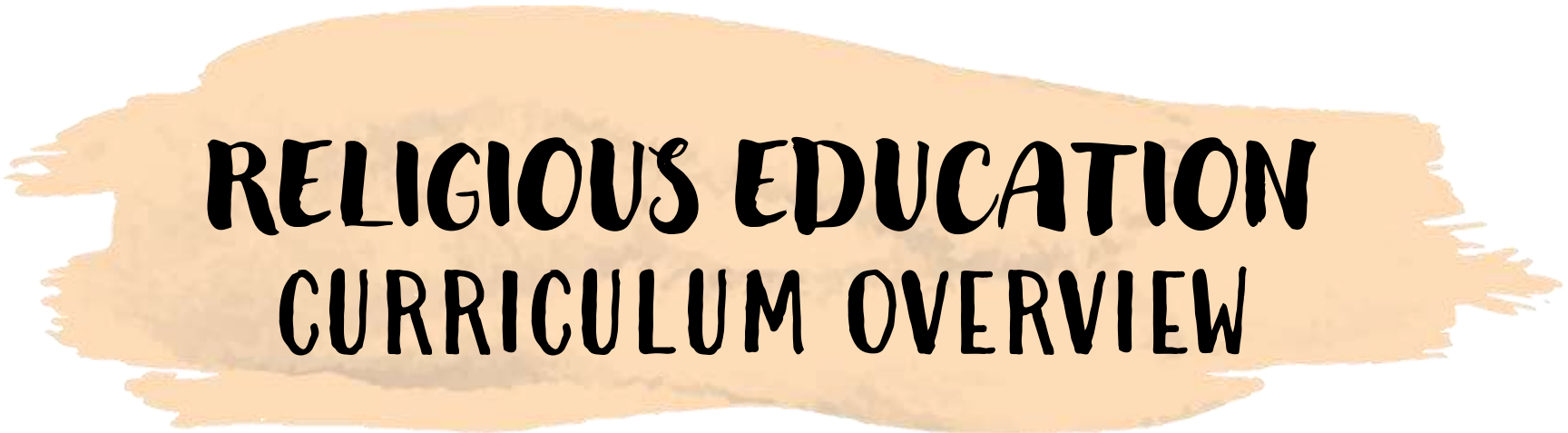


An orange brushstroke background with a textured, hand-painted appearance, featuring irregular edges and a slightly darker center.

RELIGIOUS EDUCATION CURRICULUM OVERVIEW

RELIGIOUS EDUCATION INTENT

INTENT:

The RE syllabus used at Corporation Road Community Primary School is published by Middlesbrough County Council. We also follow the 'RE Today' units of work that are matched to the Middlesbrough agreed syllabus. Across the school we aim to develop children's skills of enquiry, reasoned argument and reflection. We are a multi-faith school and offer a curriculum to reflect this, with more emphasis placed upon the faiths of Christianity and Islam. We plan a range of activities to engage all children in Religious Education. Our aim is for children to have an open mind and a developing knowledge of a variety of religions. RE is an important part of the school curriculum. We seek to provide a clearer idea of what religion is about, the importance that it plays in many people's lives and how that faith is expressed in their daily lives and routines. The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.



Develop respect and tolerance through the teaching of Religious Education, supporting our school values and preparing children for life in modern Britain through exploring a range of religious and non-religious worldviews, engaging meaningfully with different beliefs and challenging prejudice.



Use a philosophical and enquiry-based approach to develop children's critical thinking and empathy, encouraging children to ask big questions about life, meaning and belief; explore these through stories, artefacts, visits and discussion and evaluate different beliefs thoughtfully and respectfully.



Nurture children's personal development, focusing on values such as kindness, fairness and respect and teach lessons that encourage self-reflection, identity building and an appreciation of difference so that children are able to flourish within the community and as citizens in a diverse society.



Develop a sense of awe, wonder and mystery and encourage children to explore their own beliefs (religious or non-religious) in light of what they learn and to learn how to make ethical decisions linked to the responsibilities they have to each other and the wider world.



Support children to understand the role of religion and belief in shaping communities, both locally and globally, celebrating belonging and diversity and encouraging children to show teamwork, resilience and open-mindedness as they explore faiths, visit places of worship and meet religious and non-religious visitors.



