

Religious Education Overview 2026-2027

Terms Year groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	What special days do we celebrate? A/D (Christianity and Judaism) Rosh Hashanah Harvest Festival (Article 13, 14, 30)	What special days do we celebrate? A/D (Christianity and Judaism) Christmas (Article 13, 14, 30)	What makes me happy? Who makes me happy and why? C/F (Baha'i and Humanism) Chinese New Year (Article 13, 14, 30)	How should we treat living things? A/F (Buddha Dharma and Jainism) Savannah Easter (Article 13, 14, 30)	Where did my name come from? C/D (Islam) Ramadan (Article 13, 14, 30)	How can we use our hearing and other senses to find out about things? B/E (Santana Dharma and Zoroastrianis) Eid (Article 13, 14, 30)
Reception	What can we learn from faith and other stories? A/F (Christianity and Humanism) (Article 13, 14, 30)	What is interesting about the Christmas story A/E (Santana Dharma) (Article 13, 14, 30)	How do Islam and other faiths use water and why? B/E (Islam) (Article 13, 14, 30)	How do we choose what food to eat? B/F (Jain Dharma and Judaism) (Article 13, 14, 30)	How can we help other people? C/F (Baha'i and Sikh Dharma) (Article 13, 14, 30)	What kind of person was Jesus? C/D (Christianity) (Article 13, 14, 30)
Year 1	What makes faith buildings special? (Sikhism) B/F - To recognise the features of a place of worship (Gudwarda) - To compare how places of worship are similar and different - To reflect on my own place of worship and special places to me (Article, 2, 12 13, 14, 28, 29,30, 31)	What can we learn from the Diwali story about good and evil in our own lives? A/E (Hinduism) Diwali - To retell and reflect on the story of Diwali - To reflect on what is good and evil in the world - To develop an understanding of which choices people make - To identify rules that people can live by (Article, 2, 12 13, 14, 28, 29,30, 31)	How do we respond when we hear certain sounds? B/D (Islam) - To recognise why sound is important in the Islamic faith - To reflect on my own experiences in my faith or belief with the use of sound and responding to sound - To develop an understanding of why sound is important to me (Article, 2, 12 13, 14, 28, 29,30, 31)	What can Christians learn from the teachings of Jesus? C/E (Christianity) - To retell stories from the lessons Jesus taught - To reflect on what Christians can learn from Jesus' teachings - To develop an understanding of what people, learn from other religious stories and the importance of these (Article, 2,12 13, 14, 28, 29,30, 31)	Is it important to have a day that is different to other days? C/D (Christianity and Judaism) Church Trip - To understand the importance of different days to different faiths and compare these - To recognise the features of a place of worship in accordance with the faith's special day (Church/Synagogue) - To reflect on my own important day (Article, 2, 12 13, 14, 28, 29,30, 31)	How do holy books teach religious people about being close to God? A/F (Christianity and Zoroastrianism) - To reflect on what is important to me - To compare different holy books (Avesta and the Bible) - To identify the importance of holy books and why some faiths have these (Article, 2, 12 13, 14, 28, 29,30, 31)

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Year 2	What rules are the most important and why? A/F (Judaism) - To reflect on the rules and rights we abide by - To identify which rules are important to Jewish people and other faiths - To explore which rules are the most important to me and why they are important (Article 30, 13, 29, 2, 12,14)	How do we remember people and why? C/E (Humanism and Christianity) - To reflect and discuss about how we remember people - To understand and compare how Humanists and Christians express remembering people - To recall the story of Lazarus and ask questions about what people believe in from this (Article 30, 13,29, 2, 12,14)	What makes a home? B/F (Hinduism and Jainism) - To identify why a home is important to the Hindu and Jain religions - To understand the meaning of respect and belonging - To reflect on what makes a home special to me (Article 30,13, 29, 2, 12,14, 24, 29)	Why is the cross important to Christians? A/C (Christianity) - To retell and reflect on the story of Easter - To reflect on the story surrounding Easter by asking questions - To develop an understanding of how Christians remember Jesus - To recognise the importance of the cross and compare this symbol to other faiths (Article 30, 13, 29, 2, 12,14)	How are we the same and different from other people and does it matter? B/D (Islam and Baha'i) - To recognise the features of the Baha'i and Islamic faith - To compare how places of worship are similar and different - To reflect on my own religion or belief. and my experiences surrounding respect (Article 30,13, 29, 2, 12,14)	What does faith say about change? How does it make us feel and how can we become better? D/F (Buddhism) - To recall and reflect on the story of Buddha and the meanings behind this - To explore and define what change means - To identify and explain changes that we could implement to become better. (Article 30,13, 29, 2, 12,14)
Year 3	What do Christians do when they pray and why? A/E (Christianity) - To retell and reflect on the story of the Prodigal Son - To explore why and how some people pray and the importance of prayer - To reflect on my own ideas of prayer and what it means to me - To identify features of prayer relating to different faiths (Article 13, 14, 30)	What can we learn from the life of Buddha about being happy? A/F (Buddhism) - To retell and reflect on the story of Buddha - To reflect on what is happy and sad in the world - To develop an understanding about moral decisions that other people and I make (Article 13, 14, 30)	Should holy books be treated differently to other books? C/E (Islam) - To identify why the Quran is important in the Islamic religion - To reflect on the importance of my own holy book or book that is special to me - To develop an understanding and ask questions about the significance of different holy books (Article 13, 14, 30)	What are our most important religious artefacts and symbols? How do they show what we believe? B/D (Judaism) (Synagogue Trip) - To identify the artefacts and symbols of the Jewish faith - To compare how religions have different artefacts and symbols that they believe in - To reflect on my own artefacts and	How do faith groups mark naming ceremonies? B/E (Hinduism) - To identify and explain the importance of different naming ceremonies especially in the Hindu faith - To compare how religions have different celebrations for naming ceremonies - To reflect on my own experiences surrounding naming celebrations (Article 13, 14, 30)	What makes some places sacred? C/F (Christianity and Islam) - To recognise the features of a place of worship and explain the significance of these (Church/Mosque) - To compare different sacred places - To recall the meaning of sacred and reflect on what it means to me (Article 13, 14, 30)

