









Slyne-with-Hest St Luke's Church of England Primary School

Questful R.E. Overview of units

	Autumn Term	Spring Term	Summer Term
EYFS 	<p>EYFS 1 : I am Special: Why are we all different and special? (4) Islam (1)</p> <p>EYFS 2 : Harvest: Why do people of faith say thank you to God at Harvest time? (4 – during Topic week)</p> <p>EYFS 3 : Special People: Why do Christians believe Jesus is special? (4) Founders & Leaders of faith Islam (2)</p> <p>EYFS 4: Christmas: How do Christians celebrate Jesus' birthday? (4) Why do Hindus light candles at Diwali? (2)</p>	<p>EYFS 5: Stories Jesus heard: What stories did Jesus hear when he was a child? (4)</p> <p>EYFS 6: Stories Jesus told: Why did Jesus tell stories? (4)</p> <p>EYFS 7: Easter: Why do Christians believe that Easter is all about love? (5)</p>	<p>EYFS 9 : Special Places : What makes a place holy? (4) Holy places of world faiths Islam/Hinduism (2)</p> <p>EYFS 10 : Prayer : What is prayer? (4) Islam/Judaism (1/2)</p>
Key Stage 1 Year 1 	<p>1.1 Harvest : How can we help those who do not have a good harvest? (3) How do people celebrate Harvest? Judaism (2)</p> <p>1.2 Creation : What are your favourite things that God created? (4) What do people of faith believe about how God made the world? Islam and Hinduism(2)</p> <p>1.3 Christmas: Why do we give and receive gifts? (4+1 after holidays)</p>	<p>1.4 Jesus: What made Jesus special? (6)</p> <p>1.5 Easter : What do you think is the most important part of the Easter story? (5)</p>	<p>1.7 Baptism Why is Baptism special? (4) How do people of world faiths welcome new babies? Islam & Sikhism (4)</p> <p>1.8 Joseph : Why is Joseph a Bible hero? (5)</p>

<p>Year 2</p> 	<p>2.1 The Bible: Why is the Bible such a special book? (5) Do people of all world faiths have holy books? Islam and Judaism (4)</p> <p>2.2 Christmas: Why was the birth of Jesus such good news? (5)</p>	<p>2.3 Jesus: Why did Jesus welcome everyone? (6)</p> <p>2.4 Easter : How do symbols help us understand the Easter story? (6)</p>	<p>2.5 The church: Why is the church a special place for Christians? (6) Why are holy buildings important to people of faith? Islam (4)</p> <p>2.6 Ascension and Pentecost : What happened at the Ascension and Pentecost? (2) *</p> <p><small>*To be completed in the middle of Unit 2.5 to fit in with the church calendar</small></p>
<p>Lower Key Stage 2 Year 3</p> 	<p>3.6 Harvest: How do people of faith say thank you to God for the Harvest? (2) Judaism/Hinduism (2)</p> <p>3.1 Called by God: What does it mean to be called by God? (4) Islam and Judaism - faith leaders (2)</p> <p>3.2 Christmas How does the presence of Jesus impact on people's lives? (5)</p>	<p>3.3 Jesus How did/ does Jesus change lives? (6)</p> <p>3.4 Easter: Is the cross a symbol of sadness or joy? (6)</p>	<p>3.5 Rules for living : Which rules should we follow? (6) Does everyone follow the same rules? Why? Why not? Islam and Sikhism Humanism if time (6)</p>
<p>Year 4</p> 	<p>4.6 Prayer: What is prayer? (5) How do people of world faiths pray? Judaism and Islam (2)</p> <p>4.2 Christmas: Why is Jesus described as the light of the world? (5) Judaism - festival of Hanukkah (2)</p>	<p>4.3 Jesus Why do Christians believe that Jesus is the Son of God? (6)</p> <p>4.4 Easter A story of betrayal or trust? (5) What do world faiths say about forgiveness? Islam, Judaism or Sikhism (1)</p>	<p>4.5 The Church: Are all churches the same? (6) Are all places of worship the same? Do people worship God in the same way? Judaism and Sikhism (6)</p>

