







			Nursery			
			R.E Overview			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question Discovery RE and RE	What makes people special?	Why do Christians perform Nativity plays at Christmas? (see UC unit)	How do people celebrate?	Why do Christians put a cross in the Easter garden? (see UC unit)	What can we learn from stories?	What makes places special?
Concept	Special People	Incarnation	Celebration	Salvation	Stories	Special People
Religion Studied	Christianity, Judaism	Christianity	Hinduism	Christianity	Christianity, Islam, Hinduism and Sikhism	Christianity, Islam and Judaism
Key Story(ies)	The Family Book-Todd Parr Jesus Healing the Paralysed Man (Mark 2:1-12) Jesus Healing the Blind Bartimaeus (Mark 10:46-52) The Story of Moses (Exodus 20)	The Shepherd Girl of Bethlehem-Carey Morning and Alan Marks The Story of Christmas (Matthew 1:18-25)	The Story of Chinese New Year The Flowers Came, Spring Arrived: A Nowruz Story Holi: A Hindu Festival	Wake Up, It's Spring- Lisa Campbell-Ernst The Easter Story (Matthew 26:36-46 & Luke 22:39-46)	The Hare and the Tortoise- Monika Flipina The Crocodile and the Priest Bilal and the Beautiful Butterfly The Gold Giving Serpent Snake Best Friends An Elephant Rhyme The Lost Sheep Story (Matthew 18:10-14)	Discovering Places of Worship- Izzi Howell











Key Artefact(s)	Pictures of families from around the world Pictures of Jesus	Wrapping paper Presents Nativity Scene	Pictures of Chinese New Year Celebrations Winter and Spring Pictures Holi Festival Pictures	Pictures of Spring Decorated Easter eggs & hot cross buns Pictures of the Easter Story	Butterfly pictures Pictures of sheep Scenes from The Lost Sheep	Pictures of homes from around the world Pictures of places of worship- church, mosque, synagogue Artefacts from different places of worship
Key Vocabulary	Friends Family Special	Giving Receiving Celebration Christmas	Celebration Seasons Good vs Evil	Spring New beginnings Celebration Easter	Parable Encouragement Care	Home Worship Special places
Enrichment		Christingle Service Whole school Nativity Christmas Party	Making masks for Chinese New Year Creating a Holi scene using paint	Visits to All Saints- Ash Wednesday Whole school Easter Focus Easter bonnets Decorating Easter Eggs	Caring for butterflies in class	Visiting All Saints Inviting in different faith leaders to talk to the children
Educational Visits						All Saints Church

P.S.H.E. Overview

Think Equal Programme of Study- THINK EQUAL is a global not-for-profit charity. Our mission is to teach all children that all humans are equal and equally to be valued. We want to eliminate discrimination, disrespect, and violence from the next generation, and bring empathy, wellbeing, loving relationships, pro-social behaviours and attitudes in their place.

One story from the programme completed on a weekly basis over the course of the nursery year.

			P4C Overview			
P4C Theme	Family and	Environment	Journeys and	Same/Differences	Health and	Reality/Imagination
	Friendships		Adventures		Wellbeing	











Stimulus	Guess How Much I Love you- Sam Mc Bratney Friends Furever (YouTube clip: https://www.youtub e.com/watch?v=q- NKpDTwMms) The Bad Tempered Ladybird- Eric Carle	Lava (YouTube clip: https://www.youtu be.com/watch?v=u h4dTLJ9q9o) Autumn Leaves are Falling Down (YouTube clip: https://www.youtu be.com/watch?v=C yJlfdA71Lc) We're Going on a Leaf Hunt- Steve Metzger	Lost and Found-Oliver Jeffers HOW FAR PILL GO HOW FAR I'll GO (YouTube clip: https://www.youtu be.com/watch?v=c PAbx5kgCJo) PAbx5kgCJo) Blue Penguin- Petr Horacek	Day and Night (YouTube clip: https://www.youtu be.com/watch?v=X pCHrlahnOw) Giraffes Can't Dance- Giles Andreae The Day the Crayons Quit- Oliver Jeffers	Not Now Bernard- David Mckee With healthy Food that's yum The Healthy Eating Song (YouTube clip: https://www.youtube.com/watch?v=- JldSBUQB34)	Just Imagine- Pippa Goodhart Gloud Song (Use Your Imagination) Cloud Song, Use your Imagination (YouTube clip: https://www.youtube.com/watch?v=Kllz AcDnRc) The Dot- Peter H. Reynolds
4C's Skills	I can wait my turn I can show I have been listening to others I can speak politely to adults and peers	I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a	I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons	I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons	I can make connections to ideas I can say how things are the same/different	I can suggest/evaluate different possibilities or ideas









	I can talk in a	friendly way to	supported with	supported with	I can suggest what	I can give reasons
	friendly way to	peers	evidence	evidence	might happen if	supported with
	peers	I can agree with			I can ask questions	evidence
	I can agree with	others respectfully			about a stimulus	I can agree or
	others respectfully	and politely				disagree politely
	and politely	, ,				,
	·	Nurse	ery conceptual applica	tion		
Skills	Self/others, family,	Showing care to	Response inhibition	Celebrating	Self-awareness	
	friends, appreciating	others, to	- can you wait to	differences		
	similarities	ourselves, the	open a present?			
	/differences in	environment		Early cognitive		
	families			flexibility		
Knowledge	What makes	Know what makes	Knowing how you	Understanding	Know how to take	
Kilowicusc	your/each family	you/others	celebrate and how	difference/change	care of yourself and	
	, ,	, ,		difference/change	•	
	special?	happy/upset	you feel at times of		others	
			celebration			
			Reception			
			R.E Overview			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	What Makes People	Why do Christians	How do People	Why do Christians	What Can we Learn	What Makes Places
	Special?	perform Nativity	Celebrate?	Put a Cross in the	from Stories?	Special?
	(See Discovery R.E.)	Plays at Christmas?	(See Discovery R.E.)	Easter Garden?	(See Discovery R.E.)	(See Discovery R.E.)
		(See Understanding		(See Understanding		
		Christianity)		Christianity)		
Concept	Special People	Incarnation	Celebration	Salvation	Stories	Special People
Religion Studied	Christianity, Judaism	Christianity	Hinduism	Christianity	Christianity, Islam,	Christianity, Islam,
					Hinduism, Sikhism	Judaism











Key Story(ies)	Me and My Mum/Me and My Dad- Alison Ritchie Jesus Healing the Paralysed Man (Mark 2:1-12) Jesus Healing the Blind Bartimaeus (Mark 10:46-52) The Story of Moses (Exodus 20)	The feeding of the five thousand (John 6:1-13) Jesus' birth is announced (Luke 1:26–38/Matthew 1:18–25) Jesus is born in Bethlehem (Luke 2:1–7) Shepherds (Luke 2:8–20) and magi (wise men) visit (Matthew 2:1–12) No one has ever seen God because God is spirit (see John 4:24), but Jesus makes Him known (see John 1:18).	Hooray, Hooray, It's New Year's Day- Ken Nesbitt The Story of Chinese New Year The Flowers Came, Spring Arrived: A Nowruz Story Holi: A Hindu Festival	Palm Sunday: for example, Matthew 21:1–11 Jesus' arrest, death and burial: for example Matthew 26:47–56; 27:15–66 Jesus' resurrection: for example Matthew 28:1–15 Easter morning in the garden: John 20:1–18 (Jesus and Mary	The Boy who Cried Wolf- Aesop's Fables The Crocodile and the Priest Bilal and the Beautiful Butterfly The Gold Giving Serpent Snake Best Friends An Elephant Rhyme The Lost Coin Story (Luke 15:8-10)	Discovering Places of Worship- Izzi Howell
Key Artefact(s)	Pictures of families from around the world Pictures of Jesus	Nativity scene Nativity costumes/props Christmas carols	Pictures of Chinese New Year Celebrations World map	Palm crosses Images of Easter celebrations Bibles with Easter stories/texts	Wolf and Sheep masks Bowls of milk and gold coins	World map Pictures of homes from around the world











Key Vocabulary	Miracle Help Care	Christmas Nativity King	Winter and Spring Pictures Holi Festival Pictures Celebration Seasons Good vs Evil	Prayer Forgiveness Sin	Pictures/books about elephants Coins in jar Moral Friendship Precious	Pictures of places of worship- church, mosque, synagogue Artefacts from different places of worship Home Worship Special places
Enrichment	Harvest Festival- Visit to All Saints	Christingle Service Whole school Nativity Christmas Party	Making lanterns for Chinese New Year Writing in Chinese scirpt Creating a Holi scene using paint	Saviour Visits to All Saints- Ash Wednesday Whole school Easter Focus Easter bonnets Easter cards Making Easter gardens	Writing a whole class book of morals based on the stories covered	Visiting a Synagogue Inviting in different faith leaders to talk to the children
Educational Visits						All Saints Church
			P.S.H.E. Overview			
Jigsaw Piece	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outcomes	I understand how it feels to belong and that we are similar and different I can start to recognise and manage my feelings I enjoy working with others to	I can identify something I am good at and understand everyone is good at different things I understand that being different makes us all special	I understand that if I persevere I can tackle challenges I can tell you about a time I didn't give up until I achieved my goal I can set a goal and work towards it	I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely	I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely	I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults











