



## Farnborough Grange Nursery and Infant School – Curriculum Overview

### Religious Education

See [Surrey Agreed Syllabus](#) for curriculum progression

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key question</b>	<b>Who am I, and where do I belong?</b>	<b>Why do we have celebrations?</b>	<b>What makes a place special?</b>	<b>What makes something special?</b>	<b>What can we learn from stories?</b>	<b>What makes our world wonderful?</b>
<b>Skills</b>	<p>Recognise what makes them special and unique suggest what makes other people special and unique</p> <p>Talk about the different places where they belong e.g. family, clubs etc.</p> <p>Recognise how they are part of their school community talk about how a new baby is welcomed – and why it’s important talk about how different people ‘belong’ to other communities (e.g. a church, synagogue or mosque community)</p> <p>Respond to stories about important religious people and leaders</p>	<p>Begin to recognise how and why some festivals are celebrated</p> <p>Recognise that what they know about celebrations can help them to understand what’s important to different people</p> <p>Identify a time that is special to them</p> <p>Recognise a time that is special to others</p> <p>Show they can be sensitive to the needs and feelings of others through their actions</p> <p>Be aware festivals are special times for different people.</p> <p>Talk about how people celebrate different festivals. E.g. Christmas, Diwali, Eid.</p>	<p>Talk about their homes and their belongings</p> <p>Say why a place is special for them</p> <p>Begin to develop an awareness that some people go to special buildings to think and learn about God</p> <p>Talk about other places where people can talk to God</p> <p>Say why another place may be special for someone else</p>	<p>Identify something that is special to them</p> <p>Say how they would look after something special</p> <p>Identify a memory that is special to them</p> <p>Identify something that is special to others</p> <p>Say why something is special</p> <p>Suggest why a religious artefact might be special</p>	<p>Talk about their own favourite stories and say why they are special</p> <p>Begin to be aware that stories teach us things</p> <p>Begin to relate ideas from stories to their own lives</p> <p>Recognise that some books are special to different faith groups e.g. the Bible, Torah and Qur’an</p> <p>Respond to stories from the Bible and from other beliefs and cultures</p> <p>Name the important people in some religious stories</p>	<p>Recognise and celebrate their own and others’ creativity</p> <p>Identify things in the natural world that they think are ‘wonder-ful’</p> <p>Be thankful for the world around us</p> <p>Say why they think some people say God made the world</p> <p>Say what they think about our world</p> <p>Show that they can care for the world around them e.g. watering plants</p>
<b>Knowledge</b>	<p><b>Core:</b></p> <p>Know that every person is special and unique</p> <p>Know that some people believe that God made them this way</p> <p>Know that people belong together in different ways</p>	<p><b>Core:</b></p> <p>Know that Christians celebrate special festivals e.g. Harvest, Christmas, Easter</p> <p>Know that other religions have different festivals</p> <p><b>Hinterland:</b></p>	<p><b>Core:</b></p> <p>Know that some people have places that are special to them</p> <p>Know that there are special buildings where some people go to think and learn about God</p>	<p><b>Core:</b></p> <p>Know that different things are special to people for different reasons</p> <p>Know that some objects are ‘religious’ objects and help people to think about God</p> <p><b>Hinterland:</b></p>	<p><b>Core:</b></p> <p>Know that some books are special to religious groups</p> <p>Know that some stories are about special people e.g. Jesus, Muhammad (pbuh*), Moses etc</p>	<p><b>Core:</b></p> <p>Know that some people believe our world was created by God and that this is an important story in their special books</p> <p>Know that we should look after our world</p>

	<p><b>Hinterland:</b> Know how new babies are welcomed Know that religious people have different ways of showing they 'belong' together Know about special people in different religions (e.g. Jesus / Muhammad / Moses)</p>	<p>Know that birthdays are important and that they celebrate their birthday, the day they were born, once a year Know that celebrations are joyful times Know that a celebration is often a time to say "thank you"</p>	<p>Know that some people feel close to God anywhere or in their own special places</p> <p><b>Hinterland:</b> Different religions call their special buildings by different names</p>	<p>Know how to look after special things and respect things that are special to others Know that people can use objects to help them remember special times and places Know that memories can be special</p>	<p>Know that through stories people share ideas and values about how to live</p> <p><b>Hinterland:</b> Know that people can have favourite stories Know the names of some special books e.g. Bible (Christians) Torah (Jews) Qur'an (Muslims) and talk about God</p>	<p><b>Hinterland:</b> Know that our world is a place of wonder Know that people are naturally 'creative'</p>
Key vocabulary	Belonging, self	Birthday, celebrations, Eid, Diwali, Christmas, Harvest, Easter	God, pray, special places	Special times, celebration, Harvest, Christmas, Easter, Christians	Special books, special stories	Wonderful, exciting, special, care, look after

