


|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|--|---|---|--|
| Reception Why are some things special? | Christianity/Islam/Hindu Dharma | | | | | |
| | Special Times How and why do we celebrate? | Special Stories Why are some stories special? What special messages can we learn from stories? | | Our Special World What is special about our world? | Special Places What buildings and places are special to different people? | |
| Year 1 What do people say about God? | Christianity (God) God The Father Prayer | Christianity (Jesus) The Nativity Story Beliefs about Jesus as God incarnate Christmas | Islam God as Creator Care for the Planet | Judaism God's Promise Noah Abraham Trusting in God | Hindu Dharma One God in Many Forms God in All Things Expressing Ideas about God | Christianity (Church) Baptism Belonging |
| Year 2 How do we respond to the things that really matter? | Christianity (God) Creation Care for the Planet Harvest | Christianity (Jesus) Jesus as the Light of the World Symbolism of Light Advent and Christmas Celebrations | Hindu Dharma Devotion Worship and the Temple | Islam Submission and Gratitude Prayer | Christianity (Church) Worship The Church Use of Symbols | Judaism Moses Ten Commandments The Sabbath |
| Year 3 Who should we follow? | Christianity (God) Prophets Service To God Inspirational People | Islam The Prophet Muhammed (PBUH) Zakah | Christianity (Jesus) Discipleship Following of the example of Jesus Helping others | Christianity (Church) The Holy Spirit Gifts of the Spirit Pentecost | Sikhism Guru Nanak The 10 Gurus Baisakhi | Hindu Dharma Religious Duty Hindu Scriptures (The Ramayana) Raksha Bandham |
| Year 4 How should we live our lives? | Hindu Dharma Vishnu Rama and Sita Diwali | Christianity (God) The Bible Christian Life – Guided by wisdom, teachings and authority | Sikhism The 5 Ks Equality The Gurdwara | Christianity (Jesus) Jesus in the Wilderness Lent Sacrifice | Islam The Five Pillars of Islam Ramadan | Christianity (Church) Parables Love for All |
| Year 5 Where can we find guidance about how to live our lives? | Christianity (God) Sin Adam and Eve's disobedience Temptation and Morality | Islam The Qur'an The Night of Power | Hindu Dharma Krishna Holi | Christianity (Jesus) Miracles of Jesus Pilgrimage | Christianity (Church) The Trinity Use of symbols and metaphors The Worldwide Church | Judaism The Torah The Synagogue |
| Year 6 Is life like a journey? | Christianity (God) Christian Rites of Passage Denominational Differences | Hindu Dharma Reincarnation Karma The 4 Ashramas | Islam The Ummah Hajj | Christianity (Jesus) Holy Week The Eucharist Denominational Differences | Buddhism The Buddha The Four Noble Truths The Eightfold Path | Christianity (Church) Salvation Forgiveness |

Subject content

Key stage 1/Key stage 2

Religious Education in English Schools: Non Statutory Guidance 2010 states: Breadth and depth in RE for all pupils can be achieved if the following are taken into account: Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.

RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. It is recommended that there should be a wide ranging study of religion and belief across the key stages as a whole. Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression. Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values. The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions. The breadth of study should take account of the four levels of community cohesion which all maintained schools are now obliged to promote..

In summary, religious education for children and young people:

Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives, enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society, teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice. Prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.