



RE Curriculum Overview 2024-2025

Year	Term 1 <i>Harvest Service</i>	Term 2 <i>St. Andrew's Day Christingle</i>	Term 3	Term 4 <i>Easter Service</i>	Term 5	Term 6 <i>Summer Service</i>
FS	<p>Theme: Special People</p> <p>Key Question: Why is the word 'God' so important to Christians?</p> <p>Religions: Christianity, Judaism</p> <p>UC: God – UF1</p> <p>Skills: Think and talk about what makes people special.</p> <p>Knowledge: To understand the meaning of the word 'God' and explain why it is significant to Christians.</p>	<p>Theme: Christmas</p> <p>Key Question: Why do Christians perform nativity plays at Christmas?</p> <p>Religions: Christianity</p> <p>UC: Incarnation – UF2</p> <p>Skills: To ask questions about the nativity.</p> <p>Knowledge To remember and talk about significant events in their own experience To recognise and describe special times and family customs and routines</p>	<p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religions: Islam, Judaism</p> <p>Skills: Observe the similarities and the uniqueness of celebrations</p> <p>Knowledge To know that not everyone does the same things and that's OK To know that some things are the same in people's families and some things are different</p>	<p>Theme: Easter</p> <p>Key Question: Why do Christians put a cross in an Easter garden?</p> <p>Religions: Christianity</p> <p>UC: Salvation – UF3</p> <p>Skills: Reflect on experiences and show sensitivity and respond to others</p> <p>Knowledge To understand why Christians celebrate Easter and the significance of the cross.</p>	<p>Theme: Story Time</p> <p>Key Question: What can we learn from stories?</p> <p>Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism</p> <p>Skills: Identify what they have heard and make links to their own experiences.</p> <p>Knowledge To know that not everyone does the same things. To look closely at similarities, differences and patterns.</p>	<p>Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism</p> <p>Skills: Think and talk about what makes places special. Observe the similarities and the uniqueness.</p> <p>Knowledge To recognise and talk about the differences and similarities between themselves and others, including different communities and traditions</p>
1 Pilgrimage to Churches Recognise, name and describe some religious artefacts, places and practices.	<p>Areas of Focus: Believing and Behaving</p> <p>Theme: Creation Story</p> <p>Key Question: Who made the world?</p> <p>Religion: Christianity</p> <p>UC: 1.2 Creation <i>Who made the world?</i></p> <p>Skills: Ask questions about puzzling aspects of life.</p> <p>Knowledge: To re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.</p>	<p>Areas of Focus: Believing and Belonging</p> <p>Theme: Christmas story</p> <p>Key Question: Why does Christmas matter to Christians?</p> <p>Religion: Christianity</p> <p>UC: 1.3 Incarnation <i>Why does Christmas matter to Christians?</i></p> <p>Skills: Relate emotions to some of the experiences of religious figures studied.</p> <p>Knowledge: To reflect on the Christmas story and decide why it is significant for Christians.</p>	<p>Areas of Focus: Believing and Behaving</p> <p>Theme: Jesus as a friend</p> <p>Key Question: How did Jesus show friendship?</p> <p>Religion: Christianity</p> <p>UC: 1.3 Incarnation (digging deeper)</p> <p>Skills: Explain how actions affect others.</p> <p>Knowledge: To identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.</p>	<p>Areas of Focus: Believing and Behaving</p> <p>Theme: Easter-Palm Sunday</p> <p>Key Question: Why does Easter matter to Christians?</p> <p>Religion: Christianity</p> <p>UC: 1.5 Salvation <i>Why does Easter matter to Christians?</i></p> <p>Skills: Name some religious symbols.</p> <p>Knowledge: To know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p>	<p>Areas of Focus: Believing and Belonging</p> <p>Theme: Shabbat</p> <p>Key Question: Is Shabbat important to Jewish children?</p> <p>Religion: Judaism</p> <p>Skills: Describe some of the teachings of a religion.</p> <p>Knowledge: To empathise with Jewish children by understanding what they do during Shabbat and why it is.</p>	<p>Areas of Focus: Believing and Belonging</p> <p>Theme: Chanukah</p> <p>Key Question: Does celebrating Chanukah make Jewish children feel close to God?</p> <p>Religion: Judaism</p> <p>Skills: Describe some of the main festivals or celebrations of a religion.</p> <p>Knowledge: To empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.</p>



