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|  | **Religious Education Overview** |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Nursery**  | * Shows an interest in different occupations and the lives of familiar people.
 | * Be aware of people and events from the past by sharing books and looking at photographs.
* Develop their sense of responsibility and membership of a community. Develop positive attitudes about the differences between people.
 | * Shows an interest in different occupations and the lives of familiar people.
 | * Be aware of people and events from the past by sharing books and looking at photographs.
 | * Care for growing seeds and plants and describe observable features of different types of plants and trees.
 | * Develop their sense of responsibility and membership of a community. Develop positive attitudes about the differences between people.
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| **Reception** | * Share stories and talk about significant people who lived in the past.
* Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.
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* Talk about the different occupations that familiar adults and members of their community have.
* Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.
* Show an awareness of the similarities and differences between people in different communities and groups from around the world.
 | * Describe ways to look after the immediate environment.
* Show an awareness of the similarities and differences between people in different communities and groups from around the world
* Describe some similarities and differences between things in the past and the present.
* Put familiar events in chronological order, using pictures and discussion
 | * Describe some similarities and differences between things in the past and the present.
* Describe some ways that plants or animals should be cared for in order for them to survive.
* Match animals to their young.
* Put familiar events in chronological order, using pictures
* Share stories and talk about events in the past.
* Show an awareness of the similarities and differences between people in different communities and groups from around the world.
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* Describe some ways that plants or animals should be cared for in order for them to survive.
* Talk about the different occupations that familiar adults and members of their community have.
 | * Past Present; People cultures and communities; the natural world.
* Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures
* Talk about the different occupations that familiar adults and members of their community have.
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| **Year 1**  | Harvest (Christianity)* Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
* Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
* Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
* Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.
* Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities.
* Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
* Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
* Recognise the importance of friendship and that there are different ways of making friends.
* Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
* Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.
 | Diwali(Hinduism- Festival of Light in Nov Good over evil))* Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
* Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
* Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.
* Find out about questions of right and wrong and begin to express their ideas and opinions in response.
* Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
* Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
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* Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities.
 | Purim(Judaism- Jewish Festival celebrates the saving of the Jewish people)* Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
* Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
* Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities.
* Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
* Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
* Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities.
* Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
* Find out about questions of right and wrong and begin to express their ideas and opinions in response.

  |  Easter(Christianity-New Life)* Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
* Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.
* Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.
* Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make
* Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
* Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
 | Naam Karan (Sihkism-Child Naming Ceremony)* Identify special people, what makes them special and how they should be treated.
* Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
* Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
* Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities.
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* Listen to other people and play and work cooperatively.
* Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.
* Find out about and respond with ideas to examples of cooperation between people who are different.
 | Esala Perahera(Buddhism- Festival of the Tooth held in Sri-Lanka in July/Aug)* Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
* Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
* Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities.
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* Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
* Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.
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| **Year 2**  | Hanukah(Judaism-Jewish Festival of Light in Dec)* Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
* Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
* Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities.
* Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
* Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
* Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
* Find out about questions of right and wrong and begin to express their ideas and opinions in response.
* Notice and respond sensitively to some similarities between different religions and world views.
 | Christmas(Christianity-Birth of Jesus)* Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
* Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities.
* Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
* Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.
* Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
* Discuss good and not so good feelings and develop simple strategies for managing feelings.
* Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities.
* Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
 | Losar(Buddhism-Tibetan New Year)* Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class.
* Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
* Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities.
* Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
* Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
* Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class.
* Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
* Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.
 | Anand Karaj(Sihkism-Sihk Marriage Festival)* Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities.
* Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
* Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.
* Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
* Find out about and respond with ideas to examples of cooperation between people who are different.
* Discuss good and not so good feelings and develop simple strategies for managing feelings.
* Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities.
* Notice and respond sensitively to some similarities between different religions and world views.
 | Jumu’ah(Islam-Friday Prayer for men. Special Books)* Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class.
* Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
* Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities.
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* Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
* Notice and respond sensitively to some similarities between different religions and world views.
 | Navratri(Hinduism-Festival celebrating Hindu Deity Durga -Good over evil)* Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
* Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.
* Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
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