



Curriculum Subject Overview



Religious Education

Based on Leeds Diocesan Guidelines

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Being special: where do we belong?	Christmas and why is Christmas special to Christians?	Why is the word 'God' so important?	Easter and why is there a cross in the Easter garden?	Which places are special and why?	Our Beautiful World
	Which times/stories are special and why covered across the whole year according to appropriate calendar time (e.g. Harvest)					
Why now?	At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are.	Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews. The Understanding Christianity unit offers an opportunity to do this with a focus on the significance of Jesus for Christians.	This builds on pupils' learning about special books and special stories by exploring the Christian story of creation in more detail.	Having learned about stories that are important to religious people, this is an opportunity to look in depth at a story that is very important to Christians.	Having learned about ideas about God, this unit broadens the pupils' understanding of different ways in which religious and non-religious people have special places.	Having learned about the Christian story of creation, this unit broadens the pupils' understanding of different ways in which religious and non-religious people understand and engage with the natural world.
Year 1	Who do Christians say made the world?	Why does Christmas matter to Christians?	What do Christians believe God is like?	Why does Easter matter to Christians?	Who is a Muslim and what do they believe? (How is Allah described in the Qur'an? What do	Why we should look after the world and each other?

					Muslims learn about Allah and their faith through the Qur'an?)	
Why this, why now?	Building on learning in the previous term, pupils explore how Christians articulate their different beliefs about the origins of the universe and the ways in which these connect with beliefs about God. This also fits in with harvest.	Using OT stories to explore further the theme of what God is like. Leads into Christmas theme to build on why Jesus is central figure in Christianity. This is done at this time because the children take part in nativity and so can make connections.	Pupils build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God. This topic requires more interpretation and suggestions of meaning so can build on skills of previous term's exploration of stories.	In this topic, pupils have the opportunity to explore in depth the story of Jesus' crucifixion and resurrection as something for which Christians express gratitude. Doing this at Easter time as it is something pupils will be hearing about across the curriculum.	Pupils have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God).	Building on the learning in EYFS, pupils broaden their understanding of different ways in which religious and nonreligious people show care for each other. Also can refer to God as creator topic and look at idea of being stewards of God's creation.
Year 2	What does it mean to belong to a faith community?	What do Christians believe God like?	Who is a Muslim and what do they believe?	What is the good news that Jesus brings? Easter	Who is Jewish and how do they live?	Why are some places sacred?
Why now?	Pupils have the opportunity to ask questions about belonging and learn about how Christians, Muslims and non-religious people welcome a new human into the world. Builds on from learning about people	This continues learning from year 1 about nature of God. Exploring idea of a prophet. Leads into Christmas and why God sent Jesus. Also gives opportunity for children to make connections with their	Pupils build on their learning in the previous year by exploring different ways in which Muslims worship Allah (God), their relationship to each other and their relationship to Allah (God).	Pupils have the opportunity to explore in more depth the key figure of Jesus, making connections between Jesus' early years and his adult life. Leads in well to a brief look at Easter.	The pupils have already explored what a Muslim believes in some detail and this gives them the opportunity to learn about Jewish way of life and begin to compare different	In this unit, pupils build on their learning about Christian and Muslim beliefs about God. Here, they explore different ways in which places of worship articulate beliefs about God, making connections between different practice/worship. Could also look at Jewish

	in year 1 and EYFS.	nativity play.			communities	beliefs if time.
Year 3	What is it like to follow God?	What are the significance of the characters in the Christmas story?	What is the Trinity?	Why do Christians call the day Jesus died Good Friday?	What does it mean to be a Sikh?	What do Christians learn from the creation story?
Why now?	<p>This unit revisits the key idea of covenant, addressing the effects of the Fall. Builds on previous units of what God is like in year 2.</p> <p>Digging deeper explores covenant and how Abraham changed from polytheism to monotheism (ie opportunity to see how beliefs have changed over time)</p>	<p>This topic gives pupils chance to work with Bible texts and develop their skills of interpreting. Can be done as a mini project nearer Christmas.</p>	<p>In this unit, pupils build on their learning about Christian beliefs about God in KSI with a key focus on the Christian understanding of God as Trinity</p>	<p>In this unit, pupils build on their learning by exploring the second person of the Trinity (God the Son, Jesus) in more depth. In particular, they explore reasons why Christians understand the crucifixion to be a 'good' thing.</p>	<p>In this unit, pupils build on prior learning about God in KSI. Sikhism is a new focus for the pupils, but there are opportunities to compare and contrast with knowledge covered on Christianity and Islam at KSI.</p>	<p>This unit explores different Christian views about the natural world and explores what Christians believe about the relationship between the natural world and human beings. It considers the impact of human action on the natural world.</p>
Year 4	What kind of world did Jesus want?	<p>What are the deeper meanings of festivals?</p> <p>(inc Christmas, Vaisakhi, Eid)</p>	<p>What does it mean to be a Sikh?</p> <p>(Continued from Yr 3)</p>	<p>Why do Christians remember the events of Holy week every year?</p>	<p>What was the impact of Pentecost?</p>	<p>How and why believers show commitments through the journey of life</p>
	Opportunity to look at Kingdom of God	This unit asks pupils to think of different	This can lead on from work done in year 3	This is an opportunity to revisit the central	Follows on from year 3 work on	Walk through OT has been very effective in

