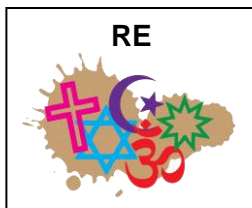


Fernwood Primary and Nursery School

Subject Implementation Overview



F2		
Autumn 1	Spring 1	Summer 1
<p>PSED: To form positive attachments to adults and friendships with peers. To know I belong to ... class. (PSED) To know I belong to ... class. (PSED)</p> <p>PSED: To show sensitivity to their own and to others' needs To talk about myself and what makes me special To talk about my friends and what makes them special</p>	<p>UTW (PCC) (RE) To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. What is the Lunar New Year story? How is Lunar New Year celebrated? (e.g. red envelopes for money, parades (dragon dances), special food, new clothes)</p>	
Autumn 2	Spring 2	Summer 2
<p>UTW (PCC) To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. To know that Diwali is a celebration and some of the ways it is celebrated. (RE) To take part in a Diwali celebration (including dancing, playing games and listening to the Rama and Sita story) (RE) To know the Nativity story. (RE) To take part in a Nativity play. (RE) To know that Christmas is a celebration and some of the ways it is celebrated. (RE) To join in with Christmas celebrations (decorating a Christmas tree, making Christmas decorations and craft, Christmas cards).(RE)</p>	<p>UTW (PCC) (RE) To know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. How is Easter celebrated?</p>	

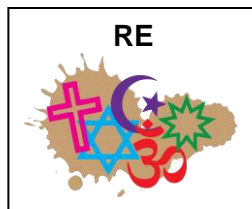


Fernwood Primary and Nursery School

Subject Implementation Overview



Y1		
Autumn 1	Spring 1	Summer 1
<p>To know that every family is different, some have a religion that is special to them and some do not.</p> <p>To know some of the special books, stories, celebrations and symbols for Christians.</p> <p><u>Unit 1.3- Beliefs and Teachings (Stories of Jesus)</u></p> <p>1.To re-tell and act out stories from the bible</p> <p>2.To describe the message behind the bible story</p> <p>3.To talk about what Christians believe about Jesus.</p>	<p><u>Faith and Culture Day</u></p> <p>To know that everyone is special and unique</p> <p><u>Unit 1.1- Celebrations and Festivals</u></p> <p>1.To promote own unique and family identities through wearing special clothes, talking about customs and rituals</p> <p>2. To explore cultures and religions through dance, drama and art.</p> <p>3.To promote own unique and family identities through sharing food</p>	<p>To know that every family is different, some have a religion that is special to them and some do not.</p>
Autumn 2	Spring 2	Summer 2
<p>To know that every family is different, some have a religion that is special to them and some do not.</p> <p>To experience, talk about and compare places of worship for <u>Christians</u>, Muslims.</p> <p>To know some of the special books, stories, celebrations and symbols for Christians.</p> <p><u>Unit 1.4- Symbols and Religious Worship and Practice – Christmas: How do Christians prepare for Christmas?</u></p> <p>1.To prepare for a visit a holy building (St Leonards Church)</p> <p>2. To recount a visit to a holy building</p> <p>3. To visit a holy building & re-tell the Christmas story through a nativity (during church visit)</p> <p>4. To know what signs show that Christmas is coming.</p> <p>5.To know how Christian families prepare for Christmas</p> <p>6.To talk about other sacred spaces in our community</p>	<p>To experience, talk about and compare places of worship for Christians and <u>Muslims</u>.</p> <p>To know some of the special books and symbols for Christians and <u>Muslims</u></p> <p><u>Unit 1.4- Symbols and Religious Worship and Practice</u></p> <p>1.To discuss rules, behaviour and respect at the Mosque</p> <p>2. To visit a place of worship for Muslims (mosque)</p> <p>3.To label special objects and symbols for the Muslim faith</p> <p>(Cross Curricular with English -it's on English Implement too – don't plan it twice!)</p> <p>1. To plan a recount of the mosque visit</p> <p>2. To write a recount of the mosque visit</p> <p>Easter time – What are the big surprises?</p> <p>1.To revisit the events of the Easter story</p> <p>2.To know how Christians prepare for Easter</p>	<p>To know that every family is different, some have a religion that is special to them and some do not.</p> <p><u>Unit 1.2 Myself and Caring for Others</u></p> <p>New for 2024</p>

