



Religious Education Curriculum Overview

Intent

Our vision for the primary Religious Education curriculum is to foster an understanding and appreciation of faith, promoting spiritual, moral, social, and cultural development among pupils. We aim to nurture inquisitive minds who can explore challenging questions about existence, purpose, and morality, encouraging reflection on their own beliefs and values.

Rooted in the teachings of Matthew (5:16), "Let your light so shine before men, that they may see your good works and glorify your Father in heaven," our curriculum encourages students to live by our LIGHT values: Love, Inclusion, Guidance, Hope, Trust, and Service. This framework enhances their understanding of Christianity and introduces them to other major world religions such as Judaism, Hinduism, and Islam, enriching their learning experiences and deepening their insights.

In our Religious Education programme, we expose pupils to the beliefs, practices, and celebrations of different faiths, encouraging empathy and understanding. By organising interfaith activities and inviting guest speakers from diverse backgrounds, we promote meaningful discussions that allow pupils to share their thoughts and questions. This exploration not only respects the uniqueness of each faith but also highlights common values that bind humanity together.

Key objectives of our Religious Education programme include:

- **Exploring Christianity:** Enable pupils to understand Christianity as a living faith and its impact on culture and heritage.
- **Learning from Diversity:** Encourage children to engage with various world religions, fostering respect and understanding while promoting their personal convictions.
- **Interfaith Dialogue:** Support pupils in recognising shared beliefs and practices, enabling them to appreciate the richness of different traditions.
- **Critical Reflection:** Facilitate a thoughtful examination of spiritual and philosophical questions, empowering pupils to articulate their beliefs responsibly.
- **Community Connection:** Promote collective worship and community engagement, reinforcing Christian values through acts of service and kindness.
- **Holistic Development:** Support pupils in experiencing the world through a spiritual lens, integrating body, mind, and soul in their journey of understanding. _____

Implementation and Curriculum Overview

The rolling program should be implemented with the flexibility to adjust in order to meet the needs of the children in the class at any given time. The mix of units is intended to reflect the mix of ages in each class. It is understood that children may study a unit significantly different to their age bracket. Where the unit is aimed at a younger age than the age of a child, the teacher will encourage a deeper level of understanding through the use of open ended questioning to provoke the development of thought and reflection. The children will be asked to explain their ideas in more detail but also to support that with evidence from their studies or experience and finally to spend more time looking at the impact of the beliefs and ideas on the lives of people. This should be reflected not only in their written work but also in their interactions throughout the lesson.

Where a unit is aimed at an age much older than the age of a child, adaptive teaching will be a key tool to use in order to ensure access to the knowledge and understanding but also to enable children to communicate their understanding of key concepts irrespective of their English skills. It is also an opportunity to implement our school belief of never putting a ceiling on children's ability to learn.

Where there are links between KS1 and KS2 units we have tried to put them together so that progression across the whole school can be monitored easily.

Cycles	Autumn		Spring		Summer	
Cycle A	1.1 Harvest 3.6 Harvest	1.2 God and Creation Early Years Christmas 6.3A Why is the Exodus such a significant event in both Jewish and Christian History? 5.7 Christmas around the world	1.4 Jesus was special 5.3 Jesus the teacher	1.5 Easter New Life 6.3 Why do Christians celebrate the Eucharist? 4.4 Exploring Easter as a story of betrayal and trust	2.6 Ascension and Pentecost 5.9 Pentecost – What happened next?	Early Years The stories Jesus heard 6.6 Ideas about God
Cycle B	Early years I am special 3.5 Which rules should we follow?	1.8 Joseph 5.8 Daniel 3.2 Christmas God with us	2.5 Why is the church a special place for Christians? 4.5 Are all churches the same?	Early Years Easter 3.4 Exploring the joy and sadness of Easter	2.3 Jesus a friend to everyone 3.3 Jesus the man who changed lives	Early years Prayer 4.6 What is prayer
Cycle C	Early years Harvest 4.3 Jesus the Son of God	2.7 Christmas The Journey to Bethlehem 4.2 Christmas Exploring The Symbolism of Light	1.9 My World Jesus World 6.7 People of Faith	2.4 Easter signs and symbols 5.4 Why do Christians Believe that Easter is a Celebration of Victory?	Early years Stories Jesus Heard 5.2 Exploring the Lives of Significant Women in the Old Testament	Early Years The Stories Jesus told 6.1 Life is a Journey
Cycle D	Early Years Friendship 3.1 Called By God	2.2 Christmas The Good News 5.2 Christmas The Gospels of Matthew and Luke	1.7 Why is Baptism Special 5.1 God, David and the Psalms	Early years Special Times 6.4 Easter Who was Jesus?	2.1 The Bible 5.1 How and Why do Christians Read the Bible	Early Years Special Places 6.5 Ascension and Pentecost