	make school a	I know we are all	I can use kind	I can think of ways	I can think of ways	I can express how I
	good place to be	different but the	words to	to solve problems	to solve problems	feel about moving
	I understand why it	same in some ways	encourage people	and stay friends	and stay friends	to Y1
	is good to be kind	I can tell you why I	I understand the	I am starting to	I am starting to	I can talk about my
	and use gentle	think my home is	link between what I	understand the	understand the	worries and/or the
	hands	special to me	learn now and the	impact of unkind	impact of unkind	things I am looking
	I am starting to	I can tell you how	job I might like to	words	words	forward to about
	understand	to be a kind friend	do when I'm older	I can use Calm Me	I can use Calm Me	being in Y1
	children's rights	know which words	I can say how I feel	time to manage my	time to manage my	I can share my
	and this means we	to use to stand up	when I achieve a	feelings	feelings	memories of the
	should all be	for myself when	goal and know	I know how to be a	I know how to be a	best bits of this
	allowed to learn	someone says or	what it means to	good friend	good friend	year in Reception
	and play	does something	feel proud			
	I am learning what	unkind				
	being responsible					
	means					
			P4C Overview			
P4C Theme	Family and	Journeys and	Reality/Dreams	Environment	Same/Different	Good/Evil
	Friendships	Adventures				
Stimulus	Guess How Much I Love you- Sam Mc Bratney Friends Furever	Lost and Found-Oliver Jeffers HOW FAR I'LL GO ALESSIA CARA How Far I'll Go (YouTube clip:	Just Imagine- Pippa Goodhart Presto (YouTube	Lava (YouTube clip: https://www.youtu be.com/watch?v=u h4dTLJ9q9o) Whadayamean Whadayamean-	Day and Night (YouTube clip: https://www.youtu be.com/watch?v=X pCHrlahnOw) All Are Welcome	Supertato- Sue Hendra Let's be
	(YouTube clip:	https://www.youtu	clip:	John Burningham	THE RESERVE THE PARTY OF THE PA	Superheroes











https://www.youtube.com/watch?v=c_NkpDTwMms Pabs/skgClo Pabs/skgClo							
The Bad Tempered Ladybird- Eric Carle Blue Penguin- Petr Horacek I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely Skills Turn taking Self-identity I know what makes method and different to other I know what makes method and different to other suggest same and suggest same suggest s			be.com/watch?v=c		DINOSAURS		' '
The Bad Tempered Ladybird - Eric Carle Blue Penguin - Petr Horacek I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can agree with others respectfully and politely Skills Turn taking Skills Turn taking Self-identity The Bad Tempered Ladybird - Eric Carle Blue Penguin - Petr Horacek Blue Penguin - Petr Horacek Not a Box-Antoinette Portis Percuring I can baulid on others ideas I can be an effective member in small group tasks to lacan give ideas for my reasons supported with evidence I can agree with others respectfully and politely Reception conceptual application Reception conceptual application Skills Turn taking Self-identity I know what makes me and different to other I know what makes me the same and different to other I know what makes me the same and different to other I know why I lan identify my apologise I know why I			PAbx5kgCJo)			Alexandra Penfold	
The Bad Tempered Ladybird- Eric Carle Blue Penguin- Petr Horacek			The Scientific of the Management State of "In Science Au-	4Dnm6dkOVI)		Comments of the second	
The Bad Tempered Ladybird- Eric Carle Blue Penguin- Petr Horacek Antoinette Portis I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely Skills Turn taking Self-identity Knowledge I can wait my turn I can wait my turn I can build on others ideas I can be an effective member in small group tasks to adults and peers I can gree with others respectfully and politely Reception conceptual application I can build on others ideas I can build on others ideas I can be an effective member in small group tasks to adults and peers I can give ideas for my reasons supported with evidence Reception conceptual application Knowledge I know what makes me the same and different to other I can wait my turn others ideas I can be an effective member in small group tasks to adults and peers I can give ideas for my reasons supported with evidence I can agree with others respectfully and politely Reception conceptual application I know how to apologise I know what makes me the same and different to other I know what I runbish Michael Foreman We're Different, We're the Same-Bobbi Jane Kates I can be an effective member in small group tasks I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence I can agree with others respectfully and politely Reception conceptual application Talking about dreams/aspirations //goals I know how to apologise I know why I		The Back-Tempered Ladyburd Erin Carin		A DOS CORE THE COLUMN DESIGNATION		WE'RE	<u>y4fhsx3Ct4</u>)
The Bad Tempered Ladybird- Eric Carle Blue Penguin- Petr Horacek Antoinette Portis I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely Skills Turn taking Self-identity Knowledge I can wait my turn I can wait my turn I can build on others ideas I can be an effective member in small group tasks to adults and peers I can gree with others respectfully and politely Reception conceptual application I can build on others ideas I can build on others ideas I can be an effective member in small group tasks to adults and peers I can give ideas for my reasons supported with evidence Reception conceptual application Knowledge I know what makes me the same and different to other I can wait my turn others ideas I can be an effective member in small group tasks to adults and peers I can give ideas for my reasons supported with evidence I can agree with others respectfully and politely Reception conceptual application I know how to apologise I know what makes me the same and different to other I know what I runbish Michael Foreman We're Different, We're the Same-Bobbi Jane Kates I can be an effective member in small group tasks I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence I can agree with others respectfully and politely Reception conceptual application Talking about dreams/aspirations //goals I know how to apologise I know why I		600		NOT	9000	WE'RE THE SAME	
The Bad Tempered Ladybird- Eric Carle Blue Penguin- Petr Horacek Antoinette Portis I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely Skills Turn taking Self-identity Knowledge I can wait my turn I can wait my turn I can build on others ideas I can be an effective member in small group tasks to adults and peers I can gree with others respectfully and politely Reception conceptual application I can build on others ideas I can build on others ideas I can be an effective member in small group tasks to adults and peers I can give ideas for my reasons supported with evidence Reception conceptual application Knowledge I know what makes me the same and different to other I can wait my turn others ideas I can be an effective member in small group tasks to adults and peers I can give ideas for my reasons supported with evidence I can agree with others respectfully and politely Reception conceptual application I know how to apologise I know what makes me the same and different to other I know what I runbish Michael Foreman We're Different, We're the Same-Bobbi Jane Kates I can be an effective member in small group tasks I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence I can agree with others respectfully and politely Reception conceptual application Talking about dreams/aspirations //goals I know how to apologise I know why I			BLUE	GP ROW	Dinocaure and all	0000	A
The Bad Tempered Ladybird- Eric Carle Horacek Antoinette Portis Antoinette Portis I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely and politely and politely Skills Turn taking Self-identity Traction Man-Mining Grey I can ba an effective member on others suggest water with officence with semination of the same and different to other others others and different to other others others and different other others others and others ideas		M. III	PENGUIN. Petr Hardizek			Month Full	9
Antoinette Portis Antoinette Portis Antoi		The Bad Tempered	_	Not a Box-		,	A COM
4C's Skills I can wait my turn I can show I have been listening to others ideas I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely Skills Turn taking Self-identity I can wait my turn I can build on others ideas I can be an effective I can be an effective I can pagea politely I can speak politely I can speak politely I can talk in a friendly way to peers I can agree with others respectfully and politely Reception conceptual application Knowledge I know what makes me the same and different to other I can wait my turn I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence I can give ideas for my reasons supported with evidence I can agree with others respectfully and politely Reception conceptual application Talking about difference I can agree with others respectfull years I can identify my goals and say how I different to other I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence I can suggest what might happen if I can agree with others respectfully and politely Reception conceptual application Talking about drawing ideas I can be an effective member in small group tasks I can give ideas for my reasons sumported with evidence I can ask questions about a stimulus I can ask questions about a stimulus I can agree or disagree politely I can agree or disagree politely I can agree or disagree or		Ladybird- Eric Carle	Horacek	Antoinette Portis			MAN MINI BREY
Can wait my turn Can wait my turn Can wait my turn Can show I have been listening to others Can speak politely to adults and peers Can talk in a friendly way to peers Can agree with others respectfully and politely and politely Can give idea Skills						Bobbi Jane Kates	Traction Man- Mini
I can show I have been listening to others leas l can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely and politely and politely self-identity Skills Turn taking Self-identity I can show I have been listening to others leas l can show I have been listening to others leas been listening to others leas l can be an effective member in small group tasks I can give ideas for my reasons supported with evidence I can talk in a friendly way to peers I can agree with others respectfully and politely Reception conceptual application Skills Turn taking Self-identity I can show I have been listening to others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence I can agree with others respectfully and politely Talking about dreams/aspirations Reception conceptual application Skills Turn taking Self-identity I know what makes me the same and different to other I can show I have been listening to others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence I can agree with others evidence Talking about dreams/aspirations Talking about dreams/aspirations Feception conceptual application Talking about dreams/aspirations Reception conceptual application Talking about dreams/aspirations Talking aspirations Talking about dreams/aspirations Talking about							Grey
been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely and politely Skills Turn taking Self-identity Knowledge I know what makes me the same and different to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely Reception conceptual application Skills Turn taking Self-identity I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence where in small group tasks I can give ideas for my reasons supported with evidence where in small group tasks I can give ideas for my reasons supported with evidence where in small group tasks I can give ideas for my reasons supported with evidence where in small group tasks I can give ideas for my reasons supported with evidence where in small group tasks I can give ideas for my reasons supported with evidence where in small group tasks I can give ideas for my reasons supported with evidence where in small group tasks I can give ideas for my reasons supported with evidence where in small group tasks I can give ideas for my reasons supported with evidence I can ask questions about a stimulus disagree politely I know how to apologise I know what makes me the same and different to other next steps I can talk in a friendly way to evidence I can suggest what might happen if I can suggest what might happen if I can suggest what might happen if I can ask questions about a stimulus I can ask questions about a stimulus I can ask questions about a stimulus I can suggest what might happen if I can ask questions about a stimulus I can suggest what might happen if I can suggest what mig	4C's Skills		·				
others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely and politely Skills Turn taking Self-identity I can identify my to others Skills Turn taking Self-identity I can identify my to others respectfully and different to other I can identify my others respectfully and different to other I can identify my strengths and my different to other I can identify my strengths and my different to other I can speak politely I can speak politely in small group tasks I can give ideas for my reasons supported with evidence with others supported with evidence I can agree with others respectfully and politely Reception conceptual application Turn taking Self-identity I can identify my strengths and my different to other I can identify my strengths and my different to other I can say how things are the same and differents and my goals and say how I apologise I can give ideas for my reasons supported with evidence I can augree with other in small group tasks I can give ideas for my reasons supported with evidence I can augree with other supported with evidence I can ask questions about a stimulus I can agree or disagree politely I know how to apologise I know what makes me the same and different to other I can ask questions about a stimulus I can agree or disagree politely I know how to apologise I know why I							
I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely and politely Self-identity Skills Turn taking Self-identity Knowledge I can speak politely to adults and peers I can speak politely to adults and peers I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely Turn taking Self-identity I can speak politely to adults and peers I can give ideas for my reasons supported with evidence To an agree with others respectfully and politely Turn taking Self-identity I can speak politely to adults and peers I can give ideas for my reasons supported with evidence To an agree with others respectfully and politely Talking about dreams/aspirations /goals Knowledge I know what makes me and different to other To an speak politely to adults and peers I can give ideas for my reasons supported with evidence To an give ideas for my reasons supported with evidence To an give ideas for my reasons supported with evidence To an agree or disagree politely To an agree or di		· ·					
to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely Skills Turn taking Self-identity Self-identity I can identify my and bolitely I can give ideas for my reasons supported with evidence I can agree with others respectfully and politely Reception conceptual application Turn taking Self-identity I can identify my and politely I can give ideas for my reasons supported with evidence I can ask questions about a stimulus I can agree or disagree politely I know how to apologise I know what makes me the same and different to other I can adults and peers I can talk in a friendly way to peers I can talk in a friendly way to peers I can give ideas for my reasons supported with evidence I can ask questions about a stimulus I can agree or disagree politely I know how to apologise I know why I							·
I can talk in a friendly way to peers I can agree with others respectfully and politely Skills Turn taking Self-identity Knowledge I can talk in a friendly way to peers I can agree with others respectfully and politely I can identify my goals and say how I difference of the same and different to other in ext steps I can talk in a friendly way to peers supported with evidence evidence I can suggest what might happen if I can ask questions about a stimulus Reception conceptual application Talking about dreams/aspirations respectful /goals I know what makes me the same and different to other next steps I can talk in a friendly way to peers supported with evidence I can ask questions about a stimulus A supported with evidence I can ask questions about a stimulus A supported with evidence I can ask questions about a stimulus I can identify my or disagree politely I know how to apologise I know why I					• .	•	
friendly way to peers l can agree with others respectfully and politely Skills Turn taking Self-identity Self-identity I can identify my might happen if I can ask questions about a stimulus Reception conceptual application Talking about dreams/aspirations /goals Knowledge I know what makes me the same and different to other friendly way to peers l can agree with others respectfully and politely Supported with evidence Being kind, caring, respectful yeoals I know how to apologise I know why I I can identify my goals and say how I apologise I know why I		•	· •	~	_	•	_
peers peers can agree with others respectfully and politely and politely Turn taking Self-identity difference I can identify my me the same and different to other next steps can achieve them I can ask questions I can agree or disagree politely about a stimulus I can agree or disagree politely I can about a stimulus I can agree or disagree politely disagree politely Reception conceptual application Being kind, caring, respectful				•			, ,
I can agree with others respectfully and politely Reception conceptual application Skills Turn taking Self-identity I can identify my me the same and different to other Reception conceptual application Talking about dreams/aspirations respectful /goals I know what makes me the same and different to other Reception conceptual application Talking about dreams/aspirations respectful /goals I know how to goals and say how I apologise I know why I know why I		· · ·	· ·	· ·	' '		
And politely and politely Reception conceptual application Skills Turn taking Self-identity Celebrating Gelebrating Celebrating difference dreams/aspirations /goals Knowledge I know what makes me the same and different to other next steps Can achieve them I know why I		•	•			•	_
Skills Turn taking Celebrating Talking about Being kind, caring, respectful		others respectfully	others respectfully				
Skills Turn taking Self-identity Gelebrating Gifference Gifference Gifference Gifference Gifference I know what makes me the same and Gifferent to other Gifferent to other Talking about Greams/aspirations /goals I can identify my Goals I can identify my Goals and say how I Goals Fence Greams/aspirations /goals I know how to Apologise I know why I		and politely	and politely				
Self-identity difference dreams/aspirations /goals Knowledge I know what makes me the same and different to other next steps can achieve them I know why I difference dreams/aspirations respectful I know how to apologise I know why I			•				
Knowledge I know what makes me the same and different to other I can identify my goals and say how I apologise can achieve them I know how to apologise I know why I	Skills	Turn taking	•	Talking about	Being kind, caring,		
Knowledge I know what makes me the same and different to other I can identify my goals and say how I apologise I know how to apologise I know why I		Self-identity	difference	dreams/aspirations	respectful		
me the same and strengths and my goals and say how I apologise different to other next steps can achieve them I know why I				/goals			
different to other next steps can achieve them I know why I	Knowledge	I know what makes	I can identify my	I can identify my	I know how to		
, and the same of		me the same and	strengths and my	goals and say how I	apologise		
people apologise		different to other	next steps	can achieve them	I know why I		
		people			apologise		











