

**Religious Education Curriculum Overview – Progression in skills**

**Nursery**

Topic		Key skills	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
All about me	Autumn 1	Notice differences between people. Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.	Settling in	All about me	All about me	Harvest Festivals	Harvest	Diwali
Festivals	Autumn 2	Make connections between the features of their family and other families. Notice differences between people. Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.	Diwali	Christmas Story Nativity	Christmas Story Nativity	Christmas traditions in play	Christmas traditions in play	Assessment
My community	Spring 1	Make connections between the features of their family and other families. Notice differences between people. Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.	My community	My community	My community	Valentine's Day	Pancake day	Assessment
celebrations	Spring 2	Make connections between the features of their family and other families. Notice differences between people. Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.	Mother's Day	Mother's Day	Easter traditions	Easter traditions	Eid	Assessment
People who help us	Summer 1	Make connections between the features of their family and other families.	Eid	People who help us	People who help us	People who help us	People who help us	Assessment

		<p>Notice differences between people. 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>						
Special Places	<b>Summer 2</b>	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people. 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>	Father's Day	Father's Day	Special places	Holy places	Holy places	Assessment

**Reception**

Topic		Key skills	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Unit F1 Being special: where do we belong?	<b>Autumn 1</b> Baby-welcoming, Symbol, Celebrations, Religion, Community	4-5 years- Recognise that people have different beliefs and celebrate special times in different ways. ELG-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	Settling in	Where do we belong?	How do we show people they are welcome? How are babies welcomed into the Christian family?	How is a baby welcomed into the Muslim religion?	Assessment	Diwali
Unit F2: Why is Christmas special for Christians?	<b>Autumn 2</b> God, Christian, Bible, Christmas, Festival	4-5 years- Recognise that people have different beliefs and celebrate special times in different ways. ELG-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	Talk about birthday celebrations	Read the Nativity story	Role-play the Nativity story	Role-play the Nativity story	How do Christians celebrate Christmas	Assessment

Unit F4: Why is the word 'God' so important to Christians?	<b>Spring 1</b> God, Creator, Christians, Bible, Religion	Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions (UW ELG)	Provision-Globe and animals. Discussion 'The World Around Us'	Think about what is important to us.	Read the creation story	Recap story- Design an animal	Can I talk about what I can do to look after the world and its creatures?	Valentine's day  Shrove Tuesday
Unit F3: Why do Christians put a cross in an Easter garden?	<b>Spring 2</b> God, Christian, Jesus, Easter, Festival	4-5 years- Recognise that people have different beliefs and celebrate special times in different ways. ELG-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	Look at what happens at the end of winter and the beginning of spring	Read the Palm Sunday story	What do Christians do at Easter?	Why is Easter special for Christians? Link to new life	Easter Egg hunt  Eid	
Unit F6: What stories are specially	<b>Summer 1</b> God, Holy book, Religion, prayer	4-5 years- Recognise that people have different beliefs and celebrate special	What is your favourite story? What do you like	What stories are special to Christians? What happens in a story from	What is the holy book for Muslims?	What Hindu story is special?	What non-religious stories can teach us?	Assessment

valued and why?		times in different ways. ELG-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	about it, and why?	the Bible? Does the story tell you about God? What do you learn? David and the Shepherd Boy				
Unit F5: Which places are specially valued and why?	<b>Summer 2</b> Holy building, God, Religious beliefs	4-5 years-Understand that some places are special to members of their community. ELG-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	Where is special to me?	Where is a special place for Christians to go?	Where is a special place for Muslims to go?	Where is a special place for Sikhs to go?	What is needed to make a truly special place of our own?	Assessment

