



## Working Together, Growing Together

R.E Essendine Overview (this has been put together by the resources on the portal, with guidance from syllabus and adapted to make unique for Essendine) All medium term plans for these units are saved in Staff Shared/Subject Folders/Medium Term Planning

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term 1	<b>Special about me</b> Key question: What is special about me?	<b>Belonging</b> (Judaism) Key question: Why is Belonging important?	<b>Rules and Values</b> (Judaism) Key question: What are my rules and values?	<b>Belonging</b> (Islam) Key question: What does it mean to belong?	<b>Identity</b> (Sikhs) Key question: What is identity?	<b>Identity</b> (Judaism) Key question: What does identity mean to me?	<b>Rituals (Arti Ceremony)</b> (Hinduism) Key questions: How do rituals affect our lives?
Autumn Term 2	<b>Christmas</b> (Christianity) Key question: What is Christmas?	<b>Light</b> (Judaism) Key question: What is light in religious stories?	<b>Angels</b> (Christianity) Key question: What are angels?	<b>Holy (Mary)</b> (Christianity) Key question: What does holiness mean to me?	<b>Faith</b> (The Annunciation) (Christianity) Key question: What is faith and what does it mean to me?	<b>Angels (imagery)</b> (Christianity) Key question: How do angels affect our lives?	<b>Incarnation</b> (Christianity) Key question: Is incarnation a theme in other religions and my own beliefs?
Spring Term 1	<b>Easter</b> (Christianity) Key question: What is Easter?	<b>Darkness to Light (Paschal candle)</b> (Christianity) Key question: Is there light in darkness in my life?	<b>Ritual (Water)</b> (Hinduism) Key question: What is a ritual?	<b>Ritual (Paschal candle)</b> (Christianity) Key question: What is a ritual I might do or choose to do?	<b>Ritual (Sukkot)</b> (Judaism) Key question: Why Sukkot a chosen ritual in Judaism and would I do something similar?	<b>Ritual (prayer)</b> (Judaism) Key question: Can you compare different rituals from different religions and my own beliefs?	<b>Ritual (Ramadan)</b> (Islam) Key questions: Why are rituals important and are they important to me?
Spring Term 2	<b>New Life</b> Key question: What is new life?	<b>Easter (sad and happy)</b> (Christianity) Key question: Why is Easter a happy and a sad time?	<b>Easter (belief)</b> (Christianity) Key question: What do I know about Easter beliefs?	<b>Freedom (Passover)</b> (Judaism) Key question: How would I celebrate freedom?	<b>Peace</b> (The Buddha Rupa) (Buddhism) Key question: How do I find peace?	<b>Suffering (Dukkha)</b> (Buddhism) Key question: Do I understand suffering?	<b>Interpretation</b> (Mixed) Key questions: How do different religions interpret things and how do I interpret?



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Summer 1	<b>Special Things</b> Key question: What are special things?	<b>Special Places</b> (Christianity) Key question: Where is my special place?	<b>Special Books</b> (Judaism) Key question: Do I have a special book or thing?	<b>Ceremonies</b> (Christianity) Key question: What ceremonies do Christians have and do I have something similar?	<b>Miracles</b> (Christianity) Key question: What does a miracle mean to me?	<b>Creation Stories</b> (Islam) Key question: How did the Earth begin?	<b>Creation</b> (Mixed) Key question: How do I believe the Earth begin?
Summer 2(1)	<b>Special Clothes</b> Key question: What are special clothes?	<b>Special Clothes</b> (Hinduism) Key question: What special clothes do I have?	<b>Special Places</b> (Islam) Key question: What is my special place important to me?	<b>Trees</b> (Mixed) Key question: What is special about trees in religion?	<b>Trees</b> (Mixed) Key question: Why are trees symbolic?	<b>Symbol (Eucharist)</b> (Christianity) Key question: Why is symbolism?	<b>Sacred Places</b> (Mixed) Key question: Why are sacred places so significant including my own?
Summer 2(2)	<b>Special Places</b> Key question: Where are special places?	<b>Remembering</b> (Hinduism) Key question: What is remembering?	<b>Remembering (Holi)</b> (Hinduism) Key question: What does it mean to celebrate remembering?	<b>Good and Evil (Holi)</b> (Hinduism) Key question: How is good and evil shown in religion?	<b>Wisdom</b> (Gura Nanak) (Sikhs) Key question: What does wisdom mean to me?	<b>Enlightenment (Wesak)</b> (Buddhism) Key question: What is the meaning of Enlightenment?	<b>Humanism</b> (Philosophy) Key question: What do I think about Humanism?

### R.E Essendine Learning Journey (from EYFS - Year 6)

The Essendine R.E Curriculum is a uniquely edited adaptation of the **Living Difference III syllabus of Hampshire County Council**. **Living Different III** seeks to introduce children to what a religious (and in some cases non-religious) way of looking at and existing in the world may offer in leading one's life individually and collectively through enquiry. The syllabus is based on a **process of enquiry into concepts** (a concept being: an idea that exists in particular kind of way). The process of enquiry into concepts has five key steps: **communicate, apply, enquire, contextualise and evaluate**. The journey of learning based on these five key steps goes through **A B** and **C** stages and as children progress through year groups from EYFS to Year 6 they will experience all stages. The Essendine R.E journey starts and ends with focused key questions for each unit which explore the different concepts in a particular way through the process of enquiry and then lead children to reflect on their own thoughts and beliefs in relation to a concept.