			Year 1			
			R.E Overview			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	Who Made the World?	Why Does Christmas Matter	Was it Always Easy for Jesus to Show	Why Does Easter Matter to	Is Shabbat Important to	Are Rosh Hashanah
	(See Understanding	to Christians?	Friendship?	Christians?	Jewish Children?	and Yom Kippur Important to
	Christianity)	(See Understanding	(See Discovery R.E.)	(See Understanding	(See Discovery R.E.)	Jewish Children?
	Christianity)	Christianity)	(See Discovery N.L.)	Christianity)	(See Discovery N.L.)	(See Discovery R.E
Concept	Creation	Incarnation	Gospel	Salvation	God/Torah/	the People
eligion Studied	Christianity	Christianity	Christianity	Christianity	Judaism	Judaism
SMSC Links	Spiritual/Moral	Spiritual/Cultural	Moral/Social	Spiritual/Cultural	Spiritual/Cultural	Spiritual/Cultural
Key Story(ies)	God's Brilliantly Big Creation Story- Dai Woolridge Genesis 1:1-2:3	The Birth of Jesus Luke 1:26–38, 2:1– 20, Matthew 1:18- 2:12	Say Hello-Jack and Michael Foreman Story of Zacchaeus (Luke 19:1-9) Stilling the Storm (Luke 8: 22-25) Mary, Martha and Lazarus (Luke 10: 38-41)	Jesus' entry into Jerusalem (John 12:12–15) Jesus' betrayal and arrest (Luke 22:47– 53) Crucifixion, death and burial (Luke 23:26–56) Finding the empty tomb (Luke 24:1– 12) Jesus appearing to Mary Magdalene and the disciples (John 20:11–23)	Sammy Spider's First Shabbat- Sylvia Rouse Lights Out Shabbat- Lights out Shabbat- Sarene Shulimson	Sammy Spider's First Rosh Hashanah- Sylvia Rouse Sammy Spider's First Yom Kippur- Sylvia Rouse The Story of Rabbi Salanter











Key Artefact(s)	Bibles Poem- Stories about God Art related to Creation	Nativity Cribs Christmas carols Artwork of Jesus's birth	Images relating to friendship Images relating to the Bibles passages The Jigsaw Charter	Palm leaves Pictures linked to Easter/traditions Decorated Easter eggs	Kippah Pictures of a Shabbat table Challah loaf/Kiddush cups/Shabbat candle sticks	Images of Rosh Hashannah/Yom Kippur Apple slices dipped in honey
Key Vocabulary	Creation God Life	Gospel Birth Good news Advent Christmas	Friendship Enemy Included	Easter Palm Holy Week	Shabbat/rest Kippah Kiddush/prayer Challah	Forgiveness Reflection Resolutions Improvement
Enrichment	Art around Creation Harvest Festival Service- All Saints	Sending cards/present to children overseas Nativity performance Christingle Service- All Saints	Teaching younger children how to be good friends/problem solve	Ash Wednesday Service-All Saints Whole school Easter Focus Easter bonnets	Holding a special meal together as a class	Inviting a key speaker from a Synagogue to talk about the importance of Rosh Hashanah and Yom Kippur
Educational Visits			All Saints Church			East London Central Synagogue
			P.S.H.E. Overview			
Jigsaw Piece	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outcomes	I feel special and safe in my class I know that I belong to my class	I can tell you some ways in which I am the same as my friends	I can tell you about a thing I do well I can tell you how I learn best	I feel good about myself when I make healthy choices	I know how it feels to belong to a family and care about the people who are important to me	I understand that changes happen as we grow and that this is OK I know that changes are OK











		T			T	,
	I know how to	I can tell you	I can celebrate	I am special so I	I know how to	and that
	make my class a	some ways I am	achievement with	keep myself safe	make a new	sometimes they
	safe place for	different from my	my partner		friend	will happen
	everybody to	friends		I am special so I		whether I want
	learn		I can identify how	keep myself safe	I can recognise	them to or not
		I understand how	I feel when I am		which forms of	
	I recognise how it	being bullied	faced with a new	I can recognise	physical contact	I understand that
	feels to be proud	might feel	challenge	when I feel	are acceptable	growing up is
	of an			frightened and	and unacceptable	natural and that
	achievement	I can be kind to	I know how I feel	know who to ask	to me	everybody grows
		children who are	when I see	for help		at different rates
	I recognise the	bullied	obstacles and		I know when I	
	range of feelings		how I feel when I		need help and	I respect my body
	when I face	I know how it	overcome them		know how to ask	and understand
	certain	feels to make a		I can recognise	for it	which parts are
	consequences	new friend	I know how to	how being		private
	·		store the feelings	healthy helps me	I know ways to	
	I understand my	I understand	of success in my	to feel happy	praise myself	I enjoy learning
	choices in	these differences	internal treasure			new things
	following the	make us all	chest		I can express how	
	Learning Charter	special and			I feel about them	I know some ways
	ŭ	unique				to cope with
						changes
			P4C Overview			
P4C Theme	Community	Family/Friendships	Fairness/Difference	Animal welfare	Good/Evil	Environment
			S			
Stimulus	The Bear and The	Owl Babies- Martin	Yertle the turtle- Dr	Just Imagine- Nick	SuperTato- Sue	Lava- Disney Music
	Piano- David R. L.	Waddle (Book)	Suess (YouTube)	Sharratt (Book)	Hendra (Book)	(YouTube)
	Litchfield (Book)					
			Purl- Pixar Short		Let's be	
			(YouTube)		Superheroes-	









