



Religious Education Overview

At Four Oaks, we recognise the importance of a progressive curriculum which builds over time from EYFS to Year 6. For further details of the Education Programmes at EYFS and KS1 and KS2, please see the Statutory Framework for the Early Years Foundation Stage 2021 and the National Curriculum for Key Stage 1 and 2, 2014.

Year Group	AUTUMN	SPRING	SUMMER
Nursery	Personal, Social and Emotional Development • Develop their sense of responsibility and membership of a community. Understanding the World • Continue to develop positive attitudes about the differences between people.		
Reception	Personal, Social and Emotional Development • See themselves as a valuable individual. • Think about the perspectives of others. Understanding the World • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.		
ELG	Personal, Social and Emotional Development- Building Relationships • Show sensitivity to their own and others' needs. Understanding the World- Past and Present • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. Understanding the World- People and Communities • 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.		
EYFS	<u>Autumn 1</u> Individual Similarities and Differences. To know the ways in which our appearances are different and talk about our classmates in positive ways.	<u>Spring 1</u> Which times are special and why? To understand that people celebrate different special times and recall special times explaining why they are special.	<u>Summer 1</u> Which stories are special and why? To understand that different religions have different special stories and to explore the importance of these stories.
	<u>Autumn 2:</u> Families Similarities and Differences. To understand that we belong to our families and that all families have similarities and differences.	<u>Spring 2</u> The Easter Story To understand that Easter is celebrated by Christians and to understand one other festival from another faith and know why it is important.	<u>Summer 2</u> Which places are special and why? To understand that different religions have different special places and be able to name them.
YEAR 1	<u>Autumn 1:</u> Who is a Christian and what do they believe? (Part 1) Christians <u>Autumn 2:</u> How and why do we celebrate special and sacred times? (Part 1) Christians, Muslims or Jewish people	<u>Spring 1:</u> Who is a Muslim and what do they believe? (Part 1) Muslims <u>Spring 2:</u> What does it mean to belong to a faith community? Christians, Muslims and Jewish people	<u>Summer 1 and 2:</u> What makes some places sacred? Christians, Muslims and Jewish people

YEAR 2	<u>Autumn 1:</u> Who is Jewish and what do they believe in? Jewish people <u>Autumn 2:</u> How and why do we celebrate special and sacred times? (Part 2) Christians, Muslims or Jewish People (Christmas comparison)	<u>Spring 1:</u> Who is a Muslim and what do they believe? (Part 2) Muslims <u>Spring 2:</u> Who is a Christian and what do they believe? (Part 2) Christians- Easter	<u>Summer 1:</u> What can we learn from sacred books? Christians, Muslims or Jewish people <u>Summer 2:</u> How should we care for others and the world, and why does it matter? Christians and Jewish people
YEAR 3	<u>Autumn 1:</u> What does it mean to be a Hindu in Britain today? (Part 1) Hindus <u>Autumn 2:</u> What does it mean to be a Christian in Britain today? (Part 1) Christians- Christmas	<u>Spring 1:</u> Why is the Bible so important for Christians today? Christians <u>Spring 2:</u> Why are festivals important to religious communities (Easter focus possibly) Christians and Hindus/Muslims or Jewish people	<u>Summer 1:</u> What do different people believe about God? (Christian focus and either or both Hindus and Muslims) <u>Summer 2:</u> Why do people pray? Christians, Hindus or Muslims
YEAR 4	<u>Autumn 1:</u> What does it mean to be a Christian in Britain today? (Part 2) Christians <u>Autumn 2:</u> What does it mean to be a Hindu in Britain today? (Part 2) Hindus	<u>Spring 1:</u> Why are festivals important to religious communities? (Possible Eid focus) Muslims and Christians/ Jewish or Hindu <u>Spring 2:</u> Why is Jesus inspiring to some people? Christians	<u>Summer 1:</u> What can we learn from religions about deciding what is right and wrong? Non-Religious (humanists), Christians and Jewish people <u>Summer 2:</u> Why do some people think that life is like a journey and what significant mark this? Christians, Hindus and/or Jewish people
YEAR 5	<u>Autumn 1:</u> Why do some people believe God exists? Christians, non-religious people (humanists) <u>Autumn 2:</u> What does it mean to be a Muslim in Britain today? (Part 1) Muslims	<u>Spring 1:</u> What matters most to Christians and Humanists? Christians and non-religious people <u>Spring 2:</u> What would Jesus do? Can we live by the values of Jesus in the twenty-first century? Christians	<u>Summer 1 and 2:</u> If God is everywhere, why go to a place of worship? Christians, Hindus and Jewish people
YEAR 6	<u>Autumn 1:</u> What does it mean to be a Muslim in Britain today (Part 2) Muslims <u>Autumn 2:</u> What difference does it make to believe in Ahimsa, Grace and/or Ummah?	<u>Spring 1 and 2:</u> Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (humanist)	<u>Summer 1 and 2:</u> What do religions say to us when life gets hard? Christians, Hindus and non-religious people

	Christians, Muslims and Hindus		
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