Year 1	Autumn 1 (Christianity)	Autumn 2 (Christianity)	Spring 1 (Christianity)	Spring 2 (Christianity)	Summer 1 (Christianity)	Summer 2 (Christianity)
Key questions / content	<p><b>What do Christians believe God is like? (1 day)</b> Help children to share their own thoughts and ideas about God, and begin to understand that words, pictures &amp; images can convey deep meanings; explore different images of God contained within the Bible and think about how these help to show what Christians believe God is like (many of these images are shared by Jews).</p>	<p><b>1) Who is Jesus? (1 day)</b> Explore the key events in Jesus' life, so that pupils can appreciate the span of his life being 33 years, but also to appreciate that Christians believe that the events of his life show he was both human, and divine (God).</p> <p><b>2) Why is Christmas important to Christians? (3 hours)</b> Explore the key events in the Christmas narrative and consider why Christmas is such an important celebration for Christians.</p>	<p><b>Why did Jesus tell parables? (1 day)</b> Explore a range of parables that Jesus told, in order for children to understand how he used simple stories to teach people deep truths about God and his kingdom; explore the reasons why Jesus told them, to help them to make connections between the parables and what Christians believe</p>	<p><i>Additional learning about Hinduism and festivals celebrated in Nepal throughout learning enquiry.</i></p> <p><b>1) Why do Christians call Jesus 'saviour'? (1 day)</b> Explore how Jesus was a friend and Saviour ('rescuer'), to people he met, who often included the poor and friendless; consider how meeting Jesus changed peoples' lives ('rescued' them), and reflect on how Jesus is still 'Saviour' for Christians today</p> <p><b>2) What do eggs have to do with Easter? (3 hours)</b> Consider why the symbols of crosses and eggs are important at Easter time, and what they have to do with the Easter story</p>	<p><b>Why is the Bible an important book for Christians? (1 day)</b> Introduce the idea of the Bible as the 'big story' of God and his people, and to familiarise the children with stories and people from the Bible and to learn that the Old Testament precedes the life of Jesus.</p>	<p><b>Why is 'church' important to Christians? (1 day)</b> Learn that 'church' is not just a building, but a community of people, and consider why church is a special place for Christians; investigate Christian symbols; making connections with what Christians believe; recognise that 'worship' is one of the most important things that happens in a church, because it's how Christians show that God is important to them.</p>
Knowledge	<b>Core:</b>	<b>1) Core:</b>	<b>Core:</b>	<b>1) Core:</b>	<b>Core:</b>	<b>Core:</b>