RE Curriculum Overview 2024-2025

<p>2</p> <p>Pilgrimage to Churches</p> <p style="font-size: small;">Name some religious symbols.</p>	<p>Areas of Focus: Believing.</p> <p>Theme: What did Jesus teach?</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p>Religion: Christianity</p> <p>UC: 1.4 Gospel <i>What is the good news that Jesus brings?</i></p> <p>Skills: Identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>Knowledge: To re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.</p>	<p>Areas of Focus: Believing.</p> <p>Theme: Christmas-The gift of Jesus.</p> <p>Key Question: What is the good news that Jesus brings?</p> <p>Religion: Christianity</p> <p>UC: 1.4 Gospel (digging deeper) <i>What is the good news that Jesus brings?</i></p> <p>Skills: Ask questions about puzzling aspects of life.</p> <p>Knowledge: To reflect on the Christmas story and the reasons for Jesus' birth.</p>	<p>Areas of Focus: Believing and Behaving</p> <p>Theme: Prayer at home</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>Religion: Judaism</p> <p>Skills: Ask questions about puzzling aspects of life.</p> <p>Knowledge: To understand the special relationship between Jews and God and the promises they make to each other.</p>	<p>Areas of Focus: Believing</p> <p>Theme: Easter, resurrection</p> <p>Key Question: What do Christians believe God is like?</p> <p>Religion: Christianity</p> <p>UC: 1.1 God <i>What do Christians believe God is like?</i></p> <p>Skills: Explain how they have to make their own choice in life.</p> <p>Knowledge: To retell the Easter story and understand what Jesus' resurrection means for Christians.</p>	<p>Areas of Focus: Believing and Belonging</p> <p>Theme: The Covenant</p> <p>Key Question: How special is the relationship Jews have with God?</p> <p>Religion: Judaism</p> <p>Skills: Explain the meaning of some religious symbols.</p> <p>Knowledge: To understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p>	<p>Areas of Focus: Believing, Behaving and Belonging.</p> <p>Theme: Rites of Passage and good works</p> <p>Key Question: What is the best way for a Jew to show commitment to God?</p> <p>Religion: Judaism</p> <p>Skills: Show an understanding of the term 'morals'.</p> <p>Knowledge: To understand different ways that Jews show their commitment to God.</p>
<p>3</p> <p>Visit Temple</p> <p style="font-size: small;">Describe religious buildings and explain how they are used.</p>	<p>Areas of Focus: Belonging</p> <p>Theme: Diwali</p> <p>Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Religion: Hinduism</p> <p>Skills: Identify religious symbolism in literature and the arts.</p> <p>Knowledge: To investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus.</p>	<p>Areas of Focus: Believing and Behaving</p> <p>Theme: The Holy Trinity</p> <p>Key Question: What is the trinity?</p> <p>Religion: Christianity</p> <p>UC: 2a.3 Incarnation/ God <i>What is the Trinity?</i></p> <p>Skills: Identify the holy trinity in the Bible and give reasons behind your thinking.</p> <p>Knowledge: Be able to explain the holy trinity with examples of how it could be represented. How does the</p>	<p>Areas of Focus: Believing and Behaving</p> <p>Theme: Jesus' miracles and parables</p> <p>Key Question: What kind of world did Jesus want?</p> <p>Religion: Christianity</p> <p>UC: 2a.4 Gospel <i>What kind of world did Jesus want?</i></p> <p>Skills: Refer to religious figures and holy books to explain answers.</p> <p>Knowledge: To retell Bible stories when miracles have happened and link these to parables.</p>	<p>Areas of Focus: Believing</p> <p>Theme: Easter - Forgiveness</p> <p>Key Question: Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Religion: Christianity</p> <p>UC: 2a.5 Salvation <i>Why do Christians call the day Jesus died 'Good Friday'?</i></p> <p>Skills: Ask questions that have no universally agreed answers.</p> <p>Knowledge: To recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.</p>	<p>Areas of Focus: Believing</p> <p>Theme: Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p> <p>Skills: Present the key teachings and beliefs of a religion.</p> <p>Knowledge: To understand the Hindu belief that there is one God with many different aspects.</p>	<p>Areas of Focus: Believing and Behaving</p> <p>Theme: Pilgrimage to the River Ganges</p> <p>Key Question: Would visiting the River Ganges feel special to a non-Hindu?</p> <p>Religion: Hinduism</p> <p>Skills: Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>Knowledge: To understand the significance of the River Ganges both for a Hindu and non-Hindu.</p>



