September 2026/27

Our Religious Education Curriculum

Intent

Our Religious Education curriculum at West Earlham Infant and Nursery School has been designed and recently updated in a way that supports all children to develop a sense of religious literacy whereby they are able to apply what they have learnt to the wider world around them. Through varied enquiries, our children develop an understanding of diverse religions and cultures, allowing our children to become more inclusive and accepting of others. Our children will understand the importance of varying beliefs and opinions and will be understanding and accepting of different beliefs and cultures. As our children become religiously literate they will have the ability to engage in balanced and well-informed discussions about religion and worldviews. Our RE curriculum is about enabling pupils to become free thinking and critical participants, who can make well informed judgments about important matters of religion and belief which shape the world in which they live. Our goal at West Earlham Infant and Nursery School is not to teach our children to be religious but teach them how to better understand religion in the wider world and become accepting and inclusive members of society.

Religious Education at West Earlham Infant and Nursery School aims to:

a. Develop children's religious literacy by exploring a range of religious and non-religious worldviews through theological, philosophical and human/social science perspectives.
b. Encourage children to investigate, question and think critically, recognising that there are diverse beliefs, values and ways of understanding religion and the world.
c. Build knowledge and understanding of a wide range of religions and worldviews, helping children appreciate their significance and impact on individuals, communities and society.
d. Inspire curiosity, wonder and meaningful enquiry through engaging learning experiences that encourage children to express ideas, ask questions and offer thoughtful insights.
e. Create a safe, respectful and inclusive environment where children feel confident to share their own views while valuing and respecting the beliefs and opinions of others.

Implementation

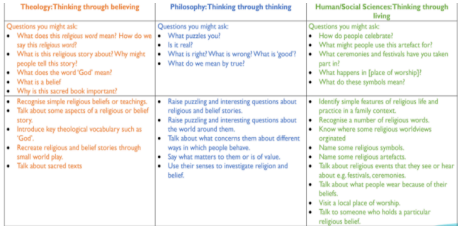
- We follow the SACRE Norfolk Agreed Syllabus (2019) which builds on the enquiry-based pedagogy and aims to raise expectations of both teachers and pupils in terms of the scholarly study of religion and worldviews.
- RE is taught primarily through learning about different religious festivals and teachings in the Christian, Islamic, Sikh, Hindu and Jewish Faiths.
- Our curriculum represents the major religions in the school (Christianity and Islam) as well as a less familiar religion to provide contrast and broaden knowledge and experiences (Judaism, Hinduism and Sikhism).
- Religious Education is taught through a multi-disciplinary approach. We teach RE through a balance of theological, philosophical and a human/social science approaches. This develops children's skills to engage in life in an increasingly diverse society, appreciating and respecting different beliefs and viewpoints.
- In EYFS, RE is taught in line with the EYFS Statutory framework 2021. Children will work towards the following statement from the framework: '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.'
- In EYFS, RE teaching will prepare children for the multi-disciplinary approach. Children will begin to explore religion and worldviews in terms of important people, times, places and objects. The children listen to, and discuss,

	religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. Early years teacher's use the questions outlined in the local syllabus to expose children to the multi-disciplinary approach. Children are assessed against the Development Matters statements (2022) and Early Learning Goals. ● In EYFS, RE enhancements and continuous provision encourages children to be curious, think independently and raise questions ● In KS1, we create a multi-disciplinary approach by exploring a balance of enquiry topics to include theology, philosophy and human/social science. ● In KS1, Active RE is taught for 12 weeks to stimulate children's engagement and curiosity by learning through physical activity. ● In KS1, our enquiry questions encourage children to be curious, think independently and raise questions. ● Teachers ensure a safe learning environment so all children feel they are able to express their thoughts, opinions and beliefs without judgement. ● Teachers adapt and extend the curriculum to match children's interests and needs, current events, the use of any support staff and the resources available. ● Key religious language and key vocabulary is modelled throughout lessons enabling our children to be familiar with

	and use vocabulary accurately. Word Kapows are used to introduce new vocabulary and refer back to. ● Teachers in Reception and Key stage 1 plan enhancing trips and visitors to enhance our children's learning experience. ● Teach RE in a positive, interesting and engaging way for all children. ● Provide opportunities for children and families to share their own religious experience so that children are able to relate their knowledge to real life events. ● Provide opportunities for children to use skills from other curriculum areas e.g. literacy, PSHE, PE, computing to enhance and extend RE.

