



Religious Education Curriculum

Aims and purpose

What are the aims and purpose of our curriculum?

This curriculum prepares pupils to navigate the diversity of religious and non-religious worldviews they may encounter at school and throughout their lives. Pupils will build their understanding of religious and non-religious worldviews in human life, their teaching and traditions as well as the day-to-day experience of followers. Our aim is that through studying these, pupils understand the place of religion and non-religion in Britain today.

Subject principles

What subject specific principles inform the design of our curriculum?

The diversity and complexity of religious or non-religious worldviews, nationally and globally

Pupils are introduced to a breadth of case studies as an essential way of understanding the diversity within religious and non-religious worldviews. Complexity is built by introducing pupils to different worldviews within religion and pupils explore the reasons for our religious landscape in the UK and how people live religion differently around the world.

Opportunities for pupils to build an awareness of their own presuppositions and values; draw on their own experience; and interpret the significance and meaning of what they have been taught.

We acknowledge that pupil's approach RE from their own position or perspective, influenced by their values, experiences, and sense of identity. Our curriculum enables pupils to reflect on their own perspective when they encounter different people, worldviews or subject content.

Developing knowledge of scholarly approaches and methods within RE (and the wide range of related disciplines including theology, philosophy and social sciences from which the subject draws).

Our curriculum develops pupils' understanding of disciplines and methods in RE. Each unit is driven by one of three disciplines; social science, philosophy or theology. Pupils will learn about and apply disciplinary questions, tools and methods.

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National curriculum

How does our curriculum reflect the aims & purpose of the national curriculum?

There is currently no national curriculum for RE. Our curriculum builds upon the extensive work that has been undertaken within the subject community and aims to align with the National Content Standard for RE in England developed by the Religious Education Council of England and Wales. This seeks to establish a benchmark for high quality religious education. We have carefully selected our content using the principles in the National Content Standard in order to allow pupils to progressively build up their knowledge of religious and non-religious worldviews and their place in the world today. We have thought about when different worldviews are introduced and how the learning builds.

What are 'threads'?

We use threads to signpost groups of units that link to one another, which together build a common body of knowledge over time. We use the term thread, rather than vertical concepts, themes or big ideas because it helps to bring to mind the visual concept of a thread weaving through the curriculum.

Our RE threads that weave through both our primary and secondary curricula are:

- Continuity, change and diversity
- Nature of religion and belief
- Expressing belief
- Values and morality
- Authority and influence
- Meaning and purpose

In RE our threads are complex substantive concepts that run through the entire curriculum. Our six threads blend elements both from the core statements of the National Statement of Entitlement (in the National Content Standard for Religious Education) and from Barbara Wintersgill's 'Big Ideas in RE'. Every unit in the curriculum links to one thread, although nearly all units will also touch on other threads.

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Threads throughout the KS1 and KS2 RE curriculum

Thread	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Continuity, change and diversity	New life Places of worship		Festivals	Pilgrimage	Muslims	Pilgrimage Worldviews
Nature of religion and belief	Communities	Prayer	Holy week	Natural world	Jews	The Church
Expressing belief	Stories	Festivals	Pesach Spirituality	Spirituality	Forgiveness	Hindus
Values and morality	Caring	Choices	Muslims	Jesus	Jesus	Ethics
Authority and influence	Jesus	The Bible		Sikhs Prophet Muhammad	Buddhists	
Meaning and purpose		Hindus The world	Rites of passage			Sikhs

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Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>New life: How is a new child welcomed.</p> <p>Thread Continuity, change and diversity</p> <p>In this unit, pupils will examine how different Christian and humanist families welcome a new baby. They will make connections between the idea of welcome and dedication - comparing religious and non-religious ceremonies to see similarities and differences.</p>	<p>Jesus: Why is he so important to Christians?</p> <p>Thread Authority and influence</p> <p>In this unit pupils will study the centrality of Jesus for most Christians through the story of his birth. Pupils will learn the term incarnation to describe Jesus as God's son. They will see how different Christians portray Jesus through art, and explore how Jesus' birth inspires acts of charity.</p>	<p>Communities: What does it mean to belong?</p> <p>Thread Nature of religion and belief</p> <p>In this unit pupils will explore the idea of belonging to a religious community through case studies of Jewish and Christian families. They will hear from different Jews to see that Shabbat can be marked in diverse ways and understand that churches can take many forms in Christianity.</p>	<p>Caring: How do stories inspire actions?</p> <p>Thread Values and morality</p> <p>This unit will examine the idea of care through a focus on two worldviews: Christianity and Islam. Pupils will investigate two stories that they will return to later in the curriculum. They will see how Christians and Muslims have interpreted these stories to care for others today.</p>	<p>Stories: How do different people find deeper meanings?</p> <p>Thread Expressing belief</p> <p>In this unit pupils will explore the idea that stories in religious and non-religious traditions often have a deeper meaning beyond the simple narrative. They will examine stories from Christianity, Islam and Humanism and act as interpreters to find these hidden meanings.</p>	<p>Places of worship: What makes them sacred?</p> <p>Thread Continuity, change and diversity</p> <p>In this unit pupils build on their understanding of belonging to investigate similarities and differences between churches, synagogues and mosques. They will explore how their is diversity within religious buildings as well as between worldviews.</p>

