



Singlewell School RE Curriculum Overview 2025/2026



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Discovering	EYFS ~ Understanding of the World	Believing F1 Which stories are special and why? PD: Listening, empathy, appreciating different family values. Suggested Activity: I can share my own "special books" and listen to others' stories from faiths and cultures.	Believing F2 Which people are special and why? PD: Recognising kindness, gratitude, community awareness. Suggested Activity: I can create a "People Who Help Us" wall with drawings/photos.	Expressing F3 Which places are special and why? PD: Sense of belonging and emotional safety. Suggested Activity: I can create a collage of My special place" using photos or drawings of comforting/fun places.	Expressing F4 What times are special and why? PD: Respect for diversity and shared joy. Suggested Activity: We can create a class calendar of celebrations (birthdays, festivals).	Living F5 Being special: Where do we belong? PD: Building community and confidence. Suggested Activity: We can create a friendship web – toss a ball of yarn around, saying kind things about each classmate.	Living F6 What is special about our world? Celebrations. PD: Caring for the environment and awe/ wonder. Suggested Activity: We can go on a nature walk and do a gratitude drawing.
	Year 1	Believing 1.1 Who is a Christian and what do they believe? PD: Understanding beliefs and respect for faith. Suggested Activity: I can fill a "Belief jars" with paper notes of values (love, kindness).	Believing 1.3 Who is Jewish and what do they believe Judaism (Part 1) PD: Family and rest, appreciating traditions. Suggested Activity: I can explore Shabbat through making candles or bread (challah craft).	Expressing 1.5 What makes some places sacred? Christianity, Islam and Judaism. PD: Spiritual expression through art. Suggested Activity: We can visit (or virtual tour) of a local church/synagogue/mosque.		Living 1.7 What does it mean to belong to a faith community? Christianity, Islam and Judaism. PD: Inclusion, teamwork, and mutual respect. Suggested Activity: We can create a charter for "Our classroom community" with our shared values.	Living 1.6 How and why do we celebrate special and sacred times? PD: Joy in diversity & cultural appreciation. Suggested Activity: We can celebrate different faiths through music, crafts, and food.

Exploring	Year 2	Believing 1.3 Who is Jewish and what do they believe? Judaism (Part 2) PD: Identity and heritage awareness. Suggested Activity: We can create a class "family tree of traditions."	Believing Why do Christians feel it is important to celebrate the Nativity story? PD: Compassion and generosity. Suggested Activity: I can role play and reflect on kindness/giving.	Believing 1.2 Who is a Muslim and what do they believe? Islam PD: Respect for discipline & mindfulness. Suggested Activity: I can explore daily routines and reflection time.	Believing 1.4 What can we learn from sacred books? Christianity, Islam and Judaism. PD: Moral reflection & empathy. Suggested Activity: I can write positive 'wise words' inspired by moral stories.	Living 1.8 How should we care for others and the world, why does it matter? Christianity and Judaism PD: Social responsibility and stewardship. Suggested Activity: I can think of a kindness challenge and carry it out.	Expressing 1.6 How and why do we celebrate special and sacred times? (In both Years 1 & 2: Year 2 Judaism and Islam Focus) PD: Cultural appreciation, teamwork, inclusivity. Suggested Activity: We can complete a multi-faith quiz- picture round featuring religious symbols, famous people, photos of local places of worship, or foods associated with different faiths.
	Year 3	Believing L2.1 What do different people believe about God? Christianity, Hinduism and Islam PD: Respect for diverse beliefs; developing empathy. Suggested Activity: We can research and discuss beliefs about what people find meaningful (faith, family, nature, creativity). "Web of Beliefs."	Believing L2.2 Why is the Bible important for Christians today? Christianity PD: Reflecting on moral values and life guidance. Suggested Activity: "Book of Wisdom" We can create a class book of life lessons from stories, parents, or community.	Expressing L2.4 Why do people pray? Christianity, Hinduism and Islam. PD: Emotional regulation and mindfulness. Suggested Activity: "Mindful moments" We can engage in silent reflection or journaling on gratitude and hopes.		Expressing L2.5 Why are festivals important to religious communities? Multi- Faith (Christianity; Judaism) PD: Cultural appreciation, inclusion. Suggested Activity: We can research and present how communities celebrate hope, light, or renewal.	Living L2.7 What does it mean to be a Christian in Britain today? Christian PD: Understanding diversity within modern Britain. Suggested Activity: Invite a local faith community member (or virtual talk) to share experiences of service and faith.