Develop children spiritually, morally, culturally, socially and emotionally, supporting their preparation for the opportunities and responsibilities beyond Hurworth Primary School and helping them to navigate complex ideas, communicate ideas respectfully and contribute positively to the community.

RELIGIOUS EDUCATION IMPLEMENTATION

IMPLEMENTATION:

Our RE curriculum considers key strands of knowledge that are linked but are important in their own right:

Substantive Knowledge	Disciplinary Knowledge
• This is also known as ‘Knowing what’. • This knowledge is the core content about religions and worldviews that children need to learn. • This includes facts about beliefs, practices, texts, people, places, festivals and ethics. • Children learn about what people believe and do, but also explore why these beliefs matter, how they influence people’s lives and how they are understood within traditions and communities. • Substantive knowledge is underpinned by substantive concepts. These are threads that are weaved throughout the curriculum so that each one can be encountered multiple times. These are best understood with repeated encounters in specific, meaningful contexts through different religions.	• Disciplinary knowledge is about understanding how to think and reason within the discipline of Religious Education. • It is rooted in theology, philosophy and human/social sciences, helping children to think like a theologian, philosopher or human/social scientist. • This means learning how knowledge in RE is formed, debated and interpreted. Children develop the skills to question, analyse, compare, interpret and evaluate what they learn. • Disciplinary knowledge allows children to engage with enquiry questions, applying their substantive knowledge in meaningful ways. This is taught with the substantive concepts, not as a standalone.

Substantive and disciplinary knowledge in RE work together. Pupils are taught accurate, specific content about religious and non-religious worldviews and also how to make sense of that knowledge through rich and thoughtful enquiry. Over time, they become more skilled in building and articulating well-reasoned responses, showing both knowledge and understanding.

RELIGIOUS EDUCATION

SUBSTANTIVE RELIGIOUS CONCEPTS

Substantive concepts in Religious Education are foundational ideas that help children understand the core themes and narratives of religious and non-religious worldviews. These concepts provide a framework for exploring beliefs, practices, values, identity, and the ways in which people express meaning and purpose in their lives. By engaging with these substantive concepts, children gain insight into the lived experience of religion and worldview, enabling them to make connections across traditions, cultures and communities. These concepts are thoughtfully woven throughout the curriculum, allowing children to revisit and deepen their understanding over time. Through exploring these ideas, children begin to appreciate the diversity and commonality within and between worldviews. This approach helps them become reflective, respectful and informed learners who can navigate the complexities of belief in the modern world with empathy and understanding.

Belief And Faith	Sacred Texts And Stories	Symbols And Rituals	Community And Belonging	Ethics And Morality
This concept examines belief systems shape identity, values and life choices. Children explore religious and non-religious perspectives, considering philosophical questions about existence, purpose and faith's role in personal and community life.	This involves understanding how sacred texts guide religious practices and beliefs. Children explore narratives from different worldviews, reflecting on their moral and spiritual lessons, as well as their role in connecting people to faith and history.	This encompasses investigating the significance of religious symbols and rituals in expressing belief. Children examine how traditions and ceremonies foster a sense of belonging and celebrate cultural or spiritual identity.	This concept explores how religious and non-religious communities shape identity and connection. Children reflect on shared practices, values and the importance of mutual respect in fostering unity.	This substantive concept considers how beliefs influence moral values and ethical decision-making. Children compare religious and non-religious perspectives on justice, kindness and fairness and examine real-world ethical dilemmas.
Worship And Devotion	Festivals And Celebrations	Places Of Worship And Pilgrimage	Life, Death And The Afterlife	
This concept focuses on learning about different ways people express devotion, from prayer and meditation to acts of service. Children explore how worship deepens spiritual connection across faiths and worldviews.	This involves recognising the importance of religious and cultural festivals. Children investigate how celebrations mark key moments or have religious significance, bring communities together and reflect shared values.	This focuses on examining how places of worship function as centres for spiritual and communal life. Children explore pilgrimage traditions, understanding their role in reflection, commitment and expression of faith.	This concept reflects on beliefs about life's journey, the afterlife and ultimate purpose. Children compare perspectives across religions and philosophies, considering how these shape rituals, traditions and personal choices.	

