Overview GMA RE 2026-2027

Skills (throughout the year) **Based on the Bedfordshire Agreed Syllabus** .	Making sense of beliefs and ideas	Understanding the impact of beliefs and ideas	Making connections
	Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation.	Examining and explaining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of life and ways of expressing meaning.	Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied and consider how these ideas might challenge their own thinking; discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.

Nursery

Themes explored throughout the year:
Myself, my life, my senses, my special things, songs and music, people special to me, people who help us, friendship, we are all different and special, our special times, our community, stories, the natural world

Reception

Term	**Autumn**	**Spring**	**Summer**
Key Questions (from Bedfordshire Agreed Syllabus)	F4 - Being special: where do we belong? All About Me topic, Christian baptism and wedding, Hindu weddings, visit from Vicar, exploring each other's ways of celebrating F2 - Why is Christmas special for Christians? Christmas story, Nativity play, Christmas celebrations in class and looking at each other's ways of celebrating Christmas and New Year	F3 - Why is Easter special for Christians? Easter story, recognising Christian symbols used during Holy week, talk about some ways Christians remember Easter stories F6 - Which stories are specially valued and why? Noah's Ark (music), Chinese New Year celebrations - dance, arts/craft, food, role play	F4 - Being special: where do we belong? Father's Day, record occasions when things have happened in their lives that made them feel special F6 - which places/ stories are specially valued and why? Explore different religious stories through play, talk about the bible being the holy book, read the story of Hanukkah, explore non-religious

	F6 - Which stories are specially valued and why? Diwali - the story of Rama and Sita, talk about faith, arts and crafts, dance		stories that provoke thought - What is the hidden message in these stories?
Year 1			
Term	**Autumn**	**Spring**	**Summer**
Key Question	**How did the world begin?** • Say whether or not there is proof that a statement is true. • Explain why they believe something to be true. • Listen attentively to their partner. • Explain how they feel about something they have created. • Talk about what is meant by creation. • Retell the key parts of the Christian and Jewish creation story. • Understand that Christian and Jewish people generally believe the creation story in Genesis explains how the world was created. • Talk about what the Hindu creation story might tell some people about God. • Make links between the Hindu, Jewish and Christian creation stories studied. • Describe what people might think about God. • Use art to express their ideas about how the world was created. • Explain their ideas verbally or in writing. **Links to end off key stage outcomes from syllabus:** • **identify some core beliefs and concepts studied and give a simple description of what they**	**What is God's job?** • Share their interpretations of what different names for God tell people about what God does. • Discuss opinions about belief about what God does while respecting others' views. • Recognise that for many Jewish people, God is believed to have a special relationship with them and explore stories to understand this relationship. • Identify which of the 99 names are similar to how God's job is described in the quotes. • Discuss why stories about miracles performed by Jesus are important to people who follow the Christian worldview. • Recognise that for some Hindus, God has many forms that help people understand what God does and explore stories to learn about these forms. • Compare Zoroastrian beliefs to other religious or worldview concepts of good and bad. • Make thoughtful observations about how this belief influences moral choices in daily life. **Links to end off key stage outcomes from syllabus:** • **identify some core beliefs and concepts studied and give a simple description of what they**	**Why should we care for the world?** • Explain different beliefs about who owns the world. • Recognise the belief that humans were created last for a reason. • Recognise why only humans can care for the world. • Identify the belief that God created humans as stewards over nature through scripture. • Recognise what some stories about Muhammad tell us about looking after the world. • Express why stewardship is important to some Muslim people. • Identify why people who believe in ahimsa may think it is important to look after all living creatures. • Identify reasons why it is important to care for the world. **Links to end off key stage outcomes from syllabus:** • **identify some core beliefs and concepts studied and give a simple description of what they**

	mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers • give examples of how people use stories, texts and teachings to guide their beliefs and actions • think, talk and ask questions about whether the ideas they have been studying have something to say to them • give a good reason for the views they have and the connections they make	mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers • give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice • think, talk and ask questions about whether the ideas they have been studying have something to say to them • give a good reason for the views they have and the connections they make	mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers • give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice • think, talk and ask questions about whether the ideas they have been studying have something to say to them • give a good reason for the views they have and the connections they make
	Year 2		
Key Question	**What do candles mean to people?** • Share examples of where they have seen and experienced candles. • Identify three practices associated with Diwali. • Understand that some Hindu people use diyas as symbolism. • Understand the meaning of Advent to some Christian followers. • Identify what is important to some Jewish people at Hanukkah. • Explain what a hanukiah symbolises. • Understand their own positionality on what candles mean to them. • Provide some examples of what candles mean to some people.	**How do we know some people have a special connection to God?** • Recognise parts of Jesus' birth story that tell us some people believe Jesus is special. • Understand that religious stories can help us learn about religious beliefs. • Identify some parts of the story that tell some people that Guru Nanak was special as a baby. • Identify miracles in the stories that tell some people that some children are special. • Make comparisons to other stories. • Describe why Krishna might be seen as special by some people. • Identify parts of the story that tell us that Muhammad is special to some people.	**What is a prophet?** • Identify how some prophets' feelings changed and explain the people's reactions to new prophets. • Understand the promises God made to some individuals, including promises shared across the Christian and Jewish worldviews. • Describe the story of the Night Journey and identify common prophets in the Muslim, Christian and Jewish worldviews. • Explain Jesus' varied role in the Jewish, Christian and Muslim

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Year 3			
Key Question	**What makes us human?** • Share their personal worldview. • Explain how and why their worldview might change. • Identify the difference between personal and organised worldviews. • Ask and answer open-ended questions.	**Is scripture central to religion?** • Explain what some people mean by revelation. • Evaluate the significance of scripture to some Jewish, Christian and Muslim people. • Explain how some ways of using and treating the Qur'an, the Christian Bible and	**Why is fire used ceremonially?** • Discuss the importance of fire and its practical and symbolic uses. • Explain the relevance of fire in religious stories and what it symbolises.

