Religious Education



Haslingfield Endowed Primary School

Curriculum

Our R.E. Curriculum

Intent

Key Overview

R.E at Haslingfield Endowed Primary School intends to promote religious understanding and respect.

Knowledge Building

We aim to expose children to the cultural and religious diversity within the United Kingdom, especially to foster knowledge of communities that children do not have access to within their own.

Skills Enquiry

As children progress through the school, we aim to give them the skills and understanding of how to make connections with people of other faiths due to hands-on experience of culture, customs and festivals.

Oracy and Discussion

We will teach R.E with sensitivity so that we can model and demonstrate our core values such as Kindness, Respect and Equality.

We aim for our children to be able to take-part in balanced and well-informed conversation about religion and belief, with the secure understanding that others have a right-to disagree and think differently.

Implementation

Themes and Topics

We follow the Kapow scheme of work. Throughout their education at Haslingfield school, all children will study the following religions in some capacity: Christianity, Islam, Judaism, Hinduism, Buddhism, Sikhism and Humanism.

Programme of Study

As the school has mixed cohort classes, our R.E. syllabus is taught in a rolling programme; this to ensure that there is no repetition of knowledge and allows mixed year group classes to learn cohesively together. There is a 2 year rolling program for EYFS, Year 1 & Year 2 (Key Stage 1), and a 2-year rolling program for Years 3, 4, 5, and 6 (Key Stage 2) Religions and Beliefs studied are:

- ✔ Christianity
- ✔ Hinduism
- ✔ Islam
- ✔ Buddhism
- ✔ Judaism
- ✔ Sikhism
- ✔ Humanism

Application

There are no presumptions made as to the religious beliefs and values of our children or staff; all backgrounds are valued and individuals are encouraged to share their own experiences with others. We value the links we have between home, school and our local church, who regularly visit our school to carry out assemblies or welcome us into their church for services. We promote teaching in RE that stresses open enquiry and first – hand experiences wherever possible; encouraging our pupils to ask questions

Impact

Key Overview

Through RE, our children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life.

Knowledge Acquisition

Children have a secure knowledge of different religions and faiths. They can use correct vocabulary to describe customs, faiths and traditions. They have a good understanding of the important stories, parables, and features of different religions.

Skilled Learners

Children know the customs and practice of people of different faiths and beliefs. For example, they can show how significant items are used and how people may celebrate, pray or reflect.

Compassionate Communicators

Each child can apply their learnt skills and knowledge on religious practice and beliefs to be able to engage in meaningful, inquisitive and compassionate discussion. They have a rich understanding of diversity and equality, meaning they can articulate their questioning without balance and non-judgement.

The children have an understanding of their own self-worth, enabling them to reflect and celebrate their uniqueness as human beings and celebrate this with others.

R.E. Programme of Study

EARLY YEARS | YEAR 1

	Cycle A	Cycle B
	2026-27, 2028-29	2025-26, 2027-28
Autumn 1	Year 1: Unit 1 – Respectful Religion and World Views: What do I believe? (1 Lesson) Year 1: Unit 2 – How did the World begin? (6 Lessons)	EYFS: Unit 1 - What makes us special? EYFS: Unit 7, Lesson 1 – What is Harvest Festival?
Autumn 2	Year 1: Unit 3 – What do some people believe God looks like? (6 Lessons)	EYFS: Unit 2 - What are special times? EYFS: Unit 7, Lesson 2 – What is Hanukkah?
Spring 1	Year 1: Unit 4 – What is God's job? (6 Lessons)	EYFS: Unit 3 - Why are some places special? EYFS: Unit 7, Lesson 4 - What is Shrove Tuesday?
Spring 2	Year 1: Unit 5 – Why should we care for the World? (6 Lessons)	EYFS: Unit 4 - What makes the world special? EYFS: Unit 7, Lesson 3 - What is Holi?
Summer 1	Year 1: Unit 6 – How do we know that new babies are special? (6 Lessons)	EYFS: Unit 5 - Why are some things special? EYFS: Unit 7, Lesson 5 – What is Ramadan?
Summer 2	Year 1: Unit 7 – Why should we care for others? (6 Lessons)	EYFS: Unit 4 - Why are some things special? EYFS: Unit 7, Lesson 6 – How do some Hindu people celebrate Ganesha Chaturthi?

