



**RE**



## **Long Term Whole School Overview**

<b>RE Overview</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery 2-3 Topic</b>	<b>My Day</b>	<b>What's in the Garden?</b>	<b>Our Pets</b>	<b>Farm Animals</b>	<b>Making Music</b>	<b>Musical Stories</b>
<b><u>Term and Focus</u></b>	Begin to have sense of Self	Christmas Songs and Rhymes	Have a sense of self and own immediate family and relationships.	Notices differences between people	Make connections between features of their family and other families	Imitate everyday actions and events from own family and cultural background
<b><u>Prior Learning</u></b>	N/A	N/A	N/A	N/A	N/A	N/A
<b><u>Future Learning</u></b>	Nursery 3-4 Autumn 1 Begin to have sense of self and their own life story and family's history	Nursery 3-4 Autumn 2 The Special people in the Christmas story	Nursery 3-4 Autumn 1 Begin to have sense of self and their own life story and family's history	Nursery 3-4 Spring 1 Show an interest in different occupations	Nursery 3-4 Spring 1 Develop positive attitudes about different people.	Nursery 3-4 Spring 2 Show an interest in different occupations
<b>Nursery 3-4 Topic</b>	<b>Marvellous Me</b>	<b>What's on Wood Street?</b>	<b>People Who Help Us</b>	<b>Our Garden</b>	<b>Little Explorers</b>	<b>Let's Pretend</b>
<b><u>Term and Focus</u></b>	Begin to have sense of self and their own life story and family's history	The Special people in the Christmas story	Show an interest in different occupations	Develop positive attitudes about different people.	To begin to relate emotions to different experiences	To be able to express a point of view
<b><u>Prior Learning</u></b>	Nursery 2-3 Autumn 1 Begin to have sense of Self	Nursery 2-3 Autumn 2 Christmas Songs and Rhymes	Nursery 2 – 3 Spring 2 Notice differences between people	Nursery 2-3 Spring 2 Notice differences between people	Nursery 2-3 Summer 1 Imitate everyday actions and events from own family and cultural background	Nursery 2-3 Summer 1 Make connections between features of their family and other families
<b><u>Future Learning</u></b>	Year R – Autumn 1 Talk about members in their family and community	Year R – Autumn 2 Recognise that people have different beliefs and celebrate special times in different ways	Year R – Spring 1 Understand that some places are special to members of their community	Year R – Spring 1 To compare and contrast characters from stories, including figures from the past	Year R – Summer 1 To compare and contrast characters from stories, including figures from the past	Year R – Summer 2 To compare and contrast characters from stories, including figures from the past
<b>Year R Topic</b>	<b>We are Superheroes</b>	<b>Festivals</b>	<b>Wonderful Walthamstow</b>	<b>Little Investigators</b>	<b>Traditional Tales</b>	<b>Modern Tales</b>
<b><u>Term and Focus</u></b>	To have a sense of their own life story and family's history.	Recognise that people have different beliefs and celebrate special times in different ways	Understand that some places are special to members of their community	Begin to compare and contrast characters from stories, including figures from the past	To compare and contrast characters from stories, including figures from the past	