Connecting	Year 4	Believing L2.3 Why is Jesus inspiring to some people? Christianity PD: Leadership, empathy, and moral courage. Suggested Activity: "Inspiring figures" project. We can compare Jesus' actions with modern role models who show compassion and justice.	Expressing L2.6 Why do some people think that life is a journey? What significant experiences mark this? Christianity, Hinduism and Judaism. PD: Self-awareness, goal setting, and resilience. Suggested Activity: "My Life Journey Map." I can illustrate key moments and future hopes.	Living L2.8 What does it mean to be a Hindu in Britain today? Hinduism PD: Cultural understanding and combating stereotypes. Suggested Activity: I can create a "Day in the Life" diary entry of a British Hindu child.	Living L2.9 What can we learn from religions about deciding what is right and wrong Christianity, Judaism and non-religious people (e.g. Humanist). PD: Moral reasoning and empathy in decision-making. Suggested Activity: We can discuss "Ethical dilemmas" with a focus on moral choices and consequences.	Expressing L2.5 Why are festivals important to religious communities? Multi-Faith (Hinduism; Islam) PD: Cooperation, joy, and celebration of shared values. Suggested Activity: We can celebrate unity and kindness during a class festival.
	Year 5	Believing U2.1 Why do some people believe God exists? Christianity and non-religions e.g. Humanist PD: Critical thinking and respect for diversity of thought. Suggested Activity: "Big Questions Café" – We can take part in a respectful debate circle exploring different views (religious and non-religious).	Believing U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? Christianity PD: Responsibility, compassion, and community engagement Suggested Activity: "Acts of Service Week". I can plan and carry out small kindness or charity projects.	Expressing U2.4 If God is everywhere why go to a place of worship? Christianity, Hinduism and Judaism. PD: Understanding belonging, community, spirituality. Suggested Activity: We can visit local places of worship or virtual tours.	Living U2.6 What does it mean to be a Muslim in Britain today? Islam PD: Building respect and real-world cultural literacy. Suggested Activity: "Faith in Action" interview project (video or letter exchange with local Muslim community).	Believing Who is a Sikh and what do they believe? PD: Respect for diversity and understanding others Suggested Activity: Create a "This Is What Sikhs Believe" Mini-Poster After learning about Sikh core beliefs, pupils design a poster with images/words showing, a Sikh belief, a symbol or practice linked to it, why it matters to Sikhs

Connecting	Year 6	Expressing U2.5 Is it better to express your religion in arts and architecture or in charity and generosity? Christianity, Islam and non-religious, e.g. Humanists PD: Citizenship, creativity, responsibility, and service Suggested Activity: "Faith in Action" project – I can create artwork showing values like kindness, generosity, and creativity.	Living U2.7 What matters most to Christians and to Humanists? Christianity and non-religious, e.g. Humanists PD: Ethical reflection, respect for different viewpoints, shared values. Suggested Activity: "Values Debate" – I can identify and discuss my top 5 values, comparing these to religious and non-religious moral codes (e.g., Ten Commandments, Humanist values).	Living U2.8 What difference does it make to believe in Ahimsa? (Harmlessness), Grace, and Ummah (community)? Christianity, Hinduism and Islam. PD: Global responsibility, compassion, and intercultural understanding. Suggested Activity: "Global Citizenship Challenge" – I can design a campaign or poster promoting peace, kindness, or unity (e.g., anti-bullying, eco action, equality).	Believing U2.3 What do religions say to us when life gets hard? Christianity, Hinduism, Islam and non-religious responses. E.g. Humanists PD: Emotional resilience, empathy, mental well-being, understanding comfort and coping mechanisms. Suggested Activity: "Circle of Support" I can identify sources of comfort and resilience in my own life (family, faith, friendship, nature).