	Voices in the Park- Anthony Browne	Johnny Sings Scene- Sing	Giraffes Can't	The Bog Baby- Jeannie Willis	Bounce Patrol (YouTube)	Whadayamean- John Burningham
	(Book)	(YouTube)	Dance- Giles Andreae (Book)	(Book)	Traction Man- Mini	(Book)
	Purl- Pixar Short (YouTube)	Friends Furever (YouTube)		Kitbull- Pixar (YouTube)	Grey (Book)	Dinosaurs and all that rubbish- Michael Foreman (Book)
4C's Skills	I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely	I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely	I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence	I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence	I can make connections to ideas I can say how things are the same/different I can suggest what might happen if I can ask questions about a stimulus	I can suggest/evaluate different possibilities or ideas I can give reasons supported with evidence I can agree or disagree politely
		Year	1 conceptual applicat	tion		
Skills		Celebrating difference	Turn-taking, listening, sharing	Caring, respecting others	Belonging, togetherness, being/feeling safe	Coping with change
Knowledge	I can say what	I know what I have	I know how to be a	I know how it feels	I know who my	I know how I feel
	makes me feel like I	in common with	good friend/I can	to belong	trusted adults are	about change and I
	belong	others	say what a good			know what will
		I know what makes	friend looks like	I know how to		help me cope with
		me different from		show care/respect		change
		others		to others		











			Year 2					
R.E Overview								
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Key Question	Is it possible to be kind to everyone all of the time?	Why does Christmas matter to Christians?	Does praying at regular intervals everyday help a Muslim in his/her everyday life?	What do Christianss believe God is like?	Does going to the mosque give Muslims a sense of belonging?	What is the good news that Jesus brings?		
Concept	Gospel	Incarnation	Prayer	God	Ummah	Gospel		
Religion Studied	Christianity	Christianity	Islam	Christianity	Islam	Christianity		
SMSC Links	Moral/Social	Spiritual/Cultural	Spiritual/Moral/Cul tural	Moral/Social	Spiritual/Cultural	Social/Moral/Spirtu al		
Key Story(ies)	The Good Samaritan (Luke 10:25-37) The Healing of the Paralysed Man (Mark 2: 1–12)	The Story of Jesus's Birth (Matthew 1:18–25, Matthew 2:1–12)	Little Zaid's Journey to Salah: A Children's Book Introducing the Ritualized Islamic Prayer	The Parable of the Lost Son (Luke (15:11–32) The Story of Jonah	I Went for Hajj-Na'ima B Robert	Jesus Calls a Tax Collector to be his Disciple (Matthew 9:9-13) The Precious Pearl: Stories Jesus Told- Nick Butterworth		
Key Artefact(s)	Images/posters of Christian charities- Christian Aid	Images of different Nativity cribs Mystic Nativity- Botticelli	Qu'ran Images of Salah rituals	Image of the Jonah Roundel- Canterbury Cathedral	Images of Hajj	Images from St. George's Crypt in Leeds Prayers of confession		











	Images from a Harvest Festival ceremony			When Jonah Sank into the Sea- song		
Key Vocabulary	Love Neighbour Community	King Incarnation Saviour Nativity	Prayer Salah Commitment	Omniscience Obedience Judgement	Mosque Hajj Commitment Journey	Love Forgiveness Friendship
Enrichment	Harvest Festival service at All Saints	Performing a class Nativity	Visit from a Muslim talking about Salah	Creating stained glass images reflecting the story of Jonah Easter service at All Saints	Making a Kabah	Church buildings investigation
Educational Visits				All Saints		
			P.S.H.E. Overview			
Jigsaw Piece	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outcomes	I recognise when I feel worried and know who to ask for help I recognise when I feel worried and know who to ask for help I can help to make my class a safe and fair place	I understand some ways in which boys and girls are similar and feel good about this I understand some ways in which boys and girls are different and accept that this is OK	I can tell you things I have achieved and say how that makes me feel I can tell you some of my strengths as a learner I can tell you how working with	I can say what I need to keep my body healthy I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed	I accept that everyone's family is different and understand that most people value their family I know which types of physical contact I like and don't like and can talk about this	I understand there are some changes that are outside my control and can recognise how I feel about this I can identify people I respect who are older than me











	I can tell you how	other people	I understand how	I can demonstrate	I feel proud about
I can help make	someone who is	helps me learn	medicines work in	how to use the	becoming more
my class a safe	bullied feels		my body and how	positive problem-	independent
and fair place		I can work with	important it is to	solving technique	
	I can be kind to	others in a group	use them safely	to resolve	l can tell you
I can work	children who are	to solve problems		conflicts with my	what I like/don't
cooperatively	bullied		I can sort foods	friends	like about being a
		I can tell you how	into the correct		boy/girl
I am choosing to	I know when and	I felt about	food groups and	I know how it	
follow the	how to stand up	working in my	know which foods	feels to be asked	I am confident to
Learning Charter	for myself and	group	my body needs	to keep a secret I	say what I like
	others		every day to keep	do not want to	and don't like and
		I can tell you how	me healthy	keep and know	can ask for help
	I know how to get	being part of a		who to talk to	
	help if I am being	successful group	I can make some	about this	I can start to think
	bullied	feels and I can	healthy snacks		about changes I
		store these	and explain why	I understand how	will make when I
	I understand we	feelings in my		it feels to trust	am in Year 3 and
	shouldn't judge	internal treasure	they are good for	someone	know how to go
	people if they are	chest	my body		about this
	different.		I can decide which	I am comfortable	
			foods to eat to	accepting	
	I know how it			appreciation from	
	feels to be a		give my body	others	
	friend and have a		energy		
	friend				
	I understand				
	these differences				
	make us all				











				JL	
	special and unique				
		P4C Overview			
P4C Theme Change/Adventure	Environment	Tolerance/ Respect	Dilemmas	Environment	Teamwork
The Tunnel Anthony Browne (Book) Home in the Sky- Jeannie Baker (Book)	Whadayamean- John Burningham (Book) Last Shot-Aemilia Widodo (YouTube) Lava- Disney Music (YouTube)	YERTLE THE TURTLE AND OTHER STORIES Yertle the turtle- Dr Suess (YouTube) We're All Wonders- R. J. Palacio (Book)	LET'S DO NOTHING! Tony Fucile Let's Do Nothing- Tony Fucile (Book) Mum and Dad Glue- Kes Gray (Book) Pile of money – should we keep it? (Object)	Lava- Disney Music (YouTube) Whadayamean John Burningham (Book) DINOSAURS and all that rubbish Michael Foreman (Book)	Frederick Leo Lionni Frederick- Leo Lionni (Book) Stone Soup- Ann McGovern (Book The Power of Teamwork-Pixar (YouTube)









	HOW FAR I'LL GO ALESSIA CARA How Far I'll Go- Moana (YouTube)		Michael-Tony Ross (Book)			
4C's Skills	I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers I can agree with others respectfully and politely	I can wait my turn I can show I have been listening to others I can speak politely to adults and peers I can talk in a friendly way to peers	I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence	I can build on others ideas I can be an effective member in small group tasks I can give ideas for my reasons supported with evidence	I can make connections to ideas I can say how things are the same/different I can suggest what might happen if I can ask questions about a stimulus	I can suggest/evaluate different possibilities or ideas I can give reasons supported with evidence I can agree or disagree politely
		Year	· 2 conceptual applicat	tion		
Skills	Being kind, helping others					
Knowledge	To know we all need help sometimes					











			Year 3					
R.E Overview								
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Key Question	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	What is the trinity?	Could Jesus really heal people? Were these miracles or is there some other explanation?	Why do Christians call the day Jesus died 'Good Friday'?	When Jesus left, what was the impact of Pentecost?	How can Brahman be everywhere and in everything?		
Concept	Dharma	Incarnation	Gospel	Salvation	Kingdom of God	Brahman		
Religion Studied	Hinduism	Christianity	Christianity	Christianity	Christianity	Hinduism		
SMSC Links	Social/Cultural	Spiritual	Spiritual/Cultural/	Spiritual/Cultural/	Cultural/Social/Spir	Spiritual		
			Moral	Moral	itual	0		
Key Story(ies)	Light Your Candle It's DIWALI Light your Candle, It's Diwali- Prisha Laskar	The story of Jesus's Baptism (Matthew 3:13-17)	Bear Feels Sick- Karma Wilson Jesus Heals a Man Born Blind (John 9)	Matthew 21:7-11 Luke 23:13-25 Luke 24:1-12	Acts 2:1-15,Acts 2:37-47	प्रिक्षांत्रमाव विद्याप्त विद्या विद		









			The Healing of the Paralysed Man			
			(Mark 2: 1–12)			
Key Artefact(s)	Images/videos of Diwali being celebrated Rangoli patterns, Diwa lamps, puja tray etc.	Videos/images of baptism Trinity artwork	Art representations of the Bible stories	Palm leaves Palm crosses Images from Communion/Maun dy Thursday service	Pentecostal artwork Images/videos of pentecost celebrations	Pictures/models of different Hindu deities Glass of water and salt
Key Vocabulary	Celebration Good vs Evil Community	Baptism Trinity Holy Spirit	Miracle Incarnation Healing	Holy Week Sacrifice Resurrection	Pentecost Convert Kingdom	Deities Creator Preserver Destroyer
Enrichment	Asking a Hindu about Diwali	Christmas Service at All Saints	Art work around miracles to change the world	Holy Week services at All Saints	Pentecostal artwork	Visit to a Hindu Temple
Educational Visits						Hindu Pragati Sangha
			P.S.H.E. Overview			
Jigsaw Piece	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outcomes	I value myself and	I appreciate my	I respect and	I can set myself a	I can describe	I can express how
	know how to	family/the people	admire people	fitness challenge	how taking some	I feel when I see
	make someone	who care for me	who overcome		responsibility in	babies or baby
	else feel welcome		obstacles and	I can identify how	my family makes	animals
	and valued	I know how to	achieve their	I feel towards	me feel	
		calm myself down	dreams and goals	drugs		I can express how
		and can use the	(e.g. through		I know how to	I might feel if I
	I recognise how it	'Solve it together'	disability)	I can express how	negotiate in	had a new baby in
	feels to be happy,	technique		being anxious or	conflict situations	my family
	sad or scared and			scared feels		











am able to	I know some ways	I can imagine		to try to find a	I recognise how I
identify if other	of helping to	how I will feel	I can take	win-win solution	feel about these
people are feeling	make someone	when I achieve	responsibility for		changes
these emotions	who is bullied feel	my	keeping myself	I know who to ask	happening to me
	better	dream/ambition	and others safe at	for help if I am	and know how to
I know how to			home	worried or	cope with those
make others feel	I can problem-	I can break down		concerned about	feelings
valued	solve a bullying	a goal into a	I respect my body	anything online	
	situation with	number of steps	and appreciate		I recognise how I
I understand that	others	and know how	what it does for	I can show an	feel about these
my behaviour		others could help	me	awareness of how	changes
brings	I try hard not to	me to achieve it		this could affect	happening to me
rewards/consequ	use hurtful words			my choices	and know how to
ences	(e.g. gay, fat)	I know that I am			cope with these
		responsible for		I can empathise	feelings
I can work	I can give and	my own learning		with children	
cooperatively in a	receive	and can use my		whose lives are	I can express how
group	compliments and	strengths as a		different to mine	I feel when my
	know how this	learner to achieve		and appreciate	ideas are
I am choosing to	feels	the challenge		what I may learn	challenged and
follow the				from them	might be willing
Learning Charter		I can manage the			to change my
		feelings of		I enjoy being part	ideas sometimes
		frustration that		of a family and	start to think
		may arise when		friendship groups	about changes I
		obstacles occur			will make next
					year and know
		I am confident in			how to go about
		sharing my			this
		success with			











