

Love to Celebrate – RE overview

The RE Curriculum focuses around the 6 major world religions with each year group spending time studying each religion. The focus of each half term is on a specific celebration or tradition for the religion that is in focus. All terms have a mixture of learning about religion and learning from religion. Focus objective coverage for each half term is shown overleaf; this is in addition to children building knowledge and understanding of the key celebration for each term.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
T1	Christianity Harvest	Hinduism Navratri	Hinduism Ganesh Chaturthi	Buddhism Kathina	Sikhism Guru Arjan Gurburab	Judaism Rosh Hashanah and Yom Kippur
T2	Hinduism Diwali	Christianity Christmas	Islam The Hajj	Hinduism Janmashtami	Judaism Passover	Sikhism Bandi Chhor Divas
T3	Islam Milad un Nabi	Judaism Hanukah	Christianity Lent	Sikhism Vaisakhi	Islam Ramadan	Buddhism Parinirvana
T4	Judaism Purim	Buddhism Losar	Judaism Shavuot	Christianity Holy Week and Easter	Hinduism Holi	Hinduism Kumbh Mela
T5	Sikhism Naam Karan	Islam Jumu'ah	Buddhism Vesak	Judaism Shabbat	Christianity Pentecost	Islam Lailat al Miraj
T6	Buddhism Esala Perahera	Sikhism Anand Karaj	Sikhism Guru Nanak Gurburab	Islam Eid-ul-Adha	Buddhism Dharma Day	Christianity Sunday

Focus Objective Coverage

The objectives defined below MUST be evidenced in the RE coverage for the term alongside a focus on the identified 'Celebration' as indicated by the Cornerstones 'Love to Celebrate' document. Additional objectives can also be covered.

Yr	Term	Religion	Celebration Focus	Key objective coverage (in addition to learning about the specified Celebration)
1	Term 1	Christianity	Harvest	<ul style="list-style-type: none"> ● RE1A1 Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them
	Term 2	Hinduism	Diwali	<ul style="list-style-type: none"> ● RE1A3 Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. ● RE1B2 Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves
	Term 3	Islam	Milad un Nabi	<ul style="list-style-type: none"> ● RE1B1 Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify some similarities between communities ● RE1B3 Notice and respond sensitively to some similarities between different religions and worldviews
	Term 4	Judaism	Purim	<ul style="list-style-type: none"> ● RE1A2 Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come ● RE1C3 Find out about questions of right and wrong and begin to express their ideas and opinions in response
	Term 5	Sikhism	Naam Karan	<ul style="list-style-type: none"> ● RE1C1 Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry ● RE1C2 Find out about and respond with ideas to examples of co-operation between people who are different
	Term 6	Buddhism	Esala Perahera	<ul style="list-style-type: none"> ● RE1A2 Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come ● RE1B1 Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify some similarities between communities
2	Term 1	Hinduism	Navratri	<ul style="list-style-type: none"> ● RE1A2 Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come ● RE1B1 Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify some similarities between communities

	Term 2	Christianity	Christmas	<ul style="list-style-type: none"> ● RE1A1 Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them
	Term 3	Judaism	Hanukkah	<ul style="list-style-type: none"> ● RE1A3 Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. ● RE1C3 Find out about questions of right and wrong and begin to express their ideas and opinions in response
	Term 4	Buddhism	Losar	<ul style="list-style-type: none"> ● RE1A1 Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them ● RE1B3 Notice and respond sensitively to some similarities between different religions and worldviews
	Term 5	Islam	Jumu'ah	<ul style="list-style-type: none"> ● RE1A3 Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
	Term 6	Sikhism	Anand Karaj	<ul style="list-style-type: none"> ● RE1C1 Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry ● RE1C2 Find out about and respond with ideas to examples of co-operation between people who are different
3	Term 1	Hinduism	Ganesh Chaturthi	<ul style="list-style-type: none"> ● RE2B1 Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. ● RE2C3 Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
	Term 2	Islam	The Hajj	<ul style="list-style-type: none"> ● RE2B2 Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. ● RE2B3 Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews
	Term 3	Christianity	Lent	<ul style="list-style-type: none"> ● RE2A2 Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. ● RE2C1 Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (eg) reasoning.

	Term 4	Judaism	Shavuot	<ul style="list-style-type: none"> ● RE2A2 Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. ● RE2A3 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
	Term 5	Buddhism	Vesak	<ul style="list-style-type: none"> ● RE2A1 Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
	Term 6	Sikhism	Guru Nanak Gurpurab	<ul style="list-style-type: none"> ● RE2C2 Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to the ideas about community, values and respect.
4	Term 1	Buddhism	Kathina	<ul style="list-style-type: none"> ● RE2A1 Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. ● RE2C3 Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
	Term 2	Hinduism	Janmashtami	<ul style="list-style-type: none"> ● RE2B3 Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. ● RE2B1 Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
	Term 3	Sikhism	Vaisakhi	<ul style="list-style-type: none"> ● RE2A2 Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. ● RE2B2 Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
	Term 4	Christianity	Holy Week and Easter	<ul style="list-style-type: none"> ● RE2A3 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. ● RE2C1 Discuss and present thoughtfully their own and others' views on challenging questions about belonging,

				meaning, purpose and truth, applying ideas of their own in different forms including (eg) reasoning, music, art and poetry
	Term 5	Judaism	Shabbat	<ul style="list-style-type: none"> ● RE2C2 Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect ● RE2C3 Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
	Term 6	Islam	Eid-ul-Adha	<ul style="list-style-type: none"> ● RE2B2 Understand the challenges of commitment to a community of faith or beliefs, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
5	Term 1	Sikhism	Guru Arjan Gurburab	<ul style="list-style-type: none"> ● RE2A1 Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance ● RE2B1 Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities
	Term 2	Judaism	Passover	<ul style="list-style-type: none"> ● RE2A2 Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. ● RE2B3 Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews
	Term 3	Islam	Ramadan	<ul style="list-style-type: none"> ● RE2A3 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning ● RE2C2 Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect
	Term 4	Hinduism	Holi	<ul style="list-style-type: none"> ● RE2C1 Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (eg) reasoning, music, art and poetry ● RE2C3 Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

	Term 5	Christianity	Pentecost	<ul style="list-style-type: none"> ● RE2A2 Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. ● RE2B2 Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
	Term 6	Buddhism	Dharma Day	<ul style="list-style-type: none"> ● RE2B2 Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. ● RE2C2 Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect
6	Term 1	Judaism	Rosh Hashanah and Yom Kippur	<ul style="list-style-type: none"> ● RE2B3 Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews ● RE2C3 Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
	Term 2	Sikhism	Bandi Chhor Divas	<ul style="list-style-type: none"> ● RE2A1 Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance ● RE2C1 Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (eg) reasoning, music, art and poetry
	Term 3	Buddhism	Parinirvana	<ul style="list-style-type: none"> ● RE2A2 Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. ● RE2B1 Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities
	Term 4	Hinduism	Kumbh Mela	<ul style="list-style-type: none"> ● RE2B2 Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. ● RE2C1 Discuss and present thoughtfully their own and others' views on challenging questions about belonging,

				meaning, purpose and truth, applying ideas of their own in different forms including (eg) reasoning, music, art and poetry
Term 5	Islam	Lailat al Miraj	<ul style="list-style-type: none"> ● RE2A2 Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. ● RE2A3 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning 	
Term 6	Christianity	Sunday	<ul style="list-style-type: none"> ● RE2C2 Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect ● RE2C3 Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. 	