



## Curriculum overview for parents and carers

### RE

Summary of key RE learning for Nursery/Reception to Year 6



At Padfield we use the Derbyshire Agreed Syllabus for Religious Education, to ensure coverage and progression for our school RE school curriculum requirements.

<b>Early Years Foundation Stage (EYFS)</b>		<b>Key Stage 1</b>
<b>Nursery</b>	<b>Reception</b>	<b>Year 1 and upwards</b>
RE is non-statutory, but teachers may choose to incorporate RE material into children's activities.	RE is a compulsory part of the basic curriculum for all Reception age pupils, and should be taught according to this Agreed Syllabus for RE.	RE is a compulsory part of the basic curriculum for all Key Stage 1 pupils, and should be taught according to this Agreed Syllabus for RE.
Early Learning Goals outline what pupils should achieve by the end of reception year. The National Curriculum is not taught.		The National Curriculum is taught alongside Religious Education.
Some settings have children from both Nursery and Reception in an EYFS Unit. Planning will need to take account of the needs and expectations of both age groups.		

The Agreed Syllabus for RE sets out experiences and opportunities and appropriate topics for children in the Foundation Stage. The suggestions made for the EYFS RE are good learning in themselves. These also connect to some of the EYFS seven areas of learning.

Planned teaching experiences will support children's learning and development needs identified through holistic assessment.

### **Early Learning Goals from the DfE 2020 Guidance applied to RE**

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

Children will encounter Christians and people of other faiths, as part of their growing sense of self, their own community and their place within it and religious experiences connected to 7 areas of learning.

### **RE in the nursery**

Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children and providing lots of hands-on activities and learning are important parts of pupils' learning at this stage.

Some ideas for religious education in the nursery can include:

- 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, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination
- exploring authentic religious artefacts, including those designed for small children such as ‘soft toy’ artefacts or story books
- seeing pictures, books and videos of places of worship and meeting believers in class
- listening to religious music
- 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.

Themes which lend themselves to opportunities for RE work include the following: Myself	People Who Help Us	Special Times
My Life	Friendship	Our Community
My Senses	Welcome	Special Books
My Special Things	Belonging	Stories
People Special to Me	Special Places	The Natural World

### **RE in Reception Class, KS1 and KS2**

Principal aim  The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.	Our aim  Our RE aim is to explore big questions about life, so we can make sense of religious and world views and reflect on our own beliefs and ideas and ways of expressing and living them.
knowledge, method and response	

Our RE curriculum is based upon 3 ways of knowing - theology, philosophy and social sciences...

**Believing** – Religious beliefs, teachings, sources; questions about meaning, purpose and truth

**Expressing** – Religious and spiritual forms of expression; questions about identity and diversity

**Living** – Religious practices and ways of living; questions about values and commitments.

RE should meet the aim, reflect the **statutory** key questions approach and secure progression in relation to the key stage outcomes.

**Religions to be studied in depth:**

KS1 – Christians, Muslims and Jewish people.

KS2 – Christians, Muslims, Hindus and Jewish people as well as non-religious people such as Humanists. Green Religion and Religion against racism.

N.B. language - Educating about living faith rather than belief structures of traditions hence Muslims rather than Islam, Christians rather than Christianity.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
EYFS	F1 Special Stories  NATRE UNIT 6 (EYFS)	F2 Special People Part 1  NATRE UNIT 1 (EYFS) <i>Why is the word God so important to Christians?</i>  F4 Special Times  NATRE UNIT 2 (EYFS) <i>Christmas</i>	F5 Being Special  NATRE UNIT 3 (EYFS)	F2 Special People Part 2  NATRE UNIT 1 (EYFS) <i>Why is the word God so important to Christians?</i>  F4 Special Times	F3 Special Places  NATRE UNIT 5 (EYFS)	F6 Our Special World  NATRE UNIT 7 (Y1) <i>Who do Christians say made the world ? ( Need to add other faiths / viewpoints)</i>

