

## Religious Education Whole School Curriculum Overview

### VISION FOR: RE

Through the teaching of world views our children will develop the knowledge and shared language to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting different views of others. Children will learn to reflect on their own responses to the fundamental human questions to which religious and non-religious worldviews respond.

### PRINCIPLES AND RATIONALE

We believe that in order for all our children to participate positively in a society with diverse religious and non-religious world views they need to be taught a curriculum that equips them with systematic knowledge and an understanding of a range of religious and non-religious worldviews, enabling them to develop their ideas, values and identities. The curriculum is structured so that as they move through the school the children can develop their knowledge of the main religious world views and use their growing knowledge to make connections and begin to articulate responses to 'big questions', including. Through the development of an agreed language, including the term 'world views', children are consistently taught that within any worldview, particularly when discussing 'organised religions', that people have personal views within them.

Our curriculum offers a clear structure for learning; units are based around the three strands of Believing, Expressing and Living. Each strand is broken down into 'threads', so that teachers can see what learning has gone before and what is to follow. Teachers select key ideas and concepts at the heart of religious and non-religious worldviews. Children explore these from different perspectives to enrich understanding (e.g. asking how a religious person or a non-religious person might respond to a key question or idea, or how adherents from different places, times or denominations may respond). Learning is recorded in a variety of ways in a class book to allow for creativity and cooperative learning.



(Planning and additional support can be found in Curriculum/ RE/Curriculum for RE/New Curriculum July 2022/Schemes of work)

The RE curriculum covers 3 strands:

**Believing (B):** Religious beliefs, teachings, sources; questions about meaning, purpose and truth

**Expressing (E):** Religious and spiritual forms of expression; questions about identity and diversity

**Living (L):** Religious practices and ways of living; questions about values and commitments

RE teaching and learning should enable pupils to...

**A. Know about and understand a range of religious and non-religious worldviews.**

**B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.**

**C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.**

Please see progression in outcomes document for an overview of end of key stage outcomes



Year Group:	Strands			Term 1	Term 2	Term 3
Reception	B F1 F2	E F3 F4	L F5 F6	A F1 Which stories are special and why? F2 Which people are special and why? F3. What places are special and why? F4. What times are special and why?  (Celebrations and festival e.g. Summer Eid, Christmas etc. in relevant term)	A F1 Which stories are special and why? F2 Which people are special and why?	A  F6. What is special about our world?
				B F1 Which stories are special and why? F2 Which people are special and why? F3. What places are special and why? F4. What times are special and why?  (Celebrations and festival e.g. Summer Eid, Christmas etc. in relevant term)	B F1 Which stories are special and why? F5. Being special: where do we belong?	B F3. What places are special and why? F5. Being special: where do we belong? F6. What is special about our world?



Year One	B	E	L			
	1.1 1.2 1.3 1.4	1.5 1.6	1.7 1.8	<p>1.1 Who is a Christian and what do they believe?</p> <p><b>Questions in this thread:</b></p> <p>1.2 Who is a Muslim and what do they believe?</p> <p>1.3 Who is Jewish and what do they believe?</p> <p>L2.1 What do different people believe about God?</p> <p>U2.1 Why do some people believe God exists?</p> <p>Expected learning outcomes:</p> <p>Teachers will enable children to achieve some of these outcomes, as appropriate to their age and stage:</p> <ul style="list-style-type: none"> <li>• Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li> <li>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul>	<p>1.2 Who is a Muslim and what do they believe?</p> <p><b>Questions in this thread:</b></p> <p>1.1 Who is a Christian and what do they believe?</p> <p>1.3 Who is Jewish and what do they believe?</p> <p>L2.1 What do different people believe about God?</p> <p>U2.1 Why do some people believe God exists?</p> <p>Expected learning outcomes:</p> <p>Teachers will enable children to achieve some of these outcomes, as appropriate to their age and stage:</p> <ul style="list-style-type: none"> <li>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</li> <li>• Re-tell a story about the life of the Prophet Muhammad (A2).</li> <li>• Recognise some objects used by Muslims and suggest why they are important (A2).</li> <li>• Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</li> </ul>	<p>1.7 What does it mean to belong to a faith community?</p> <p>(Christians, Muslims and/or Jewish people)</p> <p><b>Questions in this thread:</b></p> <p>F5 Where do we belong?</p> <p>L2.7 What does it mean to be a Christian in Britain today?</p> <p>L2.8 What does it mean to be a Hindu in Britain today?</p> <p>L2.10 How do family life and festivals show what matters to Jewish people?</p> <p>U2.6 What does it mean to be a Muslim in Britain today?</p> <p>Expected learning outcomes:</p> <p>Teachers will enable children to achieve some of these outcomes, as appropriate to their age and stage:</p> <ul style="list-style-type: none"> <li>• Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</li> <li>• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</li> <li>• Identify two ways people show they belong to each other when they get married (A1).</li> <li>• Respond to examples of co-operation between different people (C2).</li> </ul>



