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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. |
| **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. | * 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. * 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. | | * Show an awareness of the similarities and differences between people in different communities and groups from around the world. * 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. |
| **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. * 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. | 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. * Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities. * 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. * 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. * Listen to other people and play and work cooperatively. * 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. |
| **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. * 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. * 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. * 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. * 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. * 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. |