and resurrection of Jesus and the meaning of those events for Christians today.</p>	<p>Jesus' example</p> <p>In this unit, pupils will explore how Christians and Christian groups have tried to follow Jesus of Nazareth. They will also be given the opportunity to identify what their own priorities in life are, and consider who they follow.</p>	<p>Easter</p> <p>Work in this unit will enable children to focus on different accounts of the resurrection stories found in the gospels in the New Testament. Time is also given to Jesus' ascension and the sending of the Holy Spirit and the beginnings of the early church.</p>
Summer 1	<p>Living with family and friends</p> <p>The children explore the importance of having an identity and a family. They will be given the opportunity to develop their own sense of identity, particularly as it applies to their relationship with family and friends. They will also think about the idea of forgiveness. In learning about how religious traditions can help to bind people & families, they will also think about customs and traditions in their own families. They will reflect on how stories can help us to think about our own identity & relationships.</p>	<p>What stories did Jesus tell?</p> <p>During this unit children learn about stories from the New Testament gospels that Jesus told. Children will be asked to draw on their own experience and understanding of storytelling and story writing. They learn about how important it was for Jesus to tell stories as a means of teaching about God.</p>	<p>Sikh sayings</p> <p>In this unit pupils will find out about 6 main Sikh symbols and their meaning to Sikh people. They will also find out about the Sikh holy book – the Guru Granth Sahib, and how sayings from this impact the lives of Sikh people today.</p>	<p>Marriage</p> <p>This unit gives children the opportunity to explore wedding ceremonies. Children will learn what happens in the ceremonies as well as symbolism contained in the customs and rituals.</p>	<p>Muhammad and the Qur'an</p> <p>During this unit children learn about the life and teachings of Muhammad and develop their understanding of why he is significant for Muslims. They explore the idea of role models and how Muhammad provides a role model for Muslims. They explore the concept of revelations and religious experience, including the importance of quiet contemplation.</p>	<p>Art in Christianity</p> <p>This unit focuses on some of the ways in which music, art and drama are used to express aspects of faith. This unit provides opportunities for children to experience how certain art forms can be used to express feelings, emotions and intentions and to learn how these are used in a religious context to express faith.</p>
Summer 2	<p>Belonging to Christianity</p> <p>In this unit the children draw on their understanding of belonging, and then relate this to what Christians from different traditions understand about belonging. They look at what Jesus taught about children, and how the church welcomes children into its family. They think about how people show they belong and what is special about belonging. There are opportunities to visit a church and observe a mock Christening or a dedication</p>	<p>Where did the world come from?</p> <p>In this unit children are given the opportunity to learn about creation stories and beliefs in different religions. Children are given the opportunity to reflect on their own beliefs about how the world began, and how people fail and try to look after the world.</p>	<p>Special signs and symbols</p> <p>In this unit children will consider how art is used to express important beliefs in two religions – Christianity and Islam.</p>	<p>Hindu worship</p> <p>In this unit, pupils will explore Hindu worship at home and in the Mandir, and explore some of the objects used in worship and their symbolism, and how these have an impact on daily life. There will be opportunities for children to reflect on their own thoughts and experiences.</p>	<p>God</p> <p>This unit explores a range of different ideas about God. It seeks to include the children's own views about God, whether he exists or not.</p>	<p>Similarities and differences between religions</p> <p>This unit will enable children to explore the differences and similarities within Christianity, Islam and two other religions or world views. It will introduce children to the concept of worship and community and will enable them to compare the meanings of both in their own lives and within the lives of human beings.</p>