## Year 1

Topic		Key skills	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Christianity Unit 1.1: What do Christians believe God is like?	<b>Autumn 1</b> <b>Key words:</b> God, Creator, Jesus, Christian, Parable	Describe some of the teachings of a religion. Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied.	What is God like?	Story of the Lost Son- What is a Parable?	What can we learn from the Lost Son?	How do Christians put their beliefs into practice in worship?	What do Christians believe God is like?	Assessment What can they learn from the story?
Christianity Unit 1.2: Why does Christmas matter to Christians?	<b>Autumn 2</b> God, Jesus, Incarnation, Christmas gifts, Gospels	Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. Identify the things that are important in their own lives and compare these to religious beliefs.	What signs are there to tell us Christmas is coming soon? Why do you think Christmas is important to Christians?	Tell the story of the Nativity from the Gospel of Luke chp 1 and 2 (Discuss Jesus is 'God in the flesh')	Look at a selection of Christmas cards. Which have links to the Gospel of Luke. Children to design and make their own front cover of a Christmas card.	Lesson continued	Why do we give gifts at Christmas? Pupils to make a 'thank you' statement for their cards.	Assessment
Sikhism Unit 1.4: Beginning	<b>Spring 1</b> Guru, Sikh	Name some religious symbols.	What objects are special for Sikh people?	What makes a birthday a special day?	What is the hidden message in	What is the hidden message in	What can we learn from the story of Dunni	Assessment Thinking back on our

to learn Sikh: Stories of the Sikh Gurus	Gurdwara, Values, Equality	Explain the meaning of some religious symbols. Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'.		Why is the Birthday of Guru Nanak celebrated by over 20 million people?	the story of Guru Nanak and the Sacred Thread?	the story of Guru Har Gobind and the cloak?	Chand and the needle? What does the story mean? How can we explore the story?	three stories: what did we like? What did we learn?
Christianity Unit 1.12: What is the 'good news' Christians believe Jesus brings?	<b>Spring 2</b> God, Jesus, Gospel, Incarnation, Christian	Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'.	People who change the world. (See unit) What was the good new Jesus brought?	Forgiveness: Luke 6:37:38	Peace: John 14:27	Friendship: Explore offering friendship to others.	Explore how a church helps Christians to remember the ways in which Jesus life and teaching offers them 'good news'.	Assessment
Islam Unit 1.7: Beginning to learn Islam: What can we learn from stories of the prophet?	<b>Summer 1</b> Allah, Muslim, Islam, Prophet, Qur'an	Describe some of the teachings of a religion. Explain how actions affect others. Show an understanding of the term 'morals'.	Why are some books special? How can we show respect for a book? How do Muslims respect their holy writings?	A special story from the Life of the Prophet. Story- Muhammad and the Cat	Muhammad and the Tiny Ants: what does this story teach us?	Story of Muhammad at the Gates of Makkah.	Which of our stories was the class's favourite and why?	Assessment Holy books, holy words: what have we learnt?
Compare	<b>Summer 2</b> Festival,	Identify the things that are important in	What special times do we	How do we celebrate	Christian festivals:	What religious festivals do	How and why do Muslims	Assessment What did

<p>Unit 1.3: Who celebrates what? How and where?</p>	<p>Celebration, Symbol, Remembering, Religious</p>	<p>their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life</p>	<p>celebrate? Big days for everyone!</p>	<p>special times? (Recap Christmas)</p>	<p>Easter. How and why do Christians celebrate Easter?</p>	<p>we and other people celebrate? Some Hindu Festivals</p>	<p>celebrate Eid-ul-Fitr?</p>	<p>we notice about all the festivals? What can we learn?</p>
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## Year 2