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Our children will experience: Walking around the local area Inviting parents/carers to share special activities Periods of stillness, reflection and mindfulness A birthday celebration in class Christmas Decoration Morning with their families Active RE sessions for 6 weeks (KS1) World Religion Day inviting families in to share their own beliefs and traditions The opportunity to come to school dressed in their religious clothing **Cross curricular opportunities:** Geography- exploring different cultures, lifestyles and environments around the world History- exploring religious stories from the past. Learning about significant religious people PE & Music- listening to religious music and learning traditional dances Art & Design/Design & technology- creating religious art and models. Cooking, baking and eating religious foods Science-exploring how humanists believe science is responsible for the creation of the world **Visits/Visitors:** Music and Movement workshop Diwali (Reception) Church visit to St Elizabeth's Church (Reception, Year 1 & Year 2) World Religion Day speakers- Humanist, Islamic, Sikh & Christian (KS1)	**Reception** **Expectation: Christianity and at least one other religious belief or worldview (Christianity, Hinduism)** **Autumn 1:** How do people help others at Harvest time? **Social Human Science- Christianity** **Autumn 2:** Why is the Nativity story important to Christians? **Theology- Christianity** **Spring 1:** How do Hindu's celebrate Diwali? **Social Human Science- Hinduism** **Spring 2:** Why do Christians put a cross in their garden at Easter? **Theology- Christianity** **Summer: Consolidation of this years learning** **Religious celebrations that children will encounter:** **Christianity:** Harvest Christmas Shrove Tuesday Easter **Hinduism:** Holi Festival Diwali	**Year 1** **Expectation:** **(Christianity, Judaism, Hinduism & Humanism)** **Autumn 1:** What do my senses tell me about the world of religion and belief? **Philosophy- Hinduism** **Autumn 2:** How does a celebration bring a community together? **Social Human Science - Christianity & Judaism** **Spring 1:** Active RE **Theology- Christianity** **Spring 2:** What do Jewish people remember on Shabbat **Theology- Judaism** **Summer 1:** How did the universe come to be? **Philosophy-Christianity, Hinduism & Humanism** **Summer 2:** What might Christians learn from the story of Abraham? **Theology- Christianity**	**Year 2** **Expectation:** **(Christianity, Islam, Sikhism and Humanism)** **Autumn 1:** Why is light an important symbol of many religious believers? **Theology- Christianity, Islam and Sikhism** **Autumn 2:** What does the nativity story teach Christians about Jesus? **Theology- Christianity** **Spring 1:** How do Jewish people celebrate Hanukkah? **Social Human Science- Judaism** **Spring 2:** Active RE **Theology- Christianity** **Summer 1:** What does it mean to belong to a religious community? **Social Human Science-Christianity, Islam** **Summer 2:** What is 'good' and what is 'bad'? **Philosophy- Islam, Humanism**

Humanism speaker in school (Year 1) Islamic association in school (Year 2)	**Sikhism:** Diwali **Islam:** Ramandan Eid **All taught through key questions outlined in syllabus:** 		

Theology:Thinking through believing	Philosophy:Thinking through thinking	Human/Social Sciences:Thinking through living
Questions you might ask: • What does this religious word mean? How do we say this religious word? • What is this religious story about? Why might people tell this story? • What does the word 'God' mean? • What is a belief • Why is this sacred book important?	Questions you might ask: • What puzzles you? • Is it real? • What is right? What is wrong? What is 'good'? • What do we mean by true?	Questions you might ask: • How do people celebrate? • What might people use this artefact for? • What ceremonies and festivals have you taken part in? • What happens in [place of worship]? • What do these symbols mean?
• Recognise simple religious beliefs or teachings. • Talk about some aspects of a religious or belief story. • Introduce key theological vocabulary such as 'God'. • Recreate religious and belief stories through small world play. • Talk about sacred texts	• Raise puzzling and interesting questions about religious and belief stories. • Raise puzzling and interesting questions about the world around them. • Talk about what concerns them about different ways in which people believe. • Say what matters to them or is of value. • Use their senses to investigate religion and belief.	• Identify simple features of religious life and practice in a family context. • Recognise a number of religious words. • Know where some religious worldviews originated • Name some religious symbols. • Name some religious artefacts. • Talk about religious events that they see or hear about e.g. festivals, ceremonies. • Talk about what people wear because of their beliefs. • Visit a local place of worship. • Talk to someone who holds a particular religious belief.

