

Early Years RE Curriculum Coverage and Progression 2026-2027

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Harvest Festival. Children talk about and share their own traditions and experiences and explore new vocabulary linked to religions and worldviews. Talk about the work of people from faith communities, such as the vicar, imam, rabbi or priest- People who help us topic. Look at similarities and differences in modern places of worship and more ancient religious buildings.	Diwali- Share the story of Rama and Sita. Explain which religion the characters are. Make Rangoli Patterns. Explore questions about clothes, artefacts and actions linked to different religions. Spanish Christmas- What is different to how we celebrate in England? Christmas- Share the Christmas story. Explain which religion the characters are. Understand and be sensitive to differences in diet, style of dress, festivals celebrated. Diwali and the Hindu story of Rama and Sita, Christmas and the Nativity could be an opportunity for roleplay and to talk in simple terms about the meaning of incarnation.	Shrove Tuesday. Ash Wednesday. Lent. Chinese New Year- Zodiac Story. Explore differences between China and England. Understand and be sensitive to differences in diet, style of dress, festivals celebrated. Children talk about and share their own traditions and experiences and explore new vocabulary linked to religions and worldviews.	Mothering Sunday- Make a Mothers Day card. Palm Sunday . Maundy Thursday. Good Friday. Easter Sunday- Share the Easter Story. Understand and be sensitive to differences in diet, style of dress, festivals celebrated. Children talk about and share their own traditions and experiences and explore new vocabulary linked to religions and worldviews. Make a Easter card.	Children talk about and share their own traditions and experiences and explore new vocabulary linked to religions and worldviews.	Children talk about and share their own traditions and experiences and explore new vocabulary linked to religions and worldviews.
ELG						
Listening, Attention and Understanding						
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.						

Make comments about what they have heard and ask questions to clarify their understanding						
Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.						
Speaking						
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.						
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non fiction, rhymes and poems when appropriate.						
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.						
Self Regulation						
Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.						
Building relationships						
Show sensitivity to their own and to others needs.						
Literacy Comprehension						
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.						
Anticipate - where appropriate - key events in stories						
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.						
Past and Present						
Talk about the lives of the people around them and their						

roles in society						
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class						
Understand the past through settings, characters and events encountered in books read in class and storytelling.						
People, Culture and Communities						
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.						
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.						
Creating with Materials						
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.						
Share their creations, explaining the process they have used						
Make use of props and materials when role playing characters in narratives and stories.						



Our R.E. Curriculum about understanding Major Religions and Worldviews is supported by the Essex Sacre Essex Agreed R.E. Syllabus 2022.

KS1 RE Curriculum Coverage and Progression 2025-2026

Year 1	Autumn 1 Rosh Hashanah, Harvest Festival, Sukkot, Diwali and Divali (Bandi Chor Divas). Focus = Festivals/Celebratio ns in Judaism, Christianity, Hinduism and Sikhism.	Autumn 2 All Saints Day, Advent Sunday, Hanukkah, Christingle and Christmas. Focus = Festivals/Celebratio ns in Christianity and Judaism.	Spring 1 Epiphany, Tu B'Shevat, Candlemas, Shrove Tuesday, Ash Wednesday/Lent and Ramadan Focus = Festivals/Celebratio ns in Christianity, Judaism and Islam.	Spring 2 Purim, Mothering Sunday, Eid-ul-fitr, Palm Sunday, Maundy Thursday and Easter Sunday. Focus = Festivals/Celebratio ns in Judaism, Christianity and Islam.	Summer 1 Passover, Baisakhi/Vaisakhi, Wesak and Shavuot. Focus = Festivals/Celebratio ns in Judaism, Sikhism and Buddhism.	Summer 2 Pentecost Sunday/Whitsuntide , Hajj, Eid-ul-Adha and World Humanist Day. Focus = Festivals/Celebratio ns in Christianity, Islam and Humanism.
Objectives						
Encounter - Listen and respond to visitors from local faith communitie s.						
Investigate						

- begin to find out about and ask relevant questions about Festivals and celebration s.						
Interpret - begin to draw meaning from pictures, symbols and artefacts. Understand the meaning of religious festival celebration s.						
Reflect - Share their own beliefs,						

ideas and values. Talk about their feelings and experiences of celebrations.						
Empathise - develop the ability to identify feelings such as love, wonder, forgiveness and sorrow.						
Express - use art and design, music, dance and drama to develop their creative talents and imagination.						