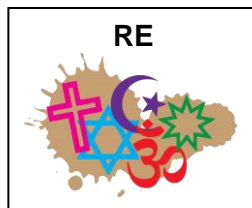


Fernwood Primary and Nursery School

Subject Implementation Overview



Y2		
Autumn 1	Spring 1	Summer 1
<p>To explore that everyone is special and unique. To respond sensitively to the knowledge that every family is different, some have a religion that is special to them and some do not. To experience, talk about and compare places of worship for Hindus, Christians and Jews. To know some facts, stories and celebrations for Hindus, Christians and Jews.</p> <p>Unit 2.1 Leaders Black History Cross Curricular Unit</p> <p>1.To learn about why Rosa Parks was a significant individual and how she contributed to international achievements. 2.To learn about why MLK was a significant individual and how he contributed to international achievements.</p> <p>Unit 2.2 Believing (Judaism)</p> <p>1.To recall and name some key words about Jewish beliefs 2.To find out more about Jewish beliefs 3. To retell the story of Genesis 1 and suggest the meaning 4. To visit a synagogue</p>	<p>Faith and Culture Day To know that everyone is special and unique</p> <p>Unit 2.3 Belonging</p> <p>1. To respond sensitively to the knowledge that every family is different, some have a religion that is special to them and some do not. 2.To suggest some reasons why it matters to people to belong to groups and communities? 3.To give an example of their own community life and say why it matters.</p> <p>To explore that everyone is special and unique Cross Curricular with Geography *Can also be taught in Spring 2 depending on timing</p> <p>1.To understand different celebrations and compare with our own (New Year)</p>	<p>To know some of the special books, stories, celebrations and symbols for Hindus, Christians and Jews</p> <p>Unit 2.1- Leaders (in Judaism and Christianity)</p> <p>1.To experience, talk about and compare places of worship for Judaism. 2.To recall some key figures from stories (Moses and St Peter) and say what they did. 3.To recognise what is meant by a great leader. 4.To ask questions about leadership and suggest answers linked to stories they have read. 5.To respond to the idea that religious leaders are guided by God.</p>
Autumn 2	Spring 2	Summer 2
<p>To know that everyone is special and unique. To know every family is different – some have a religion that is special to them, some do not. To experience, talk about and compare places for worship for <u>Christians</u>, Jews and <u>Hindus</u>. To know some facts, stories and celebrations for <u>Christians</u>, Jews and <u>Hindus</u>.</p> <p>Unit 2.4 Story (Hinduism)</p> <p>1.To experience, talk about and compare places of worship for Hindus (visit to Hindu temple) 2.To retell a story from the Vedas and suggest a meaning for the story 3.To recognise and talk about the role of Hindu Gods from the Vedas. 4.To ask questions from the story and suggest answers. To respond to the big ideas and beliefs in the stories.</p> <p>Unit 2.4 Story Christianity (Christmas)</p> <p>5.To retell the Christmas story from the shepherds' view point. 6. To retell the Christmas story from the view point of the wise men 7.To respond to big ideas and beliefs in the story (Jesus' gifts).</p>	<p>To know some facts, stories and celebrations for <u>Christians</u>, Jews and Hindus.</p> <p>Unit 2.4 Story - Christianity</p> <p>Easter – Palm Sunday – Why were people excited to Welcome Jesus?</p> <p>1.To sequence the basic events of the Easter Story. 2. To act out the Palm Sunday celebration</p>	<p>To know some of the special books, stories, celebrations and symbol for Hindus, Christians and Jews.</p> <p>Unit 2.4 Story (Judaism)</p> <p>1. To re-tell a story from the Torah. 2.To recognise and talk about the role of God from the Torah 3. To give examples of characters who made mistakes and say what happened.</p>

