

# Nelson Academy Religious Education Curriculum Overview 2026-27

|           | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring 1                                                                                                                                                                                                                                                                                                                                 | Spring 2                                                                                                                                                                                                                                                                                                             | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                       | Summer 2                                                                                                                                                                                                                                                               |
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| Reception | See EYFS Overview                                                                                                                                                                                                                                                                                                                                                                                                           | See EYFS Overview                                                                                                                                                                                                                                                                                                                                                                                                                         | See EYFS Overview                                                                                                                                                                                                                                                                                                                        | See EYFS Overview                                                                                                                                                                                                                                                                                                    | See EYFS Overview                                                                                                                                                                                                                                                                                                                                                                                              | See EYFS Overview                                                                                                                                                                                                                                                      |
| Year 1/2  | <p><b>Multifaith: Places of Worship</b></p> <p>To understand a place of worship is a special place for religious people. To know a church is a place of worship for many Christians, a synagogue is a sacred place for many Jews and a mosque is a sacred place for many Muslims. To understand activities in places of worship can include prayer, singing and study. To identify a personal, sacred or special place.</p> | <p><b>Christianity: Life of Jesus</b></p> <p>To know Jesus is the key figure in Christianity and considered a saviour for many Christians. To know that the ministry of Jesus lasted three years. To know that Jesus performed a range of miracles. To know that Jesus chose 12 disciples and Judas betrayed Jesus. To know that holy week was the final week in the life of Jesus. To know that Jesus was crucified and resurrected.</p> | <p><b>Islam:</b></p> <p>To know Islam is a religion followed by Muslims. To know Muhammad (pbuh) is the most important Prophet in Islam. To know the revelation in Islam refers to the Quran being revealed. To know a Mosque is a sacred place of worship. To know that the five pillars of Islam help Muslims to live a good life.</p> | <p><b>Christianity: Teachings of Jesus</b></p> <p>To know parables can be found in the Bible. To know that Christians believe parables are the teachings of Jesus. To know that parables teach a lesson such as forgiveness. To be able to explain at least two parables (Lost Son, Lost Sheep, Good Samaritan).</p> | <p><b>Multifaith: Leaders and teachers</b></p> <p>To know that leaders are people who guide and help others. To understand that Jews, Christians, and Muslims have leaders who teach, guide, and support their communities. To recognise that leadership also exists in our own school and local community. To appreciate that good leaders show qualities such as kindness, fairness, and responsibility.</p> | <p><b>Multifaith: Symbols and artifacts</b></p> <p>To know symbols represent ideas quickly. To know water can be a symbol for being clean. To know bread can be a symbol in religions. To understand that artefacts can be special objects used in religions.</p>      |
| Year 3    | <p><b>Multifaith: Creation Stories</b></p> <p>To know there are different views of creation. To know some religious views of creation, have a creator/creators, and some do not. To know there are alternative and non-religious views of creation such as the big bang theory. To recognise that there are some</p>                                                                                                        | <p><b>Christianity: Jesus as an inspiration for Christians</b></p> <p>To know that Jesus is an inspirational figure for many Christians. To know that there are symbols used in Christianity as a reminder of Jesus and how he was an inspiration. To know that Jesus is considered</p>                                                                                                                                                   | <p><b>Hinduism</b></p> <p>To know that many Hindus worship many gods and goddesses that are manifestations of Brahman. To know that Hindus believe in reincarnation, the belief that the soul is eternal and passes through a cycle of successive (life and rebirth). To</p>                                                             | <p><b>Christianity: Special times</b></p> <p>To know that Christianity, like many religions, marks important life events and moments of faith with special ceremonies and celebrations. Pupils should explore Baptism, Holy Communion,</p>                                                                           | <p><b>Multifaith: Religion in my local community</b></p> <p>To understand the concept of religious diversity within their immediate and wider communities. To foster respectful understanding, a sense of belonging, and recognition of shared values across faiths.</p>                                                                                                                                       | <p><b>Multifaith: Faith stories</b></p> <p>To know that: There is a story in the Bible about Jesus calming a storm. In the Torah, there is a story about Moses being saved as a baby. There is an Islamic story that tells of Muhammad helping a crying camel. The</p> |

