WILLIAM LILLEY INFANT AND NURSERY SCHOOL



NATIONAL CURRICULUM

INTENT, IMPLEMENTATION, PROGRESSION AND ASSESSMENT

RELIGIOUS EDUCATION

INTENT

Our children develop a knowledge of the wider world. Children develop a strong appreciation and respect of others beliefs, practices and opinions allowing them to celebrate differences and diversity. Through religious education at our school, we prioritise a sense of belonging in which children question and express their own beliefs and that of others, sharing their thoughts and ideas in a creative way.

IMPLEMENTATION

Harvest festival – celebrating, raising money for local charity	Visiting local religious buildings	Religious leader assemblies weekly	Assemblies plan and link to major events	Celebration events – Christian Easter, Mothers day, Christmas
Celebration events – Divali, Eid, Chinese new year	Saints days	Cultural days and events involving school community	Recognise belonging through events such as remembrance	Focus on first hand experiences and link with cultures within the school
Christmas tree festival – Christian religious story	School prayer and prayers at the end of the day	Religious hymns and learning songs	Invite parents and local community to religious celebrations	Belonging underpins culture of the school eg, clubs
Promote responsibility through supporting local charities and school council	Long term plan for KS1 for RE curriculum	Embedded across EYFS curriculum through topics such as ourselves, life and growth	Theme days	

LONG TERM PLAN (UPDATED 2026)

NURSERY AND RECEPTION	TERM:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	F1 TOPICS:	**All about me: myself**	**All about me: my house**	**The wide, wide world: celebrate**	**The wide, wide world: express yourself?**	**Wonderful world: circle of life**	**Wonderful world: The summertime**
	F2 TOPICS:	**Me and you**	**Cultural explorers We are different we are the same**		**Real life superheroes**	**Squeak, cluck, roar**	**Before I was born We're off on a journey…**
	RE unit	**F2 Which people are special and why?**	**F3 What places are special and why?**	**F4 What times are special and why?**	**F1 Which stories are special and why?**	**F6 Our wonderful world: how can we care for living things and the earth?**	**F5 Belonging: who are we and how do we belong?**
	Saints Days and religious events	*Harvest* Yon-Kippur Sukkot	*St Andrew* Remembrance Sunday *Christmas* Hannukah *Divali*	*Chinese New Year*	*St David* *St Patrick* *Shrove Tuesday* *Mothering Sunday* *Easter* Purim Passover (Pasach)	*St George*	Eid
Language and specific vocabulary to introduce							
The general language of religious study		Religion Prayer	Special places		Special books Special stories		
Christianity		Jesus	Christmas Church		Bible		
Judaism			Synagogue	Passover	Moses Torah		
Islam		Allah, Prophet Muhammad,	Mosque		Qur'an,		
Non-religious		Non-religion					
Hindu, Sikhi, Buddism		Also include religions pertinent to the class					

Religious educations supports individuals to develop their understanding of their own values, thoughts and beliefs. These underpin many other areas of the EYFS curriculum particularly through PSED and understanding of the world. As such, our nursery children engage in the exploration of cultural and religious beliefs through engaging with italicised experiences and other pertinent activities. Studies in reception build on this emerging understanding through a full-coverage of the Nottinghamshire agreed syllabus as identified above.