<p><b>Year Two</b></p>			<p>1.3 Who is Jewish and what do they believe?</p> <p><b>Questions in this thread:</b></p> <p>1.1 Who is a Christian and what do they believe?</p> <p>1.2 Who is a Muslim and what do they believe?</p> <p>L2.1 What do different people believe about God?</p> <p>U2.1 Why do some people believe God exists?</p> <p>Expected learning outcomes:</p> <p>Teachers will enable children to achieve some of these outcomes, as appropriate to their age and stage:</p> <ul style="list-style-type: none"> <li>• <b>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</b></li> <li>• <b>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</b></li> <li>• <b>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</b></li> <li>• <b>Ask some questions about believing in God and offer some ideas of their own (C1).</b></li> </ul>	<p>1.5 How and why do we celebrate special and sacred times? <b>(Christians, Muslims and/or Jewish people)</b></p> <p><b>Questions in this thread:</b></p> <p>F4 Which times are special and why?</p> <p>L2.5 Why are festivals important to religious communities?</p> <p>L2.5a How do people from religious and non-religious communities celebrate key festivals?</p> <p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Expected learning outcomes:</p> <p>Teachers will enable children to achieve some of these outcomes, as appropriate to their age and stage:</p> <ul style="list-style-type: none"> <li>• <b>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</b></li> <li>• <b>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</b></li> <li>• <b>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</b></li> <li>• <b>Ask some questions about believing in God and offer some ideas of their own (C1).</b></li> </ul>	<p>1.8 How should we care for others and the world, and why does it matter? <b>(Christians, Muslims and/or Jewish people)</b></p> <p><b>Questions in this thread:</b></p> <p>F6. What is special about our world?</p> <p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> <p>U2.7 What matters most to Christians and Humanists?</p> <p>U2.8 What difference does it make to believe in...?</p> <p>Expected learning outcomes:</p> <p>Teachers will enable children to achieve some of these outcomes, as appropriate to their age and stage:</p> <ul style="list-style-type: none"> <li>• <b>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</b></li> <li>• <b>Identify ways that some people make a response to God by caring for others and the world (B1).</b></li> <li>• <b>Talk about issues of good and bad, right and wrong arising from the stories (C3).</b></li> <li>• <b>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2).</b></li> <li>• <b>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</b></li> </ul>
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<b>Year Three</b>	<b>B</b>	<b>E</b>	<b>L</b>	<p>L2.1 What do different people believe about God? <i>(Christians, Hindus and/or Muslims)</i></p> <p><b>Questions in this thread:</b></p> <p>1.1-3 Who is Christian / Muslim / Jewish and what do they believe?</p> <p>U2.1 Why do some people believe God exists?</p> <p>Expected learning outcomes:</p> <p>Teachers will enable children to achieve some of these outcomes, as appropriate to their age and stage:</p> <ul style="list-style-type: none"> <li>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</li> <li>Ask questions and suggest some of their own responses to ideas about God (C1).</li> <li>Suggest why having a faith or belief in something can be hard (B2).</li> <li>Identify how and say why it makes a difference in people's lives to believe in God (B1).</li> </ul>	<p>L2.4 Why do people pray? <i>(Christians, Hindus and/or Muslims)</i></p> <p><b>Questions in this thread:</b></p> <p>F3 Which places are special and why?</p> <p>1.5 What makes some places sacred?</p> <p>U2.4 If God is everywhere, why go to a place of worship?</p> <p>Expected learning outcomes:</p> <p>Teachers will enable children to achieve some of these outcomes, as appropriate to their age and stage:</p> <ul style="list-style-type: none"> <li>Describe the practice of prayer in the religions studied (A2).</li> <li>Make connections between what people believe about prayer and what they do when they pray (A3).</li> <li>Describe ways in which prayer can comfort and challenge believers (B2).</li> <li>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</li> </ul>	<p>L2.7 What does it mean to be a Christian in Britain today?</p> <p><b>Questions in this thread:</b></p> <p>F5 Where do we belong?</p> <p>1.7 What does it mean to belong to a faith community?</p> <p>L2.8 What does it mean to be a Hindu in Britain today?</p> <p>U2.6 What does it mean to be a Muslim in Britain today?</p> <p>Expected learning outcomes:</p> <p>Teachers will enable children to achieve some of these outcomes, as appropriate to their age and stage:</p> <ul style="list-style-type: none"> <li>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</li> <li>Describe some ways in which Christians express their faith through hymns and modern worship songs (A2).</li> <li>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> <li>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</li> </ul>			
	L2.1	L2.4	L2.7	L2.2	L2.5	L2.8	L2.3	L2.6	L2.9



