



Celebrating learning together in faith, hope and love

RE CURRICULUM FRAMEWORK

INTENT						
Our RE curriculum intends to enable all children to become religiously literate through a systematic enquiry-based approach to the teaching of RE. Our curriculum is progressive, building on the skills and knowledge developed in previous years. Through our curriculum, we intend to enable pupils to know about and understand Christianity and other major world religions, as well as contribute to the development of pupils' own spiritual beliefs. Our RE curriculum enables pupils to be critical thinkers and ask deep and meaningful questions through our use of Learning Questions. Our curriculum intends to enable children to make connections within and across religions and world views, as well as build upon knowledge learnt in previous years. We will ensure that children are given opportunities to reflect, respond to and express their own opinions and beliefs as well as make their own choices and decisions concerning religion and belief.						
Christianity		Other World Faiths			Thematic units	
EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Who made the wonderful world?	Why is Christmas special for Christians?	Why do Christians believe Jesus is special?	What is so special about Easter?	Who cares for this special world?	How did Jesus rescue people?
KS1						
Year 1	Why is it good to listen to the stories that Jesus told?	Where is the light of Christmas?	What responsibility has God given people about taking care of creation?	Why is Easter the most important festival for Christians?	What is it like to live as a Jewish person?	Why are they having a Jewish party?
Year 2	Why did Jesus teach the Lord's prayer as the way to pray?	What makes each character in the Christmas story important?	Why do Christians make and keep promises before God?	How do Easter symbols help us to understand the true meaning of Easter?	What does it mean to be a Muslim?	How do the five pillars of Islam help a Muslim to show commitment to God? (Allah)
KS2						
Year 3	What is the Bible's big story and what does it reveal about having a faith in God?	How do art and music convey Christmas?	How does belief in God affect the actions of people in the Old Testament?	Who is the most important person in the Easter story?	What did the Buddha teach his followers about life?	What does it mean to be a Buddhist?
Year 4	Who is Jesus?	How would Christians advertise Christmas to show their beliefs today?	What do the miracles of Jesus teach?	Holy Communion	How do Hindus worship?	What does it mean to be a Hindu?
Year 5	Why is Liturgy important to many Christians?	How do Advent and Epiphany show us what Christmas is REALLY about?	Living Islam: How do Muslims live and express their faith in a diverse world?	What happens in Churches during Lent and Easter?	How do the first five Gurus shape Sikhi? (2022- Islam units from Year 2 as change only made this year, this cohort have already learnt about Sikhism)	How did the final five human Sikh Gurus shape Sikhi? (2022- Islam units from Year 2 as change only made this year, this cohort have already learnt about Sikhism)
Year 6	How has the Christian message survived for over 2000 years?	What do Christians mean by peace at Christmas?	What does it mean to be a Jew?	How does the Christian Festival at Easter offer Hope?	The journey of life and death	Rules and Responsibilities



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RE skills progression map:

Lines of enquiry	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs, teachings, sources of wisdom and authority	Talk about a religious story	Retell a religious (eg Christian, Hindu etc) story and talk about it .	Retell a religious story and suggest meanings to some religious and moral stories.	Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully .	Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives.	Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.	Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life.
Ways of living	Talk about some belonging ceremonies. (eg Christening)	Recall and name different beliefs and practices, including festival, worship rituals and ways of life.	Ask and respond to questions about why religious communities do different things.	Describe and begin to make links between some of the things that are the same and different for religious people.	Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.	Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities.	Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life.
Ways of expressing meaning	Talk about a religious symbol. (eg star at Christmas)	Recognise religious art, symbols and words and talk about them .	Recognise that religious symbols, words and actions express a community way of living.	Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.	Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.	Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to	Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.

						their own understanding of religious and spiritual expression of belief and value.	
Questions of identity, diversity and belonging	Talk about their family.	Begin to ask questions about the faith communities in their school.	Notice and respond sensitively to some similarities between different religious and worldviews.	Compare their own understanding of belonging with that of someone else's. Identify similarities and differences .	Verbalise their own understanding of the concept/belief , e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people.	Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect.	Consider the challenges and impact of belonging to a religion today with reference to our own and other people's views on human nature and society, supporting those views with reasons and examples.
Questions of Meaning, Purpose and Truth	Say how they feel when they are happy or sad.	Think about the special things that happen to them and others.	Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom.	Ask important questions about life and compare their ideas with those of other people.	Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.	Represent the views of others about meaning, purpose and truth.	Use reasoning and examples to express confidently insights into their own and others' views on questions about the meaning and purpose of life and the search for truth.
Questions of Values and Commitments	Say why their family is important to them.	Think about what is important to them and to other people.	Begin to express their ideas and opinions and to recognise there could be more than one answer.	Link things that are important to them and other people with the way they think and behave.	Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions , including those made with reference to religious beliefs/values.	Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.	Use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues. Reflect on their own ideas .