P4C Theme	Environment	Hierarchy/ Power	others and can store my feelings in my internal treasure chest P4C Overview Fairness/Difference s	Dilemmas	Staying safe	Health/Wellbeing
Stimulus	Whadayamean- John Burningham (Book) Last Shot-Aemilia Widodo (YouTube) Lava- Disney Music (YouTube)	Yertle the turtle- Dr Suess (YouTube) WITH GREAT POWER COMES GREAT RESPONSIBILITY "With great power comes great responsibility"- Spiderman Movie (Quote) Pandora's Box- Greek Myth (Google/Story)	The fairest teacher of them all- Jason Buckley (Google) Wichael Rosen NO BREATHING IN CLASS Illaurated by Kork Paul No breathing in class- Michael Rosen (Poem) Birds on a wire-Pixar (YouTube)	Hair Love- Song Picture Animations (YouTube) Tin Forest Helen Ward (Book) Little Princess, I want to find the treasure The Forgotten Treasure p.42 First Stories For Thinking	One Direction Parody Song - "Who do you share your details with?" (YouTube) Some Secrets Should Never Be Kept Some Secrets Should Never Be Kept—Jaynee Sanders (Book)	Stormy Weather- Debi Gliori (Book) The Shirt Of Happiness- First Stories for Thinking p.62 Robert Fisher (Google) The Old Woman in the Vinegar Bottle Stories for Thinking-Robert Fisher p.59 (Google)











					Ted Hughes the Iron The Iron Man- Ted Hughes (Book)	
4C's Skills	I can understand how others feel I can show an interest in what others are saying I can encourage others to join in	I can show an interest in what others are saying I can encourage others to join in	I can draw upon evidence and my own experiences to support ideas and conclusions I can encourage others to join in I can support and build on the ideas of others I can keep focused on the matter at hand	I can draw upon evidence and my own experiences to support ideas and conclusions I can encourage others to join in I can support and build on the ideas of others I can keep focused	I can demonstrate a willingness to illustrate ideas with my own experiences I can suggest new and alternative ideas I can identify the big ideas in a stimulus and ask questions related to these I can keep focused on the matter at hand I can explain how ideas are linked	I can identify the big ideas in a stimulus and ask questions related to these I can demonstrate a willingness to illustrate ideas with my own experiences I can explore a range of different possibilities











		Year	r 3 conceptual applicat	tion		
Skills	Identify emotions	Celebrate	Identify dream and			
	and say how I'm	difference, see	goals, identify			
	feeling	from another	others' dreams and			
	J	perspective	goals			
Knowledge	I know the	I know how to help	I know how to			
	difference between	someone in need	achieve my goals			
	my emotions		, 5			
	,		Year 4			
			R.E Overview			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	How special is the	What is it like (for	What do Christians	Is forgiveness	What is the best	What kind of world
	relationship Jews	Christians) to	learn from the	always possible?	way for a Buddhist	did Jesus want?
	have with God?	follow God?	Creation story?		to lead a good life?	
Concept	The Covenant/Torah	People of God	Creation and Fall	Gospel/Salvation	Dharma	Gospel
Religion Studied	Judaism	Christianity	Christianity	Christianity	Buddhism	Christianity
SMSC Links	Spiritual/Moral/Cult	Spiritual/ Moral/	Social/Moral/Cultu	Social	Social/Cultural/Mor	Spiritual/Social/Mo
	ural	Cultural	ral		al	ral
Key Story(ies)	Old Testament - Covenant of Abraham (Genesis 17)	The Story of Noah (Genesis Chapters 6:5–9:17) The Stories of Abraham (Chapters	In the beginning God created the learness the card. Genesis 1:1-2:3	Jesus on the Cross (Luke 23:34)	Right Mindfulness Right View Right Intention Right Speech Right Speech Right Speech Right Livelihood Noble Eightfold Path Action Path Concentration Right Action Right Action Right Speech Right Action Right Action Right Action Right Speech Right Action Right Action Right Speech Right Action Right Action Right Speech Right Speech Right Speech Right Speech Right Speech Right Action Right Speech Right Speech	The Calling of The First Disciples (Matthew 4:18–22)











	Birth of Isaac (Genesis 21) Promise to God (Exodus 20)	15-25)	The Story of Adam and Eve	Jesus Overturns the Traders' Tables in the Temple (Mark 11:15-17)	Buddhism for Kids- Emily Griffith Burke	Jesus Heals a Leper (Mark 1:40–44) The Good Samaritan (Luke 10:25-37)
Key Artefact(s)	Different displays of the Ten Commandments The Torah Mezuzah	Various versions of the Bible Salvation Army resources	Children's Bible(s) Different art based on the story of creation	Children's Bible(s) Case studies around forgiveness Artwork of the Last Supper	Image/representati on of the 8-fold path Images relating to people living the 8- fold path	Archbishop John Sentamu's symbolic action Revd Keith Hebden's fast Resources from the Parables Project
Key Vocabulary	Torah Commandment Mezuzah	Old Testament Covenant Promise	Creator Genesis Fall	Resurrection Forgiveness Salvation	Dharma Enlightenment Buddha	Parable Disciple(s) Justice
Enrichment	Visit to a Synagogue	Making Commandments using different resources: such as	Creating art around the story of creation	Writing a poem/creating artwork about forgiveness	Visiting a Buddhist temple	Supporting a Christian charity/project











		clay							
Educational Visits					London Buddhist Centre				
P.S.H.E. Overview									
Jigsaw Piece	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me			
Outcomes	I know how good	I try to accept	I know how it			I appreciate that I			
	it feels to be	people for who	feels to have	I recognise when	I know how it	am a truly unique			
	included in a	they are	hopes and	other people's	feels to belong to	human being			
	group and		dreams	actions make me	a range of				
	understand how	I can question		feel embarrassed,	different	I understand that			
	it feels to be	why I think what I	I know how	hurt or	relationships and	having a baby is a			
	excluded	do about other	disappointment	inadequate and I	can identify what	personal choice			
		people	feels and can	can help myself to	I contribute to	and can express			
	I try to make		identify when I	manage these	each of them	how I feel about			
	people feel	I know how it	have felt that way	emotions		having children			
	welcome and	might feel to be a			I know how most	when I am an			
	valued	witness to and a	I know how to		people feel when	adult			
		target of bullying	cope with		they lose				
	I can take on a		disappointment	I am aware of	someone or	I have strategies			
	role in a group	I can problem-	and how to help	how different	something they	to help me cope			
	and contribute to	solve a bullying	others cope with	people and	love	with the physical			
	the overall	situation with	theirs	groups impact on		and emotional			
	outcome	others		me and can	I understand that	changes I will			
			I know what it	recognise the	we can remember	experience during			
	I can recognise	I like and respect	means to be	people I most	people even if we	puberty			
	my contribution	the unique	resilient and to	want to be friends	no longer see				
	to making a	features of my	have a positive	with	them	I am confident			
	Learning Charter	physical	attitude			enough to try to			
	for the whole	appearance		I can relate to		make changes			
	school			feelings of shame					











		11-1-	t and a standard	1 11 1	1	leas taletal at
		I can explain why	I can enjoy being	and guilt and	I can express my	when I think they
	I understand how	it is good to	part of a group	know how to act	own opinion and	will benefit me
	rewards and	accept people for	challenge	assertively to	feelings on this	
	consequences	who they are		resist pressure		I can express my
	motivate people's		I know how to	from myself and	I can understand	fears and
	behaviour		share in the	others	that losing a	concerns about
			success of		special pet brings	changes that are
	I can take on a		a group and how	I can identify	feelings that can	outside of my
	role in a group		to store this	feelings of anxiety	be hard to cope	control and know
	and contribute to		success	and fear	with, but that it	how to manage
	the overall		experience in my	associated with	can be helpful to	these feelings
	outcome		internal treasure	peer pressure	mark loss by	positively
			chest		celebrating	
	I understand why			I can tap into my	special things	I can reflect on
	our school			inner strength	about the pet	the changes I
	community			and know how to		would like to
	benefits from a			be assertive	I can love and be	make next year
	Learning Charter				loved	and can describe
	and can help					how to go about
	others to follow it					this
			P4C Overview			
P4C Theme	Magic/Reality	War/Peace	Environment	Health/Wellbeing	Tolerance/Respect	Journey/Adventure
Stimulus	Presto- Pixar (YouTube)	WAR AND PEAS War and Peas- Micahel Foreman (Book)	WHADAYAMEAN Whadayamean- John Burningham (Book)	Stormy Weather- Debi Gliori (Book)	PERTLE BY Dr. Seuss Yertle the turtle- Dr Suess (YouTube)	Charlie and the Chocolate Factory- Roald Dahl (Book)