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CYCLE B KEY STAGE 1 – CYCLE A	Term	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	KS1 Topic	**Location, location, location**	**Surprise, Surprise!**	**Winter Wonderland**	**Furry, feathery and fascinating friends**	**Land Ahoy**	**Our future**
	NATRE unit	**Unit 13 (Y2) What is the good news Christians say Jesus' brings? Part 1**	**Unit 7 (Y1) Who do Christians say made the world? PLUS MOSES**	**Unit 15 (Y2) Who is a Muslim and how do they live? Part 1**	**Unit 16 (Y2) Why does Easter matter to Christians?**	**Unit 14 (Y2) What is the good news Christians say Jesus' brings? Part 2**	**Unit 17 (Y2) Who is a Muslim and how do they live? Part 2**
		1.What did Jesus' good news mean for Matthew in the Bible story? 2.What might a Christian say was the good news that Jesus brought to Matthew? 3.What do many Christians believe is the good news that Jesus brings about forgiveness? 4.What do many Christians believe is the good news that Jesus brings about peace? 5.What might Christians do to follow the life of Jesus and bring 'good news' to people? 6.How might Christian prayer link to saying sorry and forgiveness?	1.Who do Christians say made the world? 2.Who do Christians say made the world? (Harvest) 3.Who do Christians say made the world? (windows) 4-6. See NATRE What stories about Moses do Jewish and Christian people love to remember?	1.What do people think about God? What do Muslims think about God? 2.What do Muslims think about God? What do some of the Muslim 99 Beautiful Names for God mean? 3. What do Muslims think about God? What does the Shahadah say about Muslim beliefs? 4. Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims believe the Prophet Muhammad was like? 5. Why is the Prophet Muhammad so important to Muslims? 6. What do Muslims do because they love to treat the Quran with respect?	1.What are the main events of the Bible story of Holy week and Easter? 2.What are the six biggest moments in the story of Easter? 3. To learn about the emotions Christian people might feel about the stories of Jesus at Holy Week and Easter. 4.To learn about the big idea that Christians remember at Easter: Christians believe that Jesus is a saviour. 5.To learn about how the Easter story might affect the actions of many Christians. 6.To remember all we have learnt about Holy Week and Easter and why it matters to the Christians.	1.What can we say about peace as part of the good news Christians believe Jesus brings? 3.What do Christians believe Jesus showed them about how to pray 4.What are the important parts of prayer for many Christians? 5&6.What is the good news that Christians believe Jesus brings?	1.Who was the Prophet Muhammad and why is he important to Muslims? 2.What difference does worshipping God make to Muslims? 3.What difference does worshipping God make to Muslims? 4.What difference does worshipping God make to Muslims? 5&6.What difference does worshipping God make to Muslims? (Ramadam)
	RE Agreed syllabus links and knowledge	**2.6 Jewish & Christian Stories:** Pupils will learn Jewish and Christian stories about, eg, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel.They will gain knowledge about the Jewish Bible and the importance of the Torah.	**1.6 What makes some people inspiring to others? Moses and St.Peter.** Pupils will learn some stories of Moses (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues – slaves set free, the parting of the Red Sea, the Ten Commandments). They will find out about Moses as a great leader for Jewish people. They will learn some stories about Jesus and Saint Peter (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians). They will find out about Saint Peter as a Christian leader They will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made. A non -religious leader makes a good point of comparison.:	**2.4 Islam: Who is a Muslim and how do they live?** Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.	**1.4 Why does Easter matter to Christians?** Pupils will learn about the beliefs and celebrations that matter to Christians at Easter. They will gain knowledge of Christian belief in Jesus' resurrection and in life after death. They will discover reasons for different celebrations.	**2.6 Jewish and Christian Stories:** Pupils will learn Jewish and Christian stories about, eg, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel. They will gain knowledge about the Jewish Bible and the importance of the Torah.	**2.4 Islam: Who is a Muslim and how do they live?** Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.
	Stories linked to agreed syllabus	**1.6 What makes some people inspiring to others? Moses and St.Peter.** Pupils will learn some stories of Moses (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues – slaves set free, the parting of the Red Sea, the Ten Commandments). They will find out about Moses as a great leader for Jewish people. They will learn some stories about Jesus and Saint Peter (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians). They will find out about Saint Peter as a Christian leader They will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made. A non -religious leader makes a good point of comparison.: **2.6 Jewish & Christian Stories:** Pupils will learn Jewish and Christian stories about, eg, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel.They will gain knowledge about the Jewish Bible and the importance of the Torah.					
		Matthew	Christian story of creation Moses		Adam and Eve	Jesus and the 10 lepers	Moses
	Assemblies	Belonging	Celebrations	Leaders and Inspirational	Stories of Jesus	Stories of different cultures and religions	Changes
	Saints Days and religious events	Harvest, Yon-Kippur, Sukkot	St Andrew, Remembrance Sunday Christmas, Hannukah Divali	Chinese New Year	St David, St Patrick Shrove Tuesday, Mothering Sunday, Easter, Purim, Passover (Pasach)	St George	Eid
Language and specific vocabulary to introduce							
		• Christians • Jesus • Matthew • Fishermen • Disciples • Tax collector • peace • forgiveness • Apostles	Creation • World •Belief • Thank • Harvest • God • believe •Bible • Genesis • praise	Shahadah • Zakat • Muslims • Haij • Islam •Sawm •Salah • Tawhid • Ramadan •Prophet	Worship • Jewish • Holy • Christian • Muslim • community • • • • Mosque •Sacred • Church •Synagogue •Place of worship •Shabbat	• Christians • Jesus • Matthew • Fishermen • Disciples • Tax collector • peace • forgiveness •Apostles •Prayer	Muslim •Shahadah • Zakat • Haij • Islam •Prophet •Salah •Sawm • Ramadan •Allah
The general language of religious study		Religion, symbol, faith, thankful, belief, God. courage, persistence, forgiving, Creator.	symbol, Religion, worship, holiness, sacred, God.	Religion, symbol, creation story, worship, holiness, sacred.	Celebration, festival, Religion, Easter	Religion, wise sayings, rules for living, co-operation,	Religion, symbol, Golden Rule (do to others as you would like them to do to you), belonging, worship,holiness,sacred.

