

RE Curriculum Overview

'RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F2 Which people are special and why? (Believing)	F4 Which times are special and why? (Expressing)	F1 Which stories are special and why? (Believing)	F3 Which places are special and why? (Expressing)	F6 What is special about our world? (Living)	F5 Where do we belong? (Living)
Year One	1.1 Who is a Christian and what do they believe? (Believing) 1.6 How and why do we celebrate special and sacred times? (Expressing) Christmas for Christians		1.7 What does it mean to belong to a faith community? (Living) Christians and Muslims 1.6 How and why do we celebrate special and sacred times? (Expressing) Easter for Christians		1.5 What makes some places sacred? (Expressing) Christians and Muslims	
Year Two	1.8 How should we care for others and the world, and why does it matter? (Living) Christians	1.4 What can we learn from sacred books? (Believing) Christians and Muslims		1.2 Who is a Muslim and what do they believe? (Believing) 1.6 How and why do we celebrate special and sacred times? (Expressing) Eid-ul-Fitr and Eid-al-Adha for Muslims		

In our school, we use the North Yorkshire Agreed Syllabus 2019-2024. RE specific teaching should cover a minimum of 50 minutes, on average, per week. Some of this time will be taught through dedicated RE weeks and days.

RE is non-statutory for children in Nursery, but, at Pickering Community Infant and Nursery School, we believe that supporting children in learning about themselves, what is important to them and their place in their community and developing an understanding of others and their beliefs provides important building blocks and a foundation for future learning in RE. In line with the EYFS guidance, children in Nursery will listen to stories about key events and celebrations and will use opportunities that arise from events in their lives such as religious celebrations, the birth of a new baby, weddings or the death of a pet. This can be built upon through drama, role-play, making and eating festival food, looking at photographs and authentic artefacts from these events.