	<p>Know that there are many different images of God contained within the Bible Know that these images help to answer the question 'What is God like?'</p> <p>Know that Christian beliefs about God are connected with these images Know that Christians believe that God loves them, and all people</p> <p><b>Hinterland:</b> Know that people sometimes use pictures to convey meaning Know how to express their own thoughts and ideas about what God might be like</p>	<p>Know that Christians call Jesus the 'Son of God' Know about the main events in Jesus' life Know that Christians believe that Jesus performed miracles Know that many people followed Jesus, and still do now</p> <p><b>1) Hinterland:</b> Know that Christians believe that Jesus is both human and divine (God) Know some examples of the miracles that Jesus performed including healings e.g. water into wine; feeding the 5000; calming the storm; Bartimaeus; the paralysed man; the sick girl; the ten lepers</p> <p><b>2) Core:</b> Know that Christmas is linked to the account of the birth of Jesus Know about the key people and events in the birth stories (Nativity) Know that Christians believe Jesus is the Son of God</p> <p><b>2) Hinterland:</b> Know that this story is the focus of the celebration for Christians</p>	<p>Know that the Bible contains parables that Jesus told Know that Jesus' parables are found in the New Testament Know that Jesus told parables to explain important truths to people Know that the truths in Jesus' parables have an impact on a Christian's life</p> <p><b>Hinterland:</b> Know that stories can teach people things Know that parables have a deep meaning</p>	<p>Know that the Bible contains stories about people Jesus met and 'rescued' Know that Christians call Jesus 'Saviour' Know that many people's lives were changed by meeting Jesus</p> <p><b>1) Hinterland:</b> Know that friendship is an important value</p> <p><b>2) Core:</b> Know that on Good Friday Christians remember Jesus' death and on Easter Day Christians celebrate Jesus' resurrection</p> <p><b>2) Hinterland:</b> Know that new life is an important theme of Easter celebrations Know that symbols are used to represent key aspects of Easter: hot cross buns = Good Friday / the crucifixion / Easter eggs = the Garden Tomb; new life; the resurrection</p>	<p>Know that the Bible contains 'stories'* about God and people Know that the New Testament contains accounts from the life of Jesus &amp; the early Church Know that Christians read the Bible to learn about God and that this affects how they live their lives</p> <p><b>Hinterland:</b> Know that books can be special / important to people Know examples of some of key narratives from the Old Testament e.g. Jacob, Joseph, Moses, Joshua, David, Samuel, Daniel etc.</p>	<p>Know that Christians meet together in a church Know about the main features of a church (interior / exterior)*</p> <p><b>Hinterland:</b> Know that the church is not just a building but also a family of Christian people that Christians show God is important to them through worship Know that there are special Christian symbols in a church building</p>
<p><b>Skills</b></p>	<p>Suggest meanings for some Biblical images of God Talk about some Christian beliefs about what God is like Sensitively articulate their own beliefs / ideas</p>	<p><b>1) Retell</b> events from Jesus' life Identify which events show Jesus is like God Recognise that Jesus' miracles raise puzzling questions</p>	<p>Retell a parable told by Jesus Suggest what they think the meaning of a parable is Understand that Jesus told parables to teach people important truths Sensitively express their own ideas about the themes of</p>	<p><b>1) Retell</b> stories about how people were changed by meeting Jesus Identify possible meanings for stories / religious words / art Suggest why Christians call Jesus 'Saviour'</p>	<p>Retell stories from the Bible to others and identify what 'part' God plays in the story Suggest some things that Christians might learn from the Bible Sensitively connect their own emotions to the</p>	<p>Recognise some symbols within a church and suggest what they mean Identify how Christians show that God is important Suggest which aspect of 'church' might be most</p>

	connected with images of God	Talk about experiences from Jesus' life that they can identify with e.g. choosing friends, being lost / losing someone Ask questions about Jesus' life  <b>2)</b> Retell the main events of the story using religious vocabulary Identify something about Christmas that would be important to Christians Give a reason for what's important to them about Christmas Talk about the different people in the story and how they might have felt at different times	parables e.g. being lost or helping others Talk about what's important in the parable – for them and for others	Respond sensitively to the idea of 'rescue', making relevant comments in the context of stories and discussions Discuss how people who met Jesus might have felt before, during and after  <b>2)</b> Suggest meanings for the symbols connected with the story of Easter (e.g. eggs, hot cross buns) Suggest why an egg is a good symbol for new life or what Christians believe about new life Identify with different people within the Easter story and correctly talk about the range of emotions involved	experiences of those in the accounts studied	important to them, or to a Christian Respond with sensitivity to the experience of being in a church
Key vocabulary	Christians, Christianity, God, Bible	Jesus, human, divine, miracle  Christmas, birth, nativity	Parable, connection, Disciple, New Testament	Saviour, rescue, friendship, Easter, new life, symbol (egg, hot cross bun)	Bible, God, Old Testament, Jacob, Joseph, Moses, Joshua, David, Samuel, Daniel and other chapters	Church, community, symbol, worship, feature