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Year 4	What does it mean to be sorry and how can we tell? A/D (Judaism) - To reflect on our own choices and forgiveness - To identify how Jewish people and other faiths say sorry - To recognise and explain the features of the Ten Days of Repentance - To ask 'BIG' questions about forgiveness and what it means to be sorry (Article 13, 14, 30)	What do we mean by peace and where is it to be found? C/E (Christianity) - To ask questions surrounding peace and reflect on what it means to me - To reflect on the world around and identify peace and conflict and how these could be resolved - To identify where peace is found for Christian believers and other faiths (Article 13, 14, 30)	Does it matter what we wear and why? C/F (Sikhism) - To identify what special items Sikh people might wear and explain their significance - To compare different special items of faith that believers wear - To reflect on decisions, I make surrounding what I wear (Article 13, 14, 30)	In what ways is Jesus relevant today and in the future? B/D (Christianity) - To retell, reflect and give opinions on the teachings of Jesus - To give reasons on the relevance of Jesus to Christians in today's world - To explore my own faith and belief and what relevance it has in today's world (Article 13, 14, 30)	What role do places of worship have in communities? B/F (Islam) (Mosque Trip) - To recognise the features of a place of worship (Mosque) - To compare how places of worship are similar and different - To reflect on my own place of worship and special places to me - To understand the importance of having special places for communities (Article 13, 14, 30)	How is Humanism the same as and different to a religion? A/D (Humanism) - To identify the key features and beliefs in Humanism - To compare Humanism with other religions - To reflect on my own religion and the beliefs of Humanism (Article 13, 14, 30)
Year 5	Do all actions have a consequence? B/F (Buddhism and Jainism) - To identify what is an action and a consequence - To reflect on our own actions and consequences - To recognise how faiths deal with consequences - To explain what the Eightfold Path (Buddhism) and karma (Jain) is (Article 1, 30, 13:,29, 2, 12,14)	Is it better to give than to receive? C/F (Christianity and Hinduism) - To explain and reflect on the importance of giving and receiving and give reasons for my views - To identify and give examples of why and when Christians and Hindus give to others - To recall and give reasons why Christians and Hindus give to people to others (Article 30, 13:,29, 2, 12,14)	Why did a Chief Rabbi say – "Religion is about the way of creation, science is about the how"? A/E (Judaism and Humanism) - To retell, explain and reflect on the creation of the world in the Jewish and Humanist faiths - To compare different views on the creation of the world - To give reasons for my own beliefs surrounding the creation of world (Article 30, 13:,29, 2, 12,14)	How did the teachings of Guru Nanak influence the teachings of Guru Gobind Singh? A/E (Sikhism) (Gudwarda Trip/visitor) - To retell, explain and reflect on stories surrounding the teachings of Guru Gobind Singh - To explore and give reasons for what Sikhs believe is the most important religious teaching - To develop an understanding of what people learn from other religious teachings and the importance of these (Article, 30, 13:,29, 2, 12,14)	Could the Lord's Prayer be universal? C/D (Christianity) - To identify why people use the Lord's prayer - To recognise key features of the Lord's prayer - To reflect on my own prayer and self-reflection (Article 30, 13:,29, 2, 12,14)	How do faiths define themselves? C/D (Baha'i) - To identify the key features and beliefs in the Baha'i religion - To compare the Baha'i religion with other religions - To reflect on my own religion and beliefs and explain these (Article 30, 13:,29, 2, 12,14)

Year 6	Why do people pray? B/D (Islam) - To identify and explain why people of the Islamic faith pray - To recognise and explain key features of Islamic prayer - To recall what Hajj is and why this is relevant to prayer - To reflect on my own prayer and self-reflection (Article 30, 13:,29, 2, 12,14)	How responsible are we for the environment? A/F (Christianity and Hinduism) (Temple Trip) - To explore why the environment is important to us, Christians and Hindus - To recognise and explain how people are responsible for the environment - To identify how we could become more responsible for the world around us (Article 30, 13:,29, 2, 12,14, 24)	What do Christians believe is the most important event that has happened? C/F (Christianity) - To retell, explain and reflect on stories surrounding different important events from the Christian faith - To explore what different denominations of Christians believe is the most important religious event - To develop an understanding of what people learn from other religious events and the importance of these (Article 30, 13:,29, 2, 12,14)	What is the truth about the Baisakhi story? C/E (Sikhism) - To retell and reflect on the story of Baisakhi - To explain the significance of the Baisakhi story - To express my own opinions and views on the meaning and purpose of life - To identify and express views on whether stories are always true (Article 30, 13:,29, 2, 12,14)	Who do we look to for inspiration and why? B/D (Buddhism and Humanism) - To identify, recognise and explain who is inspirational to Buddhist and Humanist believers - To reflect on who is inspirational to me and explain reasoning for this (Article 30, 13:,29, 2, 12,14)	Religious responsibility: What does it mean to grow up? A/F (Judaism and Zoroastrianism) - To identify and compare features and what Jewish and Zoroastrians believe happens as they grow up - To reflect on what I believe growing up is and my reasoning for this - To identify and explain my goals for high school and future life (Article 30, 13:,29, 2, 12,14)
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