Waterloo Primary School Religious Education Curriculum 2026–2027

Pathway / year	Learning throughout the year
Pre-formal Cornerstones	Communication and interaction; cognition and sensory exploration; attention and engagement; play and social development; physical and sensory development; independence and early learning behaviours. Personalised learning through routines, play, sensory experiences and meaningful interactions. Progression follows the school's Pre-formal Developmental Progression Framework, individual starting points and EHCP outcomes.
Nursery 2 United Curriculum	Identity and community: connect own and other families; notice similarities/differences; develop identity, belonging and responsibility. Wonder and care: explore natural materials and phenomena indoors, outdoors and on trips; respect living things and the environment. Feelings and communication: express and recognise emotions; discuss familiar people, objects and experiences; listen to stories, answer simple questions and communicate preferences. Expression: explore meaning through stories, props, imaginative play, marks, music and songs.

Nursery 3–4 across the six learning blocks

LB1	LB2	LB3	LB4	LB5	LB6
Identity, family and friendship Share family/baby photographs; discuss similarities and differences; respect differences between people. Explore friendship through stories; settle confidently and make friends.	**Feelings, belonging and care** Name feelings: happy, sad, angry and worried. Develop responsibility and community membership; consider others' feelings and include friends. Explore weather and seasons through the senses; learn about different living conditions.	**Cooperation and understanding** Work in small groups; find solutions to disagreements; consider others' feelings; gain social confidence; show interest in different occupations.	**Caring for the world** Plant and care for seeds; explore life cycles and how farmers care for animals. Care for school, attract wildlife and tidy litter. Take classroom roles; develop assertiveness and ways to resolve conflict.	**Kindness, empathy and responsibility** Name feelings; consider how traditional-story characters feel; explain their actions and emotions. Develop responsibility and a sense of community membership.	**Different communities** Recognise different countries and compare places through experience/photos. Explore life elsewhere through stories, images and play. Reflect on interests, strengths and achievements; develop responsibility; meet unfamiliar people confidently and prepare for Reception.

RE enquiries across the year

Year / pathway	LB1–2 Autumn	LB3–4 Spring	LB5–6 Summer
Reception	Identity, Family and Belonging	Special People and Celebrations; Special Places and Stories	Special Times and Celebrations
Year 1	Who is a Christian and what do they believe?	What can we learn from sacred books?	How should we care for others and the world, and why does it matter?
Year 2	Who is a Muslim and what do they believe?	What makes some places sacred?	How and why do we celebrate special and sacred times?
Phoenix / Orion	Why is Jesus inspiring to some people?	What does it mean to be a Hindu in Britain Today?	Why are festivals important to religious communities?
Year 3	What do different people believe about God?	Why is the Bible important for Christians today?	How do family life and festivals show what matters to Jewish people?
Year 4	Why is Jesus inspiring to some people?	What does it mean to be a Hindu in Britain Today?	Why are festivals important to religious communities?
Year 5	What would Jesus do? Can people live by the values of Jesus in the twenty-first century?	Is it better to express your religion in arts and architecture or charity and generosity?	What does it mean to be a Muslim in Britain today?
Year 6	Why do some people believe God exists?	If God is everywhere, why go to a place of worship?	What matters most to Christians and to Humanists?