<p><b>Year Four</b></p>			<p>L2.3 Why is Jesus inspiring to some people?</p> <p><b>(Christians)</b></p> <p>Questions in this thread:</p> <p>F2 Which people are special and why?</p> <p>U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</p> <p>Expected learning outcomes:</p> <p>Teachers will enable children to achieve some of these outcomes, as appropriate to their age and stage:</p> <ul style="list-style-type: none"> <li>• <b>Make connections between some of Jesus' teachings and the way Christians live today (A1).</b></li> <li>• <b>Describe how Christians celebrate Holy Week and Easter Sunday (A1).</b></li> <li>• <b>Identify the most important parts of Easter for Christians and say why they are important (B1).</b></li> <li>• <b>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</b></li> </ul>	<p>L2.5 Why are festivals important to religious communities?</p> <p><b>(Christians, Hindus and/or Muslims)</b></p> <p>Questions in this thread:</p> <p>F4 Which times are special and why?</p> <p>1.6 How and why do we celebrate special and sacred times?</p> <p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>3.7 How can people express the spiritual through the arts?</p> <p>Expected learning outcomes:</p> <p>Teachers will enable children to achieve some of these outcomes, as appropriate to their age and stage:</p> <ul style="list-style-type: none"> <li>• <b>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</b></li> <li>• <b>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</b></li> <li>• <b>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</b></li> <li>• <b>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</b></li> </ul>	<p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> <p><b>(Christians, Hindus and/or Jewish)</b></p> <p>Questions in this thread:</p> <p>1.8 How should we care for others and the world, and why does it matter?</p> <p>U2.7 What matters most to Christians and Humanists?</p> <p>Expected learning outcomes:</p> <p>Teachers will enable children to achieve some of these outcomes, as appropriate to their age and stage:</p> <ul style="list-style-type: none"> <li>• <b>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</b></li> <li>• <b>Make connections between stories of temptation and why people can find it difficult to be good (A2).</b></li> <li>• <b>Give examples of ways in which some inspirational people have been guided by their religion (B1).</b></li> <li>• <b>Discuss their own and others' ideas about how people decide about right and wrong (C3).</b></li> </ul>
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Year Five	B	E	L	U2.9 What can be done to reduce racism? What can we learn from religious and non- religious worldviews?  (Christians, Muslims, non-religious ideas) Expected learning outcomes:  Teachers will enable children to achieve some of these outcomes, as appropriate to their age and stage:	U2.4 If God is everywhere, why go to a place of worship?  (Christians, Hindus and/or Jewish)  Questions in this thread:  F3: Which places are special and why?  1.7: What makes some places sacred?  L2.5: Why do people pray?  3.6: Should religious buildings be sold to feed the starving?  Expected learning outcomes:  Teachers will enable children to achieve some of these outcomes, as appropriate to their age and stage:	U2.1 Why do some people believe God exists?  (Christians and non-religious)  Questions in this thread: 1.1-3 Who is Christian / Muslim / Jewish and what do they believe?  L2.1 What do different people believe about God?  3.1 Do we need to prove God's existence?  Expected learning outcomes:  Teachers will enable children to achieve some of these outcomes, as appropriate to their age and stage:
	<p><b>U2.1</b></p> <p>U2.2</p> <p><b>U2.3</b></p>	<p><b>U2.4</b></p> <p><b>U2.5</b></p> <p><b>U2.9</b></p>	<p><b>U2.6</b></p> <p>U2.7</p> <p><b>U2.8</b></p> <p><b>U2.10</b></p>	<ul style="list-style-type: none"> <li>• Describe examples of connections between antiracism and religion (A1).</li> <li>• Understand the challenges racism presents to human communities and consider different religious responses (B2).</li> <li>• Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3).</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between how believers feel about places of worship in different traditions (A3).</li> <li>• Select and describe the most important functions of a place of worship for the community (B3).</li> <li>• Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</li> <li>• Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</li> </ul>	<ul style="list-style-type: none"> <li>• Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</li> <li>• Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</li> <li>• Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</li> <li>• Present different views on why people believe in God or not, including their own ideas (C1).</li> <li>•</li> </ul>





