



## **RE at Breachwood Green School**

At Breachwood Green JMI School, we encourage pupils to develop their understanding and knowledge of people, their beliefs and cultures, including their own, through encouraging questioning and providing answers. The RE coverage encompasses the principal religions of the world. In a school where the demographic is primarily white-British, this is particularly necessary for the children to learn about other cultures, religions and traditions.

Over the course of the year the children in EYFS explore and investigate:

- Festivals, people and communities, where they explore different ways of living, including beliefs and celebrations,
- What is the best gift we can give? Where celebrations and the ritual and festivals of gift giving are explored,
- Jesus' birthday story, where the children listen to and respond to religious stories,
- Exploring places, dress, food and music, where the children communicate about people and places, including religious symbols and artefacts.

Over a two-year cycle, the children in KS1 learn about the key religions. Through these the children learn about: who they worship; places of worship; the holy book or scriptures; beliefs; festivals and celebrations; and the symbols associated with each religion. As the children progress from KS1 and through KS2 the topics that the children have been introduced to are embedded and expanded upon.

RE coverage focusses on progress, where the learning and skills are planned to ensure that pupils build on previous learning so they can relate back to topics they have already learnt. This strengthens relationships between themes and deepens understanding.

Throughout the teaching of RE, the children are given the opportunity for comparison and discussion. In addition, they are able to offer their own ideas, opinions and develop their own philosophies through class debates. We have introduced a number of topics that encourage the children to consider relationships concerning similarities and differences between the fundamental elements associated with the key religions

CYCLE A- AUTUMN TERM

EYFS	KS1	Lower KS2	UPKS2
<p>Festivals people and communities</p> <ul style="list-style-type: none"> <li>•Explore different ways of living, including beliefs and festivals</li> </ul> <p><i>What is the best gift we can give</i></p> <ul style="list-style-type: none"> <li>•Explore different ways of living, including beliefs and festivals</li> </ul> <p><i>Jesus' birthday story</i></p> <ul style="list-style-type: none"> <li>•Listen and respond to religious stories.</li> </ul> <p><i>Exploring places, dress, food and music.</i></p> <ul style="list-style-type: none"> <li>•Communicate about people, places and religious symbols and artefacts</li> </ul>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>•Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.</li> <li>•Explore how and where worshippers connect to prayer and worship.</li> <li>•Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities.</li> <li>•Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them.</li> </ul> <p><b>The giving of gifts</b></p> <ul style="list-style-type: none"> <li>•Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them.</li> <li>•Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions.</li> <li>•<i>Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this.</i></li> </ul>	<p><b>People of Faith</b></p> <ul style="list-style-type: none"> <li>•Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities.</li> <li>•Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.</li> </ul> <p><b>Diwali</b></p> <ul style="list-style-type: none"> <li>•Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked.</li> <li>•Show awareness, describe and interpret a range of stories. Develop an understanding of the impact on individual believers.</li> </ul>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>•Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.</li> <li>•Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.</li> </ul> <p><b>Expressing faith through art</b></p> <ul style="list-style-type: none"> <li>•Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.</li> </ul>

**CYCLE A- SPRING TERM**

<b>EYFS</b>	<b>KS1</b>	<b>Lower KS2</b>	<b>UPKS2</b>
<p><b>Festivals people and communities</b></p> <ul style="list-style-type: none"> <li>• Explore different ways of living, including beliefs and festivals</li> </ul> <p><b>What is the best gift we can give</b></p> <ul style="list-style-type: none"> <li>• Explore different ways of living, including beliefs and festivals</li> </ul> <p><b>Jesus' birthday story</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to religious stories.</li> </ul> <p><b>Exploring places, dress, food and music.</b></p> <ul style="list-style-type: none"> <li>• Communicate about people, places and religious symbols and artefacts</li> </ul>	<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.</li> <li>• Explore how and where worshippers connect to prayer and worship.</li> <li>• Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities.</li> <li>• Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them.</li> </ul> <p><b>Easter/Passover</b></p> <ul style="list-style-type: none"> <li>• Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them</li> <li>• Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come</li> </ul>	<p><b>Symbols</b></p> <ul style="list-style-type: none"> <li>• Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers.</li> <li>• Explain how a range of beliefs, symbolic expression and actions (verbal and nonverbal) can communicate meaning to individual followers. Describe some similarities between communities.</li> </ul> <p><b>The story of Easter</b></p> <ul style="list-style-type: none"> <li>• Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers.</li> </ul>	<p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>• Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.</li> <li>• Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.</li> </ul> <p><b>Easter – The crucifixion</b></p> <ul style="list-style-type: none"> <li>• Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.</li> <li>• Present a range of views and answers to challenging questions about belonging, meaning and truth.</li> <li>• Show and express insights into the challenges of individual commitment, belonging and faith.</li> <li>• Raise questions on guidance and leadership in their own and others' lives.</li> </ul>