R.E. Programme of Study

YEAR 1 | YEAR 2

	Cycle A	Cycle B
	2026-27, 2028-29	2025-26, 2027-28
Autumn 1	Year 2: Unit 1 – Respectful Religion and World Views: What are big questions? (1 Lesson) Year 2: Unit 2 – Why do we need to give thanks? (6 Lessons)	Year 1: Unit 1 – Respectful Religion and World Views: What do I believe? (1 Lesson) Year 1: Unit 2 – How did the World begin? (6 Lessons)
Autumn 2	Year 2: Unit 3 – What do candles mean to people? (6 Lessons)	Year 1: Unit 3 – What do some people believe God looks like? (6 Lessons)
Spring 1	Year 2: Unit 4 – How do we know some people feel a special connection to God? (6 Lessons)	Year 1: Unit 4 – What is God's job? (6 Lessons)
Spring 2	Year 2: Unit 5 – What is a Prophet? (6 Lessons)	Year 1: Unit 5 – Why should we care for the World? (6 Lessons)
Summer 1	Year 2: Unit 6 – How do some people talk to God? (6 Lessons)	Year 1: Unit 6 – How do we know that new babies are special? (6 Lessons)
Summer 2	Year 2: Unit 7 – Where do some people talk to God? (6 Lessons)	Year 1: Unit 7 – Why should we care for others? (6 Lessons)

R.E. Programme of Study

YEAR 3 | YEAR 4

	Cycle A	Cycle B
	2026-27, 2028-29	**2025-26, 2027-28**
Autumn 1	Year 3: Unit 1 – Respectful Religion and World Views: What are worldviews? (1 Lesson) Year 3: Unit 2 – What makes us human? (6 Lessons)	Year 4: Unit 1 – Respectful Religion and World Views: How can we talk about religions and worldviews respectfully? (1 Lesson) Year 4: Unit 2 – Are all religions equal? (5 Lessons)
Autumn 2	Year 3: Unit 3 – Where do our morals come from? (6 Lessons)	Year 4: Unit 3 – What makes some texts sacred? (6 Lessons)
Spring 1	Year 3: Unit 4 – Is scripture central to religion? (6 Lessons)	Year 4: Unit 4 – Just how important are our beliefs? (6 Lessons)
Spring 2	Year 3: Unit 5 – What happens if we do wrong? (6 Lessons)	Year 4: Unit 5 – Who was Jesus really? (6 Lessons)
Summer 1	Year 3: Unit 6 – Why is water symbolic? (6 Lessons)	Year 4: Unit 6 – Why is the Bible the best-selling book of all time? (6 Lessons)
Summer 2	Year 3: Unit 7 – Why is fire used ceremoniously? (6 Lessons)	Year 4: Unit 7 – Does the language of scripture matter? (6 Lessons)

R.E. Programme of Study

YEAR 4 | YEAR 5

	Cycle A	Cycle B
	2026-27, 2028-29	**2025-26, 2027-28**
Autumn 1	Year 5: Unit 1 – Respectful Religion and World Views: What do people think about God? (1 Lesson) Year 5: Unit 2 – Why do people have to stand up for what they believe in? (6 Lessons)	Year 4: Unit 1 – Respectful Religion and World Views: How can we talk about religions and worldviews respectfully? (1 Lesson) Year 4: Unit 2 – Are all religions equal? (5 Lessons)
Autumn 2	Year 5: Unit 3 – Why doesn't Christianity always look the same? (6 Lessons)	Year 4: Unit 3 – What makes some texts sacred? (6 Lessons)
Spring 1	Year 5: Unit 4 – What happens when we die? (Part 1) (6 Lessons)	Year 4: Unit 4 – Just how important are our beliefs? (6 Lessons)
Spring 2	Year 5: Unit 5 – What happens when we die? (Part 2) (6 Lessons)	Year 4: Unit 5 – Who was Jesus really? (6 Lessons)
Summer 1	Year 5: Unit 6 – Who should get to be in charge? (6 Lessons)	Year 4: Unit 6 – Why is the Bible the best-selling book of all time? (6 Lessons)
Summer 2	Year 5: Unit 7 – Why are some places in the world significant to believers? (6 Lessons)	Year 4: Unit 7 – Does the language of scripture matter? (6 Lessons)