	• Explain what is meant by a soul and express their ideas about what a soul means to them personally. • Understand that some people believe that humans have a soul. • Summarise the similarities and differences between what people believe about the soul. • Express their ideas clearly and compare their own beliefs with others. • Explain, through talking and writing, how colour and images have been used in a piece of artwork to express a particular idea about the soul or inner self. • State benefits and challenges relating to Buddhist meditation. • Give examples of Buddhist meditation practices. • Explain the reasons and purpose behind meditation. • Summarise some key ideas about what people with a particular worldview might think about the question 'What makes us human?'. **Links to end off key stage outcomes from syllabus:** **• identify and describe the core beliefs and concepts studied** **• make clear links between texts/sources of wisdom and authority and the core concepts studied** **• offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers** **• make simple links between stories, teachings and concepts studied and how**	the Torah show its importance. • Discuss the similarities and differences between scripture considered by some to be the word of God and human interpretations or commentary. • Make links between scripture from the Abrahamic religions. • Identify similarities within and between worldviews in the way scripture is viewed and used, including in places of worship. **Links to end off key stage outcomes from syllabus:** **• make clear links between texts/sources of wisdom and authority and the core concepts studied** **• offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers** **• make simple links between stories, teachings and concepts studied and how people live, individually and in communities** **• describe how people show their beliefs in how they worship and in the ways they live** **• give good reasons for the views they have and the connections they make**	• Describe how the fire makes them feel. • Identify how fire is used in some rituals and ceremonies. • Explain the concept of remembrance, focusing on the context of Jewish and Christian beliefs. • Explain the symbolism of fire in religious and non-religious ceremonies. • Articulate reasons why fire is considered purifying in different religions. **Links to end off key stage outcomes from syllabus:** **• identify and describe the core beliefs and concepts studied** **• offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers** **• make simple links between stories, teachings and concepts studied and how people live, individually and in communities** **• describe how people show their beliefs in how they worship and in the ways they live** **• identify some differences in how people put their beliefs into practice** **• raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live**

	people live, individually and in communities • describe how people show their beliefs in how they worship and in the ways they live • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • give good reasons for the views they have and the connections they make		• make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • give good reasons for the views they have and the connections they make
	Year 4		
Key Question	**What makes some texts sacred?** ● Explaining the difference between evidenced or recognised information about scripture and beliefs and opinions. ● Giving some reasons why different Hindu texts might be significant to people. ● Identifying the key events that led to the writing of the Buddhist Canon. ● Discussing the importance of the Buddhist canon to some people today. ● Providing examples of why and how the Guru Granth Sahib is respected.	**Just how important are our beliefs?** ● Describe what baby welcoming ceremonies mean to some people. ● Explain the role of adults in these ceremonies, especially the promises or commitments they make. ● Describe the significance of commitment ceremonies to some people. ● Understand the cultural and religious importance of commitment ceremonies. ● Identify various items of clothing that people wear to express their beliefs.	**Who was Jesus really?** ● Discuss and critically analyse various depictions of Jesus, considering possible historical appearances and the reasons behind diverse portrayals. ● Learn key historical facts about Jesus' life and reflect on the varied perceptions of his image. ● Identify and understand the differences between the Pharisees and Sadducees.

	• Drawing out connections between beliefs and practices. • Comparing and making links between scriptures from different worldviews. • Identifying the role and value of scripture in some people's lives. **Links to end off key stage outcomes from syllabus:** **• identify and describe the core beliefs and concepts studied** **• make clear links between texts/sources of wisdom and authority and the core concepts studied** **• offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers** **• make simple links between stories, teachings and concepts studied and how people live, individually and in communities** **• describe how people show their beliefs in how they worship and in the ways they live** **• identify some differences in how people put their beliefs into practice** **• raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live** **• make links between some of the beliefs and practices studied and life in the world today, expressing**	• Explain what items may signify about an individual's commitments or convictions. • Give examples of religious fasting and dietary restrictions. • Explain some reasons why people might demonstrate their commitment to beliefs through their diet. • Evaluate the ways people may demonstrate their commitment to beliefs in seen and unseen ways. • Justify their ideas about how sacrifice and commitment may show how important a person's beliefs may be. **Links to end off key stage outcomes from syllabus:** **• identify and describe the core beliefs and concepts studied** **• make clear links between texts/sources of wisdom and authority and the core concepts studied** **• offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers** **• make simple links between stories, teachings and concepts studied and how people live, individually and in communities** **• describe how people show their beliefs in how they worship and in the ways they live** **• identify some differences in how people put their beliefs into practice** **• raise important questions and suggest answers about how far the beliefs**	• Use texts and sources to build knowledge about people's lives and societal positions during the time of Jesus. • Explore the Romans' role in Judea and their interactions with Jewish groups. • Compare prophecies with actual events from Jesus' life and express personal views on whether the prophecies were realized. • Examine different interpretations of miracles shown in images and understand how diverse groups might have perceived these miracles during Jesus' time. • Describe the Easter story and the concept of resurrection, acknowledging its significance to many Christians. **Links to end off key stage outcomes from syllabus:** **• identify and describe the core beliefs and concepts studied** **• make clear links between texts/sources of wisdom and authority and the core concepts studied** **• offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers** **• make simple links between stories, teachings and concepts studied and how people live, individually and in communities** **• raise important questions**

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