RELIGIOUS EDUCATION

DISCIPLINARY RELIGIOUS CONCEPTS

Disciplinary knowledge in Religious Education refers to the different ways substantive knowledge about worldviews can be explored, analysed, and understood to develop religious literacy. Often called disciplinary lenses or ‘ways of knowing’ (Ofsted Research Review, 2021), these lenses guide pupils to engage deeply and thoughtfully with beliefs and practices. These disciplinary lenses are carefully mapped across the curriculum.

When lessons address more than one lens, the primary focus lens is identified to ensure clear, progressive development of pupils’ enquiry skills alongside substantive knowledge.

THEORY	PHILOSOPHY	HUMAN / SOCIAL SCIENCES
Theology explores people’s beliefs, especially about God, focusing on origins, sacred texts, teachings, and interpretations. It helps pupils understand how beliefs shape worldviews and how stories and teachings may be interpreted differently over time.	Philosophy encourages curiosity and enquiry into ‘big questions’ about meaning, purpose, and morality. This lens supports pupils in asking challenging questions, reasoning, considering diverse perspectives and reflecting on their own ideas.	Human and Social Sciences examine how beliefs are lived out in practice within communities and individuals. This lens highlights the diversity of religious experiences and explores the social and cultural contexts in which people express their faith.

RELIGIOUS EDUCATION WIDGETS



Christianity



Islam



Hinduism



Humanism

RELIGIOUS EDUCATION IMPACT

IMPACT:

At Corporation Road, we know we will have achieved our intent when our children can form their own opinions about religious beliefs, and they have a developed understanding and tolerance of people who hold a strong faith. Furthermore, children will enjoy learning about religion because it is taught in a stimulating and interesting way that arouses their curiosity. In addition, we know we will have achieved our intent when our children have a developed sense of awe and wonder about the world around them and understand some of the impacts of religion throughout the world; its influences on the lives of individuals and communities; and its effect on the cultural diversity of their own and other societies both presently and in the past. As a consequence of our RE curriculum, it will support pupils spiritual, moral, social and cultural development by encouraging self-awareness and self-respect. From this, pupils will progress in their social and moral development by having a positive attitude, tolerance and valuing the beliefs of others, however different from their own. Finally, we know we will have achieved our intent when pupil's knowledge and understanding of Christianity and other major religions in their local community and in Britain as a whole are well-developed.

RELIGIOUS EDUCATION NATIONAL CURRICULUM

PURPOSE OF STUDY:

The National Curriculum states that every state-funded school must offer a curriculum which is balanced and broadly-based, which promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life. All state schools must teach Religious Education to pupils at every Key Stage. All schools must publish their curriculum by subject and academic year online (DfE National Curriculum 2013). These requirements in law are reinforced by the current practice of HMI through OFSTED inspections, where RE may be subjected to 'deep dive' inspections and checked for legality and quality.

RELIGIONS TO BE TAUGHT:

The Middlesbrough Agreed Syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study.

RELIGIOUS EDUCATION NATIONAL CURRICULUM

THE PRINCIPAL AIM:

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

AIMS:

The curriculum for RE aims to ensure that all pupils:

- Know about and understand a range of religions and worldviews, so that they can: describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews ; and appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities ; express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; and appreciate and appraise varied dimensions of religion.
- Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can: find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; and articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