	concept, looking at impact of belief on action, building on ideas of gospel from year 2. Also gives the pupils to reflect for themselves, what kind of world they want. Fits in with harvest time of year.	reasons why humans celebrate. It explores specific celebrations related to Christian, Islamic, Jewish and Sikhi worldviews. It builds on learning about worship and celebration from KSI, and introduces questioning about the impact of celebration on believers' lives.	– looking at theology, human science and philosophical aspects of Sikhi. So it maybe that Vaisahki is left to this term.	claims of Christianity and explore in depth how it affects believers' lives.	the Trinity and what happens after Easter. Opportunity to look at impact on church around the world and how people live their lives, how people's contexts are affected.	giving pupils a broad knowledge of OT which is good grounding for RE work in year 5. Journey of life builds on pupils' previous knowledge – giving them the opportunity to revisit and compare Christian and Jewish commitments building on work from year 2.
Year 5	How can following God bring freedom and justice?	What kind of King is Jesus?	Creation and science?	What did Jesus do to save human beings?	What does it mean for a Muslim to follow God?	Why is pilgrimage important to some believers?
Why now?	Pupils can raise relevant questions. Pupils are able to explore issues of fighting for justice and freedom today developing their own insights and can give reasons to support their views. They can make connections to	Revisiting concept of Kingdom of God in more detail. Building on knowledge from previous units on what God is like, what would his kingdom be like. This follows on well from the previous topic exploring what Christians believe Jesus brings.	The previous two terms have explored some of the ways in which religious people present evidence to support their beliefs and claims. This unit deepens this learning by interrogating the relationship between science and religion, asking whether a scientific worldview is compatible with a religious worldview	Building on the key threads of incarnation and salvation which have been explored in previous years. This unit focuses on the impact that belief in the resurrection of Jesus has on a Christian's decisions and actions.	This unit builds on learning about Muslim beliefs from KSI. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions. It also leads well into next topic which include the Hajj.	This unit introduces the theme of pilgrimage, looking at it through the lens of both religious and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other. It builds on pupils' knowledge and also gives opportunity to reflect on their own journey.

	<p>the 'Big Story' of Christianity building on their recent experience of walking through the OT, relating the stories of the old testament to the biblical accounts of the Jesus as a new Covenant.</p>					
Year 6	<p>What does it mean for a Jewish person to follow God?</p>	<p>Was Jesus the Messiah? (Incarnation)</p>	<p>What can be done to reduce racism? Can religion help?</p>	<p>What difference does the resurrection make?</p>	<p>Why do some people believe in God and some don't?</p>	<p>How do religions help people through good and bad times?</p> <p>Reflecting on their experiences in a C of E school</p>
Why now?	<p>At the beginning of year 6 it is a good opportunity to look at commitment and especially how Jewish people building on what has been covered in both the thematic units in year 4 and the unit on Jewish life in year 2. Pupils can use knowledge of stories found in OT to see the overlap.</p>	<p>This unit builds on learning about Christian beliefs about God, Jesus and human beings from KSI. Key concept of incarnation revisited.</p>	<p>This is an opportunity for pupils to relate religious teaching to ant-racism. To build on and develop skills of handling sources of authority. Also gives opportunity to see how beliefs have changed over time (to slavery)</p>	<p>This unit interrogates the evidence for Jesus' resurrection and asks how Christians seek to reason about their belief in the resurrection and its significance in their lives. Opportunities for using sources of authority (Bible) and interpreting.</p>	<p>This unit builds on prior learning by deepening pupils' understanding of different religious and non-religious worldviews. Pupils have the opportunity to explore some of the arguments for and against the existence of God, thinking carefully about the different types of evidence people</p>	<p>This topic allows for some reflection and also the opportunity to do art work for the Spirited arts competition.</p>

					use to support their beliefs and claims. (as not doing unit what does it mean if God is holy and loving could use some of this material.	
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There is at least 50% of the topics given over to Christianity following the Understanding Christianity materials. Choices have been made and some topics omitted in order to follow themes through and build on previous knowledge. Islam and Judaism are introduced in KS1, Sikhism introduced in KS2 with further units on Islam and Judaism. There is a spread of thematic and discrete topics throughout the year groups. The thematic ones are slotted in once children have got the knowledge needed to make comparisons and connections.