

EYFS	KS1	Lower KS2	Upper KS2
Christianity School choice Non-religious worldviews	Christianity Hindu Dharma Judaism Non-religious worldviews	Christianity Islam Non-religious worldviews including Humanism Sikhi	Buddhism Christianity Hindu Dharma Humanism Islam Judaism Sikh

EYFS	
Christianity, Another Abrahamic religion Dharmic religion some reference to non-religious worldviews are included	What does it mean to be kind? Why are some people remembered by others? Why are some items and actions special?

Current JP RE Curriculum						
<u>Year Group</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Early Years</u>	UC- Concept: God Key Question: Why is the word 'God' so important to Christians?	UC- Concept: Incarnation Theme: Christmas Key Question: Why do Christians perform Nativity plays at Christmas?	New Syllabus question: Why are some occasions special? DRE Unit Theme: Celebrations Key Question: How do people celebrate?	UC- Concept: Salvation Theme: Easter Key Question: Why do Christians put a cross in an Easter garden?	New Syllabus question: What can we learn from stories? DRE Unit Theme: Stories Key Question: What can we learn from stories?	New Syllabus question: Why are some places special? Dre Unit Theme: Special places Key Question: What makes places special?

KS1

Non-religious worldviews – In Y1 or Y2 How do non-religious people recognise and celebrate important events?

In Key Stage 1
begin with the core question
Christianity
Judaism
Hindu Dharma
Non-religious worldviews
There are specific questions for each religion and worldview, and these can be taught as discrete questions, or the content of one or more questions combined to create a new question. Questions across the religions and worldviews are similar, allowing for progress through a concept, such as God, as well as across a religion or worldview. Schools should use a selection of these questions to create a coherent curriculum, appropriate to their context and cohort.

Christianity – Choose at least two questions per year group
What do Christians believe about God and why?
What is the story of Jesus and how do Christians remember him?
What did Jesus teach his followers and how did he teach?
How and where do different Christians worship and celebrate?
What role does the church play in the life of a Christian?
How and why do Christians pray?

Hindu dharma/hinduism – In Y1 or Y2 (choose from)
What beliefs and values are most important to Hindus and why?
What role does a place of worship play in Hindu life?
What might Hindus learn from traditional stories?
What might a Hindu way of life look like?

Judaism – In Y1 or Y2 (choose from)
What is Judaism and where does it come from?
What might a Jewish way of life look like?
What important things are remembered at Shabbat and Rosh Hashanah or Pesach?
What role does the synagogue play in Jewish life?

Non-religious worldviews – In Y1 or Y2 How do non-religious people recognise and celebrate important events?

Current JP RE Curriculum

<u>Year Group</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year1</u>	UC- Concept: Creation Theme: New beginnings (induction) Key Question: Who made the world?	UC- Concept: Incarnation Theme: Christmas Key Question: Why does Christmas matter to Christians? Core Learning- unit 1.3	DRE Unit Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship?	UC- Concept: Salvation Theme: Easter Key Question: Why does Easter matter to Christians?	DRE Unit Theme: Shabbat Concept: God Key Question: Is Shabbat important to Jewish children?	DRE Unit Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?
<u>Year 2</u>	UC- Concept: God Key Question: What do Christians believe God is like? All unit 1.1	UC- Concept: Incarnation Theme: Christmas Key Question: Why does Christmas matter to Christians? DIGGING DEEPER unit 1.3	DRE Unit Theme: Prayer at Home Key Question: Does Praying at regular intervals help a Muslim in his/her everyday life? Link to: Key Question: Does going to a Mosque give Muslims a sense of belonging?	UC- Concept: Salvation Theme: Easter Key Question: Why does Easter matter to Christians? DIGGING DEEPER unit 1.5	DRE Unit Theme: Community and Belonging Key Question: Does going to the Mosque give Muslims a sense of belonging?	DRE Unit Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim?

LKS2

Core units - Both questions must be covered Y3: Can observing behaviour reveal what people believe and value? Y4: How does reading sacred texts help people understand the beliefs and values of others?		In Lower Key Stage 2, begin with the core question (one or two lessons) Christianity Islam one on each year Sikhi one on each year Non-religious worldviews in either Year 3 or Year 4. There are specific questions for each religion and worldview, and these can be taught as discrete questions, or the content of one or more questions combined to create a new question. Questions across the religions and worldviews are similar, allowing for progress through a concept, such as God, as well as across a religion or worldview. Schools should use a selection of these questions to create a coherent curriculum, appropriate to their context and cohort.	
Christianity – Choose at least 2 questions per year group What do the biblical names for Jesus tell us about who Christians believe him to be? How did Jesus teach his followers to show friendship? Why is Easter important to Christians? What difference does Pentecost make and to whom? Where do ideas about right and wrong come from for Christians? How and why do Christians try to make a difference in the world?	Islam – In Y3 or Y4 (choose from) What do Muslims believe about God and why? Who is Prophet Muhammad and why is he important to Muslims? How and why is the Qur'an a source of guidance for life for a Muslim? What role does the Mosque play in Muslim life?	Sikhi – In Y3 or Y4 (choose from) What do Sikhs believe about God and why? What might it look like to live as a Sikh? What is the Guru Granth Sahib and why is it important to Sikhs? What role does the Gurdwara play in Sikh life and worship?	Non-religious worldviews – In Y3 or Y4 How do non-religious people decide what is right and wrong?