Year 2	Autumn 1 (Islam)	Autumn 2 (Islam)	Spring 1 (Judaism)	Spring 2 (Judaism)	Summer 1 (Comparative religions)	Summer 2 (Comparative religions)
Key question / Content	<b>Who is Allah, and how do Muslims worship him? (1 day)</b> Explore how some of Allah's 99 names express who Allah is for Muslims, and how worship of Allah is central to Muslim families and how they live their lives	<b>1) What is important for Muslim families? (1 day)</b> explore key Muslim beliefs about Muhammad (pbuh), the last and greatest prophet of Islam, and the Qur'an in order to help pupils to understand what's important for Muslim families and what shapes their lives; explore stories about the life of the Prophet during this unit and think about why they might be important for Muslim families	<b>Judaism</b> <b>What is the Torah and why is it important to Jews? (1day)</b> Introduce pupils to the Torah as the special holy book for Jews; make connections between the Torah and the part of the Bible that Christians call the 'Old Testament'	<b>Judaism</b> <b>Why do Jewish families celebrate Shabbat? (1 day)</b> Explore why rest might be important, and investigate the importance for Jewish families of Shabbat as a time set apart from the rest of the week. (It is also the 4th of the Ten Commandments)  <b>2) Christianity – Easter - Why is Easter important to Christians?</b> Explore the Christian belief that Jesus died to 'mend' people's friendship with	<b>Comparative</b> <b>Why should we look after our world? (1 day)</b> Reflect on the natural world, what makes it precious and why / how we should care for it; whilst the creation account (found in the Bible, the Torah and the Qur'an) might help answer this question for religious people, pupils should also be given opportunities to learn that non-religious people also show wonder at the natural world and concern about environmental issues.	<b>Comparative</b> <b>Is prayer important to everyone? (1 day)</b> Explore and compare how different religious communities pray, and to consider why other people choose not to pray

		<p><b>2) Christianity – Christmas - What does the Christmas story tell Christians about Jesus? (3 hours)</b> Explore the Christmas nativity account for clues that Christians believe show Christians who Jesus is and why he was born (e.g. angels, visit of the Magi, new star).</p>		<p>God, and to very simply encapsulate Christian beliefs about Jesus' death and resurrection in an Easter Garden.</p>		
<p>Knowledge</p>	<p><b>Core:</b> Know that Muslims believe in one God, Allah Know that Allah:  <ul style="list-style-type: none"> <li>• is the Arabic name for God the Creator</li> <li>• has ninety-nine beautiful names that reflect aspects of his character</li> </ul> <b>Hinterland:</b> Know that Muslims believe that:  <ul style="list-style-type: none"> <li>• any thought or action can be a prayer</li> <li>• they should be ritually clean** before they pray and can pray anywhere as long as it is clean</li> <li>• they should face Makkah when they pray</li> <li>• different physical positions in prayer help them focus on Allah</li> </ul> </p>	<p><b>1)Core:</b> Know that Muslims believe that Muhammad (pbuh*):  <ul style="list-style-type: none"> <li>• is a prophet and the last messenger of Allah in Islam</li> <li>• is the best example of a Muslim, and that they should try to be like him</li> </ul> Know that the Qur'an:  <ul style="list-style-type: none"> <li>• is the special book for Muslims and is written in Arabic</li> <li>• contains the holy words of Allah to Muhammad</li> </ul> <b>1) Hinterland:</b> Know that the word 'Islam' means 'peace' in Arabic Know that 'respect' is important to Muslims   <b>2) Core:</b> Know that Christmas is the celebration of Jesus' birth Know that Christians believe there are clues in the story that show who Jesus is   <b>2) Hinterland:</b> Know what some of these clues show e.g. star = the birth of a new King / presents = Jesus as God's gift to the world and the gifts of the Magi / angels = messengers from God who</p>	<p><b>Core:</b> Know that the Torah is the Jewish holy book and contains rules for Jews to live by Know that the Torah is in the form of a scroll and is written in Hebrew Know that the Torah can also be found in the Old Testament section of the Bible Know that the synagogue is the place where Jews go to learn, worship God and be together as a community, and is where the Torah is kept   <b>Hinterland:</b> Know what it means to treat something with respect Know that light is a symbol for God's presence in the synagogue</p>	<p><b>1) Core:</b> Know that Shabbat and the Friday night meal are an important part of Jewish family life and help Jewish families to feel closer to God Know that Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end   <b>1) Hinterland:</b> Know that families celebrate special times in many different ways Know that Shabbat is a time of rest and recalls how God rested on the seventh day after creation   <b>2) Core:</b> Know that Christians believe that:  <ul style="list-style-type: none"> <li>• God loves all people and wants to be their friend</li> <li>• the things they do wrong damage their friendship with God</li> </ul> <b>2) Hinterland:</b> Know that friendship is a precious thing and can get damaged</p>	<p><b>Core:</b> Know that Christians, Jews and Muslims all believe that there is one God who created the world and cares for all people Know that the Bible, the Torah and the Qur'an all contain stories about creation Know that non-religious people believe different things about how the world came to be   <b>Hinterland:</b> Know why the world is a place of wonder Know how people have spoiled the natural world Know that many religious and non-religious people show concern about waste, greed and environmental issues</p>	<p><b>Core:</b> Know that people pray for different reasons, and that some people don't pray Know that people from different religions pray in different ways Know that non-religious people might reflect quietly rather than pray   <b>Hinterland:</b> Know that prayer is a way of connecting with God Know that non-religious people such as humanists do not believe in a god and so don't pray</p>