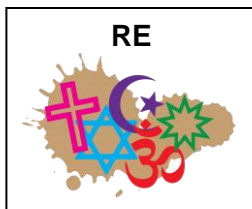


Fernwood Primary and Nursery School

Subject Implementation Overview



Y3		
Autumn 1	Spring 1	Summer 1
<p>To know more about, be able to talk about the Christian faith. <u>Unit 3.1 Beliefs and Questions</u> 1. To understand what a Christian is and who they worship. 2. To understand what is meant by fruits of the spirit. 3. To appreciate the challenges of being a Christian.</p> <p>To know more about and be able to talk about the Christian religious practices and celebrations. <u>Unit 3.1 Beliefs and Questions</u> 4.To understand the importance of Harvest. 5. To understand the non-religious views of how life on Earth began (evolution).</p>	<p><u>Faith and Culture Day</u></p> <p>To know more about, be able to talk about and describe the Sikh faith. <u>Unit 3.3 Worship and Sacred Places</u> 1.To know what Sikhism is and who they worship.</p> <p>To know more about, be able to talk about and describe Christian, Muslim and Sikh faiths including religious practises and special places of worship 2. To recognise significant features of a church. 3. To connect features of a church to religious practices 4.To connect features of a mosque to religious practices 5.To recognise significant features of a mosques 6.To recognise significant features of a Gurdwara</p>	<p>To know more about and be able to talk about religious celebrations <u>Unit 3.1 Beliefs and Questions</u> 1.To know how and why Christians celebrate Pentecost</p> <p>To know more about inspirational leaders <u>Unit 3.4 Inspirational people from the past</u> 2.To understand why Christians believe Moses is an inspirational leader. 3.To learn about the teachings of Jesus through the story of Zacchaeus. 4.To understand why Muslims believe the Prophet Muhammad (PBUH) is an inspirational leader.</p>
Autumn 2	Spring 2	Summer 2
<p>To know more about, be able to talk about and describe the Islamic faith. <u>Unit 3.2 Religion, Family and Community: Prayer</u> 1. To revisit and build upon our prior knowledge of Islam.</p> <p>To know more about, be able to talk about and describe Islamic and Christian prayer 2.To understand the importance of prayer to Christians (Lord's prayer) 3.To understand the rituals of Islamic prayer. 4.To compare the practices of Christian and Islamic prayer.</p> <p>To know more about, be able to talk about and describe Christian religious stories and celebrations 5. To consider how Mary is an important part of the Christmas Story 6. To discuss the Dalit Madonna painting and use as inspiration for own artwork</p>	<p>To know more about, be able to talk about and describe Christian, Muslim and Sikh faiths including religious practises and special places of worship <u>Unit 3.3 Worship and Sacred Places</u> 1.To connect features of a Gurdwara to religious practices 2.To recognise the similarities and differences between places of worship. 3.To know how and why Christians celebrate Easter.</p>	<p>To know more about inspirational leaders <u>Unit 3.4 Inspirational people from the past</u> 1.To understand why Sikhs believe Guru Amar Das Sahib is an inspirational leader. 2.To learn about the teachings of Guru Nanak through the story of ... 3. To understand why Christians and Muslims believe Abraham is an inspirational leader.</p> <p>To know more about, be able to talk about, describe and compare similarities and differences between the Christian, Islamic and Sikh faiths, including holy books, religious practises, religious stories, celebrations, prayer, special places of worship and inspirational leaders. 1.To express my own ideas about fairness and friendship.</p>

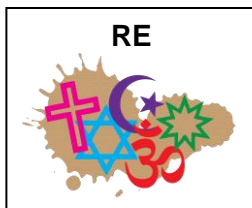


Fernwood Primary and Nursery School

Subject Implementation Overview



Y4		
Autumn 1	Spring 1	Summer 1
<p>To know more about, talk about, describe and compare similarities and differences between the Islamic, Hindu and Christian faiths.</p> <p><u>Unit 4.1 The Journey of Life and Death</u></p> <ol style="list-style-type: none"> 1.To describe my life as a journey. 2.To understand how different religions mark the birth of a baby. 3.To know how Christians celebrate marriage. 	<p>To know more about, talk about, describe and compare similarities and differences between the Islamic, Hindu and Christian faiths – purpose and features of pilgrimage</p> <p><u>Unit 4.2 Symbols and religious expression</u></p> <ol style="list-style-type: none"> 1.To understand the importance of pilgrimage to different religions. 2.To know why the pilgrimage to Varansi, Hajj and Lourdes have importance. 3.To compare the pilgrimages made by Hindus, Muslims and Christians 	<p>To know more about, talk about, describe and compare similarities and differences between the Islamic, Hindu and Christian faiths – celebrations, stories</p> <p><u>Unit 4.4 Religion, family, community, worship, celebration, ways of living</u></p> <ol style="list-style-type: none"> 1.To understand the story of Rama and Sita 2.To understand the meaning of the festival of Diwali 3.To understand the importance of Holi to Hindus 4.To discuss the similarities and differences between the two Hindu festivals
Autumn 2	Spring 2	Summer 2
<p>To know more about, talk about, describe and compare similarities and differences between the Islamic, Hindu and Christian faiths.</p> <p><u>Unit 4.1 The Journey of Life and Death</u></p> <ol style="list-style-type: none"> 1. To know how Hindus celebrate marriage 2.To know how Muslims celebrate marriage 3.To understand Christian funeral rituals and beliefs on the afterlife 4.To understand Islamic funeral rituals and beliefs on the afterlife 5. To understand Hindu funeral rituals and beliefs on the afterlife 6. To discuss why some people think life is like a journey. <p>Christmas – The importance of light</p> <ol style="list-style-type: none"> 7. To consider how light is an important part of the Christmas story. 	<p>To know more about, talk about and describe Christian music.</p> <p><u>Unit 4.3 Spiritual expression</u></p> <ol style="list-style-type: none"> 1.To listen to a variety of traditional Christian hymns and discuss how they make me feel. 2.To make links between Bible scripture and Christian songs 3.To listen to contemporary Christian songs for children and consider their meaning. 4.To explore a range of spiritual music and express how it makes me feel 5.To consider the similarities and differences between different types of Christian music. 6. To explore York Minster Cathedral (visit) <p>Easter – The importance of the cross</p> <ol style="list-style-type: none"> 7. To know the significance throughout the Easter story 	<p>To know more about, talk about, describe and compare similarities and differences between the Islamic, Hindu and Christian faiths – patterns in worship</p> <p><u>Unit 4.4 Religion, family, community, worship, celebration, ways of living</u></p> <ol style="list-style-type: none"> 1.To know about some of the Hindu gods and goddesses 2.To learn about how Hindus worship in the home and Mandir 3. To explore the traits of a Hindu community 4.To engage with a local Hindu community member