RELIGIOUS EDUCATION EYFS IN THE CURRICULUM

UNDERSTANDING THE WORLD:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

LONG TERM PLAN

CHRISTIANITY

ISLAM

HINDUISM

HUMANISM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
Year 1	What do Christians believe about God?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Who is God to Hindus?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Who is God to Muslims?	How important is the Prophet Muhammad to Muslims?
Year 2	What might Hindus learn from the story of Rama and Sita and the celebrations of Diwali?	Why do Christians believe God gave Jesus to the world?	Is it possible to be kind to everyone all of the time?	How important is it to Christians that Jesus came back to life after his crucifixion?	Why do Hindus use symbols?	How important is the Qur'an to Muslims?
Year 3	Does visiting the Ganges make a person a better Hindu?	Has Christmas lost its true meaning?	Could Jesus heal people? Did He perform miracles or was there some other explanation?	What is 'good' about Good Friday?	Does praying at regular intervals help Muslims in their everyday lives?	Does completing a pilgrimage make a person a better Muslim?
Year 4	What do some deities tell Hindus about God?	What is the most significant part of the nativity story for Christians today?	What is the best way for a Hindu to lead a good life?	What do Humanists believe?	Do people need to go to church to show they are Christians?	What is the best way for a Muslim to lead a good life?
Year 5	What is the best way for a Muslim to show commitment to God?	Is the Christmas story true?	How is the Qur'an vital to Muslims today?	How significant is it for Christians to believe that God intended Jesus to die?	What is the best way for a Hindu to show commitment to God?	What is the best way for a Christian to show commitment to God?
Year 6	Does belief in Akhirah (life after death) help Muslims lead a good life?	Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	What motivates Humanists to lead good lives?	Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	How can Brahman be everywhere and in everything?	

RELIGIOUS EDUCATION

VOCABULARY

VOCABULARY:

Key vocabulary has been identified for each unit of work. It is explicitly taught by staff and used by children.

	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
Reception	behave, family, friend, helpful, kind, loving, miracle, reason, resilient, respectful, role model, special, teach, teachings	angel, birth, care, celebrate, Christians, Christmas, donkey, exchange, follow, frankincense, gold, happy, helping, help, important, inn, joy, king, like, love, loving, miracle, myrrh, need, peace, present, presents, saviour, shepherd, stable, star, wise man	celebrate, characteristics, decorations, dinner, emperor, family gatherings, fireworks, kind, loving, lunar, new year, promise, resolution, teach, teachings, year, zodiac	arrested, celebrate, church, cross, donkey, easter, egg, garden, Good Friday, hope, hosanna, new life, Palm Sunday, pray, risen, soldiers	care, coin, creation, gift, greedy, honest, Islam, kindness, kind, life cycle, lie, lost, moral, Muslim, serpent, snake, special, story, trust, truth, unique, valuable, villagers	beautiful, celebrate, church, Christening, Christian, cross, dome, family, feelings, flat, home, house, hut, Islam, man-made, minaret, mosque, Muslim, natural, peace, pray, prayer, prayer mat, quiet, safe, sing, special, tent, warm, world
	What do Christians believe about God?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Who is God to Hindus?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Who is God to Muslims?	How important is the Prophet Muhammad to Muslims?
Year 1	agape, Bible, caretaker, create, creation, creator, harvest, passenger, precious, proud, protective, respect, sacred, steward	account, anointing, Bible, frankincense, gift, gold, incarnate, incarnation, meaningful, myrrh, present, wise men	aspect, Atman, character, deity, destroyer, Hinduism, Hindu, personality, preserver, Puja, respect, role, Sanatana Dharma, spark, supreme	admire, celebrity, disciples, important, Messiah, miracle, qualities, saviour, special, tomb	appreciation, attribute, avenger, compassionate, deity, effort, merciful, perfect, pilgrimage, powerful, provider, Qur'an, respect, submission, watchful	compliment, devoted, fair, honest, important, patient, prophet, Qur'an, reliable, role model, roles, special

