EYFS: 36 hours a year (50 minutes a week or short sessions implemented through continuous provision.)

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| Religions | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key questions | Our wonderful world: how can we care for living things and the earth? | Belonging: who are we and how do we belong? | Which stories are special and why? | Which people are special and why? | What times are special and why? | What places are special and why? |
| Christianity | Harvest | Christmas | Epiphany | Shrove Tuesday/Ash Wednesday/Lent  Holy week/Easter | Ascension Day  Pentecost (Whit Sunday) |  |
| Islam  \*Dates vary. | Hajj |  |  |  | Ramadan  Eid-ul-Fitr | Eid-al-Adha  Hijra |
| Hinduism |  | Divali |  | Holi |  |  |
| Sikhism | Guru Nanak’s birthday | Divali |  | Holi/Holla Mohalla  Baisakhi |  |  |
| Buddhism |  |  | Parinirvana Day  Magha Puja |  | Vesakha Puja  Wesak |  |
| Judaism | Sukkot (Harvest) | Hanukah |  |  |  |  |

Suggestions for RE days…  
Harvest day - compare the Christian Harvest festival with the Jewish one. Try different fruits/vegetables, cook something, research charities that provide food for people (local food bank/Hope House).   
Festival of lights – compare Divali, Hanukah and Christmas.   
Easter   
Ramadan/Eid  
Wesak

Progression in learning (Christmas and Easter).

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| Foundation | KS1 | LKS2 | UKS2 |
| Pupils **retell** the stories (eg through carols, music, drama or in pictures), suggest reasons why they are important to Christians, using correct words to express meaning (eg Messiah, Crucifixion, resurrection, ascension.) | Pupils **think about** the behaviour shown by the characters in the stories, eg being trustworthy, courageous, persistent, overcoming obstacles, forgiving, worshipping, being changed and **explore** some of these characteristics and values creatively. | Pupils **ask and find out** about where these stories come from (The Gospels of Luke and Matthew in the Bible for Christmas, all four Gospels for the narratives of Palm Sunday. Maundy Thursday, Good Friday and Easter Sunday) and how these stories are remembered and celebrated in the Christian festivals today. | Pupils **consider** what is special about the Gospel and **respond sensitively**, relating to the festivals and to their own special times of life using examples, giving reasons and increasingly using the correct terms and key words. |

KS1: 36 hours a year (50 minutes a week or short sessions implemented through continuous provision.) Christianity and Judaism.

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Cycle A (Y1) | Celebrations and festivals: Who celebrates what and why?  Christianity  Judaism | Christmas  (see below)  Christianity | Myself and others: How do we show we care for others? Why does it matter?  Christianity  Judaism | Easter  (see below)  Christianity | Beliefs and teachings. Stories of Jesus: What can we learn from them? How do religious stories make a difference to people’s lives?  Christianity | Symbols in religious worship and practice: In what ways are churches/ synagogues important to believers?  Christianity  Judaism |
| Cycle B (Y2) | Leaders: What makes some people inspiring to others?  (Moses and St. Peter)  Christianity  Judaism | Christmas  (see below)  Christianity | Believing: What do Jewish people believe about God, creation, humanity, and the natural world?  What are some ways Jewish people show their beliefs and how they belong?  Judaism | Easter  (see below)  Christianity | Belonging: What does it mean to belong?  What is it like to belong to the Christian religion in Nottinghamshire today?  Christianity | Story. Jewish and Christian stories: How and why are some stories important in religions? What can we learn from these stories and from the Torah and the Bible?  Christianity  Judaism |

LKS2: 45 hours a year (1 hour a week, or less than an hour a week plus a series of RE days.) Christianity, Hinduism and Islam.

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Cycle A (Y3) | Beliefs and questions: What difference does it make to be a Christian? How do Christian people’s beliefs about God, Jesus, the world and others have an impact on their lives?  Christianity | Christmas  (see below)  Christianity | Religion, family and community: Prayer. How do religious families and communities practice their faith? The example of prayer.  Christianity  Islam | Introduction to Sikhism.  Sikhism | Worship and sacred places: Where, how and why do people worship?  Investigate places of worship in Nottinghamshire.  Christianity  Hinduism  Islam | Inspirational people from the past: What can we elarn from inspiring people in sacred texts and in the history of religions? Moses, Jesus and Muhammad.  Christianity  Islam  Judaism |
| Cycle B (Y4) | The journey of life and death: Why do some people think life is like a journey? Where do we go? What do different people think about life after death?  Christianity  Hinduism  Islam | Introduction to Buddhism.  Buddhism | Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages?  Christianity  Hinduism  Islam | Easter  (see below)  Christianity | Spiritual expression. Christianity, music and worship: what can we learn?  Christianity  ‘spiritual but non-religious’ | Religion, family, community, worship, celebration, ways of living. How do Hindu families practice their faith?  What are the deeper meanings of some Hindu festivals?  Hinduism |

UKS2: 45 hours a year (1 hour a week, or less than an hour a week plus a series of RE days.) Christianity, Hinduism and Islam.

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Cycle A (Y5) | Inspirational people in today’s world: What can we learn from great leaders and inspiring examples in today’s world?  School choose religions, could be…  Christianity  Hinduism  Islam | Christmas  (see below)  Christianity | Religion and the individual: What matters to Christians?  What is expected of a person in following a religion or belief?  What matters most to Christians in their religion?  Christianity | Sikh festivals.  Sikhism | Beliefs and questions: How do people’s beliefs about God, the world and others impact on their lives?  Hinduism  Islam | Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?  School choose religions, could be…  Christianity  Hinduism  Islam |
| Cycle B (Y6) | Teachings, wisdom and authority: What can we learn by reflecting on words of wisdom from religions and worldviews?  What do sacred texts and other sources say about God, the world and human life?  School chooses religions. | Buddhist festivals.  Buddhism | Religion, worldviews, family and community: What contributions do religions make to local life in Nottinghamshire?  How can we make Nottinghamshire a county of tolerance and respect?  School chooses religions  Christianity or  Hinduism or  Islam or  Judaism | Easter  (see below)  Christianity | Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?  Christianity  Hinduism  Humanism | Beliefs and actions in the world: What was the kindertransport? Who restricted and rescued? How can we be Upstanders today?  Judaism |