					I can keep focused on the matter at hand I can explain how			
					ideas are linked			
		Year	4 conceptual applica	tion				
Skills				Forgiveness,	Relationships,			
				helping others	moral compass			
Knowledge				I understand the	I can say where I			
				difference between	have learnt my			
				saying sorry and	morals from			
				practicing				
				forgiveness				
Year 5								
R.E Overview								
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Key Question	How far would a	Was Jesus the	Are Sikh stories	What did Jesus do	What does it mean	How can following		
	Sikh go for his/her	Messiah?	important today?	to save Human	if God is Holy and	God bring freedom		
Concept	religion? Sewa	Incarnation	Equality	Beings? Salvation (1)	loving? God	and justice? People of God		
Religion Studied	Sikhism	Christianity	Sikhism	Christianity	Christianity	Christianity		
SMSC Links	Spiritual/cultural	Social/cultural/spiri	Spiritual/moral	Spiritual/moral/cult	Spiritual/moral	Christianity		
511155 21111165		tual	Spiritual, moral	ural	Spiritual, moral			
Key Story(ies)	An Illustrated Introduction to Sikhi A hayamar Guide To The Sikh Way or Last Grant Control To Sikh Way or Last Grant Co	Prophecies in	The Milk and the lasmine Flower and Other Stories	The Passion- stories relating to Jesus' crucifixion and the run up to it	Prase the LORD, my soul: all my immust being, petalisis layer come. Pealin 1031	EXODUS Exodus: Birth narrative (Exodus 2:1–10)		











	An illustrated Introduction to Sikhi- Ishpal Kaur	Matthew The Entry into Jerusalem (Matthew 2:1-9)	The Milk and the Jasmine Flower-Anita Ganeri Little Red Riding Hood Little Red Riding Hood		Isaiah 6 I John 4:7-13 I Beloved, If God so loved us, we also ought to love use another. 12 No one has seen God at any, and life love is perfected in us. 1.3 By this we know that we abide in Him and He in us, because He has given us of His Spirit. John (4:7-13) 7 Things God Hates Procepts 6:16-19	The killing of the taskmaster and fleeing Egypt (Exodus 2:11–15) Burning bush (Exodus 3:1) (Exodus 4:17) The ten plagues, (Exodus 7:14) (Exodus 12:32) - select appropriate parts for your class Leading the children of Israel
Key Artefact(s)	Guru Granth Sahib-	The Transfiguration (Matthew 17:1-9)	Bhai Lalo and Malik Bhago Birth of the Khalsa Guru Nanak and the Cobra Images relating to	Images relating to	Proverbs 6:16-19 Frather, for they don't know what they we don't know what they are don't know	out of Egypt, (Exodus 12:33–42) Crossing the Red Sea (Exodus 14:1– 31) Covenant at Sinai. (This text is very long, so use Exodus 19:3–6 and Exodus 20:1–21.)
- Rey Arteract(5)	Sikh holy book	supporting the	the stories/texts	the life and	texts- The Message	Prince of Egypt
	5ks artefacts	stories		teachings of Jesus	from Bible Gateway	











		Clips depicting the		Images/videos	Images from	Plans from
		stories		relating to holy	cathedrals	churches working
		Images if Eastern		communion		towards the 5
		Orthodox				marks mission
Key Vocabulary	Khalsa	Messiah	Vaisakhi	Sacrifice	omnipotent	Exodus
	Langar	Exodus	Guru Granth Sahib	Sins	omniscient	Justice
	Gurdwara	Slavery	Gurdwara	Holy Communion	eternal	Freedom
	Amritsar		Equality/inequality			
Enrichment	Inviting a Sikh visitor	Looking at Chrisitan	Writing poetry	Easter services at	Discussions around	Exploring/researchi
	for a Q&A	charities around	based on love,	All Saints	key themes	ng people who
		Christmas time and	peace, equality,			have been involved
		their work	belonging,			in freedom and
			community,			justice (local
			religion, friend,			people)
			spirituality, God,			
			truth, story, family,			
			soul.			
Educational Visits			The Sikh Temple-			
			Neasden			
			P.S.H.E. Overview			
Jigsaw Piece	Being Me in My	Celebrating	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Own World	Difference				
Outcomes	I know what I	I am aware of my	I can identify	I can make an	I know how to	I know how to
	value most about	own culture	what I would like	informed decision	keep building my	develop my own
	my school and		my life to be like	about whether or	own self- esteem	self esteem
	can identify my	I am aware of my	when I am grown	not I choose to		
	hopes for this	attitude towards	up	smoke and know	I know how to	I understand that
	school year	people from	·	how to resist	stand up for	puberty is a
	,	different races	I appreciate the	pressure	myself and how	natural process
	I can empathise		contributions	'	•	that happens to
	with people in					everybody and











