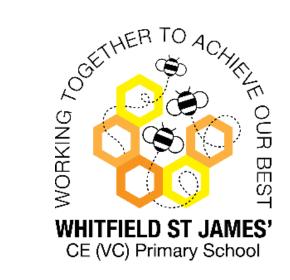
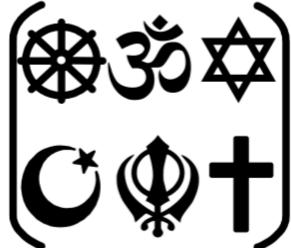


# Curriculum overview for parents and carers

RE



Summary of key RE learning for Nursery/Reception to Year 6.



At Whitfield St James' we use the Derbyshire Agreed Syllabus for Religious Education, along with Understanding Christianity, to ensure coverage and progression for our school RE school curriculum requirements.

Early Years Foundation Stage (EYFS)	Key Stage 1				
Nursery	Reception	Year 1 and upwards			
RE is non-statutory, but teachers may	RE is a compulsory part of the basic	RE is a compulsory part of the basic			
choose to incorporate RE material into	curriculum for all Reception age pupils,	curriculum for all Key Stage 1 pupils, and			
children's activities.	and should be taught according to this	should be taught according to this			
	Agreed Syllabus for RE.	Agreed Syllabus for RE.			
Early Learning Goals outline what pupils	The National Curriculum is taught				
year. The National Curriculum is not taug	alongside Religious Education.				
Some settings have children from both Nursery and Reception in an EYFS Unit. Planning will need to take account of the needs					
and expectations of both age groups.					

The Agreed Syllabus for RE sets out experiences and opportunities and appropriate topics for children in the Foundation Stage. The suggestions made for the EYFS RE are good learning in themselves. These also connect to some of the EYFS seven areas of learning.

Planned teaching experiences will support children's learning and development needs identified through holistic assessment.

# Early Learning Goals from the DfE 2020 Guidance applied to RE

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

Children will encounter Christians and people of other faiths, as part of their growing sense of self, their own community and their place within it and religious experiences connected to 7 areas of learning.

# RE in the nursery

Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children and providing lots of hands-on activities and learning are important parts of pupils' learning at this stage.

Some ideas for religious education in the nursery can include:

- creative play, make-believe, role play, dance and drama
- dressing up and acting out scenes from stories, celebrations or festivals

- making and eating festival food
- talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination
- exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books
- seeing pictures, books and videos of places of worship and meeting believers in class
- listening to religious music
- starting to introduce religious terminology
- work on nature, growing and life cycles or harvest
- seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
- starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions.

Themes which lend themselves to	People Who Help Us	Special Times
opportunities for RE work include the		
following: Myself		
My Life	Friendship	Our Community
My Senses	Welcome	Special Books
My Special Things	Belonging	Stories
People Special to Me	Special Places	The Natural World

### RE in Reception Class, KS1 and KS2

**Curriculum time** = approx. 1 hour per week:

2/3 of time = Christianity and 1/3 of time = other religions/ world views

Reception Class 50 mins per week or short sessions through continuous provision.

## Principal aim

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to

### Our aim

Our RE aim is to explore big questions about life, so we can make sense of religious and world views and reflect on our own beliefs and ideas and ways of expressing and living them.

these questions, as well as develop responses of their own.

knowledge, method and response

Our RE curriculum is based upon 3 ways of knowing - theology, philosophy and social sciences...

**Believing** – Religious beliefs, teachings, sources; questions about meaning, purpose and truth

**Expressing** – Religious and spiritual forms of expression; questions about identity and diversity

<u>Living</u> – Religious practices and ways of living; questions about values and commitments.

RE should meet the aim, reflect the **statutory** key questions approach and secure progression in relation to the key stage outcomes.

### Religions to be studied in depth:

KS1 – Christians and Muslims or Jewish people.

KS2 – Christians, Muslims, Hindus and Jewish people.

N.B. language - Educating about living faith rather than belief structures of traditions hence Muslims rather than Islam, Christians rather than Christianity.

