



Carr Hill Community Primary School
Key Stage One Medium Term Overview



Cycle One

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Autumn 1 Christianity	Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world? (Believing/Behaving) Add Humanism if appropriate	The Creation Story Concept: God/Creation	AT1 A Beliefs, teachings and sources AT2 F Values and commitments		We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	Spiritual Moral	Natural products: e.g. shells, bark, leaves, plants, sand, seeds, etc. Pictures (internet): view of earth from space, different natural environments; how people treat the world (caring for nature, growing vegetables, dropping litter, damaging nature).
Autumn 2 Christianity	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs? (Believing/Belonging)	The Christmas Story Concept: Incarnation	AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging		We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	Spiritual Cultural	Pupils to bring in a special gift: a past present which they value (a favourite toy/doll, a favourite game, etc.) Make a Christmas 'sack' of gifts: gifts for a modern baby Original gifts from the story Collage materials Design a 'New Baby' card announcing the birth of Jesus Empty gift wrapped box/basket Candle
Spring 1 Christianity	Was it always easy for Jesus to show friendship? What can I learn from religious traditions? Should people follow religious leaders and teachings? (Believing/Behaving)	Jesus as a friend Concept: Incarnation	AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging		We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.	Moral Social	Bible Stories (New Testament): Zacchaeus (Luke 19), 'Stilling the Storm' (Luke 8), Mary, Martha and Lazarus (Luke 10) Ball of wool
Spring 2 Christianity	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs? (Believing/Behaving)	Easter- Palm Sunday Concept: Salvation	AT1 A Beliefs, teachings and sources AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth		We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.	Spiritual Cultural	Crowds in modern Jerusalem (internet): show clips Pictures of palm leaves (internet): display - use real palm leaves if available Tell stories: Palm Sunday, Easter Day, Resurrection Candle
Summer 1 Judaism	Is Shabbat important to Jewish children? Are religious celebrations important to people? (Believing/Belonging)	Shabbat	AT1 B Practices and ways of life AT2 D Identity, diversity and belonging		We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.	Spiritual Cultural	Shabbat bread: (optional)
Summer 2 Judaism	Are Rosh Hashanah and Yom Kippur important to Jewish children? Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs?	Rosh Hashanah and Yom Kippur	AT1 B Practices and ways of life AT2 D Identity, diversity and belonging		We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.	Spiritual Cultural	Apples and honey Challah bread (optional)



Carr Hill Community Primary School
Key Stage One Medium Term Overview



Cycle Two

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Autumn 1 Christianity	Is it possible to be kind to everyone all of the time? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings? (Believing/Behaving) Add Humanism if appropriate	What did Jesus teach? Concept: Gospel	AT1 A Beliefs, teachings and sources AT2 F Values and commitments		We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.	Moral Social	Bible Stories (New Testament): The Good Samaritan (Luke 10), The Paralysed Man (Mark 2) Shoe boxes: one per group Puppets
Autumn 2 Christianity	Why do Christians believe God gave Jesus to the world? Is God important to everyone? (Believing)	Christmas; Jesus as a gift from God Concept: Incarnation	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to reflect on the Christmas story and the reasons for Jesus' birth.	Spiritual Moral	Advent calendars: commercial, Christmas religious scene Props/story bag
Spring 1 Judaism	How important is it for Jewish people to do what God asks them to do? Is God important to everyone? Should people follow religious leaders and teachings? (Believing/Behaving)	Prayer at home	AT1 B Practices and ways of life AT2 F Values and commitments		We are learning to understand the special relationship between Jews and God and the promises they make to each other.	Spiritual Moral Cultural	Seder Plates and contents: weddings, birthdays
Spring 2 Christianity	How important is it to Christians that Jesus came back to life after his crucifixion? Is God important to everyone? Are symbols better than words at expressing religious beliefs? (Believing)	Easter Resurrection Concept: Salvation	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to re-tell the Easter story and understand what Jesus' resurrection means for Christians.	Spiritual	Photos of lost pet/relative (teacher to find) Pictures of nature through the seasons Items from nature e.g. leaves/buds Easter eggs Hot cross buns Childrens' Bible: Easter story, Resurrection appearances (The W walk to Emmaus, Mark 16: 12-13; The beach barbeque, John 21: 1-14
Summer 1 Judaism	How special is the relationship Jews have with God? Who do I believe I am? Does it feel special to belong? (Believing/Belonging)	Passover	AT1 B Practices and ways of life AT2 F Values and commitments		We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.	Spiritual Cultural	Seder Plates and contents: weddings, Birthdays Birthday cake Picture cards
Summer 2 Judaism	What is the best way for a Jew to show commitment to God? Should people follow religious leaders and teachings? Is God important to everyone? (Believing/Behaving)	Rites of passage and good works	AT1 B Practices and ways of life AT2 F Values and commitments		We are learning to understand different ways that Jews show their commitment to God.	Spiritual Social Cultural	Ten Commandments list The Shema Mezuzah



