



RE Whole School Overview 2024 - 2025

Our goal for RE education is for children to gain an increasingly sophisticated understanding of the basis and impact of the world's major religions, beliefs and worldviews, developing:

- engagement with the questions that religions and worldviews address;
- an appreciation and understanding of what and how different people believe; and
- their own ideas and responses, based on a strong sense of morality and an understanding of human rights.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	September: Article 28 – the right to learn and go to school October: Article 12 – the right to be listened to	November: Article 19 – the right not to be harmed and to be looked after and kept safe December: Article 13 – the right to follow your own religion	January: Article 29 – the right to become the best you can be February: Article 42 – the right to learn about your rights	March: Article 7 – the right to a name and a nationality April: Article 24 – the right to food, water and medical care	April: Article 24 – the right to food, water and medical care May: Article 20 – the right to practice your own culture, language and religion	June: Article 22 – the right to special protection and help if you are a refugee July: Article 31 – the right to play and rest
Skill of the month	September: Teamwork October: Staying Positive	November: Listening Carefully December: GLOBAL GOALS	January: Aiming High February: Presenting	March: Creativity April: GLOBAL GOALS	April: GLOBAL GOALS May: Problem Solving	June: Leading July: GLOBAL GOALS
Whole school days/events linked to RE	Kindness Day	St Andrew's Day	World Interfaith Harmony Week	St David's Day	St George's Day	
Nursery	<u>Celebrations and Festivals</u>					
	Stories about celebrations: Harvest Festival and Diwali	Stories about celebrations: Christmas, Hanukkah and Advent	Stories about celebrations: Lunar New Year and Shrove Tuesday	Stories about celebrations: Purim, Easter and Holi	Stories about celebrations: Ramadan	Stories about celebrations: Eid
Reception	<u>Which times are special and why? Which stories are special and why? What is special about our world and why?</u>					
	Rosh Hashanah and Harvest Festival	Christmas, Advent, Hanukkah and Diwali	Lunar New Year Shrove Tuesday	Purim, Easter and Holi	Ramadan	Eid
Year 1	<u>How and why do we celebrate special and sacred times? (focus on Christian and Muslim celebrations)</u>					
	Rosh Hashanah and Harvest Festival	Christmas, Advent, Hanukkah and Diwali	Lunar New Year Shrove Tuesday	Purim, Easter and Holi	Ramadan Eid	
			Who is a Christian and what do some believe? How and why do we celebrate special and sacred times? (Christians and Muslims) What does it mean to belong to a faith community? (Christians and Muslims)			

Year 2	How and why do we celebrate special and sacred times? (Christians reviewed and Jews)				
	Rosh Hashanah and Harvest Festival	Christmas , Advent, Hanukkah and Diwali	Lunar New Year Shrove Tuesday	Purim, Easter and Holi	Ramadan Eid
	Who is a Muslim and what do some believe? What can we learn from sacred books? (Christians, Muslims, Jews) How should we care for others and the world and why does it matter? (Christians and Jews)				
Year 3			Who is a Jew and what do they believe? Why is the Bible so important for many Christians today?		How do some people from religious and non-religious communities celebrate key festivals? (Christians, Jews and non-religious) How do family life and festivals show what matters to Jews?
Year 4	What does it mean to be a Hindu in Britain today? Why are festivals important to religious communities? (Christians and Hindus) What do different people believe about God? (Christians, Hindus) Incidental learning about Protestants and Catholics in terms of Tudor study		Incidental learning about Protestants and Catholics through History topic.		
Year 5				Why do some people believe God exists? (Christians and Humanists) Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims and Humanists) What can we learn from religions about deciding what is right and wrong?(Christians, Jews, Humanists)	
Year 6				What can we learn from religions about deciding what is right or wrong? (Christians, Jews and Humanists) What can be done to reduce racism? What can we learn from religious and non-religious worldviews? (anti racism units 1 - 6 - Christians, Muslims, non-religious) What matters most to Christians and Humanists?	