Year 2	Autumn 1 Rosh Hashanah, Harvest Festival, Sukkot, Diwali and Divali (Bandi Chor Divas). Focus = Festivals/Celebratio ns in Judaism, Christianity, Hinduism and Sikhism.	Autumn 2 All Saints Day, Advent Sunday, Hanukkah, Christingle and Christmas. Focus = Festivals/Celebratio ns in Christianity and Judaism.	Spring 1 Epiphany, Tu B'Shevat, Candlemas, Shrove Tuesday, Ash Wednesday/Lent and Ramadan Focus = Festivals/Celebratio ns in Christianity, Judaism and Islam	Spring 2 Purim, Mothering Sunday, Eid-ul-fitr, Palm Sunday, Maundy Thursday and Easter Sunday. Focus = Festivals/Celebratio ns in Judaism, Christianity and Islam.	Summer 1 Passover, Baisakhi/Vaisakhi, Wesak and Shavuot. Focus = Festivals/Celebratio ns in Judaism, Sikhism and Buddhism.	Summer 2 Pentecost Sunday/Whitsuntide , Hajj, Eid-ul-Adha and World Humanist Day. Focus = Festivals/Celebratio ns in Christianity, Islam and Humanism
Objectives						
Encounter - Listen and respond to visitors from local faith communitie s.						
Investigate - begin to find out						

and ask relevant questions about religious festivals and celebration s.						
Interpret - begin to draw meaning from pictures, symbols and artefacts. Understand the meaning of religious festival celebration s.						
Reflect - share their own beliefs, ideas and values.						

Talk about their feelings and experiences of celebrations.						
Empathise - develop the ability to identify feelings such as love, wonder, forgiveness and sorrow.						
Express - use art and design, music, dance and drama to develop their creative talents and imagination						



LKS2 RE Curriculum Coverage and Progression 2025-2026

Year 3	Autumn 1 Rosh Hashanah, Harvest Festival, Sukkot, Diwali and Divali (Bandi Chor Divas). Focus = Festivals/Celebratio ns in Judaism, Christianity, Hinduism and Sikhism.	Autumn 2 All Saints Day, Advent Sunday, Hanukkah, Christingle and Christmas. Focus = Festivals/Celebratio ns in Christianity and Judaism.	Spring 1 Epiphany, Tu B'Shevat, Candlemas, Shrove Tuesday, Ash Wednesday/Lent and Ramadan Focus = Festivals/Celebratio ns in Christianity, Judaism and Islam	Spring 2 Purim, Mothering Sunday, Eid-ul-fitr, Palm Sunday, Maundy Thursday and Easter Sunday. Focus = Festivals/Celebratio ns in Judaism, Christianity and Islam.	Summer 1 Passover, Baisakhi/Vaisakhi, Wesak and Shavuot. Focus = Festivals/Celebratio ns in Judaism, Sikhism and Buddhism.	Summer 2 Pentecost Sunday/Whitsuntide , Hajj, Eid-ul-Adha and World Humanist Day. Focus = Festivals/Celebratio ns in Christianity, Islam and Humanism
Objectives						
Encounter - religion through visitors, focusing on the impact and reality of religion on the local and global						

community.						
Investigate - ask and answer questions relevant to religious festivals.						
Interpret - Draw meaning from symbols, artefacts, religious texts and experience of other people.						
Reflect - begin to engage in personal reflection and response. Consider the impact of the world						

around.						
Empathise - consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.						
Express - communicate their own and others' insights through a variety of media e.g. art and design, music dance, drama and ICT.						

Year 4	Autumn 1 Rosh Hashanah, Harvest Festival, Sukkot, Diwali and Divali (Bandi Chor Divas). Focus = Festivals/Celebrations in Judaism, Christianity, Hinduism and Sikhism.	Autumn 2 All Saints Day, Advent Sunday, Hanukkah, Christingle and Christmas. Focus = Festivals/Celebrations in Christianity and Judaism.	Spring 1 Epiphany, Tu B'Shevat, Candlemas, Shrove Tuesday, Ash Wednesday/Lent and Ramadan Focus = Festivals/Celebrations in Christianity, Judaism and Islam	Spring 2 Purim, Mothering Sunday, Eid-ul-fitr, Palm Sunday, Maundy Thursday and Easter Sunday. Focus = Festivals/Celebrations in Judaism, Christianity and Islam.	Summer 1 Passover, Baisakhi/Vaisakhi, Wesak and Shavuot. Focus = Festivals/Celebrations in Judaism, Sikhism and Buddhism.	Summer 2 Pentecost Sunday/Whitsuntide, Hajj, Eid-ul-Adha and World Humanist Day. Focus = Festivals/Celebrations in Christianity, Islam and Humanism
Objectives						
Encounter - religion through visitors, focusing on the impact and reality of religion on the local and global community.						
Investigate - ask and						

answer questions relevant to religious festivals.						
Interpret - Draw meaning from symbols, artefacts, religious texts and experience of other people.						
Reflect - begin to engage in personal reflection and response. Consider the impact of the world around.						
Empathise - consider						

the thoughts, feelings, experience, attitudes, beliefs and values of others.						
Express - communicate their own and others' insights through a variety of media e.g. art and design, music, dance, drama and ICT.						