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**A - concepts common to all people** e.g. specialness, celebration, remembering

**B - concepts shared by many religions** e.g. worship, symbolism, peace, miracles

**C - concepts distinctive to particular religions or non-religious tradition** e.g. Sukkot, Dukkha, Eucharist

Beginning in EYFS children touch on **A** concepts and primarily focus on the concept of **Special** including **Specialness, Special Things and Special Clothes**. EYFS also engage with aspects of Christianity with a focus on celebrations including Christmas and **Easter**. A typical key question in EYFS would be something like 'what is special about me?'

In Year 1 children engage with more **A** concepts and begin doing so through the five key steps of enquiry. They explore these concepts by focusing on Christianity but also two other religions including Judaism and Hinduism. By the end of Year 1 children will be able to name concepts, talk simply about the concepts they have explored and identify their responses to these concepts. They will build on the **A** concepts they looked at in EYFS including **Special Clothes** and **Easter** and also explore more **A** concepts such as **Special Places, Belonging**, Light, Darkness to Light and **Remembering**. A typical key question in Year 1 would be 'where do I belong?'

In Year 2 children explore more **A** concepts and begin to look at **B** concepts. They do this through a Christian perspective again, whilst also exploring Judaism and Hinduism more, as well as being introduced to Islamic ideas through the five key steps of enquiry. By the end of Year 2 children will be able to name concepts, describe concepts in simple terms, identify their responses to concepts simply and identify simple examples of how their responses relate to their own lives and others. They will build on **A** concepts looked at before including **Easter, Special Places** and **Remembering** and also look at Rules and Values and Special Books. Additionally children will start to identify and talk about **B** concepts including: **Angels** and **Rituals**. A typical key question in Year 2 would be 'what is my special place and why is it important to me?'

In Year 3-4 cycle 1, children continue to focus on **A** concepts and look at more **B** concepts through the five steps of enquiry. They do this by focusing and building on the religions Christianity, Judaism, Hinduism and Islam. By the end of Year 3 children will be able to name concepts, describe concepts in more detail, describe their responses to concepts in more detail, identify how their responses relate to their own lives and look into more detail how responses relate to others and look at an issue raised. They will build on **A** concepts such as **Belonging** (again) and also be introduced to concepts including Freedom and **Trees**. They will also be introduced to **B** concepts including Ceremonies, Holy and Good and Evil. A typical key question in Year 3 would be 'what ceremonies do Christians have and do I have something similar of value to me?'

In Year 3-4 cycle 2, children continue to focus on **A** concepts and look at more **B** concepts through the five steps of enquiry but also begin to touch on **C** concepts through other stages. They do this by continuing to focus on Christianity, Judaism, Hinduism and Islam but are also introduced to Sikhism and Buddhism. By the end of Year 4 children will be able to name and describe concepts in detail, describe in many ways their own responses to human experience of concepts studied, describe examples of how their responses are applied in their own lives and lives of others and look at different issues raised. **A** concepts included are **Identity**, Wisdom and **Trees** (again), **B** concepts such as Faith, **Rituals** (again) and Miracles and also touching on **C** concepts such as Sukkot. Through engaging with the **B** and **C** concepts children will be able to describe how these



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concepts are contextualised within beliefs and practices and evaluate human experience by describing their value to people. A typical key question in Year 4 would be 'why is Sukkot a chosen ritual in Judaism and would I do something similar?'

In Year 5 children experience a mixture of **A**, **B** and **C** concepts and continue to focus on Christianity, Judaism, Hinduism, Islam, Sikhism and Buddhism. By the end of Year 5 children will be able to name and describe concepts in many different ways, describe in many ways their own responses to human experience of a concept studied, compare and contrast their own responses with the responses of others and look at a mixture of different issues raised. **A** concepts include **Identity** (again), **B** concepts such as **Angels** (again), **Rituals** (again) and Creation and more **C** concepts such as Eucharist, Enlightenment and Dukkha. A typical key question in Year 5 would be 'how do angels affect our lives?'

In Year 6 children look at mixture of **A**, **B** and **C** concepts and do so by engaging with a mixture of religions for each concept including Christianity, Judaism, Hinduism, Islam, Sikhism and Buddhism. Additionally, Year 6 engage with non-religious and philosophical beliefs in depth. By the end of Year 6 and the Essendine R.E learning journey children will be able to identify an array of concepts and will be able to describe them in specific detail and be able to explain the difference between concepts common to all people, common to many religions and concepts distinctive to particular religions and non-religious views, explain how these concepts are contextualised within beliefs, practices and ways of life of people living a religious life and evaluate concepts with their own values and considering people living a religious (or non-religious) life by drawing on examples and dialoguing with other children to identify and describe increasingly complex ways that some issues are raised in religious and non-religious views. **A** include **Rituals** (again) **B** concepts such as Creation, Sacred Places and Interpretation and **C** concepts such as Incarnation, Ramadan and Humanism. A typical key question in Year 6 would be 'could Humanism be considered a religion in some way?'

When leaving Essendine children should be able to understand the idea that to live a religious life (or in some cases a non-religious life) means to subscribe to certain propositional beliefs, the idea that to live a religious life means to adhere to certain practices and the idea that to live a religious life means to exist, to be in and with the world in a trustful manner or with a particular kind of awareness and **showing respect for all these ideas**. As well as be able to be reflective and express own, unique, individualised beliefs and ideas about different concepts.