

## RE – Whole School Overview – Rolling Programme: 2025-26 (A) / 2026-27 (B)

| Year Group   | Autumn   |     | Spring   |     | Summer   |     |
|--|--|-----|--|-----|--|-----|
|  | 1.1  | 1.2 | 2.1  | 2.2 | 3.1  | 3.2 |
| Nursery  | <p>Special people: Me and my family-who is special to me? In Reception and Key Stage 1 children will develop this knowledge to learn about key religious figures, e.g., Jesus being special to Christians.</p> <p>Special occasions: Children will be exposed to activities linked to these celebrations to help develop their understanding.</p> <p>Examples of special occasions may include weddings, birthdays, Eid, Diwali, Halloween, Christmas (introduce the Nativity as the story of the birth of Jesus, to be built upon in Reception)</p> |     |  |     |  |     |
| Reception<br>(Christianity, Judaism)                                 | Which people, stories and events are special to me?  |     | What do I know about Easter and Holi?  |     | Why are some places and objects special or sacred?   |     |
| Year 1/2<br>Christianity<br>Judaism<br>Islam<br>2025-26 (A)          | (1.1) What do stories from religious traditions teach about God?<br>(2.1) How are stories and celebrations linked?   |     | <p>What do creation stories teach people about God and human nature?</p> <p>(simple introduction to Humanism)</p>                  |     | What do people learn from stories and festivals?   |     |
| Year 1/2<br>Christianity,<br>Islam and<br>Sikhism<br>2026-27 (B)     | <p>What are the sacred texts and why do they matter?</p> <p>How they are regarded and used by believers.</p>   |     | <p>What is a religion? What is a worldview?      What beliefs, values and practices are important in religions and worldviews?</p> |     | <p>Personal worldviews: what shapes these?</p> <p>Beliefs</p> <p>Connections between Personal worldviews: what shapes these?</p> <p>Beliefs</p> <p>Connections between religions and worldviews.</p> |     |
| Year 3/4<br>Christianity<br>Islam Sikhism<br>Buddhism<br>2025-26 (A) | <p>How do people express their beliefs through worship and caring for others?</p> <p>How do people use their senses in worship?</p>  |     | What do we mean by religious and spiritual experiences?  |     | Study of Jainism & Buddhism  |     |
| Year 3/4<br>Christianity<br>Judaism Hinduism<br>2026-27 (B)          | What does pilgrimage mean to individuals and communities?  |     | Which RW communities can we find in our neighbourhood?   |     | Buddhist Pilgrimage  |     |
| Year 5<br><br>Christianity<br>Judaism Hinduism                       | <p>How do people welcome new life into the world?</p> <p>How do people show their commitment to a religion?</p>  |     | How do people celebrate marriage?  |     | <p>What do people believe about the afterlife?</p> <p>How is this expressed in funeral practices?</p>  |     |
| Year 6<br><br>Christianity<br>Islam Humanism<br>Buddhism             | <p>BIG QUESTIONS</p> <p>Wise words and inspirational people</p> <p>What do people believe about good and evil, right and wrong ?</p>   |     | <p>BIG QUESTIONS</p> <p>What do people believe about the environment?</p> <p>What do people believe about peace?</p>               |     | <p>Consolidation of previous learning.</p> <p>Building up a personal worldview.</p>  |     |

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| YEAR GROUP | SACRE  | CYCLE A   | CYCLE B  | TRIPs and ASSEMBLIES                                  |                                     |
|------------|--|---|--|---|-------------------------------------|
|            |  |   |  | CYCLE A   | CYCLE B                             |
| YEAR 1     | Christianity and Judaism   | <b>YEAR 1 CURRICULUM</b><br><b>Autumn and Spring</b><br>Christianity and Judaism<br><b>Summer</b><br>Christianity, Judaism and Islam                      | <b>YEAR 2 CURRICULUM</b><br><b>Autumn and Spring</b><br>Christianity and Islam<br><b>Summer</b><br>Christianity, Islam and Sikhism | Church visit  | Mosque visit                        |
| Year 2     | Christianity, Judaism or Islam<br>1 Dharmic<br>Buddhism, Sikhism or Hinduism |   |  | Easter – Class Attenborough and Bell                  | Harvest – Class Attenborough        |
| YEAR 3     | Christianity, Judaism or Islam<br>2 Dharmic<br>Buddhism, Sikhism or Hinduism | <b>YEAR 3 CURRICULUM</b><br><b>Autumn and Spring</b><br>Christianity, Islam, Sikhism and Buddhism<br><br><b>Summer</b><br>PROJECT<br>Jainism and Buddhism | <b>YEAR 4 CURRICULUM</b><br><b>Autumn, Spring and Summer</b><br><br>Christianity, Judaism and Hinduism                             | Gurdwara visit  | Temple visit                        |
|            | YEAR 4   |   |  | Christianity, Judaism or Islam<br><b>and</b> Hinduism | Vaisakhi – Class Edison and Hawkins |
| YEAR 5     | Christianity, Judaism, Hinduism and Buddhism                                 | <b>Autumn Spring Summer</b><br>Christianity, Judaism, Hinduism and Buddhism   |  | Synagogue   | Synagogue                           |
| YEAR 6     | Christianity, Judaism and Hinduism, Humanism                                 | <b>Autumn Spring Summer</b><br>Christianity, Judaism and Hinduism, Humanism   |  | Hanukkah Class Newton and Darwin                      | Easter Class Newton and Darwin      |
|            |  |   |  | No visit  |                                     |
|            |  |   |  | Diwali – Class Einstein and Turing                    |                                     |

