R.E Curriculum Overview
(based on Herts Agreed Syllabus enquiry overview 23-28)

N.B RE Today BIG QUESTIONS BIG ANSWERS activities/resources also used to enhance and enrich the curriculum.

WHAT DOES IT MEAN TO BE ME? (Pupils own experience/ concept) WHAT DOES IT MEAN TO BE YOU? (Religious /world view experience/concept/content)WHAT DOES IT MEAN TO BE HUMAN? (universal/human)

RE Curriculum Overview

Beliefs and Practices; Sources of Wisdom; Symbols and actions; Prayer, worship and reflection Identity and belonging; Ultimate Questions; Human responsibility and values Justice and fairness

Year	Autumn	Spring	Summer
Early Years	**Time to celebrate (To be taught throughout the year to fit in with festival calendar)** Exploring the significance of various festivals through stories, images and creative activities; learning about the customs and meanings behind these celebrations. Beliefs and Practices x / Identity and belonging x Sources of Wisdom / Ultimate Questions Symbols and actions x / Human responsibility and values Prayer, worship and reflection x / Justice and fairness	**What makes us special?** Exploring the different ways people are special; using stories, discussions and creative activities to learn about what makes themselves, people around them and in the community special. Beliefs and Practices x / Identity and belonging x Sources of Wisdom x / Ultimate Questions Symbols and actions / Human responsibility and values Prayer, worship and reflection / Justice and fairness	**Why are some places special?** Investigating what makes places special and significant to different people. Beliefs and Practices / Identity and belonging x Sources of Wisdom / Ultimate Questions Symbols and actions / Human responsibility and values x Prayer, worship and reflection x / Justice and fairness
Reception	**Topics are:**		
	Colours, Ourselves, vegetables/Africa/Kenya with Handa's Surprise/baby goes to market/Autumn, Light and Dark; and Festivals	Winter, If you go into the Woods, Spring Festivals including Chinese New Year, Bridges/new life/eggs (chicken life cycle)	Growing and Changing, life cycles: frog/human/butterfly/ Mini-beasts People who help us, Seaside
Year 1	**How did the world begin?** Exploring a range of creation stories and scientific ideas about how the world began in imaginative ways, children present their own ideas using art and language. They consider how creation stories help some people understand what God is like. **What do some people believe God looks like?**	**Why should we care for the world?** Building on their understanding of creation stories, children explore beliefs about the relationship between humans and nature. **Why should we care for others?** Investigating the importance of taking care of others from different views.	**How do we know that new babies are special?** Finding out about different ceremonies to welcome a new baby and exploring some of the symbolism in these ceremonies.

R.E Curriculum Overview
(based on Herts Agreed Syllabus enquiry overview 23-28)

N.B RE Today BIG QUESTIONS BIG ANSWERS activities/resources also used to enhance and enrich the curriculum.

WHAT DOES IT MEAN TO BE ME? (Pupils own experience/ concept) WHAT DOES IT MEAN TO BE YOU? (Religious /world view experience/concept/content)WHAT DOES IT MEAN TO BE HUMAN? (universal/human)

	Exploring how other people understand God on Earth; considering different representations of God and understanding why this is challenging. Beliefs and Practices x / Identity and belonging x Sources of Wisdom x / Ultimate Questions x Symbols and actions / Human responsibility and values Prayer, worship and reflection / Justice and fairness	Beliefs and Practices / Identity and belonging Sources of Wisdom / Ultimate Questions Symbols and actions / Human responsibility and values x Prayer, worship and reflection / Justice and fairness x	Beliefs and Practices x / Identity and belonging x Sources of Wisdom / Ultimate Questions Symbols and actions x / Human responsibility and values Prayer, worship and reflection / Justice and fairness
Year 2/3	**What makes us human?** Interpreting and using art to express beliefs about spirituality, inner self and the soul, the children design the cover and blurb for a book titled 'What makes us human?'. Beliefs and Practices x / Identity and belonging x Sources of Wisdom / Ultimate Questions x Symbols and actions / Human responsibility and values x Prayer, worship and reflection / Justice and fairness	**Where do our morals come from?** Thinking about how people decide what it means to live a good life and reflecting on their own opinions about right and wrong. **What happens if we do wrong?** Investigating who has the authority to decide the consequences of wrongdoing; exploring beliefs of how wrongdoing affects the soul and ways in which some people seek forgiveness for wrongdoing. Beliefs and Practices x / Identity and belonging Sources of Wisdom x / Ultimate Questions x Symbols and actions x / Human responsibility and values x Prayer, worship and reflection / Justice and fairness x	**Is scripture central to religion?** Reflecting on what revelation means to some people and exploring the significance of some scriptures from the way some people treat and use them. **Why is water symbolic?** Looking at the many ways water is used in rituals and ceremonies, children experience its symbolic use and learn about the historical connections water has in some religions. **Why is fire used ceremonially?** Exploring the symbolism of fire in ceremonies and for remembrance. Beliefs and Practices x / Identity and belonging Sources of Wisdom x / Ultimate Questions Symbols and actions x / Human responsibility and values Prayer, worship and reflection x / Justice and fairness

R.E Curriculum Overview
(based on Herts Agreed Syllabus enquiry overview 23-28)

N.B RE Today BIG QUESTIONS BIG ANSWERS activities/resources also used to enhance and enrich the curriculum.