<p>Upper Key Stage 2 Year 5</p> 	<p>5.1 The Bible How and why do Christians read the Bible? (5) Why are sacred texts so important to people of faith? Focus on Sikhism + Judaism/Islam if time (5)</p> <p>5.2 Christmas How do our celebrations reflect the true meaning of Christmas? OR</p> <p>5.7 Christmas How is Christmas celebrated around the world? (5)</p>	<p>5.3 Jesus: Why do Christians believe that Jesus was a great teacher? (6)</p> <p>5.4 Easter Why do Christians believe that Easter is a celebration of victory? (5)</p>	<p>5.5 Old Testament Women : Did she make the right choice? (5) Judaism – Esther and the Festival of Purim (2)</p> <p>5.6 Loss death and Christian hope Is death an ending or a beginning? (4) How do people of world faiths mark the end of life? (2) OR</p> <p>S5 Christian Art How do Christians express their faith through art (3) How do people of faith express their faith through art? Islam/Judaism/Sikhism (3)</p>
<p>Year 6</p> 	<p>6.1 Life as a journey Is every person's journey the same? (6) Why do people of faith make pilgrimages? Islam/Sikhism/Judaism (4)</p> <p>6.2 Advent How do Christians prepare for Christmas? (5)</p>	<p>6.3 A The Exodus Why is the Exodus such a significant event in Jewish and Christian history? (3) Jewish festival of Passover (3)</p> <p>6.3 The Eucharist: Why do Christians celebrate the Eucharist? (3)</p> <p>6.4 Jesus Who was Jesus? Who is Jesus? (1st 3 lessons)</p>	<p>6.4 Jesus Who was Jesus? Who is Jesus? (last 2 lessons)</p> <p>6.6 God What is the nature and character of God? (5) Have you discovered any beliefs about God in common across different faiths? Islam/Judaism/Sikhism (3)</p>

Notes

The suggested number of hours included in the syllabus contents list below for **Voluntary Aided Church Schools equates to 70% curriculum time for the study of Christianity and 30% for the study of World Faith/Views.**

Plan carefully to ensure pupils experience a progressive study of Christianity and two major World Faiths at KS1 and that this study continues into KS2 with the addition of one more World Faith. Where appropriate pupils will also encounter other faiths and views but not in depth. This will mean that by the end of their time at Primary school pupils will have good knowledge and understanding of Christianity and three major World Faiths and will have encountered aspects of all major World Faiths where appropriate.

- In school we have chosen to focus on **Islam** and **Judaism** in EYFS/KS1 and add **Sikhism** into KS2 as the third world faith.
- When planning world faith lessons, we need to focus on the faiths listed on the overview. It is fine to add extra in to cover some aspects of Buddhism, Hinduism and Humanism but these need to be after the other faiths.
- In some year groups there are 15 weeks worth of lessons in autumn 2 – some of this can be done in a morning block during the Christmas week.
- When planning don't worry about where holidays fall. If needed, split the unit before and after a holiday.
- I have aimed for 8 lessons on world faiths in KS1 and 9-11 lessons in KS2 per year. This is the **minimum**, please don't skip any. If struggling to fit it all in please look at reducing the Christianity part first.
- The message coming from the Diocese is 'Less is More' – don't try to focus on everything within a faith, look carefully at what the Big Questions are and focus on them. By the time children are starting KS2 they should be familiar with the idea of Islam and Judaism.
- To ensure progression in units that are repeated Eg The Church, I have split the faiths up so that the same one isn't repeated and we get more coverage. This doesn't mean you can't touch them but your starting point should be different. Please look at the previous years' learning to see what they have done.

Discussion Books

- Title of unit at the start of each unit
- Date and title/question for each lesson recorded in discussion book
- Children's comments with their names recorded next to comment – this can be handwritten by teacher, written on post it note by the child (make sure they write their name on it) or recorded on a word file during discussion and printed out.