Topic		Key skills	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Sikhism 1.5 <i>Beginning to learn Sikh: The Gurdwara: 'a place to belong'</i></p>	<p><b>Autumn 1</b> <b>Key words:</b> Sikh, Gurdwara, Langar, Generous, sharing</p>	<p>Name symbols they are aware of or know about in their daily lives. Learn about what a Gurdwara is like inside. Talk about values such as kindness, sharing and generosity in response to a Sikh practice.</p>	<p>What objects and places are special for Sikh people?  What symbols do Sikhs wear and do?  What objects mean a lot to Sikhs?</p>	<p>Why is there a kitchen in a Sikh holy building? Who is welcome in the kitchen?  Explore what happens in the langar</p>	<p>What values do Sikhs think are more important than money? Why? What values make people happy?</p>	<p>Can we make a box-model Gurdwara in our own classroom?  6 classroom teams (main hall, dome and flag, furniture, bedroom, langar kitchen, people and symbols)</p>	<p>Continue with building a gurdwara with teams of children making different sections (main hall, dome and flag, furniture, bedroom, langar kitchen, people and symbols)</p>	<p>Assessment  What did you notice? What did you learn? What can you remember about the Sikhs?</p>
<p>Islam 1.8- <i>Beginning to learn Islam: what do Muslims in Sandwell believe and how do they live</i></p>	<p><b>Autumn 2</b> Allah, Muslim, Islam, Prophet, Qur'an</p>	<p>Say that a special place for Muslims is the mosque. Talk about what happens at a mosque. Identify a Muslim holy book or special day. Choose a 'special word' for themselves. Talk about what matters to them.</p>	<p>Do you have a special place? What is a special place for Muslims?  Show images of a mosque, what's inside? Listen to the call to prayer.  Visit or virtual tour of a mosque?</p>	<p>How and why do Muslims celebrate Eid-ul-Fitr? What happens at the mosque?</p>	<p>What can we learn from a story about a mosque?</p>	<p>What mosques are close to where our school is?</p>	<p>The Qur'an at the Mosque How do Muslims use the Qur'an? Why is the Qur'an important to Muslims? What do Muslims learn from the Qur'an about God?</p>	<p>Holy Books: The Qur'an. What have we found out?</p>

Compare Unit 1.10: How and why are some books holy?	<b>Spring 1</b> God, Creator, Jesus, Christian, Bible, Torah, Qur'an, Holy book, symbol	Name some religious symbols. Explain the meaning of some religious symbols. Describe some of the teachings of a religion. Identify the things that are important in their own lives and compare these to religious beliefs.	Key Question for this lesson: What is the difference between a favourite book and a holy book?	Sikh stories: what messages can we see?	What kind of things do Christians learn from the Bible?	The Muslim Qur'an – what can we learn?	What do we notice about some holy books and sacred words? How are they respected?	Assessment What is similar and what is unique about each of these three holy books?
Christianity Unit 1.6: Why does Easter matter to Christians?	<b>Spring 2</b> Easter, Jesus, Gospel, Cross, Empty tomb	Explain how actions affect others. Relate emotions to some of the experiences of religious figures studied. Name some religious symbols. Explain the meaning of some religious symbols.	What matters to them?	Easter story	Link to new life (Easter eggs)	How do Christians celebrate Easter?  Why do Christians believe in heaven?	Assessment Why does Easter matter to Christians?	
Humanism Unit 1.13 Who are the humanists and what is their way of life?	<b>Summer 1</b> Humanist, non-religious, responsible, 'good without God',	Identify some values important to Humanists: e.g. responsibility, truth, honesty, cooperation, thoughtfulness and compassion. Describe the impact of being a Humanist on	Good or bad? Disney clips  What is Humanism?	Golden Rule Being good without God  Humanist Ethics	The one life  A humanist approach to living a happy life	How do Humanist celebrate a new baby?  The perfect welcome	Understanding the world  Why do questions matter?	Assessment Who are the Humanists and what is their way of life?

	Golden Rule	some ceremonies and celebrations of Humanism Raise questions about and respond simply to key Humanist ideas.						A final display idea
Compare Unit 1.9: Holy places: Where and how do people worship?	<b>Summer 2</b> Sacred places, Holy building, Church, Mosque, Synagogue	Explain the meaning of some religious symbols. Describe some of the teachings of a religion. Recognise, name and describe some religious artefacts, places and practices. Identify how they have to make their own choices in life.	Where do you feel safe? What is a holy or sacred place?	What can we learn about churches, Christian sacred spaces?	Which place of worship is sacred for Muslims? What can we learn about mosques?	Continued	What makes the Gurdwara a special place for Sikhs?	Assessment How are places of worship similar and different?