



## The White Rose Federation R.E. unit overview. (Barlow and Chapel Haddlesey)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2	F5 Being special: where do we belong?	UC F2 Why do Christians perform nativity plays at Christmas?	UC F1 Why is the word God so important to Christians?	UC F3 Why is Easter special to Christians?	F3 What places are special and why?	F1 What times/stories are special and why?
Why this why now?	An introduction to key R.E. questions and themes as a way of introducing the concept of faith, religion and faith communities.	This unit builds on key themes within the classroom and lives of our pupils at this point in the year (Christmas), following the needs and interests of our pupils.	Pupils will build on their knowledge from unit UC F2, deepening their understanding and disciplinary knowledge.	This unit builds on key themes within the classroom and lives of our pupils at this point in the year (Easter), following the needs and interests of our pupils.	This unit is timed to allow pupils to draw on prior learning, comparing places that are special to them and places that are special to those of other faiths.	This unit is timed to allow pupils to draw on prior learning, comparing times and stories that are special to them, with stories and times that are special to those of other faiths.
Y1	UC 1.2 Who do Christians say made the world?	UC 1.3 Why does Christmas matter to Christians?	1.3 Who is Jewish and what do they believe?		1.7 What does it mean to belong to a faith community?	UC 1.4 What is the 'good news' Christians believe Jesus brings?
Why this why now?	This unit allows children to explore the golden thread of creation, strengthening their knowledge and deepening their understanding ready to begin unit 1.7.	Pupils will draw on key events in their personal lives and the school calendar, exploring the golden thread of the birth of Jesus. The timing of this unit allows pupils to follow their interests and understand the significance of Christmas as a religious festival.	Pupils will be introduced to Judaism, making links with what they have learnt about Christianity. This unit is placed in the Spring term as it allows pupils to draw on what they know already, making comparisons and connections with prior learning, before they move on to exploring Christianity further in Summer 1.		This unit connects to unit F5, building on prior learning of being special and where we belong, linking communities and religion. It will allow children to apply this knowledge to future learning.	Pupils will build on their knowledge from the Autumn and Spring term, exploring the role of Jesus and the news he brought.
Y2	1.2 Who is a Muslim and what do they believe? Part 1	UC 1.1 What do Christians believe God is like?	1.2 Who is a Muslim and what do they believe? Part 2.	UC 1.5 Why does Easter matter to Christians?	1.7 How should we care for the world and for others, and why does it matter? (C, J,NR)	1.5 What makes some places sacred? (C,M)
Why this why now?	Pupils will begin the year by exploring a 'new' religion, developing an understanding of what Islam is and who a Muslim is.	Pupils will build on their knowledge from units UC F2, UCF1, UC F3 and F1, deepening their understanding of the connection between Christianity and God.	Pupils will combine their knowledge from unit 1.2 part 1, with new knowledge about what a Muslim believes.	Pupils will draw on key events in their personal lives and the school calendar, exploring the golden thread of Jesus' death, crucifixion and resurrection. The timing of this unit allows pupils to follow their interests and understand the significance of Easter as a religious festival.	Pupils will use all their prior learning to answer a big question about caring for the world and others. They will deepen their understanding of Christianity and Judaism, ready to progress through the golden thread of each religion in year 2.	Pupils will begin to explore the similarities and differences between Islam and Christianity, drawing on their knowledge of the golden threads taught so far.