2025/26	,	AUTUMN TERM 1	AUTUMN TERM 2	SPRING 3	SPRING 4	SUMMER 5	SUMMER 6
Reception class		UC GOD Why is the word 'God' so important to Christians?	DASF4 Which times are special and why?	DASF2 Which people are special and why?	UC SALVATION 1 Why do Christians put a cross in an Easter garden?	UC SALVATION 2 How can we help others when they need it?	DASF6 What is special about our world and why?
	Year 1	UC CREATION Who made the wor	ld?	DAS 1.6 How and why do we celebrate special and sacred times?  Christians, Jewish people and/or Muslims.		DAS 1.8 How should we care for others and the world, and why does it matter? Christians, Muslims and/or Jewish people.	
KS1 Year		UC INCARNATION Why does Christmas matter to Christians? (Taught in Y2 and repeated allowing for KS1 nativity)		UC GOSPEL What is the good news that Jesus brings?		DAS 1.4 What can we learn from sacred books? Christians, Muslims and/or Jewish people.	DAS 1.2 part 1 Who is a Muslim and what d they believe?
	Year 3	UC CREATION What do Christians Creation story?	learn from the	L2.5 Why are festivals important to religious communities?  Christians, Hindus and/or Muslims and/or Jewish people.		UC INCARNATION / GOD What is the Trinity?	
LK52	Year 4	L2.8 What does it mean to be a Hindu in Britain today?	L2.10 How do family life and festivals show what matters to Jewish people? (Y3/4)	1	rn from religions about and wrong?Christians, n-religious responses	UC KINGDOM OF When Jesus left w of Pentecost?	GOD hat was the impact
	Year 5	UC PEOPLE OF GO How can following 6 and justice?	_	UC CREATION Cr conflicting or com	eation and science: plementary	U2.4 If God is everywhere, why go to a place of worship? Christians, Hindus and/or Jewish people	U2.10* Green Religion? How and why should religious communities do more to care for the Earth? Christians, Hindus, Jewish and non-religious people
UK52	Year 6	UC GOSPEL What would Jesus	do?	UC KINGDOM OF What kind of king		U2.3 What do religions say to us when life gets hard? Christians, Hindus and non- religious (e.g. Humanists)	U2.9* What can be done to reduce racism? Can religion help? Christians, Muslim, non-religious

2026-	27	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Recep Class	otion	DASF1 Which stories are special and why?	UC INCARNATION 1 Why do Christians perform Nativity plays at Christmas?	UC INCARNATION 2 What makes every single person unique and precious?	DASF3 Which places are special and why?	DASF5 Where do we belong?  UC CREATION How can we care for conversely wonderful world?	
	Year 1			DAS 1.5 What makes some places sacred?  Christians, Muslims and/or Jewish people.		UC GOD What do Christians believe God is like?	
KS1	Year 2	UC INCARNATION Why does Christm Christians (Taught in Y2 and for KS1 nativity)	as matter to	UC SALVATION Why does Easter matter to Christians?		DAS 1.3 Who is  Jewish and what do they believe?	DAS 1.2 part 2 Who is a Muslim and what do they believe?
	Year 3		rent people believe lians, Hindus and/or	L2.4 Why do people Hindus and/or Musi		Christians, UC PEOPLE OF GOD What's it like to follow God?	
<u>LKS</u> <u>2</u>	Year 4	UC GOSPEL What kind of world	I did Jesus want?	UC SALVATION Why do Christians call the day Jesus died 'Good Friday'?		L2.6 Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist).	
	Year 5	U2.7 What matters most to Christians and Humanists?	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Chri	U2.6 What does it mean to be a Muslim in Britain today?	UC SALVATION What did Jesus do to save human beings?	UC GOD What does it mean	if God is holy and loving?

<u>UKS</u> <u>2</u>		stians, Hindus and/or Muslim			
	Year	UC INCARNATION	U2.1 Why do	UC SALVATION	U2.5 Is it better to express your beliefs in arts
	6	Was Jesus the Messiah?	some people think	What difference	and architecture or in charity and generosity?
			God exists?	does the	Christians, Muslims and non-religious (e.g.
			Christians and	Resurrection	Humanists)
			non-religious (e.g.	make to	
			Humanists)	Christians?	