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|        | similarities and differences between views of creation.                                                                                                                                                                                                                                                   | a saviour for many Christians and practising Christians. To know that Jesus is considered a figure of humility for many Christians and practising Christians. To know that imagery has been used by artists to highlight these qualities          | understand that Karma is the idea that future incarnation is dependent on how the previous life was lived. To know that Hindu worship is called Puja and can happen at a shrine at home or in a mandir. Diwali is known as a Hindu festival of lights. | Marriage, and children's own special times. To understand that these events are not only personal milestones but also events within a community that connect believers to God and to one another. To understand how symbols, promises, and traditions help Christians express their beliefs and values. To know that baptism is a ceremony of welcome into the Christian community. To know that the Eucharist remembers the Last Supper Jesus shared with his disciples before his death. To draw comparisons with other religions and their own lives. | To know how religion shapes community life and how people of different beliefs, and none, can live together within a community.                                                                       | story of Rama and Sita is special to many Hindus. To know the story of Noah's Ark is special to many Jews, Christians and Muslims.                                                                                                      |
| Year 4 | <p>Multifaith: Culture and religion</p> <p>To know that culture can be defined as a pattern of behaviour shared by a group of people. To know that some shared festivals can be influenced or directed by religion, e.g. Diwali. To know that festivals can be a part of shared culture. To know that</p> | <p>Christianity: The Bible</p> <p>To understand that the Bible can be seen as a guidebook for life for many Christians, it contains laws that many Christians follow and it is the 'big story' of God and his people, starting from Creation.</p> | <p>Sikhism</p> <p>To know that Sikhism is a religion founded by Guru Nanak and Sikhs believe in one God. To know that there were ten human gurus in Sikhism who developed the religion and the Sikh holy book is called the Guru Granth Sahib</p>      | <p>Christianity: Easter</p> <p>To know that Lent is a time when Christians prepare for Easter. On Palm Sunday, Christians remember the entry of Jesus in Jerusalem riding on a donkey. Jesus shared bread and wine with his disciples during The Last Supper.</p>                                                                                                                                                                                                                                                                                        | <p>Multifaith: Right, Wrong and Rules</p> <p>To know how rules help people live together respectfully. To know rules often come from authority and are shaped by values like fairness and safety.</p> | <p>Multifaith: Sacrifice</p> <p>To know that a sacrifice is when something is given up for an important reason. To know a pilgrimage is a special journey to a sacred place. To know that fasting means to go without something. To</p> |

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|        | community is an important part of shared culture. To know that many shared experiences can be enjoyed by people of different religions.                                                                 | To know the historical context of early Christianity (conflicts between Romans, Jews, and early Christians). The division of the Bible into the Old Testament (shared with Judaism) and the New Testament (specific to Christianity) Jesus' parables, including a deeper exploration of the Parable of the Lost Sheep, focusing on God's care from a Christian viewpoint. | which is treated as a living guru. The tenth Guru (Guru Gobind Singh) formed the Khalsa - a formal community of all Sikhs. The Five Ks of Sikhism: Kesh (uncut hair), Kangha (wooden comb), Kachera (Underwear), Kara (steel bracelet) and Kirpan (sword). To understand that the Gurdwara is a place for worship, but also a place for members of the Sikh community to meet. The name in Sikhism most widely used for God by Sikhs is Waheguru. Vaisakhi is a Sikh new year festival that takes place in spring. Gurburbs are festivals that are associated with the lives of the Gurus. | Christians believe that Jesus died on a cross. Jesus' resurrection is celebrated at Easter.                                                                                                                          | To know the Golden Rule as a shared principle across religions and Humanism. To know that the Ten Commandments are religious rules that guide Jewish life and values. To explore the idea of a covenant and how these commandments shape relationships with God and others. To know the Beatitudes are guidelines from Jesus about how to live a blessed life. To know that the Five of Islam are meaningful practices that support Muslim faith and behaviour. To know Humanists don't look to a God, but use shared values and personal responsibility to guide moral choices (golden rule, reason and conscience). | understand that charity means giving to those in need. To understand that sacrifice can be important for both religious and non-religious people.                                  |
| Year 5 | <b>Multifaith: Symbols of Religion</b><br><br>To know a symbol is usually an image or an icon form which you can take meaning from. To know symbols associated with Judaism, Christianity and Islam. To | <b>Christianity: Christianity in History</b><br><br>To know that Emperor Constantine made Christianity legal and the state religion of Rome. In the Middle Ages, Catholic Church had become the richest                                                                                                                                                                   | <b>Buddhism</b><br><br>To know that Buddhists do not worship a god. Buddhists work to free themselves from suffering. The Middle Way explains how Buddhists can lead a good life. Many                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Christianity: Jesus as an example for Christians</b><br><br>Practising Christians believe in the Holy Trinity God – the idea that God is represented in three forms. Jesus is viewed as the incarnation of God on | <b>Multifaith: Words of Wisdom</b><br><br>To understand wisdom as the ability to make thoughtful, ethical choices, especially in challenging situations. To reflect on how different communities                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Humanism</b><br><br>Humanism is a way of seeing the world in a non-religious way. Humanists believe the world is a natural place. Many Humanists celebrate marriage with a non- |