UKS2 RE Curriculum Coverage and Progression 2025-2026

Year 5	Autumn 1 Rosh Hashanah, Harvest Festival, Sukkot, Diwali and Divali (Bandi Chor Divas). Focus = Festivals/Celebrations in Judaism, Christianity, Hinduism and Sikhism.	Autumn 2 All Saints Day, Advent Sunday, Hanukkah, Christingle and Christmas. Focus = Festivals/Celebrations in Christianity and Judaism.	Spring 1 Epiphany, Tu B'Shevat, Candlemas, Shrove Tuesday, Ash Wednesday/Lent and Ramadan Focus = Festivals/Celebrations in Christianity, Judaism and Islam	Spring 2 Purim, Mothering Sunday, Eid-ul-fitr, Palm Sunday, Maundy Thursday and Easter Sunday. Focus = Festivals/Celebrations in Judaism, Christianity and Islam.	Summer 1 Passover, Baisakhi/Vaisakhi, Wesak and Shavuot. Focus = Festivals/Celebrations in Judaism, Sikhism and Buddhism.	Summer 2 Pentecost Sunday/Whitsuntide, Hajj, Eid-ul-Adha and World Humanist Day. Focus = Festivals/Celebrations in Christianity, Islam and Humanism
Objectives						
Encounter religion through visitors, focusing on the impact and						

reality of religion on the local and global community.						
Investigate - Discuss religions and philosophical questions, giving reasons for their own beliefs and those of others. Know how to gather information from a variety of sources. Know what may constitute evidence for justifying beliefs in religion.						
Interpret - Draw meaning and suggest meanings from their investigation. Draw meaning from artefacts,						

works of art, music, poetry and symbolism.						
Reflect - Engage in personal reflection and response. Reflect on feelings, relationships, experience and ultimate questions. Consider why people have religious beliefs and why some reject religion. Consider how religion is portrayed in the media and society, recognising stereotypes and misrepresentati on.						
Empathise - Understand						

peoples' reasoning and circumstances. Consider seeing the world through the eyes of others and see issues from their point of view.						
Evaluate - draw conclusions, debate issues with reference to evidence, opinions and statements of faith.						
Analyse - draw out and distinguish between belief, fact, opinion and statements of faith. Distinguish between the features of different religions.						

Synthesise - link and make links between significant features of religion and individual practice. Connect different aspects of life into a meaningful whole.						
Apply - use religious knowledge and skills to inform everyday thinking and practice. Make the association between religion and individual, community, national and international life.						
Express -						

Articulate ideas and beliefs through a variety of media e.g. art, drama, literacy, music, dance, prayer and ICT.						
--	--	--	--	--	--	--

Year 6	Autumn 1 Rosh Hashanah, Harvest Festival, Sukkot, Diwali and Divali (Bandi Chor Divas). Focus = Festivals/Celebrations in Judaism, Christianity, Hinduism and Sikhism	Autumn 2 All Saints Day, Advent Sunday, Hanukkah, Christingle and Christmas. Focus = Festivals/Celebrations in Christianity and Judaism.	Spring 1 Epiphany, Tu B'Shevat, Candlemas, Shrove Tuesday, Ash Wednesday/Lent and Ramadan Focus = Festivals/Celebrations in Christianity, Judaism and Islam	Spring 2 Purim, Mothering Sunday, Eid-ul-fitr, Palm Sunday, Maundy Thursday and Easter Sunday. Focus = Festivals/Celebrations in Judaism, Christianity and Islam.	Summer 1 Passover, Baisakhi/Vaisakhi, Wesak and Shavuot. Focus = Festivals/Celebrations in Judaism, Sikhism and Buddhism.	Summer 2 Pentecost Sunday/Whitsuntide, Hajj, Eid-ul-Adha and World Humanist Day. Focus = Festivals/Celebrations in Christianity, Islam and Humanism
Objectives						
Encounter religion through						

visitors, focusing on the impact and reality of religion on the local and global community.						
Investigate - Discuss religions and philosophical questions, giving reasons for their own beliefs and those of others. Know how to gather information from a variety of sources. Know what may constitute evidence for justifying beliefs in religion.						
Interpret - Draw meaning and suggest						

meanings from their investigation.						
Reflect - Engage in personal reflection and response. Reflect on feelings, relationships, experience and ultimate questions. Consider why people have religious beliefs and why some reject religion. Consider how religion is portrayed in the media and society, recognising stereotypes and misrepresentation.						
Empathise - Understand						

peoples' reasoning and circumstances. Consider seeing the world through the eyes of others and see issues from their point of view.						
Evaluate - draw conclusions, debate issues with reference to evidence, opinions and statements of faith.						
Analyse - draw out and distinguish between belief, fact, opinion and statements of faith. Distinguish between the features of different						

religions.						
Synthesise - link and make links between significant features of religion and individual practice. Connect different aspects of life into a meaningful whole.						
Apply - use religious knowledge and skills to inform everyday thinking and practice. Make the association between religion and individual, community, national and						

international life.						
Express - Articulate ideas and beliefs through a variety of media e.g. art, drama, literacy, music, dance, prayer and ICT.						