RE Curriculum Overview 2024-2025

<p style="text-align: center;">4</p> <p style="text-align: center;">Visit from a rabbi</p>	<p>Areas of Focus: Believing and Belonging</p> <p>Key Question: What is it like (for Christians) to follow God?</p> <p>Religion: Christianity</p> <p>UC: 2a.2 People of God <i>What is it like to follow God?</i></p> <p>Skills: Make clear links between the story of Noah and the idea of covenant</p> <p>Knowledge: Make links between the story of Noah and how we live in school and the wider world</p>	<p>Areas of Focus: Believing and belonging</p> <p>Key Question: Can the Buddha's teachings make the world a better place?</p> <p>Religion: Buddhism</p> <p>Skills: I can make links between one of the Buddha's stories and his teachings about what causes suffering.</p> <p>Knowledge: We are learning about the teachings of the Buddha and exploring what he taught about change.</p>	<p>Areas of Focus: Believing and Behaving</p> <p>Key Question: What is the best way for a Buddhist to lead a good life?</p> <p>Religion: Buddhism</p> <p>Skills: Explain how beliefs about right and wrong affect people's behaviour.</p> <p>Knowledge: To know how Buddha's teachings make a difference to how Buddhists choose to live.</p> <p>Areas of Focus: Believing and Behaving</p>	<p>Areas of Focus: Believing</p> <p>Key Question: Why do Christians remember the events of Holy Week every year?</p> <p>Religion: Christianity</p> <p>UC: 2a.5 Salvation (digging deeper)</p> <p>Skills: Show an understanding that personal experiences and feelings influence attitudes and actions. What is important in your life to celebrate and remember in years to come?</p> <p>Knowledge: To understand how Jesus' life, death and resurrection teaches Christians about respect for others. Why did Jesus wash the disciples' feet? (What did the disciples think of this and what does it tell us about how Jesus wanted others to behave?) What is the significance of the bread and wine at the Last Supper? (What do they represent?)</p>	<p>Key Question: How special is the relationship Jews have with God?</p> <p>Religion: Judaism</p> <p>Skills: Identify religious artefacts and explain how and why they are used.</p> <p>Knowledge: To understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p>	<p>Areas of Focus: Believing and Behaving</p> <p>Key Question: When Jesus left, what was the impact of Pentecost?</p> <p>Religion: Christianity</p> <p>UC: 2a.6 Kingdom of God <i>When Jesus left, what was the impact of Pentecost?</i></p> <p>Skills: Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>Knowledge: Offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now.</p>
<p style="text-align: center;">5</p> <p style="text-align: center;">Visit Cathedral</p> <p style="text-align: center;">Show an understanding of the role of a spiritual leader.</p>	<p>Areas of Focus: Believing and Behaving</p> <p>Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Hindu to show commitment to God?</p> <p>Religion: Hinduism</p> <p>Skills: Explain how religious beliefs shape the lives of individuals and communities.</p> <p>Knowledge: To understand how Hindus show their commitment to God and to evaluate if there is a best way.</p>	<p>Areas of Focus: Believing</p> <p>Theme: Christmas</p> <p>Key Question: Was Jesus the Messiah?</p> <p>Religion: Christianity</p> <p>UC: 2b.4 Incarnation <i>Was Jesus the Messiah?</i></p> <p>Skills: Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.</p> <p>Knowledge: Show how Christians put their beliefs</p>	<p>Areas of Focus: Believing and Behaving</p> <p>Theme: What is best for our world?</p> <p>Key Question: Does religion help people decide?</p> <p>Religion: Various</p> <p>Skills: Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>Knowledge: To explore how and why believers help others through charity and service.</p>	<p>Areas of Focus: Believing</p> <p>Theme: Easter</p> <p>Key Question: What did Jesus do to save human beings?</p> <p>Religion: Christianity</p> <p>UC: 2b.6 Salvation</p> <p>Skills: Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</p> <p>Knowledge: Make clear connections between the Christian belief in Jesus' death as a sacrifice and how</p>	<p>Areas of Focus: Behaving</p> <p>Theme: Beliefs and moral values</p> <p>Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Religion: Hinduism</p> <p>Skills: Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</p>	<p>Areas of Focus: Believing and Behaving</p> <p>Theme: Beliefs and Practices</p> <p>Key Question: What does it mean if God is holy and loving?</p> <p>Religion: Christianity</p> <p>UC: 2b.1 God <i>What does it mean if God is holy and loving?</i></p> <p>Skills: Explain the practices and lifestyles involved in belonging to a faith community.</p>



