



# Religious Education — Whole School Overview



| Year group & religions covered | Term 1                                                                                       | Term 2                                                         | Term 3                                                                   | Term 4                                                                                            | Term 5                                                                                            | Term 6                                                                                                             |
|--------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>EYFS</b>                    | Which stories are special and why?                                                           | Which people are special and why?                              | Which places are special and why?                                        | Which times are special and why?                                                                  | Where do we belong?                                                                               | What is special about our world?                                                                                   |
| <b>Year 1</b>                  | What does it mean to belong to a faith community? (Harvest)                                  | How and why we celebrate special and sacred times? (Christmas) | Who is a Christian and what do they believe?<br><i>2 terms</i>           |                                                                                                   | What makes some places sacred?<br><i>2 terms</i>                                                  |                                                                                                                    |
| <b>Year 2</b>                  | What can we learn from sacred books?<br><i>2 terms</i>                                       |                                                                | How should we care for others and the world, and why does it matter?     | How and why do we celebrate special and sacred times?                                             | Who is Jewish and what do they believe?<br><i>2 terms</i>                                         |                                                                                                                    |
| <b>Year 3</b>                  | What does it mean to be a Christian in Britain today?<br><i>2 terms</i>                      |                                                                | What do different people believe about God? Christian and Muslim focus.  | How do people from religious and non-religious communities celebrate key festivals?<br><b>NEW</b> | Why do people pray?                                                                               | Why is the Bible important for Christians today?                                                                   |
| <b>Year 4</b>                  | What does it mean to be a Hindu in Britain today?<br><i>2 terms</i>                          |                                                                | What can we learn from religions about deciding what is right and wrong? | Why is Jesus inspiring to some people?                                                            | How do people from religious and non-religious communities celebrate key festivals?<br><b>NEW</b> | Why do some people think that life is like a journey, and what significant experiences mark this?                  |
| <b>Year 5</b>                  | Why do some people think God exists?                                                         | If God is everywhere, why go to a place of worship?            | What would Jesus do?<br><i>2 terms</i>                                   |                                                                                                   | What does it mean to be a Muslim in Britain today?                                                | Green Religion: what do religious and non-religious world-views teach us about caring for the Earth?<br><b>NEW</b> |
| <b>Year 6</b>                  | Is it better to express your beliefs in arts and architecture, or in charity and generosity? |                                                                | What difference does it make to believe in ahimsa, grace and/or Ummah?   | What matters most to Christians and Humanists?                                                    | What do religions say to us when life gets hard?<br><i>2 terms</i>                                |                                                                                                                    |
|                                |                                                                                              |                                                                |                                                                          |                                                                                                   |                                                                                                   | What can be done to reduce racism? Can religion help?<br><b>NEW</b>                                                |

ESTABLISHED UNIT

NEW — RECENTLY ADDED UNIT

A unit shown across two columns and tagged "2 terms" runs for that whole period. Year 6 Term 2 has no unit allocated, and Term 6 carries both the Term 5 unit running on and the new racism unit — both reflect the previous version and are worth confirming with the RE lead.