

	<b>NURSERY</b>	<b>RECEPTION</b>	<b>EARLY LEARNING GOALS</b>
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	Develop their sense of responsibility and membership of a community.	See themselves as a valuable individual. Think about the perspectives of others.	Show sensitivity to their own and others' needs.
<b>UNDERSTANDING THE WORLD</b>	Continue to develop positive attitudes about the differences between people.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Relevant statements from EYFS Framework matching the programme of study for RE

### **SCHOOL OVERVIEW Key Stage 1**

- A. Know about and understand a range of religions and worldviews.
- A1. 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.
  - A2. 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.
  - A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews.
- B1. 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.
  - B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
  - B3. Notice and respond sensitively to some similarities between different religions and worldviews.
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
- C1. 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.
  - C2. Find out about and respond with ideas to examples of cooperation between people who are different.
  - C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Year	Autumn	Spring	Summer
EYFS	<p>F1 – Which stories are special and why?</p> <p>F2 – Which people are special and why?</p>	<p>F3 – What places are special and why?</p> <p>F4 – What times are special and why?</p>	<p>F5 – Being special: where do we belong?</p> <p>F6 – What is special about our world?</p>
Year 1	<p>1.1 – Who is a Christian and what do they believe?</p> <p>1.5 – What makes some places sacred?</p>	<p>1.6 (overlaps with Y2 – Christmas, Shrove Tuesday/Lent, Easter) How and why do we celebrate special and sacred times?</p> <p>1.7 What does it mean to belong to a faith community?</p>	<p>1.8 (overlaps with Y2) How should we care for others and the world, and why does it matter?</p>
Year 2	<p>1.2 Who is a Muslim and what do they believe?</p> <p>1.3 Who is Jewish and what do they believe?</p>	<p>1.4 What can we learn from sacred books?</p> <p>1.6 (overlaps with Y1 – Passover, Holi, Ramadan, revisit Easter) How and why do we celebrate special and sacred times?</p>	<p>1.8 (overlaps with Y1) How should we care for others and the world, and why does it matter?</p>

## **YARBURY PRIMARY SCHOOL OVERVIEW    Key Stage 2 Religious Education**

A. Know about and understand a range of religions and worldviews.

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A2. 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.

A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews.

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2. 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.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C. Gain and deploy the skills needed to engage seriously with religions and worldviews.

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

C3. 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.

Year	Autumn	Spring	Summer
Year 3	<p>L2.1 What do different people believe about god?</p> <p>L2.2 Why is the Bible so important for Christians today?</p>	<p>L2.4 Why do people pray?</p> <p>L2.5 Why are festivals important to religious communities? (overlaps with Y4 – Easter, Pesach)</p>	<p>2.7 What does it mean to be a Christian in Britain today?</p>
Year 4	<p>L2.3 Why is Jesus inspiring to some people?</p> <p>L2.5 (overlaps with Y3 – Diwali, Ramadan/Eid) Why are festivals important to religious communities?</p> <p>L2.5a How do people from religious and non-religious communities celebrate key festivals?</p>	<p>L2.6 Why do some people think that life is a journey? What significant experiences mark this?</p> <p>L 2.8 What does it mean to be a Hindu in Britain today?</p>	<p>L 2.9 What can we learn from religions about deciding what is right and wrong?</p>
Year 5	<p>U2.1 Why do some people believe God exists?</p> <p>U2.2 What would Jesus do? Can we live by the values of Jesus in the 21<sup>st</sup> Century?</p>	<p>U2.4 If God is everywhere, why go to a place of worship?</p> <p>U2.10 Green religion? What do religious and non-religious worldviews teach about caring for the Earth? (Christians, Hindus, Jewish and non-religious people)</p>	<p>U2.6 What does it mean to be a Muslim in Britain today?</p>
Year 6	<p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>U2.3 What do religions say to us when life gets hard?</p>	<p>U2.7 What matters most to Christians and Humanists?</p> <p>U2.9 What can be done to reduce racism? What can we learn from religious and non-religious worldviews? (Christians, Muslims, non-religious)</p>	<p>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</p>