

R.E curriculum overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">N</p> <p>3 & 4 Year olds (Development Matters 2021)</p>	<p style="text-align: center;">Ourselves</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p style="text-align: center;">Colour and Light</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p style="text-align: center;">Once upon a Time</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p style="text-align: center;">Mini-Beasts</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p style="text-align: center;">Transport and Journeys</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p style="text-align: center;">Great Outdoor Explorers</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Begin to make sense of their own life-story and family's history.</p>
<p style="text-align: center;">R</p> <p>In the Reception Year (Development Matters 2021)</p>	<p style="text-align: center;">Ourselves</p> <p>Which stories are special and why?</p> <p>Talk about members of their immediate family and community.</p>	<p style="text-align: center;">Space</p> <p>Which people are special and why?</p> <p>Talk about members of their immediate family and community.</p>	<p style="text-align: center;">People Who Help Us</p> <p>Which places are special and why?</p> <p>Understand that some places are special</p>	<p style="text-align: center;">Animals</p> <p>Which times are special and why?</p> <p>Recognise that people have different beliefs</p>	<p style="text-align: center;">Water</p> <p>Where do we belong?</p> <p>Talk about members of their</p>	<p style="text-align: center;">Great Outdoor Explorers</p> <p>What is special about our world?</p>

	<p>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Name and describe people who are familiar to them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>and celebrate special times in different ways.</p>	<p>immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>
1	<p>Who is a Christian and what do they believe?</p> <p>Emerging: Recognise some Christian symbols and images used to express ideas about God (A3).</p> <p>Expected: Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Exceeding: Make links between what Jesus taught and what Christians believe and do (A2).</p>	<p>How and why do we celebrate special and sacred times</p> <p>Emerging: Identify a special time they celebrate and explain simply what celebration means (A1).</p> <p>Expected: Identify some ways Christians celebrate Christmas Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p> <p>Exceeding: Identify some similarities and differences between the celebrations studied (B3).</p>	<p>What makes some places sacred?</p> <p>Emerging: Recognise that there are special places where people go to worship, and talk about what people do there (A1).</p> <p>Expected: Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p> <p>Exceeding: Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).</p>	<p>What does it mean to belong to a faith community?</p> <p>Emerging: Talk about what is special and of value about belonging to a group that is important to them (B2).</p> <p>Expected: Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>Exceeding: Identify some similarities and differences between the ceremonies studied (B3).</p>		

2	<p>Who is a Muslim and what do they believe?</p> <p>Emerging: Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).</p> <p>Expected: Re-tell a story about the life of the Prophet Muhammad (A2).</p> <p>Exceeding: Make links between what the Holy Qur'an says and how Muslims behave (A2).</p>	<p>What can we learn from sacred books?</p> <p>Emerging: Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p> <p>Expected: Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Exceeding: Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).</p>	<p>Who is a Jewish and what do they believe?</p> <p>Emerging: Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).</p> <p>Expected: Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</p> <p>Exceeding: Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).</p>	<p>How and why do we celebrate special and sacred times?</p> <p>Emerging: Identify a special time they celebrate and explain simply what celebration means (A1).</p> <p>Expected: Identify some ways Christians celebrate Christmas Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p> <p>Exceeding: Identify some similarities and differences between the celebrations studied (B3).</p>	<p>How should we care for others and the world, and why does this matter?</p> <p>Emerging: Recognise that some people believe God created the world and so we should look after it (A2).</p> <p>Expected: Identify ways that some people make a response to God by caring for others and the world (B1).</p> <p>Exceeding: Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).</p>
3	<p>What do different people believe about God?</p> <p>Emerging: Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).</p> <p>Expected:</p>	<p>Why are festivals important to religious communities?</p> <p>Emerging: Recognise and identify some differences between religious festivals and other types of celebrations (B2).</p> <p>Expected:</p>	<p>Why is the Bible so important for Christians today?</p> <p>Emerging: Recall and name some Bible stories that inspire Christians (A2).</p> <p>Expected: Give examples of how and suggest reasons why Christians use the Bible today (B1).</p>	<p>Why do people pray?</p> <p>Emerging: Describe what some believers say and do when they pray (A1).</p> <p>Expected: Describe and comment on</p>	<p>What does it mean to be a Christian in Britain today?</p> <p>Emerging: Ask good questions about what Christians do to show their faith (B1).</p>

