

Religious Education and World Views Yearly Overview

RE - Religious Education and Worldviews is a subject that is taught weekly and in every half term. We follow the Leicester Agreed Framework Updated in 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Celebrations: Birthdays, Harvest Know how we celebrate events such as birthdays Language used in celebrations – celebrate, special, card, gift, party, cake, balloons, invitation, decorations	Celebrations: Diwali, Bonfire Night, Halloween, St. Nicholas Day, Christmas	Know and talk about the following celebrations: Martisor Day, Chinese New Year	Know and talk about the following celebrations: Martisor Day, Chinese New Year	Know and talk about the following celebrations: Martisor Day, Chinese New Year	Review of learning throughout the year
	Autumn Term		Spring Term		Summer Term	
Reception	<u>Special and sacred – What people, stories and events are special to me?</u> Assessment statements and learning •Children to know they are special. Children to be able to say people that are special to them. •Children to know Christmas is special for Christians. •Children to know Diwali is special for Hindus. •Children can describe how people celebrate Christmas and Diwali, including in school. •Children to know that stories are important to Christians and Hindus. •		<u>What do I know about Easter and Holi?</u> Assessment statements and learning •Children know that some people belong to a religion. •Children to describe how people come together to celebrate special events. •Children can say and explain why Easter is special for Christians. •Children can say and explain why Holi is special for Hindus. •Children can say how people celebrate Easter and Holi. •Children can say how both festivals might mean different things to different people. Children can say how stories are expressed through the celebrations of Easter and Holi.		<u>Why are some places and objects special or sacred?</u> Assessment statements and learning • Children can describe why places of worship matter to people • Children can explain what makes churches and mandirs, and the things inside them sacred or holy. • Children can say how symbols and artefacts in a church and mandir have a special meaning for believers. • Children can describe how being inside special and sacred places makes people feel. Children can explain which things are similar in a church and a mandir and which things are different	

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Year 1	<u>What do stories from religious traditions teach about God? What can we learn from other stories?</u> Assessment statements and learning Children can talk about how books can have different meaning. Children know and explain how stories form part of beliefs. E.g, stories from the bible. Children can talk/write about stories from sacred texts which teach people about God and the way people should lead their lives. Moses and burning bush. The lost sheep. Children can say why Moses is important to Jewish people. Children can say why Jesus is important to Christians. Children can ask questions and know the different meanings stories have, including what people mean by ‘truth’. Is it a true story?	<u>What do stories from religious traditions teach about God? What can we learn from other stories?</u> Assessment statements and key learning Children can give examples of the different ways Christmas brings communities together to celebrate. Children can give examples of the different ways Hanukkah brings communities together to celebrate. Children can explain how the festivals of Christmas and Hanukkah reflect key stories, beliefs and concepts. Children can give reasons why some stories are considered sacred. Children can describe the ways in which stories inform actions and rituals during festivals, e.g. lighting candles at Hanukkah.	<u>What do creation stories teach people about God and human nature?</u> Assessment statements and key learning Children can explain how creation stories form part of religious beliefs e.g about how the world was created. Children can retell the sequence of the Christian creation story. Children can explain what stories teach about God and people from the view point of Christians, Muslims and Jews Eg God the Creator, the Garden of Eden. Children can give reasons why people might believe different things about how the world began. Children can give reasons why some people, including Humanist might not believe that the world was created by a divine being.	<u>What do people learn from stories and festivals?</u> Assessment statements and key learning Children can say how Easter and Passover bring people together through the ways they observe and celebrate these events. Children can say how stories relating to key festivals reflect religious beliefs and concepts, e.g. how Jesus’ Resurrection links to beliefs about life after death. Give reasons why the Easter story and the Exodus stories are considered ‘sacred’ and ‘holy’. Children can say how stories play a part in the observance of Easter and Passover, e.g the events of Holy Week, the telling of the Exodus during the Passover meal.

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	Autumn Term	Spring Term Summer Term
Year 2	<u>What are sacred texts and why do they matter?</u> Assessment statements and learning Children can say what is meant by revelation. Children can say how sacred scriptures are different to other kinds of books. Children know not all people follow or read a sacred text. Children can say how sacred scriptures are used in worship and ceremonies to bring communities together. Children know how and why people show respect for sacred scriptures.	<u>What do we mean by religion and world views?</u> <u>What beliefs, values and practices are important in religious and world views?</u> Assessment statements and learning Assessment statements Children can explain the meaning of ‘religion’ and ‘worldview.’ Children can distinguish between the key beliefs of people from Abrahamic and Dharmic traditions. Children can make connections between beliefs within and between worldviews. Children can Identify areas of diversity within religions by naming two groups or denominations and explaining similarities and differences. Children can describe a non-religious view of the world