Christianity		Christian, church, altar, font, Bible, gospel		Christmas, Christian, church, Jesus.	Christian,Bible,	
Judaism		Jewish, synagogue, Torah, bimah, ark,	Jewish, Judaism, synagogue, ark,Torah, bimah, shabbat	Jewish, Hanukkah, synagogue, Shabbat	Jewish, Torah,	
Islam						Muslim, Islam, Allah,Prophet, mosque, Qur'an, moon and star.
Non-religious	Humanist,					
Hindu, Sikhi, Buddism,	Also include religions pertinent to the class					

KEY STAGE ONE - CYCLE B	TERM:	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	KS1 Topic	Medieval magic	Best of British	Active planet	Rumble in the jungle	Pollution solution	Inside Out
	NATRE unit	Unit 11 (Y1) What does it mean to belong to a faith community?	Unit 8 (Y1) Why is Christmas important to Christians?	Unit 12 (Y1) How should we care for others and the world and why does it matter? AND HUMANISM –SEE NCC RE	Unit 18 (Y2) What makes some places sacred to believers? INCLUDE day visit to Baptist church, Mosque and Synagogue at Derby open centre	Unit 10 (Y1) What do Christians believe God is like?	Unit 9 (Y1) Who is Jewish and how do they live?
		1.What does it mean to belong to a community? 2.How do Christians and Muslims show that they belong? 3.How do Christians, Muslims and Jewish people show that they belong? 4.What do worldviews say about how valuable people are? 5.How do Muslims and Christians welcome a new baby? 6.How do Muslims and Christians welcome a new baby?	1.Who was Jesus 2.What happened in the story of the birth of Jesus? 3.Was Jesus born where people expected? 4&5.Why is waiting and preparing for Christmas important to Christians? 6.How do people use the story of the nativity to guide their beliefs at Christmas?	1&2.What do Christian, Jewish and non-religious people believe about caring for people? 3&4.What do Jewish people believe about caring for people? 5&6.What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?	1.Which places are special to me? Where is a sacred place for a believer to go? 2.Which place of worship is sacred for Christians? 3&4. Which place of worship is sacred for Jewish people? 5.Which place of worship is sacred for Muslims? 6. How are places of worship similar and different? Why are places of worship important to our community?	1-6. What do Christians believe God is like?	1&2. What is precious to Jewish people? What does a mezuzah remind Jewish people about? 3. How and why do Jewish people celebrate Shabbat? 4. What stories do Jewish people tell from the Torah? 5. What might the story of Chanukah* make Jewish people think about? 6. Recap
	RE Agreed syllabus links and knowledge	**2.1 What is it like to belong in the Christian religion today? Local Christianity.** Pupils will learn about belonging in a family, to a school and in the community. They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism. The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity.	**1.1 Who celebrates what and why?** Pupils will learn simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat. They will learn about the songs, worship, celebrations, stories, artefacts and food. Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr.	**1.2 How do we show care for others? Why does it matter?** Pupils will learn about their uniqueness as a person in a family and community. They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing. They will hear and consider religious stories and teachings, e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts. **2.3 Humanism Who are the Humanists and what is their way of life?** Pupils will learn about Humanism as a nonreligious way of living. They will gain knowledge of ideas and practices as they think about: who is a Humanist?	