

Religious Education: Curriculum Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school	Shared values: Excellence	Shared values: Responsibility and Respect	Shared values: Determination	Shared values: Independence	Shared values: Unity	Shared values: Trust
	Shared celebrations: Harvest Festival/Sukkot Diwali – Festival of light	Shared celebrations: Remembrance Day Guy Fawkes Night Christmas	Shared celebrations: World Religion Day Holocaust Memorial Day	Shared celebrations: Easter	Shared celebrations: Eid Ramadan International Food Festival	Shared celebrations: Eid Ramadan
EYFS	Celebrations Special People/Special Times/Stories		Celebrations Special People/Special Times/Stories		Celebrations Special People/Special Times/Stories	
EYFS	Key question: What makes people special? What is Diwali? How do Sikhs and Hindus celebrate?	Key question: What is the Christmas Story? How do Christians celebrate?	Key question: What and how do people celebrate?	Key question What is Easter? How do Christians celebrate	Key question: What can we learn from stories? How do Muslims celebrate?	Key question: What makes places special?
Key Content	Family friends role models	Giving, thanks, Christmas story, shepherds wise men, Jesus, Mary, Joseph nativity	New Year Lunar year Holi Nowruz (Persian New Year)	First Festivals: Easter Spring Easter eggs Palm Sunday donkey cross	First Festivals: Eid Boy who cried wolf Bilal and the Butterfly (Muslim)	home global homes the world, church mosque synagogue
Mark making	Recognise their own name and create a birthday chart.	Christmas story. Cards	Cards	Recipe Cards Story maps	Henna patterns	Labels and lists
Outdoor learning	Seasonal walks to explore the school grounds Outdoor portraits	Large scale rangoli patterns nativity scene	Dragon dance Paint throwing	Spring watch walk Easter Egg Hunt	Building Mosques	
Enrichment/Home learning	Clay divas Rangoli patterns	Learning Christmas songs Visit from Vicar		Chocolate crispy nests		

EYFS & KS1 Overview of Learning: Religious Education

Key learning	EYFS	Year 1	Year 2
Learning about religion	<ul style="list-style-type: none"> • Talk about how different people celebrate • Talk about some special places for people in our and other communities • Talk about religion and culture within my country (UK) 	<ul style="list-style-type: none"> • Explore a range of religious stories and sacred writings and talk about their meanings • Begin to name and explore a range of celebrations, worship and rituals in religion • Identify the importance for some people in belonging to a religion • Explore how religious beliefs and ideas can be expressed through the arts • Begin to identify and suggest meanings for religious symbols and begin to use a range of religious words 	<ul style="list-style-type: none"> • Explore a range of religious stories and sacred writings and talk about their meanings in greater detail • Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate • Identify the importance for some people in belonging to a religion and recognise the difference this makes to their lives Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses • Identify and suggest meanings for religious symbols and begin to use a range of religious words
Learning from religion	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps • 	<ul style="list-style-type: none"> • Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness including examples of cooperation between people who are different. • Respond imaginatively to questions, communicating their ideas • Begin to explore and identify what matters to them and others, including those with religious commitments, and communicate their responses • Begin to reflect on how spiritual and moral values relate to their own behaviour • Recognise that religious teachings and ideas make a difference to individuals and families 	<ul style="list-style-type: none"> • Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness including examples of cooperation between people who are different. • Ask and respond imaginatively to puzzling questions, communicating their ideas • Identify what matters to them and others, including those with religious commitments, and communicate their responses • Reflect on how spiritual and moral values relate to their own behaviour • Recognise that religious teachings and ideas make a difference to individuals, families and the local community

