



Year 1 and 2 Curriculum Plan – Religious Education



	Autumn	Spring	Summer
Y1	I am a Christian I am Jewish	I am a Christian I am a Hindu	I am Jewish I am a Christian
Y2	I am Jewish I am a Christian	I am a Muslim I am a Christian	I am Jewish I am a Christian.

Religious Education Non-statutory Curriculum Guidance from the Suffolk Agreed Syllabus	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Belonging: -To know where and how people belong and why belonging is important. -To think about what happens to welcome a young child into the faith community or family.						
Leaders and Teachers: -To know some figures who have an influence on others locally, nationally and globally in religion and why. -To think about what important religious figures we hear stories about.						
Prayer and Worship: -To know how and why some people pray and what happens in a place of worship. -To think about how you show someone they are important to you.						
Celebrations: -To know what celebrations are important in religion and why. -To understand the special times that people celebrate and why.						
Believing: -To know what some families believe about God, the natural world, human beings and a significant figure. -To understand what followers believe is really important in life.						
Religious Stories and Books: -To know how and why some stories and books are sacred and important. -To understand what we can learn from faith stories and where they come from.						
Theology and Human Social Sciences: -To use religious words and phrases to identify some features of religion and its importance for some people. -To begin to show awareness of similarities in religions. -To retell religious stories and suggest meanings for religious actions and symbols. -To identify how religion is expressed in different ways.						
The bigger questions: -To ask, and respond sensitively to, questions about their own and others' experiences and feelings. -To recognise that some questions cause people to wonder and are difficult to answer. -To, in relation to matters of right and wrong, recognise their own values and those of others.						