	Nursery	**Reception**	**Year One**	**Year Two**
Progression	RE is non-statutory in Nursery. However, we: ● Use familiar concepts, resources and themes, to enable our children to talk about their families, cultures and explore the concepts of values they believe in or experience.	**Communication and Language:** ● Understand how to listen carefully and why listening is important. ● Articulate their ideas and thoughts in well-formed sentences. ● Describe events in some detail. ● Use new vocabulary in different contexts	**Where beliefs come from:** Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview e.g. the nativity story, the Golden Rule, the life of Moses. **How beliefs relate to each other:** Recognise that narratives, stories and texts used by at least one religion or worldview contain a range of beliefs	**Where beliefs come from:** Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief e.g how the story of Moses links beliefs about being a chosen people. Recognise different types of genre from within one text e.g. parables and guidance in the Bible. **How beliefs relate to each other:**

	• Help children to begin to understand what is right and wrong and why. • Help children to begin to consider the consequences of their words and actions for themselves and others. This helps children to access and achieve the learning statements taken from Development Matters (2020) outlined below. **Communication and Language:** Birth to Three - • Listen to other people talk with interest, bur can easily be distracted by other things • Start to develop conversation, jumping from topic to topic • Understand simple questions about who, what and where but generally not why 3 to 4 year olds - • Use a wider range of vocabulary • Understand 'why' questions	**Personal, Social and Emotional Development:** • See themselves as a valuable individual. • Build constructive and respectful relationships. • Think about the perspectives of others. **Understanding The World:** • Talk about members of their immediate family and community. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries.	e.g. belief (or not) in God, covenant, dharma, sewa. **How beliefs shape the way believers see the world and each other:** Give an example of how XXX (name of religion or worldview) use beliefs to guide their daily lives e.g the idea of stewardship/looking after the world. **Questions of knowledge, meaning and existence:** Ask questions about the world around them and talk about these questions. **How and whether things make sense:** Give a simple reason using the word 'because' when talking about religion and belief. **Issues of right and wrong, good and bad:** Using religious and belief stories to talk about how beliefs impact on behaviour e.g. deciding what is right and wrong. **The diverse nature of religion:** Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews. **Diverse ways in which people practice and express beliefs:** Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.	Recognise the connections between beliefs within at least one religion or worldview e.g the links between the Jewish covenant and being a chosen people. **How beliefs shape the way believers see the world and each other:** Give examples of how XXX (name of religion or worldview) use beliefs to guide their daily lives e.g how beliefs about God shape worship or prayer life. **Questions of knowledge, meaning and existence:** Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them. Talk about what people mean when they say they 'know' something. **How and whether things make sense:** Give a reason to say why someone might hold a particular belief using the word 'because'. **Issues of right and wrong, good and bad:** Using religious and belief stories or teachings, make connections between peoples' beliefs about right

	Personal, Social and Emotional Development: Birth to Three - ● Establish their sense of self. ● Notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities and so on. 3 to 4 year olds - ● Develop their sense of responsibility and membership of a community. **Understanding The World :** Birth to Three - ● Make connections between the features of their family and other families. ● Notice differences between people. 3 to 4 year olds - ● Begin to make sense of their own life story and their families history. ● Continue developing positive attitudes about the differences between people.		**The ways in which beliefs shape individual identity, and impact on communities and society and vice versa:** Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	and wrong and the actions they carry out as a result of these beliefs. **The diverse nature of religion:** Recognise that when people talk about 'religion' they can mean different things e.g a set of beliefs, a way of life... **Diverse ways in which people practice and express beliefs:** Identify evidence of religion and belief (e.g beliefs, stories, symbols, artefacts and practices) especially in the local area. **The ways in which beliefs shape individual identity, and impact on communities and society and vice versa:** Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. e.g during a festival or celebration.