R.E. Programme of Study

YEAR 5 | YEAR 6

	Cycle A	Cycle B
	2026-27, 2028-29	2025-26, 2027-28
Autumn 1	Year 5: Unit 1 – Respectful Religion and World Views: What do people think about God? (1 Lesson) Year 5: Unit 2 – Why do people have to stand up for what they believe in? (6 Lessons)	Year 6: Unit 1 – Respectful Religion and World Views: What words can be used to describe God? (1 Lesson) Year 6: Unit 2 – Why does religion look different around the world? (Part 1) (5 Lessons)
Autumn 2	Year 5: Unit 3 – Why doesn't Christianity always look the same? (6 Lessons)	Year 6: Unit 3 – Why does religion look different around the world? (Part 2) (6 Lessons)
Spring 1	Year 5: Unit 4 – What happens when we die? (Part 1) (6 Lessons)	Year 6: Unit 4 – Why is it better to be there in person? (6 Lessons)
Spring 2	Year 5: Unit 5 – What happens when we die? (Part 2) (6 Lessons)	Year 6: Unit 5 – Why is there suffering? (Part 1) (6 Lessons)
Summer 1	Year 5: Unit 6 – Who should get to be in charge? (6 Lessons)	Year 6: Unit 6 – Why is there suffering? (Part 2) (6 Lessons)
Summer 2	Year 5: Unit 7 – Why are some places in the world significant to believers? (6 Lessons)	Year 6: Unit 7 – What place does religion have in our world today? (6 Lessons)

R.E. Skills and Knowledge Progression

EARLY YEARS | R.E. SKILLS AND KNOWLEDGE PROGRESSION

Children working within the Early Years Foundation Stage Profile (EYFSP) explore religion, belief and cultures that are meaningful to their current learning experiences and what is happening in the world around them.

Areas of the EYFSP that explicit connections can be made	Listening Attention and Understanding	Speaking	Comprehension	Past and Present	People, Culture and Communities	Creating With Materials
How Early Learning Goals can be demonstrated through RE	✔ Listen to religious stories. ✔ To know that stories can help us to learn how to behave. ✔ To know that special objects should be treated carefully.	✔ Use new vocabulary to show understanding ✔ Express their ideas and feelings about what they have heard, seen, participated in ✔ To know that speaking to others can help us to learn.	✔ Demonstrate an understanding of what has been read to them by re-telling stories ✔ To know that some stories are special to different people for different reasons.	✔ To know that some places are special to different people for different reasons. ✔ Know that some things have happened in the past. ✔ Begin to have an understanding that lives may have been different in the past	✔ To know that beliefs are things people think are true. ✔ To know that some people have different beliefs about God. ✔ To know that there are groups of people who have similar beliefs. ✔ To know that some objects are special to different people for different reasons. ✔ To know how and why some people celebrate special times. ✔ To know that there are people in the community who help others to explore their beliefs and guide them. ✔ To know that being part of a community is important to many people.	✔ Explore a range of materials and techniques to create and represent religious symbols and objects. ✔ Share their creations, explaining the process and meaning.

R.E. Skills and Knowledge Progression

	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Beliefs and teachings (what people believe)	• To know that to believe is when we accept something is true, especially when we do so without proof. • To know that some people believe God exists as a powerful, non-human being. • To know that in some religions, followers believe in one supreme being or God who is loving. • To know that people have different ways of understanding God on Earth (incarnation). • To know that some people believe that humans have a special relationship with God. • To know that there are different names for God. • To know that there are different ways to refer to and represent God. • To know that people have different ideas about the role of God.	• To know that some people believe God performed miracles in the past. • To know that some people believe there are people who are chosen for a special purpose by God. • To know that a prophet is someone who talks about God's plan or will. • To know that some people believe that God has made a promise between himself and his people.	• To know that there are organised and personal worldviews and religious beliefs fit into both of these. • To know that soul means a person's spiritual and emotional sense of identity. • To know that some people believe all living things have a soul and that it is immortal. • To know that spirituality is connection with inner self, immaterial things and belief of something beyond oneself. • To know that some people believe spirituality and soul to be unique to humans. • To know that some people believe connection with God to be a spiritual experience. • To know that actions have consequences and that people think differently about what these are. • To know that forgiveness is cancelling out wrongdoing or removing punishment. • To know that religious and non-religious people have ideas about the	• To know that religious and non-religious worldviews change over time for individuals and groups. • To know that people from different religions believe some of the same things. • To know that organised and personal religious beliefs change and develop over time. • To know that there are historical links and connections between religions. • To know that sacrifice means giving up something valued for the sake of something else. • To know that holy means divine, sacred or connected to God. • To know that there is evidence that Jesus was a real person and that people have different beliefs about his significance.	• To know the meaning of atheist, agnostic and theist. • To know that people have different beliefs about what happens when we die. • To know that some people believe in God, who may judge their actions when they die. • To know that some people believe in life after death and others may believe death is the end of our life in any form. • To know and use correctly the following vocabulary in relation to death: afterlife, reincarnation, soul, judgement, eternity, heaven and hell. • To know that many people who are not religious believe in some form of afterlife. • To know that in the UK religious beliefs are a protected characteristic. • To know that in some times and places people did not or do not have religious freedom. • To know that throughout history and in modern times people have had to	• To know the meaning of omnipotent (all powerful), omniscient (all knowing) and omnipresent (everywhere at all times). • To know some of the ways that culture, history, geography and tradition influence people's worldviews. • To know that some places are valued by certain people due to things that have happened there. • To know that people from the same organised worldview often hold the same key beliefs but may interpret and express them differently • To know that free will means a belief that humans are able to make their own choices and determine their own fate. • To know that beliefs about the nature of God may impact people's ideas about and responses to suffering.