RE Knowledge and Skills Progression

Our goal for RE education is for children to gain an increasingly sophisticated understanding of the basis and impact of the world’s major religions, beliefs and worldviews, developing:

- engagement with the questions that religions and worldviews address;
- an appreciation and understanding of what and how different people believe; and
- their own ideas and responses, based on a strong sense of morality and an understanding of human rights.

	Believing	Expressing	Living
Overarching outcomes for ALL children KS1 - KS3	<p>Children should know about and understand a range of religious and non-religious worldviews so they can:</p> <ul style="list-style-type: none"> • describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities and amongst individuals; • identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views; and • appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. 	<p>Children should express ideas and insights about the nature, significance and impact of religious and non-religious worldviews so they can:</p> <ul style="list-style-type: none"> • explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities; • express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value; and • appreciate and appraise varied dimensions of religion. 	<p>Children should gain and deploy the skills needed to engage seriously with religious and non-religious worldviews so they can:</p> <ul style="list-style-type: none"> • investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; • enquire into what enables different communities to live together respectfully for the wellbeing of all; and • articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives.
End of Nursery	Learn, through stories, play and talk, to develop positive attitudes about differences between people and a sense of responsibility and membership of a community.		
End of Reception	<p>Know how different people around us with different beliefs celebrate. Know about the special places they go to celebrate. Know about some of the main stories in the four religions Christianity, Islam, Judaism and Hinduism. Know about how different people celebrate at home and in their community.</p>	<p>Express their feelings and consider the feelings of others. Ask and respond to questions about what communities do. Make some connections between beliefs.</p>	<p>See themselves as a valuable individual. Respond creatively to different beliefs and cultures through art, dance, role play, music. Think about the perspectives of others.</p>
End of year 1	Retell stories connected with Harvest, Christmas and Easter and Ramadan and Eid-ul-Fitr and say why these are important to believers.	Ask questions and suggest answers about stories to do with Christian and Muslim festivals.	Respond to examples of cooperation between different people.

	<p>Talk about some simple ideas about Christian beliefs about God and Jesus.</p> <p>Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</p> <p>Identify some ways Christians celebrate Harvest and Christmas and some ways Muslims celebrate Ramadan and Eid-ul-Fitr.</p> <p>Recognise and name some symbols of belonging from their own experience, for Christians and Muslims, suggesting what these might mean and why they matter.</p> <p>Give an account of what happens at a traditional Christian infant baptism and suggest what the actions and symbols mean.</p> <p>Identify two ways people show they belong to each other when they get married.</p>		<p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p>
<p>End of year 2</p>	<p>Identify some ways Christians celebrate Christmas and Easter and some ways Jews celebrate Hanukkah and Purim.</p> <p>Retell stories connected with these festivals and say why they are important to believers.</p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</p> <p>Re-tell a story about the life of the Prophet Muhammad.</p> <p>Recognise some objects used by Muslims and suggest why they are important.</p> <p>Retell Bible stories and stories from the Tanakh about caring for others and the world.</p>	<p>Ask questions and suggest answers about stories to do with Christian and Jewish festivals.</p> <p>Identify ways that some people make a response to God by caring for others and the world.</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p>	<p>Talk about some texts from Christian and Jewish religions that promote the 'Golden Rule' and think about what would happen if people followed this idea more.</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like.</p>

<p>End of KS1</p>	<p>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 communities from which they come. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>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. Notice and respond sensitively to some similarities between different religions and world views.</p>	<p>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. Find out about and respond with ideas to examples of cooperation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>
<p>End of year 3</p>	<p>Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people.</p> <p>Talk about how the mezuzah in the home reminds Jews about God.</p> <p>Describe how the way some people celebrate festivals might show something about their beliefs.</p> <p>Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews</p> <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</p>	<p>Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities</p> <p>Talk about how Shabbat is a special day of the week for Jews, and give some examples of what they might do to celebrate Shabbat.</p> <p>Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons.</p> <p>Give examples of how and suggest reasons why Christians use the Bible today</p>	<p>Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live.</p> <p>Ask some questions about believing in God and offer some ideas of their own.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives.</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right</p>
<p>End of year 4</p>	<p>Make connections between stories, symbols and beliefs with what happens in Christmas and Diwali, and Easter and Holi.</p> <p>Identify similarities and differences in the way these festivals are celebrated within and between religions.</p> <p>Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life.</p>	<p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Holi).</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>Suggest why having a faith or belief in something can be hard.</p>	<p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Ask questions and suggest some of their own responses to ideas about God</p>