<b><u>Prior Learning</u></b>	Nursery 3-4 Autumn 1 Begin to have sense of self and their own life story and family's history	Nursery 3-4 Autumn 2 Show an interest in different occupations	Nursery 3 - 4 Spring 1 The Special people in the Christmas story	Nursery 3 – 4 Spring 2 To begin to relate emotions to different experiences	Nursery 3 -4 Summer 1 To begin to relate emotions to different experiences	Nursery 3 -4 Summer 2 To be able to express a point of view
<b><u>Future Learning</u></b>	Year 1 – Autumn 1 Does God want Christians to look after the world? (Christianity)	Year 1 – Summer 1, 2 & Spring 1, 2 Was it always easy for Jesus to show friendship? (Christianity)	Year 1 – Summer 1&2 Is Shabbat important to Jewish children? (Judaism)	Year 1 – Spring 2 Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday? (Christianity)	Year 1 – Autumn 1&2 What gift would I have given to Jesus if he had been born in my town, not in Bethlehem? (Christianity)	Year 1 – Autumn 1& 2 What gift would I have given to Jesus if he had been born in my town, not in Bethlehem? (Christianity)
<b>Year 1</b>						
<b><u>Term and Focus</u></b>	Does God want Christians to look after the world? (Christianity)	What gift would I have given to Jesus if he had been born in my town, not in Bethlehem? (Christianity)	Was it always easy for Jesus to show friendship? (Christianity)	Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday? (Christianity)	Is Shabbat important to Jewish children? (Judaism)	Are Rosh Hashanah and Yom Kippur important to Jewish children? (Judaism)
<b><u>Prior Learning</u></b>	Year R – Autumn 1 Talk about members in their family and community	Year R – Autumn 2 Recognise that people have different beliefs and celebrate special times in different ways	Year R – Summer 1 To compare and contrast characters from stories, including figures from the past	Year R – Autumn 2 Recognise that people have different beliefs and celebrate special times in different ways	Year R – Autumn 2 Recognise that people have different beliefs and celebrate special times in different ways	Year R – Autumn 2 Recognise that people have different beliefs and celebrate special times in different ways
<b><u>Future Learning</u></b>	Year 2 – Autumn 2 Why did God give Jesus to the world? (Christianity)	Year 2 – Autumn 2 Why did God give Jesus to the world? (Christianity)	Year 2 – Autumn 1 Is it possible to be kind to everyone all of the time? (Christianity)	Year 2 – Spring 2 Is it true that Jesus came back to life again? (Christianity)	Year 2 – Summer 2 What is the best way for a Jew to show commitment to God? (Judaism)	Year 2 – Summer 2 What is the best way for a Jew to show commitment to God? (Judaism)
<b>Year 2</b>						
<b><u>Term and Focus</u></b>	Is it possible to be kind to everyone all of the time? (Christianity)	Why did God give Jesus to the world? (Christianity)	Does praying at regular intervals everyday help a Muslim in his/her everyday life? (Islam)	Is it true that Jesus came back to life again? (Christianity)	Does going to the Mosque give Muslims a sense of belonging? (Islam)	What is the best way for a Jew to show commitment to God? (Judaism)
<b><u>Prior Learning</u></b>	Year 1 – Spring 1 Was it always easy for Jesus to show friendship? (Christianity)	Year 1 – Autumn 1 Does God want Christians to look after the world? (Christianity)	Year 1 – Summer 1, 2 Is Shabbat important to Jewish children? (Judaism)	Year 1 – Spring 2 Why was Jesus welcomed like a King or celebrity by	Year 1 – Summer 1, 2 Is Shabbat important to Jewish children? (Judaism)	Year 1 – Summer 1, 2 Are Rosh Hashanah and Yom Kippur important to Jewish children?

				the crowds on Palm Sunday? (Christianity)		(Judaism)
<b><u>Future Learning</u></b>	Year 3 – Autumn 1 Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? (Hinduism)	Year 3 – Autumn 2 Has Christmas lost its true meaning? (Christianity)	Year 3 – Summer 2 Would visiting the River Ganges feel special to a non – Hindu? (Hinduism)	Year 3 – Spring 2 What is ‘good’ about Good Friday? (Christianity)	Year 3 – Summer 2 Would visiting the River Ganges feel special to a non – Hindu? (Hinduism)	Year 3 – Summer 2 Would visiting the River Ganges feel special to a non – Hindu? (Hinduism)
<b>Year 3</b>						
<b><u>Term and Focus</u></b>	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? (Hinduism)	Has Christmas lost its true meaning? (Christianity)	Could Jesus really heal people? (Christianity)	What is ‘good’ about Good Friday? (Christianity)	Do Sikhs think it is important to share? (Sikhism)	Would visiting the River Ganges feel special to a non – Hindu? (Hinduism)
<b><u>Prior Learning</u></b>	Year 2 – Summer 2 What is the best way for a Jew to show commitment to God? (Judaism)	Year 2 – Autumn 2 Why did God give Jesus to the world? (Christianity)	Year 1- Autumn 1 and 2 Is it possible to be kind to everyone all of the time? (Christianity)	Year 2 – Spring 1 Does praying at regular intervals everyday help a Muslim in his/her everyday life? (Islam)	Year 2 – Autumn 1 Is it possible to be kind to everyone all of the time? (Christianity)	Year 2 – Summer 2 What is the best way for a Jew to show commitment to God? (Judaism)
<b><u>Future Learning</u></b>	Year 4 – Summer 1 What is the best way for a Jew to show commitment to God? (Judaism)	Year 4 – Autumn 2 What is the most significant part of the nativity story for Christians today? (Christianity)	Year 5 - Autumn 2 Is the Christmas story true? (Christianity)	Year 4 – Spring 2 Is forgiveness always possible? (Christianity)	Year 4 – Summer 1 What is the best way for a Jew to show commitment to God? (Judaism)	Year 5 – Summer 1 Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? (Hinduism)
<b>Year 4</b>						
<b><u>Term and Focus</u></b>	How special is the relationship Jews have with God? (Judaism)	What is the most significant part of the nativity story for Christians today? (Christianity)	Could the Buddha’s teachings make the world a better place? (Buddhism)	Is forgiveness always possible? (Christianity)	What is the best way for a Buddhist to lead a good life? (Buddhism)	Do people need to go to church to show they are Christians? (Christianity)
<b><u>Prior Learning</u></b>	Year 2 – Summer 1 How special is the relationship Jews have with God? (Judaism)	Year 2 – Autumn 2 Why did God give Jesus to the world? (Christianity)	Year 2 – Autumn 2 Why did God give Jesus to the world? (Christianity)	Year 2 – Spring 2 Is it true that Jesus came back to life again? (Christianity)	Year 2 – Summer 2 What is the best way for a Jew to show commitment to God? (Judaism)	Year 2 – Summer 2 What is the best way for a Jew to show commitment to God? (Judaism)