Religious Education: Overview

Key vocabulary is identified on each unit plan/knowledge organiser

Year 1	Autumn 1 Sikhism/Hinduism	Autumn 2 Christianity	Spring 1 Buddhism/Judaism may move depending on Passover	Spring 2 Christianity	Summer1 Islam may move depending on Ramadan/Eid	Summer 2 Humanism
	Key question: What can we learn from stories?	Key question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Key question: What can we learn from stories? Buddhism – The story of Buddha	Key question Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Key question: Does praying at regular intervals help a Muslim in his/ her everyday life?	Key question: What is Humanism? What do humanists celebrate?
		Concept: Incarnation		Concept: Salvation		Humanism – Remembering & Celebrations Key question –
			Is Shabbat important to Jewish children? Concept: Tradition			
Key content		Magi/wise men, frankincense, myrrh, gold, giving	Sammy Spider’s First Shabbat Shabbat, kippah, Tenakh, special day, Shabbat meal, Synagogue		Five Pillars of Islam Hassan and Anisa love Ramadan	
Outdoor learning opportunities		Using candles to see how light can bring hope Christmas lights				
Cultural Capital		Learning Christmas songs				

Religious Education: Overview

Key vocabulary is identified on each unit plan/knowledge organiser

Year 2	Autumn 1 Sikhism/Hinduism	Autumn 2 Christianity	Spring 1 Buddhism/Judaism	Spring 2 Christianity	Summer 1 Islam Islam may move depending on Ramadan/Eid	Summer 2 Humanism
Sikhism Buddhism Autumn 2023/2025/2027	Key question: Do Sikhs think it is important to share? Concept: Sharing & Community	Key question: Why do Christians believe God gave Jesus the world? Concept: Incarnation	Key question: What can we learn from stories? What are Buddha's teachings?	Key question : How important is it to Christians that Jesus came back to life after His crucifixion?	Key question: Does going to a Mosque give Muslims a sense of belonging? Concept: Community & Belonging	Key question: Do Humanists share the same values as non-Humanists?
Hinduism Judaism Autumn 2024/2026/2028	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Concept: Belief & tradition		How important is it for Jewish people to do what God asks them to do? Creation story is from the book of Genesis in the Bible in the Old Testament.			
Key Texts					Ramadan Moon	
Writing across the curriculum opportunities	Labels and captions	Lists				
Outdoor learning opportunities	environmental issues recycling/ stewardship	Visit to St Andrew's Church				
Cultural Capital		Learning Christmas songs				

LKS2 Overview of Learning: Religious Education

Key learning	Year 3	Year 4
Learning about religion	<ul style="list-style-type: none"> • Begin to describe the key aspects of religions including the people, stories and traditions that influence the beliefs and values of others • Describe the variety of practises and ways of life in religions, and begin to understand how these stem from, and are closely connected with, beliefs and teachings • Begin to describe the similarities and differences within and between religions • Consider the meaning of a range of forms of religious expression and begin to understand why they are important in religion • Begin to use specialist vocabulary in communicating their knowledge and understanding • Use information about religions from a range of given sources 	<ul style="list-style-type: none"> • Describe some key aspects of religions including the people, stories and traditions that influence the beliefs and values of others • Describe the variety of practises and ways of life in religions, and understand how these stem from beliefs and teachings • Identify and begin to describe the similarities and differences within and between religions • Investigate the significance of religion in global communities • Consider the meaning of a range of forms of religious expression, understand why they are important in religion and begin to note links between them • Develop the use of specialist vocabulary in communicating their knowledge and understanding • Develop the use of information about religions from a range of given sources
Learning from religion	<ul style="list-style-type: none"> • Reflect on what it means to belong to a faith community, communicating their own responses including living in diverse communities. • Recognise how commitment to a religion is shown in a variety of ways. • Begin to discuss their own and others views of religious truth and belief, expressing their own ideas • Begin to reflect on ideas of right and wrong and their own and others responses to them • Begin to reflect on sources of inspiration in their own and others' lives • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all. 	<ul style="list-style-type: none"> • Reflect on what it means to belong to a faith community, including living in diverse communities, communicating their own responses and beginning to use others responses • Respond to the challenges of commitment within religious traditions, recognising how commitment to a religion is shown in a variety of ways. • Develop their discussions of their own and others views of religious truth and belief, expressing their own ideas • Reflect on ideas of right and wrong • Reflect on sources of inspiration in their own and others lives • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all.

