

Sharow CE Primary School RE Curriculum

The school uses the NATRE curriculum as a resource for the RE curriculum. 2024-2025 is the first year of implementation and the progression of learning will be carefully monitored to ensure that the planning provides sequential learning building throughout the plan.

The requirements of the 2024-2029 Locally Agreed Syllabus are met. (Progression overview below.)

Units that are part of/link to Understanding Christianity are indicated by the watermarked logo. You can find out more about the resource and how to access it in full at understandingchristianity.org.uk

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception EYFS	<u>Unit 3</u> Being special: where do we belong? (Thematic)	<u>Unit 2</u> Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation)	<u>Unit 1</u> Why is the word God so important to Christians? (Creation)	<u>Unit 4</u> Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation)	<u>Unit 5</u> Which places are special and why? (Thematic)	<u>Unit 6</u> Which stories are special and why? (Thematic)
Year A KS1	<u>Unit 7</u> Who do Christians say made the world? (Creation)	<u>Unit 8</u> Why does Christmas matter to Christians? (Incarnation)	<u>Unit 9</u> Who is Jewish and how do they live? (Judaism)	<u>Unit 10</u> What do Christians believe God is like? (God)	<u>Unit 11</u> What does it mean to belong to a faith community? (Thematic)	<u>Unit 12</u> How should we care for the world and for others, and why does it matter? (Thematic)

Year A LKS2	<u>Unit 19</u> What is it like for someone to follow God? (People of God)	<u>Unit 20</u> What is the Trinity and why is it important for Christians? (Incarnation/God)	<u>Unit 21</u> How do festivals and worship show what matters to a Muslim? (Islam)	<u>Unit 22</u> How do festivals and family life show what matters to Jewish people? (Judaism)	<u>Unit 26</u> For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God)	<u>Unit 24</u> How and why do people try to make the world a better place? (Thematic)
Year A UKS2	<u>Unit 31</u> What does it mean if Christians believe God is Holy and loving? (God)	<u>Unit 32</u> What does it mean to be a Muslim in Britain today? (Islam)	<u>Unit 33</u> Why is the Torah so important to Jewish people? (Judaism)	<u>Unit 34</u> Creation and science, conflicting or complimentary? (Creation/Fall)	<u>Unit 35</u> How can following God bring freedom and justice? (People of God)	<u>Unit 36</u> What matters most to Humanists and Christians? (Thematic)

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Year B KS1	<u>Unit 13</u> What is the good news Christians believe Jesus brings? (Gospel)	<u>Unit 14</u> What is the good news Christians believe Jesus brings? (Gospel)	<u>Unit 15</u> Who is a Muslim and how do they live? (Part 1) (Islam)	<u>Unit 16</u> Why does Easter matter to Christians? (Salvation)	<u>Unit 17</u> Who is a Muslim and how do they live? (Part 2) (Islam)	<u>Unit 18</u> What makes some places special to believers? (Thematic)

Year B LKS2	<u>Unit 25</u> What kind of world did Jesus want? (Gospel)	<u>Unit 23</u> What do Christians learn from the creation story? (Creation/Fall)	<u>Unit 27</u> What do Hindus believe God is like? (Hindus)	<u>Unit 28</u> Why do Christians call the day that Jesus died 'Good Friday'? (Salvation)	<u>Unit 29</u> What does it mean to be a Hindu in Britain today? (Hindus)	<u>Unit 30</u> How and why do people mark the significant events of life? (Thematic)
Year B UKS2	<u>Unit 37</u> Christians and how to live: what would Jesus do? (Gospel)	<u>Unit 38</u> Why do Christians believe that Jesus was the Messiah? (Incarnation)	<u>Unit 39</u> Why do Hindus want to be good? (Hindus)	<u>Unit 40</u> What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?) (Salvation)	<u>Unit 41</u> For Christians, what kind of king is Jesus? (Kingdom of God)	<u>Unit 42</u> Why do some people believe in God and some not? How does faith help people when life gets hard? (Thematic)

It is important that any curriculum is set up so that pupils can make connections between the learning. A long-term plan needs to take account of how learning builds across a year group and key stage. Teaching needs to build from one unit to the next.

Units of work are not separate units – they are part of a longer journey where pupils can revisit and apply past learning to new contexts, helping them to know more and remember more.

We have therefore made the following decisions:

Units covering Christmas and Easter are scheduled to coincide with the Christian calendar and link with events held in school. Thematic units are placed at the end of the year, drawing on a wider array of religions and world views.

EYFS

'Being special: where do we belong?' starts each year of EYFS as this brings new children into the school and allows them to consider different ways of being welcomed, relationships and being valued.

'Why is the word God so important to Christians?' has been placed in the Spring term so that the children have already experienced a Christian

Harvest festival through the school service.

LKS2

Trinity is taught before Pentecost to ensure a good understanding of the Holy Spirit.

D2 A progression overview for 5-14s: outcomes

Aims in RE: A progression grid	At the end of key stage 1 most pupils will be able to:	At the end of key stage 2 most pupils will be able to:	At the end of key stage 3 most pupils will be able to:
Know about and Understand A1. Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;	Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	Explain and interpret ways that the history and culture of religious and non-religious worldviews influence individuals and communities, including a wide range of beliefs and practices in order to appraise reasons why some people support and others question these influences;
Know about and Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religious and non-religious worldviews	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;	Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religious and non-religious worldviews as coherent systems or ways of seeing the world;
Know about and Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;	Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them;
Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;	Explain the religious and non-religious worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology;
Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;	Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religious and non-religious worldviews, accounting for the impact of diversity within and between communities;
Express and Communicate B3. Appreciate and appraise varied dimensions of religion	Notice and respond sensitively to some similarities between different religious and non-religious worldviews;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews;	Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied;
Gain and deploy skills C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;	Explore some of the ultimate questions that are raised by human life in ways that are well-informed, and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy;
Gain and deploy skills C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all	Find out about and respond with ideas to examples of co-operation between people who are different;	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;	Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religious and non-religious worldviews;
Gain and deploy skills C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed, and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.