	What might Hindus learn from the story of Rama and Sita and the celebrations of Diwali?	Why do Christians believe God gave Jesus to the world?	Is it possible to be kind to everyone all of the time?	How important is it to Christians that Jesus came back to life after his crucifixion?	Why do Hindus use symbols?	How important is the Qur'an to Muslims?
Year 2	belonging, celebrate, commitment, dark, deity, Diwali, Diva lamps, excluded, festival, good, Goddess, gratitude, Hinduism, included, light, Mendhi patterns, prayer, promise, puja, Ramayana, Rangoli, right, Sanatana Dharma, Sita, welcome, welcoming, wrong	Advent, behaviour, Bible, calendar, diverse, diversity, environment, expecting, forgiveness, gift, healing, kindness, love, pollution, preparation, recycling, reduce, repair, respect, reuse, save, saving, saviour, symbol, symbolise	Bible, bystander, difficult, disciple, disciples, forgiveness, Gospel, Jews, kind, kindness, New Testament, Old Testament, parable, Samaritan, tax collector, unpopular	arrest, autumn, crucifix/crucifixion, Easter, Heaven, interpretation, Last Supper, Palm Sunday, resurrection, saviour, seasons, spring, summer, symbol, winter	aspect, creation, creator, deity, Dharma, emojis, emotions, feelings, Hindu, Hinduism, lotus, meaningful, Om/Aum, personality, preserver, represent, role, Sanatana Dharma, Sanatani, sound, sounds, symbol	angel, noble, Qur'an, respect, squander, stories
	Does visiting the Ganges make a person a better Hindu?	Has Christmas lost its true meaning?	Could Jesus heal people? Did he perform miracles or was there some other explanation?	What is 'good' about Good Friday?	Does praying at regular intervals help Muslims in their everyday lives?	Does completing a pilgrimage make a person a better Muslim?
Year 3	ashes, Atman, cremation, deity, dehydrated, fertile, flood plain, God, Hindu, Hinduism, impurity, nutrients, pilgrimage, pollutant, purifying, rituals, Sanatana Dharma, Sanatani, sin, source, supreme, toxins, vital, water, waterfalls	Bethlehem, Christian, Christmas, gift, incarnation, kindness, Lord of love, means, meaning, non-religious, Prince of Glory, Saviour of the World, stable, tradition	blindness, healing, health, incarnation, injury, issues, leper, leprosy, miracle, operation, paralysed, saliva, sickness	arrest, autumn, crucifix/crucifixion, Easter, Heaven, interpretation, Last Supper, Palm Sunday, resurrection, saviour, seasons, spring, summer, symbol, winter	beached, betray, Communion, Covenant, disciples, Easter, Easter Sunday, example, Good Friday, Gospel, Last Supper, rescue, role-model, sacrifice, salvation, save, saviour, situation	commitment, dome, exercise, forgotten, important, Minaret, Mosque, Muslim, Muslims, prayer (Salat/Salah), Qur'an, remembering, respect, self-discipline, thankfulness, washroom

	What do some deities tell Hindus about God?	What is the most significant part of the nativity story for Christians today?	What is the best way for a Hindu to lead a good life?	What do Humanists believe?	Do people need to go to church to show they are Christians?	What is the best way for a Muslim to lead a good life?
Year 4	aspect, aspects, attributes, avatar, deity, essence, God, Hindu, Hinduism, personality, positive, reflections, Sanatana Dharma, Sanatani, supreme, Trimurti	Christingle, clergy, cultural, decoration, diverse/diversity, incarnation, lens/lenses, local, meaningful, religious, represent, secular, significant, symbol, symbolic, symbolism, universal, worldwide	actions, aspect, Atman, avatar, consequences, decisions, deity, essence, God, Hindu, Hinduism, Mandir, meditation, Moksha, outcome, positive, Puja, Samsara, Sanatana Dharma, Sanatani, Sewa, shrine, supreme, Trimurti	Big Bang, celebration, curiosity, environment, evolved, evolution, food bank, freedom, Golden Rule, Happy Human, Humanism, Humanist, non-religious, problem, resources, respect, rules, solution, symbol, wildlife, worldview	associate, Baptism, Bible, chalice, church, communion, denomination, diversity, empathy, evangelical, feelings, Holy Communion, Host, impact, Last Supper, prayer, rite(s) of passage, significant, special, wafer, worship	charity, charities, fasting, good life, Muslim, Muslims, purify, Qur'an, Ramadan, Sawm, unselfish, volunteering, wealth, Zakat/Zakah
	What is the best way for a Muslim to show commitment to God?	Is the Christmas story true?	How is the Qur'an vital to Muslims today?	How significant is it for Christians to believe that God intended Jesus to die?	What is the best way for a Hindu to show commitment to God?	What is the best way for a Christian to show commitment to God?
Year 5	afterlife, belonging, charity, commitment, compassionate, dedication, effort, Islam, merciful, Muslim, Muslims, purify, Qur'an, Ramadan, Sawm (Fasting), Zakat	account, aspects, belief, eye-witness, historical, incarnation, lens, media, personal, scholar, scientific, source, substance, version	Ayat, compassionate, consequence, free will, guidance, interpret/interpretation, Kursi, merciful, Muslim, Night of Power, Qur'an, respect, special	conscience, crucifixion, destiny, forgiveness, free will, incarnation, intention, life after death, purpose, Pharisee, resurrection, salvation, saviour	achievement, attentiveness, commitment, deity, determination, difficulties, devotion, improvement, loyalty, Mandir, murti, perseverance, pilgrimage, prayer, Puja, resilience, sacrifice, shrine, supreme, worship	Commandment, commitment, communion, confirmation, denominations, dilemma, ideals, promises, rites of passage, Trinity, values