Religious Education: Long Term Overview

Key vocabulary is identified on each unit plan/knowledge organiser

Year 3	Autumn 1 Sikhism/Hinduism	Autumn 2 Christianity	Spring 1 Judaism/Buddhism	Spring 2 Christianity	Summer1 Islam Islam may move depending on Ramadan/Eid	Summer 2 Humanism
Sikhism 2023 and subsequent odd years	<p>Key question: Does joining the Khalsa make a person a better Sikh?</p> <p>Concept: Beliefs in Practice</p>	<p>Key question: Has Christmas lost its true meaning?</p> <p>Concept: Incarnation</p>	<p>Key question: How special is the relationship Jews have with God?</p>	<p>Key question What is 'good' about Good Friday?</p> <p>Concept: Incarnation</p>	<p>Key Question: How Special is Allah to Muslims?</p>	<p>Key question: What is a good life?</p> <p>Humanism – Senses & Life experiences</p>
2024/2026/2028 Hinduism 2024 and subsequent even years	<p>Key question: How can Brahman be everywhere and in everything?</p> <p>Concept: Beliefs</p>		<p>Is it possible for everyone to be happy?</p> <p>Concept: Beliefs in Practice</p>			
Key Content	Espresso LGFL The Khalsa and the 5 Ks	symbols key message to Christians			But...Who is Allah?	
Writing across the curriculum opportunities						
Outdoor learning opportunities			<i>Look at and listen to all the sounds of new life...birds. Create a sound picture</i>	Visit to St Andrew's Church		
Cultural Capital		Learning Christmas songs				

Religious Education: Overview

Key vocabulary is identified on each unit plan/knowledge organiser

Year 4	Autumn 1 Sikhism/Hinduism	Autumn 2 Christianity	Spring 1 Judaism/Buddhism	Spring 2 Christianity	Summer1 Islam Islam may move depending on Ramadan/Eid	Summer 2 Humanism
Sikhism	Key question: What is the best way for a Sikh to show commitment to God? Concept: Prayer & Worship	Key question: What is the most significant part of the nativity story for Christians today? Concept: Incarnation	Key question: How special is the relationship Jews have with God? Concept: Beliefs and Practices	Key question Is forgiveness always possible for Christians? Concept: Salvation	Key question: How important is the prophet Muhammad (pbuh) to Muslims?	Key question – Can you ever have too many questions? Humanism – Thinking Rationally & Wisdom and Reflection
Hinduism Judaism Autumn	Would visiting the River Ganges feel special to a non-Hindu? Concept: Pilgrimage		Could the Buddha’s teachings make the world a better place? Concept: Beliefs in Practice			
Key Content		Christmas symbols angel star gifts incarnation Christingle		The Last Supper forgiveness Jesus’ teachings on enemies anger revenge	Hannah and the Ramadan Gift	
Writing across the curriculum opportunities		Retell The Christmas story with dialogue.				
Outdoor learning opportunities		Outdoor Carol singing around fire pit				
Cultural Capital/Enrichment	Hindu Temple Shepherd’s Bush or Neasden Central Sikh Gurdwara Holland Park	Making Christingles				

UKS2 Overview of Learning: Religious Education

Key learning	Year 5	Year 6
Learning about religion	<ul style="list-style-type: none"> • Describe the key aspects of religions especially the people, stories and traditions that influence the beliefs and values of others, making some comparisons between religions • Describe the variety of practises and ways of life in religions, and understand how these stem from beliefs and teachings and begin to see how they are closely connected • Identify and describe the similarities and differences within and between religions • Investigate the significance of religion in the local and national communities • Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them • Begin to describe and understand religious and other responses to ultimate and ethical questions • Use specialist vocabulary in communicating their knowledge and understanding • Use and interpret information about religions from a range of sources 	<ul style="list-style-type: none"> • Describe the key aspects of religions especially the people, stories and traditions that influence the beliefs and values of others, making comparisons between religions • Explain how beliefs, selected features of religious practices and religious expression make a difference to the lives of individuals and communities • Investigate the significance of religion in the local, national and global communities • Describe and begin to understand religious and other responses to ultimate and ethical questions • Use increasingly wide religious vocabulary when explaining their knowledge and understanding • Use and interpret information about religions effectively from a range of sources
Learning from religion	<ul style="list-style-type: none"> • Reflect on what it means to belong to a faith community, including living in diverse communities, communicating their own and others responses • Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. • Discuss their own and others views of religious truth and belief, expressing their own ideas • Reflect on ideas of right and wrong and their own and others responses to them • Reflect on sources of inspiration in their own and others' lives • 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. 	<ul style="list-style-type: none"> • Reflect on what it means to belong to a faith community, including living in diverse communities, making informed responses to questions presented. • Ask questions about significant experiences of key figures from religions studied • Make informed responses to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. • Discuss their own and others views of religious truth and belief, expressing their own ideas using their learning to support this • Reflect on ideas of right and wrong and their own and others responses to them • Reflect on sources of inspiration in their own and others' lives • 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.