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|        | <p>know symbols associated with Hinduism.</p>                                                                                                                                                                                        | <p>institution in Europe. During the Renaissance, a revolution in the world of science created a conflict between the Church and science. Christianity is the most widely practiced religion in the world, with more than 2 billion followers. The various groups or branches within Christianity are referred to as denominations. It can be broadly split into three branches: Catholic, Protestant and (Eastern) Orthodox.</p> | <p>Buddhists meditate, which means quiet thought. Wesak celebrates the Buddha's birthday, his enlightenment and death.</p>                                                                                                               | <p>earth given as a sacrifice to save the sins of humanity in Christianity. God is viewed as forgiving for many Christians. Jesus set an example of how Christians should live their lives through forgiveness, generosity and humility.</p> | <p>seek guidance for living well and understanding life's deeper truths. To understand Guru Granth Sahib as a source of spiritual wisdom for Sikhs. To examine the Qur'an and Hadith as sources of divine wisdom for Muslims. To know Buddhists gain through meditation, mindfulness, and compassion. Four Noble Truths and the Eightfold Path (Buddhism). Buddhists seek to understand suffering and live peacefully. To consider how philosophical inquiry uses reason and questioning to explore truth, ethics, and the good life.</p> | <p>religious wedding. A humanist naming ceremony marks the arrival of a new child in a non-religious way. Many Humanists' beliefs shape their behaviour.</p>                                                             |
| Year 6 | <p>Muslim: Love and Forgiveness</p> <p>To know that love and forgiveness are important concepts in religion. To understand reconciliation is about making peace after a disagreement. To understand that redemption is an act of</p> | <p>Multifaith: Equality and Inequality</p> <p>To know that equality is the concept of treating people the same despite their differences. To understand some religious and secular perspectives of equality.</p>                                                                                                                                                                                                                  | <p>Multifaith: Freedom, Authority and Rule of Law</p> <p>To explore how different religious and non-religious traditions guide behaviour and shape moral choices. To explore the concept of authority across Christianity, Buddhism,</p> | <p>Multifaith: Justice and Judgement</p> <p>To understand that the UK justice system upholds the law. Justice often involves a judgement. Many Dharmic religions see justice as a consequence of actions.</p>                                | <p>Multifaith: The Journey of Life</p> <p>To explore diverse beliefs about the soul, the afterlife, legacy, and the meaning of life. To explore universal questions about existence, purpose, and mortality and consider</p>                                                                                                                                                                                                                                                                                                              | <p>Multifaith: Philosophy and Ethics.</p> <p>Philosophy is the study of big questions about life, knowledge and wisdom. Ethics is the study of right and wrong. A philosopher is someone who thinks deeply about big</p> |

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|  | <p>saving or being saved from a mistake.</p> | <p>To explore evidence from Sikhism, Buddhism, and Islam that promotes equal treatment.<br/>To consider the views of Rosa Parks, Ghandi and Paul Robeson.<br/>To understand how the American civil rights movement challenged inequality and how Martin Luther King Jr., Malcolm X, and Muhammad Ali used their beliefs, voices, and actions to confront racial injustice.</p> | <p>and Humanism. To reflect on who or what influences their own decisions and how authority can be rooted in faith, wisdom.<br/>To understand freedom as the ability to make choices and examine Jewish, Sikh, and Humanist perspectives.<br/>To understand laws protect freedoms, promote justice, and guide moral behaviour across traditions.<br/>To explore Christian ideas of sin and forgiveness, Hindu beliefs about karma and dharma, and Humanist reliance on reason and empathy. To reflect on how free will interacts with moral guidance and consequences.<br/>To apply knowledge to real-world ethical questions.</p> | <p>For many Humanists, justice is a human responsibility that means fairness for all people. The concepts of suffering and justice are linked.</p> | <p>how different traditions respond to these questions.<br/>To explore Christian beliefs about resurrection, heaven, salvation, and the soul.<br/>To examine how these beliefs influence Christian values and funeral practices, using scripture and symbols.<br/>To consider how belief in eternal life might affect how someone chooses to live.<br/>To learn about the Hindu belief in reincarnation and the spiritual cycle of samsara. To reflect upon how belief in Kama may affect life choices.<br/>To learn that Humanists believe life is finite and meaning is created through relationships.<br/>To reflect on own growth, identity, and goals, recognising that meaning and celebration are part of every life journey</p> | <p>questions. There are religious and non-religious approaches to ethics. An ethical dilemma is a situation where it is hard to decide what is right.</p> |
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| By the end of Key Stage 1, pupils will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | By the end of Key Stage 2, pupils will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <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> | <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> <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> |