**RE Village Infants Curriculum Overview**

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|  | **Nursery** | **Reception** | **Year 1** | **Year2** |
| Aims | Learn about and understand a range of religions and worldviews  Express ideas and insights about the nature, significance and impact of religions and worldviews  Gain and deploy the skills needed to engage seriously with religions and worldviews | | | |
| The Big  Question | What is important to me? | What is important to me and others? | What does it mean to belong? | Can stories change people? |
| Key Festivals | Guru Nanak, Diwali, Christmas, Chinese New Year, Easter  Harvest, Pancake Day, Mother’s Day, Eid, Ramadan | | Diwali, Christmas, Shabbat, Lent, Easter  Harvest, Mother’s Day, Eid | Diwali, Christmas, Lent, Easter  Harvest, Mother’s Day, Eid, Ramadan |
| 1a | * **What happens at Sukkot? (Celebrating)** * **What happens on Guru Nanak’s birthday (Celebrating)** | | **What does it mean to belong to Christianity?** | **Why did Jesus tell stories?** |
| Key  skill/  knowledge | Children can simply retell what happens at Sukkot  Thankfulness, Remembrance, Celebrating  To know who was Guru Nanak?  To know why was Guru Nanak a special person?  To know how Sikh people to celebrate Guru Nanak’s birthday? | | Name and talk about key Christian objects, artefacts, beliefs, teachings and practices  Suggest meanings for religious actions and symbols  Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.) | Retell a Christian story and say some things that Christians believe  Show understanding of what Jesus taught people  Describe what a believer might learn from a religious story or a sacred text and how they would apply this to their life |
| Vocabulary | Jews, Sukkot, Sukkah, harvest, celebration,  Guru Nanak, Sikh, birthday, meditation, | | Church, Christening, Dedication  Vicar, Priest, Minister, Font, Bible  Prayer, Worship, Cross | Parable, Samaritan, Prodigal, Sacred  Disciple, Moral, Value, Gospel, Holy  Apostle |
| 1b | * **What happens at Diwali? (Celebrating)** * **What happens at Christmas?**   **(Celebrating)** | | **How do Christians celebrate Christmas?** | **Why are different books special to different people?** |
| Key  skill/  knowledge | Children can simply retell what happens at Diwali  Good and Bad, Light, Sharing food  Birth and growing up  Jesus as a special baby  Symbols of Christmas  Jesus is gift to the world | | Name and talk about key Christian objects, artefacts, beliefs, teachings and practices  Retell Christian stories and explain what is important to a Christian person in the story and why  Suggest meanings for religious actions and symbols  Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.) | Explain why holy books are special  Explain how people can learn from holy books, why they are important to a believer  Compare what is important to me to others |
| Vocabulary | Diwali, Hindu, diva, Rama, Sita  Christian, Christmas, Jesus, gift, special | | Church, Nativity, Jesus, Angels, Wise men, Advent wreath, Advent candle | Bible, Qur’an, Torah, Shrimad Bhagwad Gita, Guru Granth Sahib,  Tipitaka |
| **2a** | * **What happened to Dogger?**   **(Aspects)**   * **Muhammed and the Kitten (Stories)** | * **My Muslim Faith**   **(Aspects)**   * **The Donkey in the Tiger Skin (Aspects)** | **What does it mean to belong to Sikhism?** | **Forgiveness** |
| Key  skill/  knowledge | To know what is special to them  Relationships  Sacrifice  Creation  Responsibility  Role models | To know Allah is the Creator  Muslim women Cover their head  Special places, books and times  What can we learn from stories?  Special things  Being ourselves  Rules | Name and talk about Sikh objects, artefacts and practices  Retell Sikh stories and messages and explain what is important to a Sikh person and why  Discuss and connect ideas between different religions (e.g. how you show that you belong) | Retell what different religions and world views teach about forgiveness  Make relevant points in a discussion on forgiveness and link my ideas to everyday life  Explore questions about meaning and values and express my own ideas and opinions in response to others using art, words or poetry |
| Vocabulary | Happy, Sad, Special  Muhammed, Muslim, kitten caring | Muslim, Allah, Arabic, Qur’an, head covering  Guru Gobind Singh, donkey, tiger, Kirpan, Kara, turban | Guru Granth Sahib, Guru Nanak  Guru Gobind Singh, Gurdwara, Amrit ceremony  Five K’s:  • Kesh  • Kara  • Kanga  • Kaccha  • Kirpan | Forgiveness, Values, Buddhist, Christian, Hindu, Muslim, Sikh/Sikhi, Jewish people, Humanist |
