



Faith and Ethics Overview 2025-26

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
Nursery 3 Faith	Helping others and being kind	Diwali Learning about Christmas and how it is celebrated	Talking about family customs and how these are the same or different to others	Easter (Traditions and stories)	Learning about Eid, sharing and talking about personal experiences	Sharing manners – one for you and one for me
RECEPTION Faith	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F6 What times/stories are special and why?	F3 Why is Easter special to Christians?	F1 Why is the word 'God' so important to Christians	F5 What places are special and why?
EYFS Ethics:	Develop the concept of choice and why people make certain choices, good choices and bad choices (through story, personal choice, activities and R.E. lessons)					
YEAR 1 Faith	1.10 What does it mean to belong to a faith community?	1.7 Who is Jewish and how do they live?	1.2 Who do Christians say made the world?	1.7 Who is Jewish and how do they live?	1.1 What do Christians believe God is like?	1.9 How should we care for the world and for others, and why does it matter?
YEAR 2 Faith	1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2.	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers?
KS1 Ethics:	Develop an understanding of difficult concepts, such as, friendship, fairness and equality (through British Values, story, discussion R.E. School Rules etc)					
YEAR 3 Faith	L2.1 What do Christians learn from the Creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 What is it like for someone to follow God?	L2.4 What kind of world did Jesus want?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.12 How and why do people try to make the world a better place?
YEAR 4 Faith	L2.7 What do Hindus believe God is like?	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? OR U2.11 Why do some people believe in God and some people not?
Lower KS2 Ethics:	Consider and discuss alternative and conflicting viewpoints about the world (through news reports, books, British Values, R.E.)					
YEAR 5 Faith	U2.8 What does it mean to be a Muslim in Britain today?	U2.4 Why do Christians believe Jesus was the Messiah?	U2.1 What does it mean if Christians believe God is holy and loving?	U2.9 Why is the Torah so important to Jewish people?	U2.5 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians?
YEAR 6 Faith	U2.7 Why do Hindus want to be good?		U2.2 Creation and science: conflicting or complementary?	U2.7 What difference does the Resurrection make to Christians?	U2.8 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard
Upper KS2 Ethics:	Introduce a 10 step enquiry structure and hold philosophical enquiries. Build resilience so that pupils are able to make informed choices and reject any ideas of racism or extremism etc (through historical events, news reports, books, British Values, R.E.)					
	Thematic	Christianity	Islam	Hinduism	Judaism	

N.B: Jesus is recognised in most of the major faiths. Therefore, he is central to our teaching on faith, as he is an important part of the worlds shared religious and cultural heritage, as are the universal values that Jesus taught: tolerance, peace, forgiveness, understanding and love for our neighbours.