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Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The Bible: What does it say about God's promises?</p> <p>Thread Authority and influence</p> <p>In this unit pupils begin to explore the idea of covenant using a theological lens. They learn the story of Abraham and also look at other key stories in the Torah and Old Testament that talk about promises between God and humans.</p>	<p>Festivals: How do they celebrate the natural world?</p> <p>Thread Expressing belief</p> <p>In this unit pupils will investigate how Christians and Jews celebrate the natural world. They will examine case studies that to understand that there may be similarities and differences around the world. They will examine the concept of stewardship in Christianity and Jewish idea of tikkun Olam.</p>	<p>Hindus: What do Hindu stories teach about life and the world?</p> <p>Thread Meaning and purpose</p> <p>In this unit pupils begin to explore the Hindu Dharma. Through four stories they will draw out key ideas about the divine, compassion and pluralism that they will revisit throughout the curriculum.</p>	<p>Choices: Do we need rules to live by?</p> <p>Thread Values and morality</p> <p>In this unit, pupils consider a philosophical question: 'do we need rules to live by?' They answer this through first examining how many Jews and Christians frame an answer through the Ten Commandments. They then explore how dharma offers another way of living. Finally they look at humanist ideas.</p>	<p>The world: How do different people explain how it started?</p> <p>Thread Meaning and purpose</p> <p>In this unit pupils will be introduced to the different explanations that people have for the origin of the world. They will learn the creation stories common to Christians, Jews and Muslims as well as how humanists explain the origin of the universe.</p>	<p>Prayer: Is it possible to speak to God?</p> <p>Thread Nature of religion and belief</p> <p>In this unit, pupils will focus on the concept of prayer. They will gain an understanding of how the Lords prayer provides a template for many Christians, but that there is diversity. From this they will examine how prayer in Islam functions. Finally they will consider humanist responses to prayer</p>

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Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Muslims: How does prayer and fasting help Muslims find harmony?</p> <p>Thread Values and morality</p> <p>This unit allows a deep study of Islam through the concept of harmony. Pupils will know that, for Muslims, Allah has created a world designed to be in harmony. Prayer and fasting are key pillars that enable a Muslim to achieve that harmony with God.</p>	<p>Festivals: How do ancient stories influence modern celebrations?</p> <p>Thread Continuity, change and diversity</p> <p>In this unit pupils investigate two festivals: Diwali and Christmas. They make links between the concept of dharma and the celebrations at Diwali. They investigate how Diwali is changing in recent times. In addition, they analyse how Christmas has changed in its meaning in the UK today.</p>	<p>Pesach: How do Jews remember God's covenant?</p> <p>Thread Expressing belief</p> <p>In this unit pupils will investigate the concept of covenant through a depth study of Pesach (Passover). They will revisit the story of Abraham before learning the Exodus narrative. They will how Pesach is the most significant Jewish festival and what has changed and what has stayed the same.</p>	<p>Holy Week: What do the stories say and what is their meaning?</p> <p>Thread Nature of religion and belief</p> <p>In this unit pupils will learn the story of the Passion narratives of the death and resurrection of Jesus. From a theological study of this story, the will investigate different Christian interpretations of the significance of this event. Case studies will allow them to see diversity.</p>	<p>Rites of Passage: How do communities mark growing up?</p> <p>Thread Meaning and purpose</p> <p>In this unit pupils will study the concept of rites of passage - focussing on coming of age rituals undertaken by some Christians, Hindus and Jews. They will make see how these ancient rituals have adapted and may have different interpretations.</p>	<p>Spirituality: How do music and dance express beliefs?</p> <p>Thread Expressing belief</p> <p>In this unit pupils will examine the role of music and dance within Christianity, Muslim and Hindu worldviews. They will investigate the concept of spirituality and make connections between worldviews as well as seeing important differences. They will consider the role of silence within worldviews.</p>