| **2b** | * **The Lost Sheep**   **(stories)**   * **What happens at Easter?**   **(Celebrating)** | * **The Good Samaritan**   **(stories)**   * **What happens at Easter?**   **(Celebrating)** | **What can be special about living with family and friends?**  ***(Link to Three Little Pigs)*** | **Why is Easter important to Christians?** |
| Key  skill/  knowledge | Loosing and Finding  Love and family  Belonging  Sadness  Happiness/joy  Symbols of sadness  Symbols of joy/new life | Friendship  Love  Helpfulness  Sadness  Happiness/joy  Symbols of sadness  Symbols of joy/new life | Name and talk about objects, artefacts, beliefs, teachings and practices in different religions  Understand how the everyday actions of people are influenced by their beliefs and values  Suggest meanings for religious actions and symbols  Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.) | Notice and find out about the Christian religion and Easter  Collect, use and respond to ideas in RE.  Consider, link and discuss questions, ideas and points of view. |
| Vocabulary | Christian, Bible, Story  Jesus, Easter, Christian, death, cross | Samaritan, good, help, Bible, story  Jesus, Easter, Christian, death, cross | Rakhi, Shabbat, Bible, Qur’an, Kippur, Mezuzah, Kiddush cup, Murti, Cross, Buddha statue, Guru | Lent, Ash Wednesday, Palm Sunday, Good Friday, Easter Sunday, Communion, Resurrection |
| **3a** | * **The Hare and the Tortoise**   **(Stories)**   * **What happens at Eid-Ul-Fitr? (Celebrating)** | * **How do we make friends?**   **(Aspects)**   * **What happens at Eid-Ul-Fitr? (Celebrating)** | **What does it mean to belong to Hinduism?** | **How does special food and fasting help people in their faith? *(All religions)*** |
| Key  skill/  knowledge | Resilience  To know adults fast during Ramadan to remember Allah  Celebrating Eid  Sharing  Giving something up  To be grateful | What is friendship, real and imposed  Patience/perseverance e.g. trying different ways of getting along with others  Identity e.g. establishing your ‘presence’ within a group  Adults fast during Ramadan to remember Allah  Celebrating Eid  Sharing  Giving something up  To be grateful | Name and talk about key Hindu objects, artefacts, beliefs, teachings and practices  Understand how the everyday actions of a Hindu are influenced by their beliefs and values  Retell Hindu stories and messages and explain what is important to a Hindu person and why  Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.) | Investigate fasting  Apply ideas about religions and worldviews thoughtfully  Notice and find out about religion and worldviews  Collect, use and respond to ideas in RE |
| Vocabulary | Hare, tortoise, winning, goal  Eid, Ramadan, fasting, celebration | Friend/friendship, perseverance  Eid, Ramadan, fasting, celebration | Murti, Reincarnation, Karma, Puja, Krishna | Fasting, Lent, Ramadan, Eid Ul Fitr, Shrove Tuesday, Ash Wednesday |
| **3b** | * **My Hindu Faith**   **(Aspects)**   * **What makes a place special?**   **(Aspects)** | * **The Lost Coin**   **(stories)**   * **Visiting a church**   **(Aspects)** | **What does it mean to belong to Islam?** | **Where did the world come from and how should we look after it?**  ***(Linked to living things and habitats)*** |
| Key  skill/  knowledge | * Love: thinking about how we show love to others * Worship:How people who believe in God/gods show their love to him/her/it * Special places include spaces that are important and significant to children. * Special places may include religious buildings, spaces in the home, school and other countries. * A place which makes you feel at peace, happy, excited and safe | Loosing and Finding:  Love, and family:  Belonging:  Why are churches important to Christians?  How Christian people worship | Name and talk about key Muslim objects, artefacts, beliefs, teachings and practices  Understand how the everyday actions of a Muslim are influenced by their beliefs and values  Retell Muslim stories and messages and explain what is important to a Muslim person and why  Suggest meanings for religious actions and symbols  Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.) | Notice and find out about religions and worldviews.  Collect, use and respond to ideas in RE.  Consider, link and discuss questions, ideas and points of view.  Apply ideas about religions and worldviews thoughtfully. |
| Vocabulary | Hindu, Krishna, love | Church, Sacred, worship/prayer, Vicar | Muhammad, Prayer mat, ‘Eid Mubarak’, Subha, Qur’an, Mosque | Bible, Qur’an, Torah, Vedas, Adam (Arabic - Aadam), Eve (Arabic – Haawa), Vishnu, Brahma |
| Visits |  | Church | Church | Gurdwara |