this country whose lives are different to my own feelings in loullying situations and for problem- solving when I'm own l Inderstand that my actions affect me and others me and others l can contribute to the group and understand how we can function best as a whole l understand why our school community benefits from a Learning Charter and can help others to follow it whose lives are different to my own l I can tell you a range of strategies for managing my feelings in bullying situations and for problem- solving when I'm part of one different box that it will be ok for me indifferent jobs about whether or not I choose to drink alcohol and know how to this will help me to build my future l I know how to this will help me to build my future l I can reflect on my own l I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied behaviours to make other choices and know how to support children who are being bullied behaviours to make other choices and know how to support children who are being bullied behaviours to make other choices and know how to support children who are being bullied behaviours to make other to my own different jobs about whether or not I choose to drink alcohol and know how to resist pressure l I know how to the group and understand how we can function bet as a whole I can appreciate the value of happiness regardless of material wealth I respect my own and other people's cultures I can sempendiae that it will be ok for me about whether or not I choose to drink alcohol and know how to relationships are personal and there is no need to feel pressurised into having a positive and I accept and respect myself for who I am relationships are personal and there is no need to feel pressurised into having a l an recigleto on move whost is that this is so that this is positive and I accept and respect and value my body risk or material wealth laran recognise and resist I can recognise having a laran recognise and resist I					2-	
different to my own for managing my feelings in bullying situations and for problem-solving whose lives are different to my own own lamage children who use behaviours to make other to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter and can help others to follow it own in community own can function and that carning and there is no need during puberty hat there is no need to feel personal and that mopart of one duderstand how this will help me to build my future to my own this will help me to build my to encourage children who use blaviours to make other choices and know how to we can function best as a whole of community benefits from a Learning Charter and can help others to follow it of the group in the community of the feeling in a different can be stated and other of the group and understand why our school community and can help others to follow it of the group and understand why our school community benefits from a Learning Charter and can help others to follow it of the group and understand why our school community benefits from a Learning Charter and can help others to follow it of the group and understand why our school community benefits from a Learning Charter and can help others to follow it of the group and understand why on the serious that learning and education are giving me and understand how to sunderstand how this will help me to build my of this will help me to build my this will help me to build my to encourage children who use build my to encourage to encourage to make a positive in a dout whether on tol tchocked to drink alco	this country	I can tell you a	made by people	I can make an	to negotiate and	that it will be ok
for managing my feelings in bullying situations and for problem-solving when I'm own lithogenerate my actions affect me and others lothed group and understand how to the group and understand how to the group and understand how to the group and understand how we can function best as a whole lithogenerate I understand why our school community benefits from a Learning Charter and can help others to follow it own to the group and and there is an and other of the group and there is personal and the telationships are personal and know how to resist pressure to the group and understand how to support community benefits from a Learning Charter and can help others to follow it own to the group and understand why onters to follow it of the group and understand why on the stand and other own to the group and understand why ontered to the group and understand that to encourage that learning and education are giving me and understand how to build my future to build my in emergencies pressures to we to build my future to this will help me to build my future to build my future to build my in emergencies pressures to we to will will happen to me during puberty to resist pressure to weep myself calm in emergencies presures and know how to keep myself calm in emergencies prove the feeling of jealousy, where it comes from and how to the group and understand why and who to will will happen to resist pre	whose lives are	range of	in different jobs	informed decision	compromise	for me
feelings in bullying situations and for problem-solving when elives are different to my own own and others of the same and others to follow it others to follow it own others of the ports of low the seep myself calm that the simularities and the pothers to follow it opportunities that learning and education are solving when elim this country whose lives are different to my own	different to my	strategies		about whether or		
I can empathise with people in this country whose lives are different to my own and others large and others between myself one beats as a whole I understand dhow our school community benefits from a Learning Charter and can help others to follow it own with people in this country whose lives are different to my own own own and countries with people in this country whose lives are different to my own	own	for managing my	I appreciate the	not I choose to	I understand that	I can express how
with people in this country whose lives are different to my own own I know some ways to encourage I understand that my actions affect me and others I can contribute to the group and understand how ecan function best as a whole I understand why our school community benefits from a Learning Charter and can help others to follow it is mid for problems solving when I'm part of one giving me and understand how this will help me to build my future I know how to the group and understand how we can function best as a whole I can appreciate the sand can help others to follow it is concurred. Whose lives are different solving when I'm part of one diving puberty I know how to the groupself calm understand how this will help me to build my future I can reflect on my own body image and know how to manage it accept and outlers and solving when I'm part of one diving puberty I know how to keep myself calm in emergencies I can reflect on my own body image and know how important it is that this is positive and I accept and offferences in aspirations Between myself and understand how this will help me to build my future I can reflect on my own body image and know how to manage it accept and value my body or school community benefits from a Learning Charter and can help others to follow it of the solving when I'm part of one during puberty I know how to keep myself calm in emergencies I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for additionation and other of the giving me and understand how this will help me to build my future I can reflect on my own body image and know how to manage it accept and respect myself for additionation and other of the giving me and the pressurised into having a boyfriend/ girlfriend I can recognise the feeling of positive and accept and respect myself for additionation and respect and value my body or cause harm to others I can reflect on my own body image and know how to manage it accept and value my body or can f		feelings in	opportunities	drink alcohol and	relationships are	I feel about the
this country whose lives are different to my own own own lunderstand that my actions affect me and others large to the group and understand how we can function best as a whole own our school community benefits from a Learning Charter and can help others to follow it own	I can empathise	bullying situations	that learning and	know how to	personal and	changes that will
whose lives are different to my own own l know some ways to encourage children who use louderstand that my actions affect me and others louderstand how to the group and understand how to the group and understand how we can function best as a whole lunderstand why our school community benefits from a Learning Charter and can help others to follow it lunderstand with lunderstand low amazing it is that human bodies to build my future to behaviours to make other to my own body image and know how important it is that this is positive and I accept and respect myself for who I am la difference in aspirations between myself and young people in a different and can help others to follow it limit and other land other land other land other land other land can help others to follow it landerstand how this will help me to build my future to my own body image and know the feeling of jealousy, where it is that this is that this is that this is that this is	with people in	and for problem-	education are	resist pressure	there is no need	happen to me
different to my own own own l know some ways to encourage I understand that my actions affect me and others behaviours to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter and can help others to follow it own	this country	solving when I'm	giving me and		to feel	during puberty
own	whose lives are	part of one	understand how	I know how to	pressurised into	
to encourage children who use my actions affect me and others behaviours to make other to the group and understand how we can function best as a whole I understand why our school community penefits from a Learning Charter and can help others to follow it in a different cand cand the label of the my own how these relate to to my own how these relate to my own how image and know how image and know how to gonity in the feeling of jealousy, where it is that this is to the feeling of jealousy, where it comes from and how to manage it that the feeling of jealousy, where it is that this is to my own la my own bow to manage it that the feeling of jealousy, where it is that this is to my own la my own bow to mana	different to my		this will help me	keep myself calm	having a	• •
I understand that my actions affect me and otherschildren who use bullyingI can reflect on how these relate to my ownI can reflect on my own body image and know how important it is that this is positive and I accept and respect my self our school communityI can appreciate the value of happiness regardless of material wealthI can reflect on how these relate to my ownI can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I amI can recognise jealousy, where it comes from and how to manage it accept and respect myself for who I amI am confident that I can cope with the changes that growing up will bringI understand why benefits from a Learning Charter and can help others to follow itI can reflect on make other to my ownI can reflect on my own body in ad know how important it is that this is positive and I accept and respect myself for who I amI can recognise that growing up will bringI can appreciate between myself and young people in a different cultureI respect and value my bodyI can recogniseI can start to think about changes I ways that may be risky or may cause harm to othersI am motivated to how to go about how to go about happy	own	I know some ways	to build my	in emergencies	boyfriend/	_
my actions affect me and others me and others behaviours to make other I can contribute to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter and can help others to follow it my actions affect me and others bullying behaviours to make other to my own how these relate to my own how these relate to my own how these relate to my own how important it is that this is positive and I accept and respect myself for and young people in a different culture l can appreciate the similarities and differences in aspirations between myself and young people in a different culture l can appreciate the similarities and differences in aspirations between myself and young people in a different culture l understand why benefits from a Learning Charter and can help others to follow it my own body image and know how important it is that this is positive and I accept and respect myself for who I am l can recognise the feeling of jealousy, where it comes from and how to manage it I can recognise I can start to think about changes I will make next year and know how to go about I understand why I am motivated to keep myself healthy and how to manage it I can recognise I can recognise I can recognise I am confident to mes from and how to manage it I can recognise Tam confident that I can recognise I can reflect on how to go about That I can recognise I can recogn		to encourage	future		girlfriend	human bodies
me and others behaviours to make other choices and know how to support to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter and can help others to follow it and other behaviours to make other to my own how these relate to my own how important it is that this is positive and I accept and respect myself for at our school community benefits from a Learning Charter and can help others to follow it make a positive behaviours to make other to my own how these relate to my own how to manage it is that this is positive and I accept and respect myself for who I am accept and value my body respect and value my body cause harm to others image and know how important it is that this is positive and I accept and respect myself for who I am accept and value my body responsible to my own how important it is that this is positive and I accept and respect myself for who I am accept and value my body respect and value my body cause harm to others I am confident that I can cope with the changes that growing up will bring and resist pressures to use technology in ways that may be risky or may cause harm to others I am motivated to keep myself healthy and happy I can recognise	I understand that	children who use		I can reflect on		can reproduce in
make other choices and know how to support to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter and can help others to follow it I can contribute to the group and understand how to support children who are being bullied to the group and understand know how to support children who are being bullied to the group and understand how to support children who are being bullied differences in aspirations between myself and young people in a different culture and can help others to follow it in a different choices and know how to support children who are being bullied differences in aspirations between myself and young people in a different culture and can help others to follow it in a different choices and know how to support children who are being bullied differences in aspirations between myself and young people in a different choices and know how to support children who are being bullied differences in aspirations between myself and young people in a different culture is that this is positive and I accept and respect myself for who I am the positive and I accept and respect myself for who I am value my body value my body about the provided to the comes from and how to manage it that growing up will bring and respect myself or value my body value my body about technology in ways that may be risky or may cause harm to others this.	my actions affect	bullying		, ,	•	these ways
I can contribute to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter and can help others to follow it children who are to the group and understand know how to support children who are being bullied how to support children who are being bullied similarities and differences in aspirations between myself and young people in a different culture and can help others to follow it choices and know how to support children who are being bullied differences in aspirations between myself and young people in a different culture and can help others to follow it choices and know how to support children who are being bullied differences in aspirations between myself and young people in a different culture and can help others to follow it charten and can help of how to support children who are being bullied differences in aspirations between myself and young people in a different culture appositive and I accept and respect myself for who I am respect myself for appositive and I accept and respect myself for who I am respect myself and young people in a different culture I understand why I am motivated to make a positive and I accept and respect myself or who I am respect myself or who I am respect and value my body and how to manage it with the changes that growing up will bring and respect and value my body are technology in ways that may be risky or may cause harm to others this.	me and others	behaviours to	how these relate	image and know	•	
to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter and can help others to follow it Lothe group and understand how to support children who are being bullied I appreciate the similarities and differences in aspirations between myself and young people in a different culture I appreciate the similarities and differences in aspirations between myself and young people in a different culture I appreciate the similarities and differences in aspirations between myself and young people in a different culture I am motivated to keep myself how to manage it that growing up will bring I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others I am motivated to keep myself healthy and how to go about this.		make other	to my own	how important it	jealousy, where it	
understand how we can function best as a whole I understand why our school community benefits from a Learning Charter and can help others to follow it understand how we can function being bullied being bullied being bullied being bullied being bullied being bullied being bullied being bullied being bullied being bullied being bullied being bullied being bullied differences in aspirations between myself and young people in a different culture I can appreciate and young people in a different culture I understand why benefits from a learning Charter and can help others to follow it I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others I understand why lam motivated to healthy and other I respect myself or appreciate and value my body I am motivated to healthy and healthy and other I can recognise I can start to think about changes I will make next year and know how to go about this. I can start to think about changes I will make next year and know how to go about this.	I can contribute	choices and know		is that this is	comes from and	•
we can function best as a whole I can appreciate our school community benefits from a Learning Charter and can help others to follow it I we can function being bullied Deing bullied differences in aspirations between myself and young people in a different culture T can appreciate between myself and young people in a different culture T can appreciate between myself and young people in a different culture T can appreciate between myself and young people in a different culture T can recognise and resist pressures to use technology in ways that may be risky or may cause harm to how to go about this. T can start to think about changes I will make next year and know how to go about this. T can start to think about changes I will make next year and know how to go about this.	to the group and	how to support	I appreciate the	positive and I	how to manage it	with the changes
best as a whole I understand why our school community benefits from a Learning Charter and can help others to follow it Learning Charter and can help others to follow it Learning Charter and can help others to follow it Learning Charter and can help others to follow it Learning Charter and can help others to follow it Learning Charter and can help others to follow it Learning Charter and can help others to follow it Learning Charter and can help others to follow it Learning Charter and can help others to follow it Learning Charter and can help others to follow it Learning Charter and can help others to follow it Learning Charter and can help others to follow it Aspirations between myself and young people in a different culture Lam motivated to keep myself healthy and how to go about the value of value my body value my body lam motivated to keep myself healthy and how to go about this.	understand how	children who are		accept and		that growing up
I can appreciate the value of our school community benefits from a Learning Charter and can help others to follow it I can appreciate the value of happiness and can help others to follow it I can appreciate the value of the value of happiness and young people in a different culture I can tart to think about changes I value my body value my body value my body cause harm to thow to go about the value of the value of and young people in a different culture I am motivated to the value my body to go about the value my body or may the value my body to go about the value my body to go about the value my body or may the value my body to go about the value my body or may	we can function	being bullied	differences in	respect myself for	I can recognise	will bring
I understand why our school communitythe value of happiness regardless of benefits from a Learning Charter and can help others to follow itthe value of happiness regardless of material wealthand young people in a different cultureI respect and value my bodytechnology in ways that may be risky or may cause harm to otherswill make next year and know how to go about this.	best as a whole		•	who I am	and resist	
our school community regardless of benefits from a Learning Charter and can help others to follow it happiness in a different culture in		I can appreciate	between myself		pressures to use	
community regardless of benefits from a Learning Charter and can help others to follow it regardless of make a positive regardless of culture regardless of material wealth Lam motivated to the standard standard regardless of culture regardless of material wealth lam motivated to how to go about this.	I understand why	the value of	, , , ,	I respect and	technology in	_
benefits from a Learning Charter and can help others to follow it learning to a second and can help others to follow it learning to second and can help others to follow it learning to second and can help others to follow it learning to second and can help others to follow it learning to second and can help others learning to sec	our school	happiness	in a different	value my body	ways that may be	
Learning Charter and can help others to follow it and other make a positive large transfer of the second of the se	community	regardless of	culture		•	•
and can help I respect my own others to follow it and other make a positive happy I can recognise	benefits from a	material wealth			cause harm to	_
others to follow it and other make a positive happy I can recognise	Learning Charter		•	• •	others	this.
	and can help	I respect my own	I am motivated to	healthy and		
people's cultures and resist	others to follow it	and other	make a positive	happy	•	
		people's cultures			and resist	











			contribution to		pressures to use	
			supporting others		technology in	
					ways that may be	
					risky or may	
					cause harm to	
					myself or others	
			P4C Overview			
P4C Theme	Fairness/ Survival	Infinity/ Space	Hierarchy/ Power	Fears/ Worries	Growing up	Animal welfare
Stimulus	Man- Steve Cutts (YouTube) The fairest teacher of them all- Jason Buckley (Google) VERTLE BY Dr. Seuss Yertle the turtle- Dr Suess (YouTube)	Trailblazer in space: chimp sent into space (YouTube) Moon Man- Tomi Ungerer (Book)	YERTLE By Dr. Seuss Yertle the turtle- Dr Suess (YouTube) WITH GREAT POWER COMES GREAT RESPONSIBILITY "With great power comes great responsibility"- Spiderman Movie (Quote)	The Scariest Thing of All- Debi Gliori (Book) The Scream- Edvard Munch (Google/Painting)	Like a girl- Always Advert (YouTube) Diary of a Wimpy Kid series -Jeff Kinney (Book) FATHER AND DAUGHTER Father and Daughter- Michael Dudok De Wit (YouTube)	Camille Saint-Saens Carnival of the Animals- Saint Saens (YouTube/Music) Cave Painting- Banksy (Google)