	<p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Describe some of the ways in which Christians and Hindus describe God.</p>	<p>Identify how and say why it makes a difference in people's lives to believe in God</p>	
End of year 5	<p>Describe and make connections between examples of religious creativity in Christian, Muslim and Humanist buildings and art.</p> <p>Outline clearly a Christian understanding of what God is like, using examples and evidence.</p> <p>Make connections between stories of temptation and why people can find it difficult to be good.</p>	<p>Give examples of ways in which some inspirational people have been guided by their religion.</p> <p>Show understanding of the value of sacred buildings and art.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</p> <p>Give examples of rules for living from Christianity, Judaism and Humanism and suggest ways in which they might help believers with difficult decisions.</p>	<p>Discuss their own and others' ideas about how people decide right and wrong.</p> <p>Apply ideas about values and from scriptures to the question: Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Present different views on why people believe in God or not, including their own ideas.</p>
End of year 6	<p>Outline Christian, Hindu and Humanist beliefs about life after death.</p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</p> <p>Describe examples of connections between antiracism and religion.</p>	<p>Describe some Christian and Humanist values simply.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>Explain some similarities and differences between beliefs about life after death.</p>	<p>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.</p> <p>Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies.</p>

		<p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p> <p>Understand the challenges racism presents to human communities and consider different religious responses.</p>	
End of KS2	<p>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>

RE Question Overview

Year	Believing <i>Religious beliefs, teaching and sources</i> <i>Questions about meaning, purpose and truth</i>	Expressing <i>Religious and spiritual forms of expression</i> <i>Questions about identity and diversity</i>	Living <i>Religious practices and ways of living</i> <i>Questions about values and commitments</i>
N Discovering	Celebrations and Festivals	Celebrations and Festivals	Celebrations and Festivals
R Discovering	Which stories are special and why?	Which times are special and why?	What is special about our world and why?
1 Exploring	What are some Christian beliefs?	How and why do we celebrate special and sacred times? (Christians and Muslims)	How do different people cooperate?
2 Exploring	What are some Muslim beliefs? What can we learn from sacred books? (Christians, Muslims, Jews)	How and why do we celebrate special and sacred times? (Christmas, Easter, Hanukkah, Purim)	Why is the Golden Rule important?

<p>3 Connecting</p>	<p>What are some Jewish beliefs? Why is the Bible so important for Christians today?</p>	<p>How do people from religious and non-religious communities celebrate key festivals? (Christians, Jew and non-religious)</p>	<p>What questions do you have about believing in God?</p>
<p>4 Connecting</p>	<p>What are some Hindu beliefs? What connections can you make between stories, symbols and beliefs with what happens at Christmas and Diwali, and Easter and Holi?</p>	<p>Why are festivals important to religious communities? (Christians and Hindus)</p>	<p>How do people of all faiths and none help each other?</p>
<p>5 Connecting</p>	<p>What are some connections between examples of religious creativity in Christian, Muslim and Humanist buildings and art?</p>	<p>Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims, Humanists)</p>	<p>What can we learn from religions about deciding what is right and wrong? (Christians, Jews, Humanists)</p>
<p>6 Connecting</p>	<p>What do religions say to us when life gets hard? (Christians, Hindus, Humanists)</p>	<p>What are some Christian and Humanist values?</p>	<p>What can be done to reduce racism and and prejudice, informed by rich knowledge of case studies?</p>