

# Northfields Infants and Nursery School - RE Curriculum Overview

RE						
Nursery	<p><b>3 &amp; 4 years Understanding the World:</b></p> <p><i>People, Culture and Communities</i>; -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos;</p> <p>- Continue to develop positive attitudes about the differences between people.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Theme:</b> Special People</p> <p><b>Key Question:</b> What makes people special?</p> <p><b>Religions:</b> Christianity, Judaism</p>	<p><b>Theme:</b> Christmas</p> <p><b>Key Question:</b> What is Christmas?</p> <p><b>Religion:</b> Christianity</p> <p><b>Christian concept:</b> Incarnation</p>	<p><b>Theme:</b> Celebrations</p> <p><b>Key Question:</b> How do people celebrate?</p> <p><b>Religions:</b> Hinduism</p>	<p><b>Theme:</b> Easter</p> <p><b>Key Question:</b> What is Easter?</p> <p><b>Religion:</b> Christianity</p> <p>Christian concept: Salvation</p>	<p><b>Theme:</b> Story Time</p> <p><b>Key Question:</b> What can we learn from stories?</p> <p><b>Religions:</b> Christianity, Islam, Hinduism, Sikhism</p>	<p><b>Theme:</b> Special Places</p> <p><b>Key Question:</b> What makes places special?</p> <p><b>Religions:</b> Christianity, Islam, Judaism</p>
	<p><b>Reception Understanding the World:</b> <i>Past and Present; People, Culture and Communities</i>; - Understand that some places are special to members of their community; - Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>ELG Understanding the World:</b> <i>Past and Present; People, Culture and Communities</i>; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Theme:</b> Special People</p>	<p><b>Theme:</b> Christmas</p>	<p><b>Theme:</b> Celebrations</p>	<p><b>Theme:</b> Easter</p>	<p><b>Theme:</b> Story Time</p>	<p><b>Theme:</b> Special Places</p>
	Reception					

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	<p><b>Key Question:</b> What makes people special?</p> <p><b>Religions:</b> Christianity, Judaism</p>	<p><b>Key Question:</b> What is Christmas?</p> <p><b>Religion:</b> Christianity</p> <p><b>Christian concept:</b> Incarnation</p>	<p><b>Key Question:</b> How do people celebrate?</p> <p><b>Religions:</b> Hinduism</p>	<p><b>Key Question:</b> What is Easter?</p> <p><b>Religion:</b> Christianity</p> <p><b>Christian concept:</b> Salvation</p>	<p><b>Key Question:</b> What can we learn from stories?</p> <p><b>Religions:</b> Christianity, Islam, Hinduism, Sikhism</p>	<p><b>Key Question:</b> What makes places special?</p> <p><b>Religions:</b> Christianity, Islam, Judaism</p>
Year 1	<p><b>End of KS1, most children are expected to reach these expectations, Personal Resonance with/or reflection on the concept/belief underlying the subject matter of the enquiry. Child's own thoughts, opinions, belief, empathy:</b></p> <ul style="list-style-type: none"> <li>- I can tell you/talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world.</li> <li>- I can verbalise and/or express my own thoughts.</li> </ul> <p><b>Knowledge and understanding of the subject matter of that enquiry (subject knowledge)</b></p> <ul style="list-style-type: none"> <li>- I can recall facts about the religions/beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc</li> </ul> <p><b>Skills of evaluation and critical thinking in relation to the big enquiry question.</b></p> <ul style="list-style-type: none"> <li>- I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.</li> </ul>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Theme:</b> Creation Story</p> <p><b>Concept:</b> God/Creation</p> <p><b>Key Question:</b> What do Christians believe about God?</p> <p><b>Religion:</b> Christianity.</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Intro to Judaism</p> <p><b>Concept:</b> Special relationship between Jews &amp; God</p> <p><b>Key Question:</b> Who is God to the Jews?</p> <p><b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Easter - Palm Sunday</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Shabbat</p> <p><b>Key Question:</b> Is Shabbat important to Jewish children?</p> <p><b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Prayer and Worship</p> <p><b>Key Question:</b> Does visiting synagogue help Jewish children feel closer to God?</p> <p><b>Religion:</b> Judaism</p>

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	'Wonderful Earth' Nick Butterworth&Mick Inkpen					
Year 2	<p><b>End of KS1, most children are expected to reach these expectations,</b>  <b>Personal Resonance with/or reflection on the concept/belief underlying the subject matter of the enquiry. Child's own thoughts, opinions, belief, empathy:</b>  <i>- I can tell you/talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world.</i>  <i>- I can verbalise and/or express my own thoughts.</i></p> <p><b>Knowledge and understanding of the subject matter of that enquiry (subject knowledge)</b>  <i>-I can recall facts about the religions/beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc</i></p> <p><b>Skills of evaluation and critical thinking in relation to the big enquiry question.</b>  <i>-I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.</i></p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Theme:</b> Jesus' example as son of God</p> <p><b>Concept:</b> Gospel</p>		<p><b>Theme:</b> 99 names of Allah</p> <p><b>Key Question:</b> Who is God to Muslims?</p> <p><b>Religion:</b> Islam</p>	<p><b>Theme:</b> Easter - Resurrection</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> How important is it to Christians</p>	<p><b>Theme:</b> Prophet Muhammad</p> <p><b>Key Question:</b> How important is the prophet Muhammad to Muslims?</p>	<p><b>Theme:</b> The Qur'an - holy book</p> <p><b>Key Question:</b> How important is the Qur'an to Muslims?</p>

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	<p><b>Key Question:</b> Is it possible to be kind to everyone all of the time?</p> <p><b>Religion:</b> Christianity.</p>	<p><b>Theme:</b> Christmas - Jesus as gift from God</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Why do Christians believe God gave Jesus to the world?</p> <p><b>Religion:</b> Christianity</p> <p><i>George saves the world by lunchtime'</i> Dr Jo Readman &amp; Ley Honor Roberts</p>		<p>that Jesus came back to life after his crucifixion?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Religion:</b> Islam</p>	<p><b>Religion:</b> Islam</p>
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Building on from the previous year

**National Curriculum statements/ ELG**

Book suggestions – to encourage writing

Updated October 2023