	Does belief in Akhirah (life after death) help Muslims lead a good life?	Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	What motivates Humanists to lead good lives?	Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	How can Brahman be everywhere and in everything?
Year 6	achievement, Akhirah, Allah, Ayat, Hadith, Jihad, motivation, Qur'an, satisfaction, strive, struggle, Surah, vision	celebration, event, incarnation, meaningful, personal, reminder, reminders, significant, symbol, symbols, tradition	actions, atoms, Big Bang, carbon, choices, climate, consequences, curiosity, environment, evolution/evolved, food bank, freedom, gases, global warming, Golden Rule, Humanism, Humanist, non-religious, problem, resources, solution, symbol, wildlife, worldview	British Values, charity, Commandments, festival, forever, impact, influence, inspiration, legacy, persecution, poverty, prejudice, respect, starvation, symbol	Atman, attributes, Aum, deity, essence, family, Murti, personified, Puja, role, Trimurti

RELIGIOUS EDUCATION

SMSC

SPIRITUAL DEVELOPMENT

This subject offers many opportunities for personal reflection and spiritual development. During RE lessons, children will explore a variety of beliefs and experiences and learn to respect different faiths and non-religious world views as well as their own teachings, values and traditions. Children will also explore how they feel about their personal beliefs and the beliefs of others, often in creative and imaginative ways.

MORAL DEVELOPMENT

RE lessons provide children with lots of opportunities to reflect on their own moral values and consider those of others. The subject also enables pupils to become more aware of ethical and moral issues within the community and society as a whole. RE lessons encourage investigations and debates into the 'right and wrongs' of how humans have lived/live their lives and it allows children to discuss how people of religious faiths believe that following what is written in their Holy book informs them how to follow a good life. We also include discussion of non-religious world views, such as those of humanists.

SOCIAL DEVELOPMENT

During RE lessons, we engage in lots of paired and class discussions about the beliefs and lives of people from different backgrounds. Children are encouraged to reflect on their own experiences and empathise with others as well as to understand and show respect for the beliefs of others – be that of their peers in the classroom or members of a faith being studied.

RE enhances pupils' awareness and understanding of traditions and practices, family life and communities. Furthermore, children are able to bring their own experiences into the classroom and develop their sense of identity and belonging.

CULTURAL DEVELOPMENT

RE lessons allow children to investigate various beliefs and cultures and their influences across the world. Learning about different faiths enables pupils to flourish as global citizens in a multicultural society, giving them a better level of understanding about the people that they may meet throughout their lives.

RELIGIOUS EDUCATION

FUNDAMENTAL BRITISH VALUES

DEMOCRACY

RE lessons involve significant amounts of discussion as we consider the big questions that various faiths and other worldviews aim to answer. During these discussions, all pupils have an equal right to be heard, and democracy is modelled by the teacher and expected of every pupil. The importance of learning about and respecting the views of others (both peers and the people whose beliefs we are learning about) is a core aspect of the RE curriculum.

RULE OF LAW

During RE lessons, pupils examine different codes for living, learning about the rules and moral guidelines that members of faiths may adhere to. They may consider how these fit in with the laws of the land – often being considerably stricter. Children also consider the value of the rule of law - where all people are equal before the law.

INDIVIDUAL LIBERTY

Children will learn that religion is a good case study of the balance between individual liberty and the greater good. They will be given the opportunity to voice their own opinions about their beliefs which will always be respected, and they will also learn that they have a responsibility to respect the views of others. Older pupils will learn that the right to religious freedom is a fundamental human right, which is not always granted to people in every country.

MUTUAL RESPECT AND TOLERANCE

Children learn about the main religions as well as non-religious worldviews and are taught respect and understanding for the cultures, beliefs, opinions and traditions of others. Assemblies, visits from faith leaders and visits to religious buildings also help to contribute to children's knowledge of special occasions and beliefs.

