

**Religious Education Curriculum Overview – Progression in skills 2023-2024**

**Nursery**

Topic		Key skills	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
All about me	Autumn 1	Notice differences between people. Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.	Settling in	All about me	All about me	Harvest Festivals	Harvest	Assessment
Festivals	Autumn 2	Make connections between the features of their family and other families. Notice differences between people. Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.	Diwali	Diwali	Christmas Story Nativity	Christmas traditions in play	Christmas traditions in play	Assessment
My community	Spring 1	Make connections between the features of their family and other families. Notice differences between people. Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.	My community	My community	My community	Valentine's Day	Valentine's Day	Assessment
celebrations	Spring 2	Make connections between the features of their family and other families. Notice differences between people. Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.	Pancake Day	Mother's Day	Mother's Day	Easter traditions	Easter traditions	Assessment
People who help us	Summer 1	Make connections between the features of their family and other families.	Ramadan	Eid ul Fitr	Eid ul Fitr	People who help us	People who help us	Assessment

		<p>Notice differences between people. Begin to make sense of their own life-story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p>						
Special Places	<b>Summer 2</b>	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people. Begin to make sense of their own life-story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p>	Father's Day	Father's Day	Special places	Holy places	Holy places	Assessment

**Reception**

Topic		Key skills	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Unit F1: Being special: where do we belong?	Autumn 1	4-5 years- Recognise that people have different beliefs and celebrate special times in different ways. ELG-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	Settling in	Settling in	Where do we belong?	How do we show people they are welcome? How are babies welcomed into the Christian family?  Harvest	How is a baby welcomed into the Muslim religion?	Assessment
Unit F2: Why is Christmas special for Christians?	Autumn 2	4-5 years- Recognise that people have different beliefs and celebrate special times in different ways. ELG-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	Diwali	Talk about birthday celebrations	Read the Nativity story	Role-play the Nativity story	How do Christians celebrate Christmas	Assessment

Unit F4: Why is the word 'God' so important to Christians?	<b>Spring 1</b>	Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions (UW ELG)	Provision-Globe and animals. Discussion 'The World Around Us'	Think about what is important to us.	Read the creation story	Recap story- Design an animal	Can I talk about what I can do to look after the world and its creatures?	Assessment
Unit F3: Why do Christians put a cross in an Easter garden?	<b>Spring 2</b>	4-5 years- Recognise that people have different beliefs and celebrate special times in different ways. ELG-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	Why and how do we celebrate Shrove Tuesday?	Look at what happens at the end of winter and the beginning of spring	Read the Palm Sunday story	What do Christians do at Easter?	Why is Easter special for Christians? Link to new life	Easter Egg hunt Assessment
Unit F6: What stories are special and why?	<b>Summer 1</b>	4-5 years- Recognise that people have different beliefs and celebrate special times in different ways.	Provision-Have a range of bibles on show for children to explore.	What is your favourite story? What do you like about it, and why?	What stories are special to Christians? What happens in a story from the Bible? Does	What is the holy book for Muslims?	What are the similarities and differences between different	Assessment

		ELG-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			the story tell you about God? What do you learn? David and the Shepherd Boy		people's special stories?	
Unit F5: Which places are special and why?	<b>Summer 2</b>	4-5 years-Understand that some places are special to members of their community. ELG-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	Where is special to me?	Where is a special place for Christians to go?	Where is a special place for Muslims to go?	Where is a special place for Sikhs to go?	What is needed to make a truly special place of our own?	Assessment

## Year 1

Topic		Key skills	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Christianity Unit 1.1: What do Christians believe God is like?	Autumn 1	Describe some of the teachings of a religion. Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied.	What is God like?	Story of the Lost Son- What is a Parable?	What can we learn from the Lost Son?	How do Christians put their beliefs into practice in worship?	What do Christians believe God is like?	Assessment What can they learn from the story?
Christianity Unit 1.2: Why does Christmas matter to Christians?	Autumn 2	Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. Identify the things that are important in their own lives and compare these to religious beliefs.	What signs are there to tell us Christmas is coming soon? Why do you think Christmas is important to Christians?	Tell the story of the Nativity from the Gospel of Luke chp 1 and 2 (Discuss Jesus is 'God in the flesh')	Look at a selection of Christmas cards. Which have links to the Gospel of Luke. Children to design and make their own front cover of a Christmas card.	Lesson continued	Why do we give gifts at Christmas? Pupils to make a 'thank you' statement for their cards.	Assessment
Sikhism Unit 1.4: Beginning to learn Sikh:	Spring 1	Name some religious symbols. Explain the meaning of some religious symbols.	What objects are special for Sikh people?	What makes a birthday a special day? Why is the Birthday of	What is the hidden message in the story of Guru Nanak and the	What is the hidden message in the story of Guru	What can we learn from the story of Dunning Chand and the needle? What	Assessment Thinking back on our three stories:

Stories of the Sikh Gurus		Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'.		Guru Nanak celebrated by over 20 million people?	Sacred Thread?	Har Gobind and the cloak?	does the story mean? How can we explore the story?	what did we like? What did we learn?
Christianity Unit 1.12: What is the 'good news' Christians believe Jesus brings?	<b>Spring 2</b>	Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'.	People who change the world. (See unit) What was the good news Jesus brought?	Forgiveness: Luke 6:37:38	Peace: John 14:27	Friendship: Explore offering friendship to others.	Explore how a church helps Christians to remember the ways in which Jesus life and teaching offers them 'good news'.	Assessment
Islam Unit 1.7: Beginning to learn Islam: What can we learn from stories of the prophet?	<b>Summer 1</b>	Describe some of the teachings of a religion. Explain how actions affect others. Show an understanding of the term 'morals'.	Why are some books special? How can we show respect for a book? How do Muslims respect their holy writings?	A special story from the Life of the Prophet. Story- Muhammad and the Cat	Muhammad and the Tiny Ants: what does this story teach us?	Story of Muhammad at the Gates of Makkah.	Which of our stories was the class's favourite and why?	Assessment Holy books, holy words: what have we learnt?
Compare Unit 1.3: Who celebrates what? How	<b>Summer 2</b>	Identify the things that are important in their own lives and compare these to religious beliefs.	What special times do we celebrate? Big days for everyone!	How do we celebrate special times? (Recap Christmas)	Christian festivals: Easter. How and why do Christians	What religious festivals do we and other people celebrate?	How and why do Muslims celebrate Eid-ul-Fitr?	Assessment What did we notice about all the

and where?		Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life			celebrate Easter?	Some Hindu Festivals		festivals? What can we learn?
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**Year 2**

Topic		Key skills	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Sikhism 1.5 <i>Beginning to learn Sikh: The Gurdwara: 'a place to belong'</i>	Autumn 1	Name symbols they are aware of or know about in their daily lives. Learn about what a Gurdwara is like inside. Talk about values such as kindness, sharing and generosity in response to a Sikh practice.	What objects and places are special for Sikh people?  What symbols do Sikhs wear and do?  What objects mean a lot to Sikhs?	Why is there a kitchen in a Sikh holy building? Who is welcome in the kitchen?  Explore what happens in the langar	What values do Sikhs think are more important than money? Why? What values make people happy?	Can we make a box-model Gurdwara in our own classroom?  6 classroom teams (main hall, dome and flag, furniture, bedroom, langar kitchen, people and symbols)	Continue with building a gurdwara with teams of children making different sections (main hall, dome and flag, furniture, bedroom, langar kitchen, people and symbols)	Assessment  What did you notice? What did you learn? What can you remember about the Sikhs?
Sikhism 1.8- <i>Beginning to learn islam: what do Muslims in Sandwell believe and how do they live</i>	Autumn 2	Say that a special place for Muslims is the mosque. Talk about what happens at a mosque. Identify a Muslim holy book or special day. Choose a 'special word' for themselves. Talk about what matters to them.	Do you have a special place? What is a special place for Muslims?  Show images of a mosque, what's inside? Listen to the call to prayer.  Visit or virtual tour of a mosque?	How and why do Muslims celebrate Eid-ul-Fitr? What happens at the mosque?	What can we learn from a story about a mosque?	What mosques are close to where our school is?	The Qur'an at the Mosque How do Muslims use the Qur'an? Why is the Qur'an important to Muslims? What do Muslims learn from the Qur'an about God?	Holy Books: The Qur'an. What have we found out?

Compare Unit 1.10: How and why are some books holy?	<b>Spring 1</b>	Name some religious symbols. Explain the meaning of some religious symbols. Describe some of the teachings of a religion. Identify the things that are important in their own lives and compare these to religious beliefs.	Key Question for this lesson: What is the difference between a favourite book and a holy book?	Sikh stories: what messages can we see?	What kind of things do Christians learn from the Bible?	The Muslim Qur'an – what can we learn?	What do we notice about some holy books and sacred words? How are they respected?	Assessment What is similar and what is unique about each of these three holy books?
Christianity Unit 1.6: Why does Easter matter to Christians?	<b>Spring 2</b>	Explain how actions affect others. Relate emotions to some of the experiences of religious figures studied. Name some religious symbols. Explain the meaning of some religious symbols.	What matters to them?	Easter story	Link to new life (Easter eggs)	How do Christians celebrate Easter?	Why do Christians believe in heaven?	Assessment Why does Easter matter to Christians?
Christianity Unit 1.11: Questions that puzzle us.	<b>Summer 1</b>	Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'.	Thinking about mysteries. What do we do if we don't know? What questions would you put	What are the most puzzling questions we can think of? Who can help us answer puzzling questions?	What are the most puzzling questions we can think of? Who can help us answer puzzling questions?	What questions would you like to ask the person who knows everything? What are the biggest, most	What would you like to ask God if you could have one question? Why did you choose that one? I wonder... What are your favourite	Assessment

			in a mystery box?			huge, giant questions you can think of?	questions of wonder?	
Compare Unit 1.9: Holy places: Where and how do Christians and Muslims worship?	<b>Summer 2</b>	Explain the meaning of some religious symbols. Describe some of the teachings of a religion. Recognise, name and describe some religious artefacts, places and practices. Identify how they have to make their own choices in life.	Where do you feel safe? What is a holy or sacred place?	What can we learn about churches, Christian sacred spaces?	Which place of worship is sacred for Muslims? What can we learn about mosques?	Continued	What makes the Gurdwara a special place for Sikhs?	Assessment How are places of worship similar and different?