				NATRE UNIT 4 (EYFS) Easter		
<b>Cycle A</b> <b>2026-27</b> <u>Y1/2</u>	1.1 Who is a Christian and what do they believe?  NATRE UNIT 13 (Y2) NATRE UNIT 14 (Y2) What is the Good News Christians say Jesus Brings? Part 1 and 2	1.5 What makes some places scared?  NATRE UNIT 18 (Y2) 6 lessons	1.3 Who is Jewish and what do they believe?  NATRE UNIT 9 (Y1) 6 lessons	1.7 What does it mean to belong to a Faith Community?  NATRE UNIT 11 (Y1) 6 lessons	NATRE UNIT 10 (Y1) 6 lessons  What do Christians believe God is like?	
<b>Cycle B</b> <b>2025-26</b> <u>Y1/2</u>	1.2 Who is Muslim and what do they believe? Part 1  NATRE UNIT 15 (Y2) 6 lessons	1.6 How and why do we celebrate special and sacred times? Part 1  NATRE UNIT 8 (Y1) Christmas	1.2 Who is Muslim and what do they believe? Part 2  NATRE UNIT 17 (Y2) 6 lessons	1.6 How and why do we celebrate special and sacred times? Part 2  NATRE UNIT 16 (Y2) Easter	1.8 How should we care for others and the World and why does it Matter?  NATRE UNIT 12 (Y1) 6 lessons	1.4 What can we learn from special and sacred books?  <i>No NATRE planning - may not be needed if other units have covered</i>
<b>Cycle A</b> <b>2026-27</b> <u>Y3/4</u>	L2.1 What do different people believe about God? (Christian, Hindu, Muslim)  NATRE UNIT 27 (Y4) 6 lessons Hindu	L2.8 What does it mean to be a Hindu in Great Britain today?  NATRE UNIT 29 (Y4) 6 lessons	L2.4 Why do people pray? (Christian, Hindu, Muslim)  <i>No NATRE planning - may not be needed if other units have covered</i>	L2.6 Why do some people think that life is a journey, and what significant experiences mark this? (Christian, Hindu, Jewish)  NATRE UNIT 30 (Y4) 6 lessons	L2.7 What does it mean to be a Christian in Britain today?  NATRE UNIT 19 (Y3) 6 lessons	L2.3 Why is Jesus inspiring to some people?  NATRE UNIT 20 (Y3) 6 lessons  What is the Trinity and why is it important for Christians?
<b>Cycle B</b> <b>2025-26</b> <u>Y3/4</u>	L2.2 Why is the Bible important to Christians together?	L2.5 Why are festivals important to religious communities? (Christian, Hindu, Jewish, Muslim)  UNIT 21 (Y3) Muslims		NATRE UNIT 28 (Y4) 6 lessons	NATRE UNIT 26 (Y4) 6 lessons	L2.9 What can we learn from religious about deciding what is right and wrong? (Christians,

	NATRE UNIT 25 (Y4) 6 lessons What kind of world did Jesus want?	UNIT 22 (Y3) Jewish		Why do Christians call the day Jesus died 'Good Friday'?	When Jesus left: what was the impact of Pentecost?	Jewish people, non-religious e.g. Humanist)  NATRE UNIT 24 (Y3) 6 lessons How and Why do people try to make the world a better place?
<b>Cycle A</b> <b>2026-27</b> <u>Y5/6</u>	U2.1 Why do some people think God exists? (Christians, non-religious e.g. Humanist)  NATRE UNIT 42 (Y6) 6 lessons	U2.4 If God is everywhere, why go to a place of worship? (Christian, Hindu, Jewish)  <i>No NATRE planning - may not be needed if other units have covered</i>  <i>If not required , NATRE Unit 38 could be substituted- Why do Christians believe that Jesus was the Messiah?</i>	U2.6 What does it mean to be a Muslim in Britain today?  NATRE UNIT 32 (Y5) 6 lessons	<b>NEW U2.9: What can be done to reduce racism? Can religion help?</b>  <i>No NATRE planning yet</i>  <i>If preferred, NATRE Unit 31 could be substituted-What does it mean if Christians believe God is Holy and Loving?</i>	U2.3 What do religions say to us when life gets hard? (Christians, Hindus and non-religious responses (e.g Humanists)  NATRE unit 35 (Y5) 6 lessons How can following God bring freedom and justice?	NATRE Unit 33 (Y5) 6 lessons - Why is the Torah so important to Jewish people?
<b>Cycle B</b> <b>2025-26</b> <u>Y5/6</u>	U2.2 What would Jesus do? NATRE UNIT 37 (Y6) 6 lessons	<b>NEW U2.10: Green religion? How and why should religious communities do more to care for the Earth?</b>  NATRE UNIT 34 (Y5) Creation and Science:	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims and non-religious e.g. Humanist)	NATRE UNIT 40 (Y6) 6 lessons  What difference does the resurrection make to Christians?	U2.7 What matters most to Christians and Humanists? NATRE UNIT 36 (Y5) 6 lessons	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?

		<p>Conflicting or complementary?</p>	<p>No NATRE planning - may not be needed if other units have covered.</p> <p>If not required , NATRE Unit 41 could be substituted - For Christians what kind of King was Jesus?</p>			<p>(Christians, Hindus, Muslims)</p> <p>NATRE UNIT 39 (Y6) 6 lessons Why do Hindus want to be good?</p>
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**Parents have the legal right to withdraw their child from all or part of Religious Education (RE) teaching if they wish. If you are considering this, we kindly ask that you arrange a discussion with the Executive Headteacher to talk through your request and ensure we fully understand and support your decision.**