

RE SACRE Content Coverage

	Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
Nursery Topics	Let's Explore (Me/Nursery/ Colours)	Family Time (Home/Size/ Celebrations)	Food Glorious Food (Food/ Textures/ Shapes)	What shall I wear today? (Clothes/ Pattern/ People who help us)	Down on the Farm (Animals/ Transport)	Opposites Attract (Prepositions)
Nursery RE Coverage	<p>Theme: Special People</p> <p>Key question: What makes people special?</p> <p>Religion: Christianity/ Judaism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key question: What is Christmas?</p> <p>Religion: Christianity</p>	<p>Theme: celebrations</p> <p>Key question: How do people celebrate?</p> <p>Religion: Hinduism</p>	<p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key question: What is Easter?</p> <p>Religion: Christianity</p>	<p>Theme: Stories</p> <p>Key question: What can we learn from stories?</p> <p>Religion: Christianity, Hinduism, Sikhism, Judaism</p>	<p>Theme: Special places</p> <p>Key question: What makes places special?</p> <p>Religion: Christianity, Islam, Judaism.</p>
Ongoing	<p>Learning About Religion: Children in Nursery will learn about Christianity and the other religious beliefs represented in the class, school and the local community.</p> <ul style="list-style-type: none"> • explore a range of religious stories, and talk about their meanings • name and explore a range of celebrations, • identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives • explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses • Identify and suggest meanings for religious symbols and begin to use a range of religious words and phrases. <p>Learning from Religion:</p> <ul style="list-style-type: none"> • reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness • ask and respond imaginatively to puzzling questions, communicating their ideas • identify what matters to them and others, including those with religious commitments, and communicate their responses • reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice • Recognise that religious teachings and ideas make a difference to individuals, families and the local community. 					
Extra	Harvest Festival Assembly linked to school value	Shoebus Appeal Christmas Nativity Sing a long Assembly linked to school value	Local Christian Visitors Assembly linked to school value Chine New Year- Dragon Dancers	Assembly linked to school value Bethel Assembly Easter and egg hunt	Assembly linked to school value Bethel Assembly	Assembly linked to school value Bethel Assembly

RE SACRE Content Coverage

	Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
Reception	Marvellous Me Are we all the same?	In My Liverpool Home What is a LiverBird and where will you find one?	On Safari Why do zebras have stripes?	Once Upon a Time Does everyone live happily ever after?	Up and Away Can we ride a bike to Australia?	Here Comes the Sun. What do plants need to grow?
Reception RE Coverage	<p>Theme: Special People</p> <p>Key question: What makes people special?</p> <p>Religion: Christianity/ Judaism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key question: What is Christmas?</p> <p>Religion: Christianity</p>	<p>Theme: celebrations</p> <p>Key question: How do people celebrate?</p> <p>Religion: Hinduism</p>	<p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key question: What is Easter?</p> <p>Religion: Christianity</p>	<p>Theme: Stories</p> <p>Key question: What can we learn from stories?</p> <p>Religion: Christianity, Hinduism, Sikhism, Judaism</p>	<p>Theme: Special places</p> <p>Key question: What makes places special?</p> <p>Religion: Christianity, Islam, Judaism.</p>
Ongoing	<p>Learning About Religion: Children in Reception will learn about Christianity and the other religious beliefs represented in the class, school and the local community.</p> <ul style="list-style-type: none"> • explore a range of religious stories, and talk about their meanings • name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate • identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives • explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses • Identify and suggest meanings for religious symbols and begin to use a range of religious words and phrases. <p>Learning from Religion:</p> <ul style="list-style-type: none"> • reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness • ask and respond imaginatively to puzzling questions, communicating their ideas • identify what matters to them and others, including those with religious commitments, and communicate their responses • reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice • Recognise that religious teachings and ideas make a difference to individuals, families and the local community. 					
Extra	Harvest Festival Assembly linked to school value Bethel Assembly	Shoebbox Appeal Christmas Nativity and sing along Assembly linked to school value Bethel Assembly	Hindu visitor Assembly linked to school value Bethel Assembly	Assembly linked to school value Bethel Assembly Easter Egg hunt	Assembly linked to school value Bethel Assembly	Local Church visitors Assembly linked to school value Bethel Assembly