		told people about Jesus being God's Son / light = Jesus as the light of the world		<ul style="list-style-type: none"> <li>• Jesus' death means they can put things right with God again (be forgiven)</li> <li>• Jesus' resurrection means that death is not the end</li> </ul>		
<b>Skills</b>	<p>Suggest what some of Allah's names might mean and why they might be 'beautiful' to a Muslim</p> <p>Explain how the different prayer positions might help a Muslim to pray</p> <p>Describe why Muslims wash before praying</p> <p>Suggest what it means to treat someone or something with respect</p> <p>Discuss how Muslims show respect for Allah in prayer</p>	<p><b>1)</b> Demonstrate how the Qur'an should be treated and suggest why this might be</p> <p>Retell stories about Muhammad (pbuh) and suggest what people might learn from them or what made Muhammad (pbuh) a good leader</p> <p>Identify how peace and respect are important to Muslims</p> <p>Suggest why Muhammad (pbuh) is important to Muslims and how they show respect</p> <p>Consider why Muslims might learn parts of the Quran by heart</p> <p><b>2)</b> Talk about what a clue means in relation to the story</p> <p>Talk about the puzzling aspects of the clues in the Christmas story</p> <p>Identify how people in the Nativity accounts might be feeling / thinking about Jesus and why</p>	<p>Identify some things that Jews learn from the Torah</p> <p>Identify possible meanings for the commandments that God gave to Moses</p> <p>Suggest why light is used to symbolise God's presence in the synagogue</p> <p>Explain what it means to treat something with respect and suggest why the Torah is valued by Jews</p>	<p><b>1)</b> Identify key symbols of the Shabbat meal and suggest what they mean</p> <p>Suggest what makes Shabbat a day of rest, or how it might help Jewish families to feel closer to God</p> <p>Identify why rest is important</p> <p>Talk about what's important in their family at weekends</p> <p>Suggest what makes Shabbat a special family time</p> <p><b>2)</b> Suggest what different symbols mean e.g. parts of an Easter Garden</p> <p>Demonstrate respect &amp; sensitivity for the feelings / thoughts / beliefs of others in the way that they talk</p>	<p>Retell the creation story</p> <p>Suggest why they think Christians, Jews and Muslims and people of no religious view believe they should care for the world we live in</p> <p>Respond to the world with a sense of wonder and appreciation</p> <p>Realise that some questions about creation are difficult to answer</p> <p>Suggest why and how they should demonstrate care for their environment</p>	<p>Begin to show awareness of similarities and differences in the way people pray</p> <p>Suggest why some people might pray and others might not</p> <p>Suggest meanings for religious language and expression</p> <p>Respond sensitively to the views of others and give reasons why prayer might be important to someone and not to others</p> <p>Recognise that some questions about prayer are puzzling</p>
<b>Key vocabulary</b>	Islam, Allah, Muslim, Arabic, prayer, respect	<p>Muhammad (pbuh), Qur'an, Prophet, peace, messenger</p> <p>Christmas, nativity, clues, Jesus, angels, Magi, celebration, birth, star, King, presents, angels, messengers, light, puzzling</p>	Judaism, Torah, Jews, Bible, Old Testament, respect, scroll, Hebrew, synagogue, worship, community, light, symbol, presence, commandments, Moses, valued	<p>Families, Shabbat, Friday night, sunset, rest, meal</p> <p>Mend, beliefs, death, resurrection, Easter Garden, Friendship, damaged, forgiven, symbols</p>	<p>Reflect, natural world, precious, creation account, environmental issues, wonder, Bible, Torah, Qur'an, spoiled, non-religious people, waste, greed, care, appreciation, demonstrate</p>	<p>Explore, compare, pray, connecting, God, reasons, Humanists, reflect, awareness, similarities, differences, meanings religious language, expression</p>