RE Curriculum Overview 2024-2025

		about Jesus' Incarnation into practice in different ways in celebrating Christmas		Christians celebrate Holy Communion/Lord's Supper.	<p>Knowledge: To understand the impact of certain beliefs on a Hindu's life.</p> <p>Knowledge: To understand how Christians show their commitment to God and to evaluate if there is a best way.</p>	<p>Explain some of the different ways that individuals show their beliefs.</p>
<p>6 Visit Mosque</p> <p>Show an understanding of the role of a spiritual leader.</p>	<p>Areas of Focus: Believing and Behaving</p> <p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Muslim to show commitment to God?</p> <p>Religion: Islam</p> <p>Skills: Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain the practices and lifestyles involved in belonging to a faith community. Explain some of the different ways that individuals show their beliefs.</p> <p>Knowledge: To understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</p>	<p>Areas of Focus: Believing</p> <p>Theme: Beliefs and science</p> <p>Key Question: Creation and Science: conflicting or complementary?</p> <p>Religion: Christianity</p> <p>UC: 2b.2 Creation</p> <p>Skills: Explain their own ideas about the answers to ultimate questions.</p> <p>Knowledge: To evaluate the difference between science and the teachings from the Bible.</p>	<p>Areas of Focus: Believing and Behaving</p> <p>Theme: Beliefs and Meaning</p> <p>Key Question: How can following God bring freedom and justice?</p> <p>Religion: Christianity</p> <p>UC: 2b.3 People of God</p> <p>Skills: Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Knowledge: Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p>	<p>Areas of Focus: Believing and Belonging</p> <p>Theme: Easter</p> <p>Key Question: What difference does the resurrection make for Christians?</p> <p>Religion: Christianity</p> <p>UC: 2b.7 Salvation <i>What difference does the resurrection make for Christians</i></p> <p>Skills: Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.</p> <p>Knowledge: To examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.</p>	<p>Areas of Focus: Believing and Behaving</p> <p>Theme: Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? (2 units)</p> <p>Religion: Islam</p> <p>Skills: Express their own values and remain respectful of those with different values. Explain their own ideas about the answers to ultimate questions.</p> <p>Knowledge: To identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. To challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.</p>	