Carr Hill Community Primary School
Lower Key Stage Two Medium Term Overview



Cycle One

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Autumn 1 Islam	Does praying at regular intervals help a Muslim in his/her every day life? Who do I believe I am? Does it feel special to belong?	Prayer at home	AT1 B Practices and ways of life AT1 F Values and commitments		We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.	Spiritual Moral Cultural	The Qur'an
Autumn 2 Christianity	Has Christmas lost its true meaning? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life?	Christmas Concept: Incarnation	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.	Spiritual Cultural	Pass the Parcel Nativity scenes/images Children's Bible: Christmas story
Spring 1 Christianity	Could Jesus heal people? Were these miracles or is there some other explanation? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life?	Jesus' miracles Concept: Incarnation	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.	Spiritual	'Bear Feels Sick' by Karma Wilson Bible Stories: Blind Man (John 9), Paralyse Man (Mark 2)
Spring 2 Christianity	What is 'good' about Good Friday? Should religious people be sad when someone dies? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs?	Easter - forgiveness Concepts: Salvation, New Covenant	AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth		We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.	Spiritual Moral	Easter story Art representations of 'The Last Supper' and 'The Crucifixion': e.g. Large sequencing cards for the Easter story: Palm Sunday, Maundy Thursday, Good Friday, etc.
Summer 2 Judaism	What is the best way for a Jew to show commitment to God? Should people follow religious leaders and teachings? Is God important to everyone? (Believing/Behaving) Add Humanism if appropriate	Rites of passage and good works	AT1 B Practices and ways of life AT2 F Values and commitments		We are learning to understand different ways that Jews show their commitment to God.	Spiritual Social Cultural	Ten Commandments list The Shema Mezuzah
Summer 2 Islam	Does completing Hajj make a person a better Muslim? Does it feel special to belong? Is God important to everyone? (Believing/Behaving)	Hajj	AT1 B Practices and ways of life AT2 F Values and commitments		We are learning to understand what happens during Hajj and to explore the importance of this to Muslims.	Spiritual Moral Cultural	Small suitcase and Sofia Owl, camera, map, invitation, greetings card, present, money and ticket (might be useful for this topic). Mystery suitcase - Hajj robes, map of Mecca, Qur'an, small stones, water, umbrella, picture of Grand mosque in Makkah



Carr Hill Community Primary School
Lower Key Stage Two Medium Term Overview



Cycle Two

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Autumn 1 Judaism	How special is the relationship Jews have with God? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community?	Beliefs and Practices	AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging		We are learning to understand the special relationship between Jews and God and the promises they make to each other.	Spiritual Moral Cultural	Bible stories: Old Testament - Covenant of Abraham (Genesis 17), Birth of Isaac (Genesis 21), Promise to God (Exodus 20)
Autumn 2 Christianity	What is the most significant part of the Nativity story for Christians today? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help to communicate religious beliefs?	Christmas Concept: Incarnation	AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth		We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.	Spiritual Cultural	Pictures: Religious scenes Christingle: Secular scenes
Spring 1 Judaism	How important is it for Jewish people to do what God asks them to do? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Passover	AT1 B Practices and ways of life AT2 E Meaning, purpose and truth		We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.	Spiritual Cultural	Song: 'Food Glorious Food' www.bbc.co.uk/education/clips/
Spring 2 Christianity	Is forgiveness always possible for Christians? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?	Easter Concept: Salvation	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.	Spiritual Moral	Biblical story: New Testament - The Lord's Prayer, Love for enemies (Luke 6), Anger (Matthew 18), Revenge (Matthew 5), Unforgiving Servant (Matthew 8), Barabbas (Luke 3)
Summer 1 Islam	Does going to a mosque give Muslims a sense of belonging? Does it feel special to belong? Who do I believe I am? (Believing/Behaving)	Community and belonging	AT1 B Practices and ways of life AT2 D Identity, diversity and belonging		We are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.	Spiritual Cultural	Parachute: optional Prayer mat
Summer 2 Christianity	Do people need to go to church to show they are Christians? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community?	Prayer and Worship Concept: Gospel	AT1 B Practices and ways of life AT2 D Identity, diversity and belonging		We are learning to understand how important going to church is to show someone is a Christian.	Spiritual Social	Bible stories (New Testament): John the Baptist (Matthew 3) The Eucharist or Holy Communion clips Worship in a Christian church clips Bible stories (New Testament): Love your God (Matthew 22), Lamp under a bowl (Mark 4), Prayer (Matthew 6)