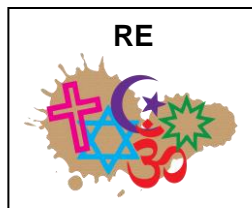


Fernwood Primary and Nursery School

Subject Implementation Overview



Y5		
Autumn 1	Spring 1	Summer 1
<p>To know more about, talk about, describe and compare similarities and differences between the Christian, Islamic and non-religious world views (Humanism).</p> <p><u>Unit 5.1 Inspirational people in today's world</u></p> <p>1.To begin to know what Humanism is.</p> <p>To know more about, talk about, describe and compare similarities and differences between the Christian views, including inspirational leaders, and community.</p> <p>2.To describe and respond thoughtfully to the lives of inspirational Christians (Mother Teresa).</p> <p>3.To describe and respond thoughtfully to the lives of inspirational Muslims (Malala).</p> <p>4.To describe and respond thoughtfully to the lives of non-religious people and compose a speech.</p>	<p>To know more about, talk about, describe and compare similarities and differences between the Christian celebrations.</p> <p><u>Unit 5.2 Religion and the individual: what matters to Christians?</u></p> <p>1.To begin to understand what is meant by the Holy Trinity.</p> <p>2.To understand the practises and meaning of Holy Communion to Christians</p> <p>3.To understand and connect the key ideas about salvation, forgiveness and eternal life</p> <p>4.To make links between gospel texts and Jesus' crucifixion and resurrection</p> <p>5.To understand the practises and meaning of Pentecost to Christians.</p>	<p>To know more about, talk about, describe and compare similarities and differences between the Christian, Islamic and non-religious world views (Humanism) - religious architecture.</p> <p><u>Unit 5.4 Beliefs in action in the world</u></p> <p>1.To explore the features of Christian religious buildings (local church visit)</p> <p>2.To compare the features of Islamic religious buildings to Christian religious buildings</p> <p>3.To describe ways in which art and architecture expresses spiritual ideas</p> <p>4.To understand places and things that Humanists find inspiring</p> <p>To know more about, talk about, describe and compare similarities and differences between the Christian, Islamic and non-religious world views (Humanism) - charity and community</p> <p>5. To explore what is meant by 'treat people as you wish to be treated', to express my thoughts on how compassion could solve world problems, to explore how compassion could solve world problems.</p>
Autumn 2	Spring 2	Summer 2
<p>To know more about, talk about, describe and compare similarities and differences between the Christian views, including inspirational leaders, and community.</p> <p><u>Unit 5.1 Inspirational people in today's world</u></p> <p>1.To research an inspirational leader.</p> <p>2.To present my research in an informative manner.</p> <p>To know more about, talk about, describe and the Christian charity and community.</p> <p>3.To know about the life of William Booth (Salvation Army).</p> <p>To know the impact of religious and non-religious beliefs on people's lives.</p> <p>4.To reflect on what we have learnt about inspirational leaders</p> <p>To know more about, talk about, describe and Christian celebrations.</p> <p>5.To consider why Christians celebrate the birth of Jesus.</p>	<p>To talk about how people's beliefs impact their lives (religious and non-religious).</p> <p><u>Unit 5.3 Beliefs and questions</u></p> <p>1.To answer the enquiry question – How do people's beliefs about God, the world and other have impact on their lives.</p> <p>To know more about, talk about, describe and compare similarities and differences between the Christian, Islamic and non-religious world views (Humanism).</p> <p>2.To understand the importance of the five pillars of Islam.</p> <p>3. To explore how scriptures from the Qur'an impacts a Muslim's life.</p> <p>4.To consider whether God is real and what God is like.</p> <p>5.To understand why the worship of Allah matters to Muslims and God matters to Christians.</p>	<p>To know more about, talk about, describe and compare similarities and differences between the Christian, Islamic and non-religious world views (Humanism) - charity and community</p> <p><u>Unit 5.4 Beliefs in action in the world</u></p> <p>1.To understand the views on churches as charity.</p> <p>2.To understand the views on mosques as charity.</p> <p>3.To express my opinion on whether religious buildings need to be spectacular</p> <p>To discuss and apply ideas about ethical questions (Should the world be focussed on spending millions of pounds to rebuild Notre Dame when there are millions of people living in poverty?)</p>

