

2025 – 2026 Programme						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS/Year 1  *See EYFS framework below	QRE: 1.1 How can we help those who do not have a good harvest?	QRE: EYFS 11 How do people celebrate special times?  (Touches on Hindu Dharma & Judaism)	Introducing Hindu Dharma  Brahman, gods/goddesses, Dharma, Puja, worship, celebrations		What do some people say about how the universe came to being?  Christian and Humanist	QRE 1.9 – How is the place Jesus lived different from how we live now?
Year 2/3/4	What is it like to be Jewish? – Family, Synagogue, Torah	QRE 3.2 – How does the presence of Jesus impact on people's lives?	Introduction to Humanism as a worldview  Atheism, one life, golden rule	QRE 2.4 How do symbols help us understand the Easter story?	QRE 3.5 – rules for living: which rules should we follow? (Y3)  Humanism link	QRE 3.1 – What does it mean to be called by God?  Hindu and Judaism links
Year 5/6	QRE 6.1 – Life is a journey: Is every person's journey the same?  (Y6)	QRE 5.7– How is Christmas celebrated around the world?	How might some Hindus make sense of the world?  Santana Dharma, four aims in life	QRE – What is the importance of Ascension and Pentecost to Christians?	What matters most to Jewish people?	What might it mean to be human?  Humanist, Christian and Hindu

	Christianity
	Hindu Dharma
	Judaism
	Worldviews
	Comparing religions

### How this achieved in EYFS

- Discuss and share family celebrations such as Christmas and birthdays.
- Who lives and works in our community? - What can we do?
- Children explore alternative festivals and celebrations through topic learning eg Diwali, Easter, Holi, Chinese New Year, Halloween, Harvest Festival, Bonfire night.
- National festivals explored including Remembrance Day.
- Share stories from around the world – discuss similarities and differences seen.
- Looking at RE through Art.
- Role playing stories e.g., Easter
- Music and songs

**As preparation for the disciplinary approach**, pupils begin to explore religious and non-religious worldviews in terms of special people, special times, special places, special books and special objects. Pupils explore religious and non-religious stories which raise interesting questions. They are introduced to specialist words and use their senses in exploring religious and non-religious beliefs, practices and forms of expression.

Theology: Thinking through believing	Philosophy: Thinking through thinking	Human Sciences: Thinking through living
<b>Questions you might ask:</b> <ul style="list-style-type: none"><li>• What does this religious word mean? How do we say this religious word?</li><li>• What is this religious story about? Why might people tell this story?</li><li>• What does the word 'God' mean?</li><li>• What is a belief?</li><li>• Why is this sacred book important?</li><li>• Does everyone believe in God?</li></ul>	<b>Questions you might ask:</b> <ul style="list-style-type: none"><li>• What puzzles you?</li><li>• Is it real?</li><li>• What is right? What is wrong? What is 'good'?</li><li>• What do we mean by true?</li><li>• How do we know what things are?</li><li>• Are names important?</li><li>• Do friends matter?</li></ul>	<b>Questions you might ask:</b> <ul style="list-style-type: none"><li>• How do people celebrate?</li><li>• What might people use this artefact for?</li><li>• What ceremonies and festivals have you taken part in?</li><li>• What happens in (place of worship/special place of interest)?</li><li>• What do these symbols mean?</li><li>• What is most important to you?</li></ul>

### Knowledge: By the end of EYFS the children will know...

Knowledge:

- The key events from the nativity story.
- That stories have changed over time and that we must go back to the original texts to understand what happened.
- Understand why people perform nativity plays and where the first ones came from.
- Jesus welcomes everyone even the little children.
- Jesus loves everyone so much that he even knows the number of hairs on someone's head.
- Salvation – I know that...
- Christians remember Jesus' last week at Easter.

- Jesus' name means 'He saves.'
- Christians believe Jesus came to show God's love.
- Christians try to show love to others.
- Recognise some religious beliefs or teachings.
- Talk about some aspects of a religious or belief story.
- Introduce key theological vocabulary such as 'God'.
- Recreate religious and non-religious stories through small world play.
- Talk about sacred texts
- Raise puzzling and interesting questions about religious and non-religious stories.
- Raise puzzling and interesting questions about the world around them.
- Talk about what concerns them about different ways in which people behave.
- Say what matters to them or is of value.
- Use their senses to investigate religion and belief
- Identify some features of religious and non-religious life and practice in a family context.
- Recognise some religious and non-religious words.
- Know where some religious and non-religious worldviews originated
- Name some religious and non-religious symbols.
- Name some religious artefacts.
- Talk about festivals and ceremonies that they see.
- Talk about what people wear because of their beliefs.
- Visit a local place of worship or special place of interest
- Talk to someone who holds a particular religious or non-religious belief.