Y3/4 Cycle A	UC L2.1 What do Christians learn from the Creation story? UC L2.2 What is it like for someone to follow God?		L2.4 Why do people pray? (M/C)	UC L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	UC L2.4 What kind of world did Jesus want?	L2.5 Why are festivals important to religious communities? (J/M)
Why this why now?	These units allow pupils to build on knowledge from UC unit 1.2 and the golden threads of Christianity taught through previous years.		Pupils will deepen their understanding of both Islam and Christianity, using prior knowledge and exploration to connect reasons for why people pray.	This unit will allow pupils to deepen their understanding of Easter and its importance to Christians, following on from units UC 1.5, UC F3 and unit F1. Pupils will gain knowledge that supports future learning in unit U2.3. UC L 2.5 and unit U2.5	This unit builds on knowledge from units UC L2.1/2.2. Offering pupils the opportunity to explore big concepts in further detail.	This unit helps to consolidate learning from units 1.3, 1.7, 1.5 and 1.2, and extends on key points within the golden threads.
Y3/4 Cycle B	UC L2.3 What is the 'Trinity' and why is it important for Christians?	L2.8 What does it mean to be Hindu in Britain today?	L2.8 What does it mean to be Hindu in Britain today?	UC L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.9 What can we learn from religions about deciding what is right and wrong? (C, M/J, NR)	L2.6 Why do some people think that life is a journey and what significant experiences mark this? (C, H, NR)
Why this why now?	This unit opens the year with an exploration of the golden thread of 'the Holy Trinity', offering an opportunity to revisit prior learning and explore new concepts, ready for pupils to extend their knowledge throughout UKS2.	This unit Introduces Hinduism to the LKS2 pupils, allowing them to begin drawing on their understanding of religion and faith in other communities and compare this with new knowledge.	This unit Introduces Hinduism to the LKS2 pupils, allowing them to begin drawing on their understanding of religion and faith in other communities and compare this with new knowledge.	This unit will allow pupils to deepen their understanding of Easter and its importance to Christians, following on from units UC 1.5, UC F3, F1 and UC L2.5. Pupils will gain knowledge that supports future learning in unit U2.3 and unit U2.5	This unit offers pupils an opportunity to begin comparing similarities and differences between all religions taught so far, discovering how each one promotes being a 'good person' and 'making positive choices and contributions'.	This unit begins to explore some of the concepts around life and death, allowing pupils to build on their knowledge of why each religion may have different views on this.
Y5/6 Cycle A	UC U2.1 What does it mean if Christians believe God is holy and loving?	UC U2.3 Why do Christians believe Jesus was the Messiah?	U2.6 What does it mean to be a Muslim in Britain today?		UC U2.5 Christians and how to live: 'What would Jesus do?'	U2.7 What matters most to Humanists and Christians? (C, M/J, NR)
Why this why now?	This unit builds on knowledge taught previously, pupils will begin to connect theology, philosophy, and social and human to explore the golden threads of God in a deeper way.	This unit builds on knowledge taught previously, pupils will begin to connect theology, philosophy, and social and human to explore the golden threads of Jesus and the 'Trinity' in a deeper way.	This unit builds on knowledge taught previously, pupils will begin to connect theology, philosophy, and social and human to explore the golden threads of Islam in a deeper way.		This unit allows pupils to return to previous learning from unit L2.9, and further explore 'right and wrong' in the context of Jesus lived his life and the parables within the Bible that demonstrate 'What Jesus would do'	This unit allows pupils to begin making connections between religion and non-faith communities, drawing on their knowledge of the Golden threads for each religion, and learning from units L2.9 and UC U2.4 to understand the similarities and differences between Humanists and Christians

Y5/6 Cycle B	U2.1 Why do some people believe in God and some people not? (C, NR)	UC U2.2 Creation and science: conflicting or complementary?	U2.5 Is it better to express your belief in arts and architecture or in charity and generosity? (C, M, NR)	UC U2.6 What do Christians believe Jesus did to 'save' people?	UC U2.8 For Christians, what kind of King is Jesus?	U2.3 What do religions say to people when life gets hard? (C, H, NR)
Why this why now?	This unit gives pupils the opportunity to draw comparisons between faith and non-faith communities. Starting the year with this unit allows for a recap of prior learning about Christianity and non-faith communities.	Pupils will begin to use their knowledge of the golden thread of creation to compare views and beliefs of Christians and scientific theories of creating. Identifying similarities and differences, and exploring the big question: Faith and Science: Collaboration or Conflict? This unit is timed to allow pupils to explore the golden threads comprehensively before comparing and contrasting views.	This unit draws on prior learning from units L2.9 and UC U2.4, pupils will use their prior learning to begin explore other ways in which beliefs can be expressed.	This unit is timed to allow pupils to explore topical themes of Easter and the stories around this. Pupils will use all prior learning and deepen their understanding.	This unit is timed to allow pupils to explore the golden threads of Christianity prior to using this knowledge to answer big questions.	This unit follows on from unit L2.6 and is timed to allow pupils to revisit prior learning and build on this knowledge further.