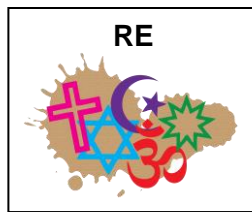


Fernwood Primary and Nursery School

Subject Implementation Overview



Y6		
Autumn 1	Spring 1	Summer 1
<p>To learn about the religious communities in the local area and the world. <u>Unit 6.2 Religion, worldviews, family and community</u> 1.To know what is meant by community and tolerance. 2.To compare the religious statistics with world religions in the local area, nation and world. 3.To investigate Fernwood Primary and the local areas religious community. 4.To investigate aspects of Jewish charitable giving within the local community 5.To investigate aspects of Buddhist charitable giving, including within the local community.</p>	<p><u>Faith and culture day</u> (separate LOs) To know more about, talk about, describe and compare similarities and differences between the Jewish, Buddhist and non-religious world views (Humanism) including the meaning of scripture on religious practise, charity, justice and responsibility. <u>Unit 6.4 Beliefs in action in the world</u> 1.To reflect on what religion means to me. 2.To know what Judaism is and who they worship 3.To understand how Judaism began 4.To know about key Jewish celebrations 5.To understand about different Jewish communities and settlements pre-World War II</p>	<p>To know more about, talk about, describe and compare similarities and differences between religious and non-religious world views (Humanism) including the meaning of scripture on religious practise, charity, justice and responsibility. <u>Unit 6.1 Teachings Wisdom and authority – Wellbeing</u> 1.To consider how stillness can help me to learn. 2.To find out how breathing exercises can help us to be calm. 3.To find out how tensing exercises can help us to learn. 4. To consider what Sikhs think about the value of money. 5. To explore and respond to ideas about creation from Islamic traditions. 6. To describe and understand the teaching Saint Paul in the Bible about love, and to broaden and deepen their own understanding</p>
Autumn 2	Spring 2	Summer 2
<p>To know more about, talk about, describe and compare similarities and differences between the Jewish, Buddhist and non-religious world views (Humanism) including the meaning of scripture on religious practise, charity, justice and responsibility. <u>Unit 6.3 Beliefs in Action in the World</u> 1.To compare the differences and similarities between how different communities show they belong. 2.To explore what different religions teach about living harmoniously 3.To explore how Christians care for the planet 4.To investigate religious charities and their impact on all 5. To consider what does justice, fairness and charity mean to me? 6.To consider should religious people do more to help the poor is it everyone's task? 7. To consider: Is Christmas only for Christians?</p>	<p>To know about the impact of WW2 on Jewish life (religion, persecution, community, remembrance). <u>Unit 6.4 Beliefs in action in the world</u> 1.To understand what is meant by prejudice and persecution 2.To know how Jewish people were persecuted by the Nazis. 3.To know about the work of the National Holocaust museum as a place of remembrance. 4.To know how the Jewish community responded to persecution. 5.To reflect on what harmony, respect and goodness means to me. 6. To think about what the message of Easter is to the world.</p>	<p>To know more about, talk about, describe and compare similarities and differences between religious and non-religious world views (Humanism) including the meaning of scripture on religious practise, charity, justice and responsibility. <u>Unit 6.1 Teachings Wisdom and authority – Buddhism</u> 1.To explain who and where Buddhism was founded. 2.To explain the main beliefs held by Buddhists. 3. To explain which places are special for Buddhists 4.To explain what happens at a major Buddhist festival. 5. To investigate some of the wisdom of Buddhist teaching. 6. To reflect on the beliefs of Buddhist and other religious and non-religious worldviews about God</p>



Fernwood Primary and Nursery School

Subject Implementation Overview