**CYCLE A- SUMMER TERM**

<b>EYFS</b>	<b>KS1</b>	<b>Lower KS2</b>	<b>UPKS2</b>
<p><b>Festivals people and communities</b></p> <ul style="list-style-type: none"> <li>• Explore different ways of living, including beliefs and festivals</li> </ul> <p><b>What is the best gift we can give</b></p> <ul style="list-style-type: none"> <li>• Explore different ways of living, including beliefs and festivals</li> </ul> <p><b>Jesus' birthday story</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to religious stories.</li> </ul> <p><b>Exploring places, dress, food and music.</b></p> <ul style="list-style-type: none"> <li>• Communicate about people, places and religious symbols and artefacts</li> </ul>	<p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>• Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.</li> <li>• Explore how and where worshippers connect to prayer and worship.</li> <li>• Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities.</li> <li>• Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them.</li> </ul> <p><b>Special stories</b></p> <ul style="list-style-type: none"> <li>• Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this.</li> <li>• Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair.</li> <li>• Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.</li> </ul>	<p><b>Special foods</b></p> <ul style="list-style-type: none"> <li>• Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections</li> <li>• Show an understanding of some of the challenge's individuals face when belonging to a faith community</li> </ul> <p><b>Places of worship</b></p> <ul style="list-style-type: none"> <li>• Describe, make connections and reflect on some religious beliefs and practices studied.</li> <li>• Explain how a range of beliefs, symbolic expression and actions (verbal and nonverbal) can communicate meaning to individual followers. Describe some similarities between communities.</li> <li>• Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections.</li> <li>• <i>Illustrate how diverse communities can live together respectfully sharing the same important values and sense of Responsibility.</i></li> </ul>	<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.</li> <li>• Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.</li> </ul> <p><b>Creations</b></p> <ul style="list-style-type: none"> <li>• Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.</li> <li>• Present a range of views and answers to challenging questions about belonging, meaning and truth.</li> <li>• Show and express insights into the challenges of individual commitment, belonging and faith.</li> <li>• Raise questions on guidance and leadership in their own and others' lives.</li> </ul>

**CYCLE B- AUTUMN TERM**

<b>EYFS</b>	<b>KS1</b>	<b>Lower KS2</b>	<b>UPKS2</b>
<p><b>Festivals people and communities</b></p> <ul style="list-style-type: none"> <li>• Explore different ways of living, including beliefs and festivals</li> </ul> <p><i>What is the best gift we can give</i></p> <ul style="list-style-type: none"> <li>• Explore different ways of living, including beliefs and festivals</li> </ul> <p><i>Jesus' birthday story</i></p> <ul style="list-style-type: none"> <li>• Listen and respond to religious stories.</li> </ul> <p><i>Exploring places, dress, food and music.</i></p> <ul style="list-style-type: none"> <li>• Communicate about people, places and religious symbols and artefacts</li> </ul>	<p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>• Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.</li> <li>• Explore how and where worshippers connect to prayer and worship.</li> <li>• Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities.</li> <li>• Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them.</li> </ul> <p><b>The Christmas Story</b></p> <ul style="list-style-type: none"> <li>• Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them</li> <li>• Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come</li> </ul>	<p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked.</li> <li>• Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections</li> <li>• Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.</li> <li>• Illustrate how diverse communities can live together respectfully sharing the same important values and sense of Responsibility</li> </ul> <p><b>The True Meaning of Christmas</b></p> <ul style="list-style-type: none"> <li>• Describe, make connections and reflect on some religious beliefs and practices studied.</li> <li>• Explain how a range of beliefs, symbolic expression and actions (verbal and nonverbal) can communicate meaning to individual followers. Show an understanding of some of the challenges' individuals face when belonging to a faith community.</li> <li>• Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.</li> </ul>	<p><b>British Values</b></p> <ul style="list-style-type: none"> <li>• Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.</li> </ul> <p><b>History of Christmas</b></p> <ul style="list-style-type: none"> <li>• Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.</li> <li>• <i>Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.</i></li> <li>• <i>Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities.</i></li> </ul>

