



St Nicholas CEVC Primary School

Religious Education Curriculum Overview -2024-2026



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Experiences/ Events
Year 1	God and Creation Who do Christians say made the World?	Incarnation Why does Christmas matter to Christians?	Judaism Who is Jewish and how do they live?	Salvation What do Christians believe God is like?	Religious and World Views What does it mean to belong to a faith community?	Religious and World Views How should we care for others and the world? Why does it matter?	Visits to St Nicholas church and Chatham Synagogue
Year 2	Gospel What is the Good News that Christians say Jesus brings? (Part 1)	Incarnation What is the Good News that Christians say Jesus brings? (Part 2)	Islam Who is Muslim and how do they live? (Part 1)	Salvation Why does Easter matter to Christians?	Islam Who is Muslim and how do they live? (Part 2)	Religious and World Views What makes some places sacred to believers?	Visits to St Nicholas church and Chatham Mosque
Beliefs and Teachings		Lifestyles and Celebrations		How beliefs are expressed		Reflection and Personal Growth	Values
Children will: begin to recall and name different beliefs associate with religions. describe the main beliefs of religions studied		Children will: begin to recall and name main festivals associated with religions. recognise different religious symbols, their relevance for		Children will: name religious symbols and the meaning of them learn the name of important religious practices.		Children will: identify things that are important in their own lives ask questions about the puzzling aspects of life	Children will: look at how values affect a community and individuals explain how actions can

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<p>recognise, name and describe religious artefacts, places and practices</p> <p>understand that there are people who have religious beliefs and people who do not.</p>	<p>individuals and how they feature in festivals.</p> <p>observe when practices and rituals are featured in more than one religion or lifestyle</p> <p>explain religious rituals and ceremonies and the meaning of them, including their own experiences of them.</p>	<p>look at how religion plays an important role in the lives of some people</p>	<p>understand that there are similarities and differences between people.</p>	<p>affect other people</p> <p>understand that they have their own choices to make and begin to understand the concept of morals.</p>
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Year 3	Creation /Fall What is it like for someone to follow God?	Gospel What is the 'Trinity' and why is it important to Christians?	Islam How do festivals and worship show what matters to a Muslim?	Judaism How do festivals and family life show what matters to Jewish people?	Creation/Fall What do Christians learn from the Creation story?	Religious and World Views How and why do people try to make the world a better place?	Visit to Chatham Synagogue Visit from a Humanist Family Trust workshop
Year 4	People of God What kind of world did Jesus want?	Kingdom of God When Jesus left, what was the impact of Pentecost?	Hindu Dharma What do Hindus believe God is like?	Salvation Why do Christians call the day Jesus died 'Good Friday'?	Hindu Dharma What does it mean to be a Hindu in Britain today?	Religious and World Views How and why do people mark the significant events of life?	Visits from St Nicholas clergy Visit to a Hindu Temple Visit from a person following Hindu Dharma
Beliefs and Teachings		Lifestyles and Celebrations		How beliefs are expressed		Reflection and Personal Growth	Values
Children will: describe the key teachings and beliefs of a religion		Children will: understand what belonging to a religion might look like, through practices and rituals, and what it might involve		Children will: explore the expression of beliefs through books, scriptures, art and other important means of communication.		Children will: understand that personal experiences and feelings can influence their attitudes and	Children will: make informed choices and understand the consequences of

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<p>begin to compare the main festivals of world religions; refer to religious figures and holy books</p>	<p>begin to discuss and present thoughtfully their own and others' views</p> <p>explore pilgrimages as a part of a religious life.</p> <p>identify religious artefacts and how they are involved in daily practices and rituals</p> <p>describe religious buildings and how they are used</p> <p>explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</p>	<p>begin to identify religious symbolism in different forms of art and communication</p> <p>look at holy texts and stories explain meaning in a story</p> <p>express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</p>	<p>actions</p> <p>offer suggestions about why religious and non-religious leaders and followers have acted the way they have</p> <p>ask questions that have no agreed answers, and offer suggestions as answers to those questions</p> <p>understand that there are similarities and differences between people and respect those differences.</p>	<p>choices</p> <p>describe how shared values in a community can affect behaviour and outcomes</p> <p>discuss and give opinions on morals and values, including their own.</p>
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Year 5	Kingdom of God What does it mean if Christians believe that God is Holy and loving?	Islam What does it mean to be a Muslim in Britain today?	Judaism Why is the Torah so important to Jewish people?	Creation/Fall Creation and Science; conflicting or complimentary?	People of God How can following God bring freedom and justice?	Religious and World Views What matters most to Humanists and Christians?	Family Trust workshops Visits from Christians of different denominations
Year 6	People of God Christians and how to live: What would Jesus do?	Kingdom of God Why do Christians believe that Jesus is the Messiah?	Hindu Dharma Why do Hindus want to be good?	Salvation What difference does the resurrection make for Christians?	God For Christians, what kind of king was Jesus?	Religious and World Views Why do some people believe in God and some people do not?	Visits from Christians of different denominations Visits from people with non- religious world views
Beliefs and Teachings		Lifestyles and Celebrations		How beliefs are expressed		Reflection and Personal Growth	Values
Children will explain how beliefs and teachings can make contributions to the lives of individuals and communities compare the key beliefs and		Children will: explain practices and lifestyles associated with belonging to a faith explain practices and lifestyles		Children will: explore a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children will explain meaning of religious stories, sources of		Children will: make links to expressing identity and belonging, and notice and respond sensitively to different views recognise and express	Children will: make links to responsibility and citizenship. begin to understand the concept of shared values and how a community can use shared

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<p>teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>recognise and explain how some teachings and beliefs are shared between religions</p> <p>explain how religious beliefs can shape the lives of individuals and contribute to society.</p>	<p>associated with belonging to a non-religious community</p> <p>compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles</p> <p>show an understanding of the role of a spiritual leader.</p>	<p>wisdom and the traditions from which they come.</p> <p>explore religious symbolism in literature and the arts</p> <p>explain some of the different ways individuals show their beliefs</p> <p>share their opinions or express their own beliefs with respect and tolerance for others.</p>	<p>feelings about their identities and beliefs</p> <p>explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers</p> <p>explain why their answers may be different from someone else's and respond sensitively.</p>	<p>values.</p> <p>explain why individuals and communities may have similar and differing values</p> <p>show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences</p> <p>express their own values while respecting the values of others.</p>
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