Religious Education: Overview

Year 5	Autumn 1 Sikhism/Hinduism	Autumn 2 Christianity	Spring 1 Judaism/Buddhism	Spring 2 Christianity	Summer1 Islam Islam may move depending on Ramadan/Eid	Summer 2 Humanism
	<p>Key question: Are Sikh stories important today?</p> <p>Concept: Beliefs & Practices</p>	<p>Key question: Is the Christmas story true?</p> <p>Concept: Incarnation</p>	<p>Key question: How important is it that Jewish people do what God asks them to do?</p> <p>Passover</p> <p>Concept: Beliefs & Practices</p>	<p>Key question How significant is it for Christians to believe God intended Jesus to die?</p> <p>Concept: Salvation</p>	<p>Key question: What is the best way for a Muslim to show commitment to God?</p> <p>Concept: Beliefs & Practices</p>	<p>Key question: How do Humanists make decisions about what is right and wrong?</p> <p>Concept: Beliefs & Moral Values; Human Empathy</p>
	<p>Key question: What is the best way for a Hindu to show commitment to God?</p> <p>Concept: Prayer & Worship</p>		<p>Key question: What is a good life?</p>			
Key Content	Fauja Singh Keeps Going Sikhism	Christmas Story				
Writing across the curriculum opportunities	Link to WWII topic	Personal response to Christmas Story				
Outdoor learning opportunities						
Cultural Capital/Enrichment		Making Christingles Outdoor Carol singing	<p>Buddhist Temple in Wimbledon</p> <p>Wimbledon Synagogue</p>			

Religious Education: Overview

Year 6	Autumn 1 Sikhism/Hinduism	Autumn 2 Christianity	Spring 1 Judaism/Buddhism	Spring 2 Christianity	Summer1 Islam Islam may move depending on Ramadan/Eid	Summer 2 Humanism
Key question	<p>Key question: What is the best way for a Sikh to show commitment to God? (Waheguru)</p> <p>Concept: Prayer & Worship</p>	<p>Key question: How significant is it that Mary was Jesus’s mother?</p> <p>or</p> <p>Key question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>Concept: Incarnation</p>	<p>Key question: Key question: What is the best way for a Jewish person to show commitment to God?</p> <p>Concept: Beliefs in Practice</p>	<p>Key question Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>Concept: Salvation</p>	<p>Key question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Concept: Belief & Meaning</p>	<p>Key question: Why do Humanists believe in an ‘open’ society?</p> <p>Concept: Beliefs & Moral Values</p>
	<p>Key question: Do beliefs in karma, samsara and moksha help Hindus lead good lives?</p> <p>Concept: Beliefs & Moral Values</p>		<p>What is the best way for a Buddhist to lead a good life?</p> <p>Concept: Beliefs in Practice</p>			
Key Content	<p>5Ks Gurdwara Sewa Concept: Beliefs & Moral Values</p> <p>good deeds Rama reincarnation Sadhu</p>	<p>Mary in art Why was Mary chosen? Joseph celebrations traditions symbols</p>	<p>Rites of Passage and good works Shabbat Bar/Bat Mitzvah Mitzvoth Tu B’Shevat (tree)</p>	<p>festivals charity Christianity in society</p>	<p>actions/consequences Greater Jihad Military Jihad Qur’an Lesser Jihad/Holy War</p>	
Writing across the curriculum opportunities	Response letter		Poetry: a good life			
Outdoor learning opportunities		Create outdoor decorations Decorate a tree	Chalk life timelines			
Cultural Capital/Enrichment		Visit from Vicar			Community workshops	Visit to Regent’s Park Mosque