Current JP RE Curriculum

<u>Year Group</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Year 3</u>	UC- Concept: Creation/ Fall Theme: Link with prehistoric creation Key Question: What do Christians learn from the creation story?	UC- Concept: Incarnation Theme: Christmas Key Question: What is Trinity?	DRE Unit Concept: Celebration Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	UC- Concept: Salvation Theme: Easter Key Question: Why do Christians call the day Jesus died 'Good Friday'?	DRE Unit Concept: God Key Question: How can Brahman be everywhere and in everything?	DRE Unit Concept: Pilgrimage Key Question: Would visiting the river Ganges feel special to a non-Hindu?
<u>Year 4</u>	DRE Unit Theme: Belief and practices Concept: God Key Question: How special is the relationship Jews have with God?	UC- Concept: People of God Theme: Christmas Key Question: What is it like (for Christians to) follow God?	DRE Unit Theme: Passover Concept: Israel Key Question: How important is it for Jewish people to do what God asks them to do?	UC- Concept: Salvation Theme: Easter Key Question: Why do Christians call the day Jesus died 'Good Friday'? (Digging Deeper)	DRE Unit Theme: Rites of passage and good works Concept: Torah Key Question: What is the best way for a Jew to show commitment to God?	UC- Concept: Kingdom God Theme: Pentecost Key Question: When Jesus left, what was the impact of Pentecost?

UKS2

Core units – Both questions must be covered Y5: What shapes a person’s worldview? Y6: How can having faith in someone or something help people cope with matters of life and death?		In Upper Key Stage 2, begin with the core introductory question (one or two lessons) to establish an understanding of the methodologies of RE and explore core concepts. The ideas from these units should be referred to during the rest of the academic year. Christianity The question on non-religious worldviews can be covered in either Y5 or Y6. Judaism Islam Hindu Dharma Sikhi Schools are free to choose where in UKS2 to place the study of other religions and worldviews as meets the need of their children and their own curriculum. In making their choices, schools should be mindful of the importance of a spiral of learning and may wish to revisit in Upper Key Stage 2 those religions that will not be a focus in Key Stage 3.	
Christianity – Choose at least 2 questions per year group Why is the Bible important to some Christians in worship both in church and at home? How is the Bible interpreted by different Christians? How does the Bible teach Christians to be wise? What do different Christians believe about life after death and how do they show these beliefs? How and why do Christians show commitment to God? How do Christian beliefs influence the way people respond to local and global issues?	Islam – Option for Y5 or Y6 (choose from) What do Muslims learn about God and human life from their sacred texts and traditions? What might it mean to be a Muslim in different parts of the world? What influences the way Muslims respond to local and global issues of social justice?	Hindu dharma/hinduism – Option for Y5 or Y6 (choose from) How do tradition, sacred text and story help Hindus understand their relationship with the world? What might it look like to live as a Hindu in different parts of the world? What influences the way Hindus respond to local and global issues of social justice?	Sikhi – Option for Y5 or Y6 (choose from) What do Sikhs learn about God and human life from their sacred texts? What might it look like to live as a Sikh in different parts of the world? What influences the way Sikhs respond to local and global issues of social justice?

Non-religious worldviews – Option for Y5 or Y6 What influences a non-religious and/or Humanist response to local and global issues of social justice?	Buddhism – Option for Y5 or Y6 (choose from) How do sacred texts and traditions help Buddhists understand their identity and purpose? What might it look like to live as a Buddhist in different parts of the world? What influences the way Buddhists respond to local and global issues of social justice?	
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Current JP RE Curriculum

<u>Year Group</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Year 5</u>	UC- Concept: God Theme: What Christians believe about God Key Question: What does it mean (for Christians) if God is holy and loving?	UC- Concept: Incarnation Theme: Christmas Key Question: Was Jesus the Messiah?	DRE Unit Concept: Belief into action Key Question: How far would a Sikh go for his/her religion? How do Sikhs show commitment to God? Do religious teachings show us how to live a good life?	UC- Concept: Salvation Theme: Easter Key Question: What do Christians believe/What did Jesus do to save human beings?	DRE Unit Concept: Philosophy/Multifaith Key Question: What does it mean to be human?	DRE Unit Concept: Beliefs and moral values Key Question: Are Sikh stories important today? Concept: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God?
<u>Year 6</u>	UC- Concept: Creation Theme: Evolution unit Key Question: Creation and science: conflicting or complimentary?	DRE Unit Concept: Incarnation Theme: Christmas Key Question: How significant is it that Mary was Jesus' mother?	DRE Unit Concept: Beliefs and practices Key Question: What is the best way for a Muslim to show commitment to God?	UC- Concept: Salvation Theme: Easter Key Question: What difference does the resurrection make for Christianity?	UC- Concept: Gospel Key Question: What would Jesus do?	DRE Unit Concept: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help