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Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Sikhs: How does the Guru Nanak inspire Sikhs today?</p> <p>Thread Authority and influence</p> <p>In this unit pupils will be introduced to the Sikh worldview through a depth study of Guru Nanak. They will understand the role of a guru as a teacher and through stories of his life understand how he remains an inspiration to Sikhs today.</p>	<p>Natural world: What does dharma teach about attitudes to the planet?</p> <p>Thread Nature of religion and belief</p> <p>In this unit pupils will deepen their understanding of the concept of dharma by how Hindus and Sikhs see the world. Through stories and case studies they will learn how dharma describes the world as one family and how this interconnection between humans and nature has inspired activism.</p>	<p>Jesus: How does his treatment of outcasts speak to Christians today?</p> <p>Thread Values and morality</p> <p>In this unit pupils will build up their understanding of the historical context of Jesus. They will analyse some key stories focussing on how Jesus associated with those on the margins of society. From this they will study how contemporary Christians live out this teaching through their actions.</p>	<p>Prophet Muhammad: How does he inspire Muslims today?</p> <p>Thread Authority and influence</p> <p>In this unit pupils will deepen their understanding of Islam through a study of the Prophet Muhammad. They will examine the context in which he grew up, and how his message challenged the society around him. They will explore how, for many Muslims, he is an inspiring role model for them today.</p>	<p>Pilgrimage: Why might some people visit Jerusalem, Karbala or Makkah?</p> <p>Thread Continuity, change and diversity</p> <p>Pupils will analyse why Jerusalem is a sacred place for many Jews, Christians and Muslims. From this they will explain what the experience of visiting sacred places might mean. Investigating case studies of Makkah and the Shi'a shrine of Karbala will deepen their sense of diversity in Islam.</p>	<p>Spirituality: How is art used in religions and beliefs?</p> <p>Thread Expressing belief</p> <p>In this unit pupils will build on their understanding of spirituality. They will examine how many worldviews use art to help express their beliefs. They will connect Islamic teachings on images to the development of calligraphy. They will examine different Christian attitudes to images.</p>

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Year 5					
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<p>Jews: How does remembering maintain Jewish identity?</p> <p>Thread Nature of religion and belief</p> <p>In this unit pupils will study three Jewish festivals and the stories connected to them: Rosh Hashanah, Purim and Chanukah. They will make links between the stories of Esther and Judas Maccabee and the continuing survival of Jews. They will examine diversity within these festivals.</p>	<p>Jesus: How did he speak truth to power?</p> <p>Thread Values and morality</p> <p>In this unit pupils will focus on four key stories from the Gospels where Jesus directly challenged his society. They will see how his questioning of wealth and religious observance caused opposition at the time. They will investigate how these ideas influence Christian living today.</p>	<p>Forgiveness: Is reconciliation possible?</p> <p>Thread Expressing belief</p> <p>In this unit pupils look at the huge question of forgiveness and reconciliation. This study focusses on the Christian tradition and analyses case studies of Coventry and South Africa to illuminate how Christian teaching inspired individuals to begin the difficult task of reconciliation.</p>	<p>Muslims: What are the joys and challenges of being Muslim in Britain?</p> <p>Thread Continuity, change and diversity</p> <p>In this unit pupils will examine contemporary Muslim life in Britain. They will analyse the history of the Muslim community and the fact that this relationship stretches over centuries. They will learn that Islam in the UK is diverse, multi faceted but also suffers from prejudice.</p>	<p>Humanists: How can you lead a happy and meaningful life?</p> <p>Thread TBC</p> <p>In this unit pupils will learn about the main beliefs of humanism. They will understand that humanists focus on reason and empathy to make moral decisions. Case studies will enable them to explore how humanists aim to live their one life as well and as meaningfully as they can.</p>	<p>Buddhists: Who was the Buddha and what does he mean for Buddhists?</p> <p>Thread Authority and influence</p> <p>In this unit pupils are introduced to Buddhism. They focus on the significance of the figure of Siddhartha Buddha. They will examine stories of his life before considering his meaning for devotees today. They will learn about key concepts of dhamma and impermanence.</p>

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Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Hindus: How do Hindus see Brahman?</p> <p>Thread Expressing beliefs</p> <p>In this unit pupils will investigate ideas of the divine in Hindu dharma. The story of Svetakeatu will help them understand the idea of Brahman in all things. They will examine deities and mandirs to see Hindu dharma is pluralist and the divine can be perceived in many ways.</p>	<p>Sikhs: What does Khalsa mean to Sikhs today?</p> <p>Thread Meaning and purpose</p> <p>In this unit pupils focus on the Sikh community in the UK today. They learn why there is a Sikh community and its contribution historically and in terms of service and charity. They analyse how Amrit and the 5Ks remain important to Sikh identity and how there is a diversity of practices.</p>	<p>Pilgrimage: Why are people still drawn to ancient places?</p> <p>Thread Continuity, change and diversity</p> <p>In this unit pupils will revisit the idea of pilgrimage. They will investigate case studies of the sites of Iona, the Ganges and Glastonbury. From this they will learn that there has been a Christian or Hindu presence there for centuries. They will note how there is both continuity and change.</p>	<p>The Church: Has there always been diversity?</p> <p>Thread Nature of religion and belief</p> <p>In this unit pupils will gain an overview of the history of the church after Jesus. They will learn how and why the Christian church now has different denominations through case studies that allow them to see the diverse Christianity of today.</p>	<p>Ethics: What values might people live by?</p> <p>Thread Values and morality</p> <p>In this unit pupils will consider the idea of values from a philosophical perspective. They will look at how Christians, Muslims and Humanists construct value and codes for living - noting similarities and differences. They will examine Aristotle's idea of the golden mean and reflect on their values.</p>	<p>Worldviews: How is our country and community changing?</p> <p>Thread Continuity, change and diversity</p> <p>In this unit pupils will examine the place of religion in the UK today. Beginning with an understanding of the census data they will make comparisons globally. From this they will drill down to their own locality to compile a report noting trends and analysing similarities and differences to the UK.</p>

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