Mutual respect is modelled and expected when children are expressing their opinions and beliefs. Children are taught and encouraged to show respect to each other's beliefs, feelings, and opinions by giving each child a forum to share these in and an expectation that these will be listened to.

RELIGIOUS EDUCATION

FUNDAMENTAL BRITISH VALUES

DEMOCRACY

In RE pupils learn the significance of each person's ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.

RULE OF LAW

In RE pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law apply equally to all, irrespective – for example – of a person's status or wealth. They have the opportunity to examine the idea that the 'rule of law' focuses specifically on the relationship between citizens (or subjects) and the state, and to how far this reflects or runs counter to wider moral codes and precepts.

INDIVIDUAL LIBERTY

In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.

MUTUAL RESPECT AND TOLERANCE

Schools do not accept intolerant attitudes to members of the community: attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged. A baseline for a fair community is that each person's right to 'be themselves' is to be accepted by all. Tolerance may not be enough: RE can challenge children and young people to be increasingly respectful and to celebrate diversity, but tolerance is a starting point. It is much better than intolerance.

In the RE curriculum attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and worldviews, and will be challenged to respect other persons who see the world differently to themselves. Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs, and are challenged to be broad-minded and open-hearted.

RELIGIOUS EDUCATION VIRTUES

KINDNESS

Kindness is a value that is encouraged in all the major faiths that we study, setting a great example for our pupils. Belief can be a sensitive subject, and we encourage kindness through the respect that we show to one another and people of other faiths as we discuss what we believe in.

RESPECT

During RE lessons, children will come across people with beliefs and values that are very different to their own or far outside of their experience. Therefore, it is essential that the classroom is a respectful environment, where the beliefs of everybody both within the room and outside of it are treated sensitively and respectfully.

HONESTY

Honesty is a key expectation for members of most of the faith groups studied, which sets a positive example for our pupils, who should feel comfortable enough to be honest about their beliefs.

COURAGE

Children are encouraged to be courageous to speak about their personal beliefs and values and to speak up when they may not understand the beliefs and values or others.

RESILIENCE

Whilst studying the world's major faiths, children will learn stories about the key figures in these faiths. All of these figures faced significant difficulties in the stories studied but work to overcome them and usually help others in the process. This sets an example of resilience for our pupils.

INDEPENDENCE

We want our children to become individuals who make up their own mind about their religious beliefs, views and which religious teachings to follow, considering both religious and non-religious views.

RELIGIOUS EDUCATION ASSESSMENT

FORMATIVE ASSESSMENT

Every lesson includes formative assessment opportunities for teachers to use. These opportunities are identified in the lesson plan and are included to ensure that misconceptions are recognised and addressed if they occur. They vary from teacher observation to verbal questioning.

All RE lessons start with retrieval questions which help children to prepare for their lesson. This includes a retrieval question from the previous and current topic as well as a thinking task that allows children to link their past and present learning.

At the end of every lesson, pupils are invited to assess how well they feel they have met the learning objective.

SUMMATIVE ASSESSMENT

At the end of a unit of work, pupils are given an end of unit summative assessment which assesses their knowledge and skills. The end of unit assessments are used to indicate if pupils are working at the expected standard.

CAREERS IN THE CURRICULUM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Childcare Worker	Church Minister	Event Planner	Florist	Author	Architect
Year 1	Theologian	Charity Fundraiser	Hindu Temple Guide	Historian	Imam	Religious Studies Lecturer
Year 2	Hindu Priest	Bible Translator	Counsellor	Archaeologist	Graphic Designer	Islamic Scholar
Year 3	Travel Writer	Journalist	Doctor	Philosopher	Psychologist	Pilgrimage Tour Guide
Year 4	Museum Curator	Biblical Scholar	Community Development Worker	Humanist Celebrant	Sociologist	Social Worker
Year 5	Islamic Chaplain	Documentary Researcher	Librarian	Religious Education Adviser	Yoga Instructor	Missionary
Year 6	Ethicist	Cultural Anthropologist	Civil Celebrant	Demographer	Astrophysicist	

RELIGIOUS EDUCATION READING IN THE CURRICULUM

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fabulour Frankie	The Boy And The Bindi	If Jesus Came To My School	The Proudest Blue	The Great Big Book Of Families	Rama And Sita: The Story Of Diwali	The Graden Of My Imaan	Elle The Humanist