		Infinity and Me- Kate Hosford (Book)	No breathing in class- Michael Rosen (Poem)	Fear- Ben Lionel Scott (YouTube)		Gamba Arthered Planta and - 1997 a lab. Gamba - An Optimistic Mountain Gorilla Tale- DJ Berk (Book)
4C's Skills	I can encourage others to contribute I can evaluate the evidence offered by others	I can encourage others to contribute I can evaluate the evidence offered by others	I can ask questions of each other that support the progress of the enquiry I can encourage others to contribute	I can ask questions of each other that support the progress of the enquiry I can encourage others to contribute	I can identify associated concepts explaining their connections and relevance I can evaluate the range of possibilities I can offer/evaluate a range of reasoned conclusions	I can evaluate in some detail the range of possibilities I can ask questions of each other that support the progress of enquiry I can evaluate the evidence offered by themselves and others I can evaluate a range of reasoned conclusions I can summarise the progress of the enquiry











		Year	r 5 conceptual applicat	tion		
Skills	Fairness, empathy		Recognising/identif	I have strategies to		
			ying dreams, goals,	help me cope with		
			appreciating others	my fears, worries or		
				anxieties		
Knowledge	I can empathise with		I appreciate the			
	people in this		contributions made			
	country whose lives		by people in			
	are different to my		different jobs			
	own					
			Year 6			
			R.E Overview			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	What is the best	What would Jesus	Creation and	What difference	Does belief in	What kind of King is
	way for a Muslim to	do?	Science: conflicting	does the	Akhirah (life after	Jesus?
	show commitment		or complementary?	resurrection make	death) help	
	to God?			for Christians?	Muslims lead good	
Composit	lhodob (obovina	Canal	Cuantina	Calvetian (2)	lives?	Kinadam of Cod
Concept	Ibadah (obeying Allah)	Gospel	Creation	Salvation (2)	lman (faith)	Kingdom of God
Religion Studied	Islam	Christianity	Christianity	Christianity	Islam	Christianity
SMSC Links	Spiritual/cultural	Moral	Social/cultural	Spiritual/cultural	Moral/social	- Cimiotianicy
Key Story(ies)	HY DUTIES Introducing Condens to the St Plane of Laten To Condens To Conden	The Sermon on the Mount (Matthew 5–7)	Genesis 1:1 – 2:3 Genesis (1:1–2:3)	The Resurrection (Luke 24:1-49)	Indeed, the most noble of you in the sight of Allah is the most righteous of you. The most honoured of you in the sight of Allah is he who is the most righteous state and the sight of Allah is he who is the most righteous	The Feast (Luke 14:12–24)

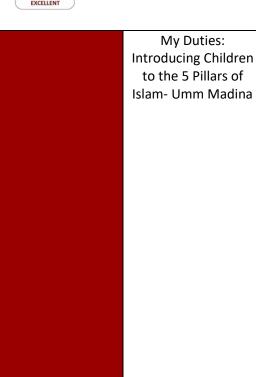














The Wise and Foolish Builders (Matthew 7:24–27)



Healing the Centurion's Servant (Luke 7:1–10)



Peter Denies Jesus (John 13:18-21)

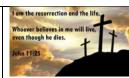


Jesus Gets Angry (Mark 11:15–19)



A Woman in Trouble (John 8:1– 11)

Texts relating to the Big Bang

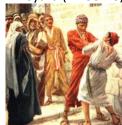


Life After Death (John 3:16, 11:25– 26, 14:2–3; Luke 23:43)

of you" (Surah 49:13)



The Tenants in the Vineyard (21:33-46)



The Unforgiving Servant (18:21-35)









Key Artefact(s)	Qu'ran Prayer mat Images of Muslims showing commitment, for example through charity work	Translations of the key texts- Bible Gateway Art related to the texts Information relating to different Christian charities	Biblical texts relating to the creation of the world Images of Christian scientists Artwork relating to the creation story	REQuest resources on Christian views of resurrection Videos relating to Christian views on resurrection Christian songs/hymns that reflect resurrection	Images of how Muslims lead good lives Images recapping the 5 pillars of Islam	Words to the Lord's Prayer Bible Gateway translations of key texts
Key Vocabulary	Commitment Salat Zakah Sawm Hajj	WWJD? Disciple Good News	Genesis Cosmology Evolution	Resurrection Hope Incarnation	Akhirah Jihad righteous	Kingdom Vulnerable
Enrichment	A visit to East London Mosque	Exploring the work of different Christian charities/talking to different charities	Questioning a scientist of the Christian faith	Easter service at All Saints	A Muslim visitor for a Q&A about the importance of Jihad	Creating adverts to promote the church's work on poverty
Educational Visits	East London Mosque			St Paul's Cathedral		
	·		P.S.H.E. Overview			
Jigsaw Piece	Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outcomes	I feel welcome and valued and know how to make others feel the same	I can empathise with people who are different I am aware of my attitude towards	I understand why it is important to stretch the boundaries of my current learning	I understand that people can get problems with their mental health and that it	I understand how it feels to have people in my life that are special to me I can use some strategies to	I know how to develop my own self esteem I can express how I feel about the changes that will











		· .		<u></u>	
I understand my	people who are	I can set success	is nothing to be	manage feelings	happen to me
own wants and	different	criteria so that I	ashamed of	associated with	during puberty
needs and can		will know		loss and can help	
compare these	I know how it can	whether I have	I can help myself	other people to	I can recognise
with children in	feel to be	reached my goal	and others when	do so	how I feel when I
different	excluded or		worried about a	I can recognise	reflect on the
communities	treated badly by	I recognise the	mental health	when I am feeling	development and
	being different in	emotions I	problem	those emotions	birth of a baby
I understand my	some way	experience when		and have	
own wants and		I consider people	I can recognise	strategies to	I understand that
needs and can	I can tell you a	in the world who	when I am feeling	manage them	respect for one
compare these	range of	are suffering or	those emotions	I can demonstrate	another is
with children in	strategies	living in difficult	and have	ways I could	essential in a
different	for managing my	situations	strategies to	stand up for	boyfriend/girlfrie
communities	feelings in		manage them	myself and my	nd relationship,
	bullying situations	I can empathise		friends in	and that I should
I understand that	and for problem-	with people who	I can demonstrate	situations where	not feel
my actions affect	solving when I'm	are suffering or	ways I could stand	others are trying	pressured into
myself and	part of one	who are living in	up for myself and	to gain power or	doing something I
others; I care		difficult situations	my friends in	control	don't want to
about other	I appreciate		situations where	I can take	
people's feelings	people for who	I can identify why	others are trying	responsibility for	I can express how
and try to	they are	I am motivated to	to gain power or	my own safety	I feel about my
empathise with		do this	control	and well-being	self-image and
them	I can show			I can take	know how to
	empathy with	I can give praise	I can resist	responsibility for	challenge
I can contribute	people in either	and compliments	pressure to do	my own safety	negative 'body-
to the group and	situation	to other people	something online	and well-being	talk'
understand how		when I recognise			
		their			











	we can function best as a whole I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself		contributions and achievements	that might hurt myself or others I can take responsibility for my own safety and well-being		I know how to prepare myself emotionally for the changes next year.		
P4C Overview								
P4C Theme	Family/Friendships	Tolerance/ Respect	Environment	Responsibilities	War/Peace	Identity		
Stimulus	Father and Daughter Father and Daughter- Michael Dudok De Wit (YouTube) YOU HAVE MORE FRIENDS THAN YOU KNOW-(GLEE) You Have More Friends Than You Know-Glee (YouTube/Song)	Purl- Pixar Short (Youtube) Man- Steve Cutts (YouTube)	Man- Steve Cutts (YouTube) WIERE THE TORES MELLIS THE SEAS by Journal Baker	Always #LikeAgirl Super Bowl XLIX Like a girl- Always Advert (YouTube)	A Child's Garden Michael Foreman A Child's Garden- Michael Foreman (Book)	Changing Batteries- Short Animation Film (YouTube) The Present-Pixar (YouTube)		











	African Children- Okecha Bros (Google/Painting)	The Colour of Home- Mary Hoffman (Book)	Where the forest meets the sea-Jeannie Baker (Book) Cave Painting-Banksy (Google/Image)	SEEDFOLKS Paul Fleischman Rocky Road Rocky Road Rocky Road Rocky Road-Rose Kent (Book)	Always and Forever Always and Forever-Debi Gliori (Book) Throwing Flowers-Banksy (Google/Graffiti)	Amina's Voice- Hena Kahn (Book)
4C's Skills	I can encourage others to contribute	I can encourage others to	I can ask questions of each other that	I can ask questions of each other that	I can identify associated	I can evaluate in some detail the
	I can evaluate the	contribute	support the	support the	concepts explaining	range of
	evidence offered by	I can evaluate the	progress of the	progress of the	their connections	possibilities
	others	evidence offered by	enquiry	enquiry	and relevance	I can ask questions
		others	I can encourage	I can encourage	I can evaluate the	of each other that
			others to	others to	range of	support the
			contribute	contribute	possibilities	progress of enquiry









					I can offer/evaluate a range of reasoned conclusions	I can evaluate the evidence offered by themselves and others I can evaluate a range of reasoned conclusions I can summarise the progress of the enquiry	
Year 6 conceptual application							
Skills	Being welcoming,	Celebrate		Being responsible			
	accepting	difference, be		for ourselves and			
		tolerant		looking out for			
				others			
Knowledge	I feel welcome and	I can empathise		I can recognise			
	valued and know	with people who		when I am feeling			
	how to make others	are different		those emotions and			
	feel the same	I am aware of my		have strategies to			
		attitude towards		manage them			
		people who are					
		different					