			relationship between God and humans.		protest or fight for religious freedom. • To know some of the ways that history, geography and leadership influence people's worldviews. • To know that leadership and authority can impact people's worldviews. • To know that worldviews impact the process of choosing leadership and authority. • To know that some people believe leaders are anointed (chosen by God). • To know that some people believe they will be reincarnated in a different form after death.	
Practices and lifestyles (what people do)	• To know that some religious people use art, objects and special times to represent and remember incarnation of God (of the presence of God on Earth). • To know that many people have special ceremonies when babies are born. • To know that many people give money, time or donations to charity as a way of showing that caring for others is important.	• To know that prayer means communicating with God. • To know there are some festivals which are celebrated by religious and non-religious people. • To know festivals usually celebrate a special or miraculous event from the past. • To know that festivals often use light symbolically as part of celebrations. • To know worship means to honour and adore. • To know there are some objects that are special to followers of religious traditions.	• To know that rituals are a way of expressing beliefs and ideas about God. • To know that prayer, meditation and rituals are used to connect spiritually. • To know that the way scriptures are used and treated reflects beliefs about their importance. • To know that water is often used in ceremonies and rituals to symbolise cleansing and purity. • To know that fire is often used in ceremonies and rituals to symbolise purity and remembrance.	• To know that the way scriptures are treated and used reflects beliefs about their meaning and origin. • To know that rituals and practices can be based on religious and cultural roots and that often these are interconnected. • To know that the ways scriptures are read and used changes over time. • To know that people with similar worldviews may practice in different ways due to historical events. • To know that practices change over time.	• To know that funeral practices often reflect beliefs about life after death. • To know that funerals can be important to help people grieve. • To know that some festivals commemorate times when religious freedom has been fought for (e.g. Bonfire night). • To begin to consider reasons for some people taking part in religious practices including belief, culture, tradition and obligation. • To begin to consider some of the ways practices are influenced by culture,	• To know that some people may use religious practises (e.g prayer, worship) to help them in times of suffering. • To know that a pilgrimage is a journey to a place of religious significance. • To know that pilgrimages are an important part of some people's life. • To know that pilgrimage helps some people to feel close to God. • To know that visiting a place of personal, religious, cultural or historical significance can have a special meaning for many people. • To know that there are many reasons for some people taking part in religious