<p><b>Year Six</b></p>			<p>U2.10 Green religion? What do religious and non-religious worldviews teach about caring for the Earth?</p> <p><b>Questions in this thread:</b></p> <p>1.8 How should we care for others and the world, and why does it matter?</p> <p>Expected learning outcomes:</p> <p>Teachers will enable children to achieve some of these outcomes, as appropriate to their age and stage:</p> <ul style="list-style-type: none"> <li>• <b>Make connections between beliefs about the earth and activist behaviour in different religions (A1).</b></li> <li>• <b>Understand the challenges facing the planet and responses from different religions (B2).</b></li> <li>• <b>Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth' (C3).</b></li> </ul>	<p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p><b>(Christians, Hindus and non-religious)</b></p> <p><b>Questions in this thread:</b></p> <p>3.7 How can people express the spiritual through the arts?</p> <p>Expected learning outcomes:</p> <p>Teachers will enable children to achieve some of these outcomes, as appropriate to their age and stage:</p> <ul style="list-style-type: none"> <li>• <b>Describe and make connections between examples of religious creativity (buildings and art) (A1).</b></li> <li>• <b>Show understanding of the value of sacred buildings and art (B3).</b></li> <li>• <b>Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</b></li> <li>• <b>Apply ideas about values from scriptures to the title question (C2).</b></li> </ul>	<p>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</p> <p><b>(Muslims)</b></p> <p><b>Questions in this thread:</b></p> <p>1.8 How should we care for others and the world, and why does it matter?</p> <p>Expected learning outcomes:</p> <p>Teachers will enable children to achieve some of these outcomes, as appropriate to their age and stage:</p> <ul style="list-style-type: none"> <li>• <b>Make connections between beliefs and behaviour in different religions (A1).</b></li> <li>• <b>Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</b></li> <li>• <b>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</b></li> <li>• <b>Consider similarities and differences between beliefs and behaviour in different faiths (B3).</b></li> </ul>
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**WORKING WITH AND THROUGH OUR KEY CURRICULUM CONCEPTS**

**Change**

- How does religion change the way we live our lives?
- How has religion's role in society changed over the years?
- Does your relationship with your religion change during your life?
- How have key religious figures changed our world?
- What do Christians believe about transubstantiation?
- When thinking about Jesus' life, what changes did he go through? What changes did he have on the world?
- What other important changes happened in the lives of religious figures e.g. Mohammed PBUH
- What does it mean to convert to a different religion?

**Power**

- Which members of a religious group have the most power?
- What power does a god have? Do all gods of all religions have the same power?
- Do religions believe that people have free will and the power to make choices? Or do gods decide our fate?
- If you don't have a religion, who has power?
- How does religion empower individuals? Are you able to have more impact on the world around you because of your religion?
- What power do pictures and statues have?



### **Identity and Belonging**

- What are the advantages/disadvantages of belonging to a religion?
- Does your religion identify you? What difference does it make if you don't identify with a religion?
- How does geography affect the religion you are identify with? What other social circumstances affect the religion you follow?
- What values does your religion give you and how do you apply them to your life?
- How does pilgrimage/shared religious practices help deepen a person's faith?

### **Equality and Equity**

- Which members of a religious group have the most power? E.g. the Pope. Is this fair?
- Is it fair that some people are born into a religion? Should they be given the chance to grow up and decide for themselves?
- What opportunities are there for people to make their own decisions and commitments to religions?

### **Connections**

- Is there a connection between your cultural background and your religion?
- What connections do religions have to each other? Are there similar beliefs/ideas/stories/themes/messages?
- What social connections does a religion encourage?
- What methods do people use to connect to their gods?
- What role do places of worship provide for people to connect with?

### **Legacy**

- What is the lasting impact of religious figures over time?
- What legacy do buildings and places have?

