

# Nelson Academy Religious Education Curriculum Overview 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	See EYFS Overview	See EYFS Overview	See EYFS Overview	See EYFS Overview	See EYFS Overview	See EYFS Overview
Year 1	The Creation Story	The Christmas Story	Jesus as a Friend	Easter – Palm Sunday	Shabbat	Chanukah
Year 2	Christianity: Is it possible to be kind to everyone all of the time?	Christianity: Why did God give Jesus to the World?	Islam: Does praying at regular intervals everyday, help a Muslim in his/her everyday life?	Christianity: Is it true that Jesus came back to live again?	Islam: Does going to a mosque give Muslims a sense of belonging?	Judaism: What is the best way for Jews to show commitment to God?
Year 3	Hinduism – Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Christianity – Has Christmas lost its true meaning?	Christianity – Could Jesus really heal people? Were these miracles?	Christianity – What is 'good' about Good Friday?	Hinduism – How can Brahman be everywhere and everything?	Hinduism – Would visiting the River Ganges feel special to non-Hindu?
Year 4	Judaism How special is the relationship Jews have with God? – sacred texts, does participating in worship help people to feel closer to God or their faith community.	Christianity - Significant part of the Nativity story. DO sacred texts have to be true to help people understand their religion? Can the arts help to communicate religious beliefs?	Judaism How important is it for Jewish people to do what God asks them to do?  DO religious people lead better lives?  Is religion the most important influence and inspiration in everyone's life?	Christianity Is forgiveness always possible? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?	Judaism What is the best way for a Jew to show commitment to God?  Do religious people lead better lives?  Is religion the most important influence and inspiration in everyone's life.	Christianity Do people need to go to church to show they are Christians? Does participating in worship help people to feel closer to God or their faith community.
Year 5	Sikhism – How far would a Sikh go for his or her religion?	Christianity- Is the Christmas story true?	Sikhism- Are Sikh stories important today?	Did God intend Jesus to be crucified and if so was Jesus aware of this? What is the best way for a Christian to show commitment to God?	What is the best way for a Sikh to show commitment to God? →	

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Year 6	Islam: What is the best way for Muslims to show commitment to God?	Christianity: How significant is it that Mary was Jesus' mother?	Christianity: Is anything ever eternal?	Christianity: Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Does belief in Akhirah (life after death) help Muslims lead a good life? →
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<p><b>By the end of Key Stage 1, pupils will:</b></p> <ul style="list-style-type: none"> <li>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</li> <li>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</li> <li>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</li> <li>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</li> <li>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</li> <li>Notice and respond sensitively to some similarities between different religions and worldviews.</li> <li>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</li> <li>Find out about and respond with ideas to examples of co-operation between people who are different.</li> <li>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</li> </ul>	<p><b>By the end of Key Stage 2, pupils will:</b></p> <ul style="list-style-type: none"> <li>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</li> <li>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</li> <li>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> <li>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</li> <li>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</li> <li>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</li> <li>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</li> <li>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</li> </ul>
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	<ul style="list-style-type: none"><li>• Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</li></ul>
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