<b><u>Future Learning</u></b>	Year 5 – Autumn 1 How far would a Sikh go for his/her religion? (Sikhism)	Year 5 – Autumn 2 Is the Christmas story true? (Christianity)	Year 5 – Autumn 1 How far would a Sikh go for his/her religion? (Sikhism)	Year 5 – Spring 2 Did God intend Jesus to be crucified? (Christianity)	Year 5 – Summer 1 Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? (Hinduism)	Year 5 – Summer 2 What is the best way for a Christian to show commitment to God? (Christianity)
<b>Year 5</b>						
<b><u>Term and Focus</u></b>	How far would a Sikh go for his/her religion? (Sikhism)	Is the Christmas story true? (Christianity)	Are Sikh stories important today? (Sikhism)	Did God intend Jesus to be crucified? (Christianity)	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? (Hinduism)	What is the best way for a Christian to show commitment to God? (Christianity)
<b><u>Prior Learning</u></b>	Year 3- Summer 1 What is the best way for a Sikh to show commitment to God? (Sikhism)	Year 4 – Autumn 2 What is the most significant part of the nativity story for Christians today? (Christianity)	Year 3 – Summer 1 Do Sikhs think it is important to share? (Sikhism)	Year 4 – Spring 2 Is forgiveness always possible? (Christianity)	Year 3 – Summer 1 Do Sikhs think it is important to share? (Sikhism)	Year 4 - Summer 2 Do people need to go to church to show they are Christians? (Christianity)
<b><u>Future Learning</u></b>	Year 6 – Autumn 1 What is the best way for a Muslim to show commitment to God? (Islam)	Year 6 – Autumn 2 How significant is it that Mary was Jesus’ mother? (Christianity)	Year 6 – Spring 1 Is anything eternal? (Christianity)	Year 6 – Spring 2 Is Christianity still a strong religion 2000 years after Jesus was on Earth? (Christianity)	Year 6- Autumn 1 What is the best way for a Muslim to show commitment to God? (Islam)	Year 6 – Autumn 1 What is the best way for a Muslim to show commitment to God? (Islam)
<b>Year 6</b>						
<b><u>Term and Focus</u></b>	What is the best way for a Muslim to show commitment to God? (Islam)	How significant is it that Mary was Jesus’ mother? (Christianity)	Is anything eternal? (Christianity)	Is Christianity still a strong religion 2000 years after Jesus was on Earth? (Christianity)	Does belief in Akhirah help Muslims lead good lives? (Islam)	
<b><u>Prior Learning</u></b>	Year 5 – Autumn 1 How far would a Sikh go for his/her religion? (Sikhism)	Year 5 – Autumn 1 How far would a Sikh go for his/her religion? (Sikhism)	Year 5 – Spring 1 Are Sikh stories important today? (Sikhism)	Year 5 – Spring 2 Did God intend Jesus to be crucified? (Christianity)	Year 5 – Summer 1 Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? (Hinduism)	Year 5 - Summer 1 Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? (Hinduism)
<b><u>Future Learning</u></b>	KS3	KS3	KS3	KS3	KS3	KS3