Carr Hill Community Primary School
Upper Key Stage Two Medium Term Overview



Cycle One

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Autumn 1 Hinduism	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Does participating in worship help people to feel closer to God or their faith community? (Belonging)	Divali	AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 D Identity, diversity and belonging		We are learning to investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus.	Social Cultural	Rangoli patterns, Diva lamps and Pujatray: internet - one per group Pictures of Hindu children during Divali: internet 'Being Me in My World': Jigsaw
Autumn 2 Christianity	Is the Christmas story true? Do sacred texts have to be 'true' to help people understand their religion? (Believing)	Christmas Concept: Incarnation	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.	Spiritual Moral	Newspaper and internet articles about the same event Nativity scenes (internet search for 'Nativity scenes in art' for ideas): Artwork, Christmas cards, Advent calendars Bible stories (New Testament): The Christmas Story Luke 1 26-28, Luke 2 1-20, Matthew 1 18, Matthew 2 12 Task Sheet
Spring 1 Hinduism	How can Brahman be everywhere and in everything? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing)	Hindu Beliefs	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to understand the Hindu belief that there is one God with many different aspects.	Spiritual	Cube nets A small box containing pictures/models of different Hindu deities Cards explaining the role of each of the Deities Glass of water and salt
Spring 2 Christianity	How significant is it for Christians to believe God intended Jesus to die? Do sacred texts have to be 'true' to help people understand their religion? (Believing)	Easter Concept: Salvation	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.	Spiritual Moral	Story sack containing props for telling about the main events of Holy Week: palm leaf, bread, glass of wine, model donkey, small table, cross, stone Bible story (New Testament): Luke 20-23
Summer 1 Hinduism	Do beliefs in karma, samsara and moksha help Hindus lead good lives? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?	Beliefs and moral values	AT1 B Practices and ways of life AT2 E Meaning, purpose and truth		We are learning to understand the impact of certain beliefs on a Hindu's life.	Spiritual Moral	'Slam' by Adam Slower: Book by Adam Slower 'Mousetrap' game: Play the game 'Snakes and Ladders': Play the game Pre-written cards Post-it notes/slips of paper
Summer 1 Islam	Does belief in Akhirah (life after death) help Muslims lead good lives? Should religious people be sad when someone dies?	Beliefs and moral values	AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging.		We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.	Moral Social	Check the Discovery RE website for suggestions



Carr Hill Community Primary School
Upper Key Stage Two Medium Term Overview
Cycle Two



	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Autumn 1 Hinduism	What is the best way for a Hindu to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?	Prayer and Worship	AT1 B Practices and ways of life AT2 F Values and commitments		We are learning to understand how Hindus show their commitment to God and to evaluate if there is a best way.	Spiritual Cultural	10 artefacts relating to Puja The 'Gayatri Mantra' (internet): Hindumorning prayer Check the Discovery RE website for suggestions
Autumn 2 Christianity	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Do sacred texts have to be 'true' to help people understand their religion?	Christmas Concept: Incarnation	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.	Spiritual Cultural	Bible stories (New Testament): Angel visiting Mary - Luke 1:26-38, Mary's Song Luke 1:47-55, Joseph Matthew 1:18-25, God as Man John 1:14
Spring 1 Islam	What is the best way for a Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)	Beliefs and practices	AT1 B Practices and ways of life AT2 F Values and commitments		We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.	Spiritual Cultural	Check the Discovery RE website for suggestions
Spring 2 Christianity	Is Christianity still a strong religion 2000 years after Jesus was on Earth? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? Is religion the most important influence and inspiration in everyone's life? (Believing/Belonging/Behaving)	Easter Concepts: Salvation. Gospel	AT1 B Practices and ways of life AT2 D Identity, diversity and belonging. AT2 F Values and commitments		We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.	Cultural Social	Bible stories: Love their neighbour (Mark 12:28-31) Christians who are suffering for their beliefs: internet search
Summer 2 Hinduism	Would visiting the River Ganges feel special to a non Hindu? Do religious people live better lives? Is religion the most important influence and inspiration in everyone's life?	Pilgrimage to the River Ganges	AT1 C Forms of expressing meaning AT2 F Values and commitments		We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu.	Spiritual Cultural	Glass of water Holiday brochures for India
Summer 2 Christianity and Humanism	What is the best way for a Christian to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community? (Believing/Behaving)	Beliefs and practices Concept: Gospel	AT1 B Practices and ways of life AT2 F Values and commitments		We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.	Spiritual Cultural	'The Hiding Place': Book by Corrie Ten-Boom Bible Story (Old Testament): The Ten Commandments Exodus - 20 2-17 Bible Story (New Testament): Love thy neighbour as thyself - Letter to the Galatians 5 14 Bible Story (New Testament): Holy Spirit - Letter to the Galatians 5 22-26