

Hollin Primary School
R.E Curriculum Overview

Aims/Strands and Year	<u>Believing</u> <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>	<u>Expressing</u> <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	<u>Living</u> <i>(Religious practices and ways of living; questions about values and commitments)</i>
Nursery	<ul style="list-style-type: none"> • 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 • Exploring authentic religious artefacts • Seeing pictures, books and videos of places of worship and meeting believers in class 		<ul style="list-style-type: none"> • 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 • Listening to religious music
Reception ELG	Which stories are special and why? Which people are special and why?	Which places are special and why? Which times are special and why?	Where do we belong? What is special about our world and why?
Year 1	Who is a Christian and what do they believe?	What makes some places sacred? <i>Christians, Muslims and/or Jewish people</i> How and why do we celebrate special and sacred times? <i>Christians, Jewish people and/or Muslims</i>	What does it mean to belong to a faith community? <i>Christians, Muslims and Jewish people</i>
Year 2	Who is a Muslim and what do they believe? Who is Jewish and what do they believe? What can we learn from sacred books? <i>Christians, Muslims and/or Jewish people</i>	How and why do we celebrate special and sacred times? <i>Christians, Jewish people and/or Muslims</i>	How should we care for others and the world, and why does it matter? <i>Christians, Muslims and/or Jewish people</i>
Year 3	What do different people believe about God? <i>Christians, Hindus and/or Muslims</i> Why is the Bible so important for Christians today?	Why do people pray? <i>Christians, Hindus and/or Muslims</i> Why are festivals important to religious communities? <i>Christians, Hindus and/or Muslims and/or Jewish people</i>	What does it mean to be a Christian in Britain today?
Year 4	Why is Jesus inspiring to some people?	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 nonreligious responses (e.g. Humanist)</i> Why are festivals important to religious communities?	What does it mean to be a Muslim in Britain today? 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>
Year 5	Why do some people think God exists? <i>Christians and non-religious (e.g. Humanists)</i> What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	If God is everywhere, why go to a place of worship? <i>Christians, Hindus and/or Jewish people</i>	What does it mean to be a Hindu in Britain today?
Year 6	What do religions say to us when life gets hard? <i>Christians, Hindus and non-religious (e.g Humanists)</i>	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>	What matters most to Christians and Humanists? What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? <i>Christians, Hindus and/or Muslims</i>