



R.E. Curriculum skills Overview

Year Group	Term					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Special times What makes people special to me and others?	Special times Christmas story What is Christmas to me and others?	Special books How do I and other people celebrate?	Special times Easter story What is Easter to me and others?	Special times Religious festivals What can I and other people learn from stories?	Belonging What makes places special to me and others? Visit from Rev'd Stephanie

Reception	Special times What makes people special?	Special times What is Christmas? Visit to St Aidan's	Special books How do people celebrate?	Special times What is Easter?	Special places What can we learn from stories?	Belonging What makes places special?
One	Christianity Skill: primary skills - Investigation and enquiry Context: What do Christians believe about God?	Christianity Skill: Reflection and response Context: What gifts might Christians in my local area have given Jesus if he had been born here rather than in Bethlehem? Christingle Performance	Christianity Skill: Expression Context: What can we learn about Christianity from visiting a church? Visit to St Aidan's	Christianity Skill: Investigation and enquiry Context: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Buddhism Skill: Investigation and enquiry. Evaluation Context: Why is the Buddha important to some Buddhists?	

Two	Christianity Skill: Investigation and enquiry Context: Does the story of St Cuthbert help Christians to lead a good life? Christian Visitor	Christianity Skill: Expression Context: Why do Christians believe God gave Jesus to the world?	Christianity Skill: Reflection and response Context: What is the best way for a Buddhist to lead a good life? (Right Speech.)	Christianity Skill: Application Context: How important is it to Christians that Jesus came back to life? Visit to St Aidan's	Buddhism Skill: Interpretation Context: What is the best way for a Buddhist to lead a good life? Right action.	Diversity unit Skill: Empathy Context: What can we learn about our local faith/religions' communities? What do Muslims believe?
Three	Hinduism/Sanatana Dharma Skill: Investigation and enquiry Context: What is the best way for a Hindu/Sanatani to lead a good life?	Christianity Skill: Expression Context: Do you think that Christmas has lost its true meaning?	Hinduism/Sanatana Dharma Skill: Investigation and enquiry Context: What is the best way for a Sanatani to show commitment to God? Visit to Mandir	Christianity Skill: Investigation and enquiry Context: What is "good" about Good Friday? Visit to St Aidan's	Christianity Skill: Empathy Context: Do people need to go to church to show they are Christians?	Non-religious worldview Humanist Skill: Interpretation Context: Does the 'Golden Rule' motivate Humanists to lead a good life? Humanist visitor

Four	Christianity Skill: Investigation and enquiry Context: Does visiting a cathedral help Christian pilgrims to deepen their faith? Visit to Cathedral	Christianity Skill: Expression Context: What is the most significant part of the nativity story for Christians today? Visit to St Aidan's Christingle Performance	Judaism Skill: Investigation and enquiry Context: How do Jewish beliefs about food impact daily life? Jewish Visitor	Christianity Skill: Evaluation Context: Does Lent provide Christians with the opportunity to turn back to God? (prepend, fasting, almsgiving and prayer) Christian Visitor	Thematic unit Skill: Empathy Context: How and why do people pray?	Christianity Skill: Interpretation Context: Why are there four gospels and how are they relevant to Christians today?
Five	Christianity Skill: Evaluation Context: Does belief in the Trinity make better sense of God as a whole?	Christianity Skill: Analysis Context: How do Christmas celebrations and traditions help Christians understand who Jesus was	Judaism Skill: Investigation and enquiry Context: How does celebrating Shavuot help Jewish	Christianity Skill: Expression Context: How do the events of Easter and Pentecost impact on	Judaism Skill: Reflection and response Context: What is the best way for a Jew to show commitment to God?	Non-religious worldview Humanism Skill: Interpretation Context: How do inspirational people impact on how

	Visit from Revd Stephanie	and why he was born?	children feel closer to God?	Christians today? Visit to St Aidan's	Visit to Synagogue	Humanists live today?
Six	Diversity unit Skill: Analysis Context: Does religious diversity in our area impact on our local community? Visit to Mosque	Christianity Skill: Investigation and enquiry Context: What do the gospels tell us about the birth of Jesus?	Thematic unit Skill: Expression Context: How and why do people care about the environment? Humanist visitor	Christianity Skill: Evaluation Context: How significant is it for Christians to believe that God intended for Jesus to die?	Christianity Skill: Application Context: What do we now know about Christianity? (exploration through the concepts) Statutory bridging unit Visit to St Aidan's	

Whole school approach to Christmas/Easter

Thematic Units

Diversity Units

Non-religious view

To include Enrichment opportunities / Visits out and Visitors In

Statutory bridging unit - This unit will consolidate learning from KS1 and KS2 Christianity.