	<p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Exceeding: Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).</p>	<p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</p> <p>Exceeding: Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).</p>	<p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</p> <p>Exceeding: Suggest why Christians believe that God needs to rescue/save human beings (B2).</p>	<p>similarities and differences between how Christians, Muslims and Hindus pray (B3).</p> <p>Exceeding: Consider and evaluate the significance of prayer in the lives of people today (A1).</p>	<p>Expected: Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Exceeding: Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).</p>
4	<p>What does it mean to be a Hindu in Britain today?</p> <p>Emerging: Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).</p> <p>Ask good questions about what Hindus do to show their faith (B1).</p> <p>Expected: 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 (B2).</p>	<p>Why is Jesus inspiring to some people?</p> <p>Emerging: Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1).</p> <p>Expected: Identify the most important parts of Easter for Christians and say why they are important (B1).</p> <p>Exceeding: Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).</p>	<p>Why are festivals important to religious communities?</p> <p>Emerging: Recognise and identify some differences between religious festivals and other types of celebrations (B2).</p> <p>Expected: Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</p> <p>Exceeding: Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).</p>	<p>Why do some people think that life is like a journey and what significant experiences mark this?</p> <p>Emerging: Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).</p> <p>Expected: Suggest reasons why marking the milestones of life are</p>	<p>What can we learn from religions about deciding what is right and wrong?</p> <p>Emerging: Find out at least two teachings from religions about how to live a good life (C3).</p> <p>Expected: Make connections between stories of temptation and why people can find it difficult to be good (A2).</p>

	<p>Exceeding: Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).</p>			<p>important to Christians, Hindus and/or Jewish people (B2).</p> <p>Exceeding: Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).</p>	<p>Exceeding: Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).</p>
5	<p>Why do some people think God exists?</p> <p>Emerging: Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1).</p> <p>Expected: Present different views on why people believe in God or not, including their own ideas (C1).</p> <p>Exceeding: Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</p>	<p>What would Jesus do?</p> <p>Emerging: Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3).</p> <p>Expected: Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</p> <p>Exceeding: Investigate and explain the challenges of following Jesus' teaching about love, forgiveness, justice and/or generosity, expressing their own ideas (C3).</p>	<p>If God is everywhere, why go to a place of worship?</p> <p>Emerging: Recall and name some key features of places of worship studied (A1).</p> <p>Expected: Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p> <p>Exceeding: Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</p>	<p>What does it mean to be a Muslim in Britain today?</p> <p>Emerging: Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</p> <p>Expected: Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>Exceeding: Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</p>	
6	<p>Is it better to express your beliefs in arts and architecture or in charity or generosity?</p> <p>Emerging:</p>	<p>What do religions say to us when life gets hard?</p>	<p>What matters most to Christians and Humanists?</p>	<p>What difference does it make to believe in ahimsa, grace and/or Ummah?</p>	

	<p>Find out about religious teachings, charities and ways of expressing generosity (C3).</p> <p>Expected:</p> <p>Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>Exceeding:</p> <p>Examine the title question from different perspectives, including their own (C1).</p>	<p>Emerging:</p> <p>Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).</p> <p>Expected:</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p> <p>Exceeding:</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).</p>	<p>Emerging:</p> <p>Identify the values found in stories and texts (A2).</p> <p>Expected:</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 (B2).</p> <p>Exceeding:</p> <p>Give examples of similarities and differences between Christian and Humanist values (B3).</p>	<p>Emerging:</p> <p>Describe what Ahimsa, Grace or Ummah mean to religious people (A1).</p> <p>Expected:</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</p> <p>Exceeding:</p> <p>Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).</p>
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