



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 choose to incorporate RE material into children's activities.	RE is a compulsory part of the basic curriculum for all Reception age pupils, and should be taught according to this Agreed Syllabus for RE.	RE is a compulsory part of the basic curriculum for all Key Stage 1 pupils, and should be taught according to this Agreed Syllabus for RE.
Early Learning Goals outline what pupils should achieve by the end of reception year. The National Curriculum is not taught.		The National Curriculum is taught 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 opportunities for RE work include the following: Myself	People Who Help Us	Special Times
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.
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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

Living – 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?	DASF8 What is special about our world and why?
KS1	Year 1	UC CREATION Who made the world?			DAS 1.6 How and why do we celebrate special and sacred times? <i>Christians, Jewish people and/or Muslims.</i>		DAS 1.8 How should we care for others and the world, and why does it matter? <i>Christians, Muslims and/or Jewish people.</i>	
	Year 2	UC INCARNATION Why does Christmas matter to Christians? <i>(Taught in Y2 and repeated allowing for KS1 nativity)</i>			UC GOSPEL What is the good news that Jesus brings?		DAS 1.4 What can we learn from sacred books? <i>Christians, Muslims and/or Jewish people.</i>	DAS 1.2 part 1 Who is a Muslim and what d they believe?
LKS2	Year 3	UC CREATION What do Christians learn from the Creation story?			L2.5 Why are festivals important to religious communities? <i>Christians, Hindus and/or Muslims and/or Jewish people.</i>		UC INCARNATION / GOD What is the Trinity?	
	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? <i>(Y3/4)</i>	L2.9 What can we learn from religions about deciding what is right and wrong? <i>Christians, Jewish people and non-religious responses (e.g. Humanist).</i>		UC KINGDOM OF GOD When Jesus left what was the impact of Pentecost?		
UKS2	Year 5	UC PEOPLE OF GOD How can following God bring freedom and justice?			UC CREATION Creation and science: conflicting or complementary		U2.4 If God is everywhere, why go to a place of worship? <i>Christians, Hindus and/or Jewish people</i>	U2.10* Green Religion? How and why should religious communities do more to care for the Earth? <i>Christians, Hindus, Jewish and non-religious people</i>
	Year 6	UC GOSPEL What would Jesus do?			UC KINGDOM OF GOD What kind of king is Jesus?		U2.3 What do religions say to us when life gets hard? <i>Christians, Hindus and non-religious (e.g. Humanists)</i>	U2.9* What can be done to reduce racism? Can religion help? <i>Christians, Muslim, non-religious</i>

2026-27		Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Reception Class		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 our wonderful world?
KS1	Year 1	DAS 1.7 What does it mean to belong to a faith community? <i>Christians, Jewish people and/or Muslims.</i>		DAS 1.5 What makes some places sacred? <i>Christians, Muslims and/or Jewish people.</i>		UC GOD What do Christians believe God is like?	
	Year 2	UC INCARNATION Why does Christmas matter to Christians (Taught in Y2 and repeated allowing for KS1 nativity)		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?
<u>LKS</u> <u>2</u>	Year 3	L2.1 What do different people believe about God? <i>Christians, Hindus and/or Muslims.</i>		L2.4 Why do people pray? <i>Christians, Hindus and/or Muslims</i>		UC PEOPLE OF GOD What's it like to follow God?	
	Year 4	UC GOSPEL What kind of world 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? <i>Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist).</i>	
	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)? <i>Chri</i>	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?	

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