		• To know that one reason religious followers worship is to show gratitude, say 'thank you', to God. • To know that a festival is celebrated by many people and happens regularly. • To know that practices associated with festivals have special meanings. • To know that people from the same faith may celebrate a festival differently. • To know that people pray in different ways in different places. • To know that objects, words and actions can represent an idea of belief. • To know that when some people talk to God they might use their body to show respect. • To know that some people talk to God in different ways and for different reasons	• To know that worship can take many forms and often involves symbolism.		tradition, geography, leadership and history.	practices including belief, culture, tradition. • To know some of the ways practices are influenced by culture, tradition, geography and history.
Wisdom and morality (what people know and their views)	• To know that some spoken and written words are important to people. • To know that creation stories provide people with possible answers as to why we are here. • To know that science provides some people with possible answers as to why we are here.	• To know that books and stories can have different meaning to different people. • To know that religious stories can help us to understand religious beliefs. • To know that stories from long ago can be applied to modern life.	• To know that morals are our thinking about what is right and wrong. • To know many religious and non-religious worldviews express the idea of a 'Golden Rule' relating to how we treat others. • To know that the teachings of a religious or non-religious worldview often	• To know that stories and scriptures give insights about how to live. • To know that religious texts contain different types of writings. • To know why the Christian Bible has a significant role in public life in many countries, including the UK. • To know that religious scriptures come from a	• To know that ideas about the afterlife come from many sources. • To know that beliefs about life after death can affect how people choose to live their lives. • To know that within and between religious and non-religious groups people may disagree about challenging issues.	• To know that within and between religious and non-religious groups teaching about challenging issues can be contradictory and controversial. • To know that writings from long ago can give people insight into modern day issues.

	• To know that followers often read religious stories. • To know that some religious and non religious stories may guide people to care for animals and the planet. • To know that religious teachings often encourage gratitude for what God created (eg. others and the planet) and a responsibility to look after it. • To know that some stories may guide people to care for others. • To know that the way people treat animals and nature reflects their worldview.	• To know that wisdom means knowledge that comes from experience. • To know that guidance means advice, information or rules given by someone in authority. • To know that values are what people see as important in life. • To know that prophets and gurus are considered to share God's wisdom and guidance having had it revealed to them by God. • To know that religions have forms of guidance or rules (commandments) and believers will follow these in different ways.	link with a follower's life choices. • To know that people's views about what is right and wrong change over time and place. • To know that many factors affect our morals and life choices.	range of sources and origins. • To know that religious scriptures are written in different languages and this can affect interpretation.	• To know that people are inspired and led by others from within and outside their community. • To begin to understand that scripture can be interpreted in different ways. • To know that there are different ways to decide who becomes a leader or authority (democracy, bloodline) and these are not always agreed on. • To know that wisdom means thinking sensibly and taking into account knowledge and experience. • To know that guidance means advice, information or rules given by someone in authority.	• To know that ideas and beliefs about suffering come from many sources. • To know that some people use stories about how others became close to God to guide them in achieving the same aim. • To know that cultural, historical and geographical context can affect how scripture is interpreted. • To know that people disagree on whether ancient writings are still relevant to modern life. • To know that the same guidance or scripture can be interpreted differently by people.
Community and belonging **(making sense of who we are)**	• To know that religious (and non-religious) groups often provide support and care to their local and worldwide communities. • To know that people with similar worldviews often work together to care for the world and for others. • To know that some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community. • To know that religious baby welcoming ceremonies often include	• To know that many festivals are often celebrated as a community. • To know that some people find praying or worshiping as part of a community helpful. • To know that members of the same community may have similar or different ways of life. • To know that many religious groups have special buildings which may have features linked to beliefs and practices.	• To know that for many people relationships with others and being part of a community are important. • To know that all communities have rules and guidance for how to live together. • To know that ceremonies involving water and fire are important occasions for some communities. • To know that candles or flames are sometimes used as a sign of remembrance.	• To know that being part of a community with similar beliefs is important to some people. • To know that the history of religion affects how people see their own and others' communities. • To know that language used during worship and prayer is important for some people when connecting with the community. • To know that for some people outward expressions of belief are important for a sense of belonging.	• To know that funerals can be important times for communities to support one another. • To know that communities sometimes fight or protest for the rights of themselves or others. • To know that the community or group someone is part of shapes their sense of belonging. • To know that religious communities usually have a leader who carries out certain duties with or on behalf of the community.	• To know that people respond in different ways when they see people in their community suffering. • To know that shared challenge can bring people closer together. • To know experiencing a pilgrimage together can help some people feel a sense of community and belonging. • To know that some people may find religious spaces special even if they are not part of that religion. • To know that some people often feel significant

	symbols and actions to show the baby's relationship with God.	• To know that offerings used to express gratitude may be used to help a person's local or national community. • To know that within a community people have different values, ideas and beliefs.		• To know that disagreement and change happens in communities.	• To know that some places are of particular significance due to historical, cultural and geographical reasons.	connection to a building or place. • To know that some practices might demonstrate belonging to a particular community. • To know that shared practices can be important to give some people a feeling of belonging. • To know that particular places can be significant to their religion based on scripture and historical events.