**CYCLE B- SPRING TERM**

<b>EYFS</b>	<b>KS1</b>	<b>Lower KS2</b>	<b>UPKS2</b>
<p>Festivals people and communities</p> <ul style="list-style-type: none"> <li>• Explore different ways of living, including beliefs and festivals</li> </ul> <p><i>What is the best gift we can give</i></p> <ul style="list-style-type: none"> <li>• Explore different ways of living, including beliefs and festivals</li> </ul> <p><i>Jesus' birthday story</i></p> <ul style="list-style-type: none"> <li>• Listen and respond to religious stories.</li> </ul> <p><i>Exploring places, dress, food and music.</i></p> <ul style="list-style-type: none"> <li>• Communicate about people, places and religious symbols and artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hinduism</b></li> <li>• Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.</li> <li>• Explore how and where worshippers connect to prayer and worship.</li> <li>• Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities.</li> <li>• Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them.</li> <li>• <b>Ceremonies</b></li> <li>• Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them.</li> <li>• Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection</li> <li>• Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.</li> <li>• <i>Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this.</i></li> </ul>	<p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>• Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked.</li> <li>• Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections</li> <li>• Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.</li> <li>• Illustrate how diverse communities can live together respectfully sharing the same important values and sense of Responsibility</li> </ul> <p><b>Prayer and worships</b></p> <ul style="list-style-type: none"> <li>• Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections</li> <li>• Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.</li> <li>• Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.</li> </ul>	<p><b>Pilgrimage</b></p> <ul style="list-style-type: none"> <li>• Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.</li> <li>• Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities</li> </ul> <p><b>Sacred texts within religions</b></p> <ul style="list-style-type: none"> <li>• Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers</li> <li>• <i>Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities.</i></li> <li>• <i>Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' I</i></li> </ul>

**CYCLE B- SUMMER TERM**

<b>EYFS</b>	<b>KS1</b>	<b>Lower KS2</b>	<b>UPKS2</b>
<p>Festivals people and communities</p> <ul style="list-style-type: none"> <li>• Explore different ways of living, including beliefs and festivals</li> </ul> <p><i>What is the best gift we can give</i></p> <ul style="list-style-type: none"> <li>• Explore different ways of living, including beliefs and festivals</li> </ul> <p><i>Jesus' birthday story</i></p> <ul style="list-style-type: none"> <li>• Listen and respond to religious stories.</li> </ul> <p><i>Exploring places, dress, food and music.</i></p> <ul style="list-style-type: none"> <li>• Communicate about people, places and religious symbols and artefacts</li> </ul>	<p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>• Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.</li> <li>• Explore how and where worshippers connect to prayer and worship.</li> <li>• Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities.</li> <li>• Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them.</li> </ul> <p><b>Special Places</b></p> <ul style="list-style-type: none"> <li>• Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them</li> <li>• Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities.</li> <li>• Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection</li> <li>• Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.</li> <li>• <i>Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair.</i></li> </ul>	<p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>• Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked.</li> <li>• Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections</li> <li>• Show an understanding of some of the challenge's individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.</li> <li>• Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility</li> </ul> <p><b>Identity and belonging</b></p> <ul style="list-style-type: none"> <li>• Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked.</li> <li>• Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.</li> <li>• Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections</li> <li>• Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong</li> </ul>	<p><b>Humanism</b></p> <ul style="list-style-type: none"> <li>• Present a range of views and answers to challenging questions about belonging, meaning and truth.</li> <li>• Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.</li> <li>• Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.</li> </ul> <p><b>Beliefs in our community</b></p> <ul style="list-style-type: none"> <li>• Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.</li> </ul>