**1.5 In what way are Churches/ Synagogues important to believers?** Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship. They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. They will learn about weddings in Jewish and Christian holy buildings.	**1.3 Stories from Jesus, what can we learn from them** e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son. They learn that these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways.	**2.2 What do (Jewish) people believe about God, creation, humanity, and the natural world?** Pupils will learn some Jewish peoples' ideas about God and the story of creation. They will find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat. They will learn about some ways a Rabbi teaches the community about God
	Stories linked to agreed syllabus	**1.6 What makes some people inspiring to others? Moses and St.Peter.** Pupils will learn some stories of Moses (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues – slaves set free, the parting of the Red Sea, the Ten Commandments). They will find out about Moses as a great leader for Jewish people. They will learn some stories about Jesus and Saint Peter (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians). They will find out about Saint Peter as a Christian leader They will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made. A non -religious leader makes a good point of comparison.: **2.6 Jewish & Christian Stories:** Pupils will learn Jewish and Christian stories about, eg, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel.They will gain knowledge about the Jewish Bible and the importance of the Torah.					
		The woman with ten coins		The wise rabbi The golden rule Adam and Eve		The lost son Jonah and the big fish	David and Golliath Festival of Channukah
	Assemblies	Belonging	Celebrations	Leaders and Inspirational	Stories of Jesus	Stories of different cultures and religions	Changes
	Other Saints Days and religious events to draw on in the term	Harvest, Yon-Kippur Sukkot	St Andrew, Remembrance Sunday, Christmas, Hannukah, Divali	Chinese New Year	St David, St Patrick, Shrove Tuesday, Mothering Sunday,Easter, Purim, Passover (Pasach)	St George	
Language and specific vocabulary to introduce							
					• God •Salvation •Saviour • Resurrection •Eternal Life •Secular •Easter • Worship • Good Friday • Religious	Forgiving •Prodigal • Worship • Nineveh • loving • Father •Parable • Jonah • God • Holy	•Synagogue • Torah • Jewish • Mezuzah •Shabbat •Shema • God • Chanukah • Dreidel •Star of David

The general language of religious study	Religion, symbol, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred, community Ichthus Faith Parable wedding	Celebration, festival, Religion incarnation, birth Secular	Religion, symbol, God, love, community, world, stewardship	Religion, symbol, creation story, worship, holiness, sacred.	symbol, Religion, worship, holiness, sacred, God.	Religion, wise sayings, rules for living, co-operation.
Christianity	Christian, church, Bible, gospel Baptism	Christmas, Christian, church, Jesus. Mary, Joseph, Shepherds, Advent	Christian, church, genesis, psalm		Christian, church, church, altar, font, Bible	Christian, Bible
Judaism	Shabbat		Jew, synagogue,	Jewish, Judaism, synagogue, ark, Torah, bimah, shabbat,	Jewish, synagogue, Torah, bimah, ark,	Jewish, Torah,
Islam	Muslim, Islam, Allah, Prophet, Muhammad Agigah				Qur'an, moon and star.	Eid,
Non-religious			Humanist,Non-religious			
Hindu, Sikh, Buddism	Also include religions pertinent to the class					

ASSESSMENT

We follow assessment criteria from the Nottinghamshire agreed syllabus units alongside expectations within the NATRE planning documentation.