WHAT DOES IT MEAN TO BE ME? (Pupils own experience/ concept) WHAT DOES IT MEAN TO BE YOU? (Religious /world view experience/concept/content)WHAT DOES IT MEAN TO BE HUMAN? (universal/human)

Year 4

Are all religions equal?

Exploring the origins of various religions, children discover geographical and historical connections among them by investigating Sikh and Bahá'í beliefs and practices.

What makes some texts sacred?

Children look at different ways scriptures are used and what this shows about the value placed on them. They experience how the Guru Granth Sahib is treated like royalty and analyse information collaboratively.

Beliefs and Practices	x	Identity and belonging	x
Sources of Wisdom	x	Ultimate Questions	x
Symbols and actions		Human responsibility and values	
Prayer, worship and reflection	x	Justice and fairness	

Just how important are our beliefs?

Finding out how people show commitment to their beliefs, children ask questions about why people choose to demonstrate the importance of their beliefs in certain ways.

Who was Jesus really?

Considering Jesus' life, interactions, prophecies about him, perceptions of his miracles, and the significance of his death and resurrection.

Beliefs and Practices	x	Identity and belonging	x
Sources of Wisdom	x	Ultimate Questions	
Symbols and actions	x	Human responsibility and values	
Prayer, worship and reflection	x	Justice and fairness	

Does the language of scripture matter?

Exploring the transition from oral tradition to written scripture and how some religious people learn and use their scripture's ancient language today.

Beliefs and Practices	x	Identity and belonging	
Sources of Wisdom	x	Ultimate Questions	
Symbols and actions		Human responsibility and values	
Prayer, worship and reflection	x	Justice and fairness	

Year 5

Why do people have to stand up for what they believe in?

Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs to discuss controversial issues.

Beliefs and Practices	x	Identity and belonging	x
Sources of Wisdom		Ultimate Questions	
Symbols and actions		Human responsibility and values	x
Prayer, worship and reflection		Justice and fairness	x

Why doesn't Christianity always look the same?

Exploring the spread of Christian beliefs worldwide, children will look at how geography and history influenced Christian practices.

Beliefs and Practices	x	Identity and belonging	x
Sources of Wisdom	x	Ultimate Questions	
Symbols and actions		Human responsibility and values	
Prayer, worship and reflection	x	Justice and fairness	

What happens when we die? (Part 2)

Investigate concepts relating to death, exploring the concepts of reincarnation and karma.

Beliefs and Practices	x	Identity and belonging	x
Sources of Wisdom	x	Ultimate Questions	x
Symbols and actions		Human responsibility and values	x
Prayer, worship and reflection		Justice and fairness	

Year 6

Why does religion look different around the world? (Part 1)

Why is it better to be there in person?

Why is there suffering? (Part 1)

R.E Curriculum Overview
(based on Herts Agreed Syllabus enquiry overview 23-28)

N.B RE Today BIG QUESTIONS BIG ANSWERS activities/resources also used to enhance and enrich the curriculum.

WHAT DOES IT MEAN TO BE ME? (Pupils own experience/ concept) WHAT DOES IT MEAN TO BE YOU? (Religious /world view experience/concept/content)WHAT DOES IT MEAN TO BE HUMAN? (universal/human)

	Building on comparisons about the origins of the Abrahamic religions and considering how culture, tradition, migration and interpretation can affect how some religious practices are observed. **Why does religion look different around the world? (Part 2)** Building on their learning from part 1, children consider the influence of culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions.	Thinking back to learning about prayer and worship, children find out about significant religious and non-religious journeys and pilgrimages and why going to a particular place is so important to some people.	Using critical thinking skills to consider their own and others' ideas and beliefs about why there is suffering in the world. **Why is there suffering? (Part 2)** Developing their understanding of suffering, children look at alternative ideas about and responses to suffering through scripture, quotes and images.

Beliefs and Practices	x	Identity and belonging	
Sources of Wisdom	x	Ultimate Questions	
Symbols and actions	x	Human responsibility and values	
Prayer, worship and reflection	x	Justice and fairness	

Beliefs and Practices	x	Identity and belonging	x
Sources of Wisdom		Ultimate Questions	
Symbols and actions	x	Human responsibility and values	
Prayer, worship and reflection	x	Justice and fairness	

Beliefs and Practices	x	Identity and belonging	
Sources of Wisdom	x	Ultimate Questions	x
Symbols and actions		Human responsibility and values	x
Prayer, worship and reflection	x	Justice and fairness	x