

RE
Curriculum





Religious Education

RE enables pupils to engage with ultimate questions around the meaning of life, morality, values, and human identity, promoting critical thinking and empathy. By studying a range of religious and non-religious perspectives, pupils develop a deeper understanding of different beliefs, values, and practices, both locally and globally. Pupils learn to evaluate the wisdom of various sources, formulating their own opinions, and responding thoughtfully to others' views. The RE curriculum aims to provide pupils with a broad and balanced knowledge base, enabling them to think critically, express their ideas clearly, and develop their identities. Through RE, pupils gain the skills to engage in respectful dialogue, and participate positively in a diverse society.

*Be the
Best You
Can Be.*

It is a legal requirement to teach RE following the Local Agreed Syllabus set out by SACRE to promote the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life

To enable pupils to acquire the skill of reflection and form their own world views based on what they have learnt.

To explore responses to life's challenges through different religions and beliefs

To take a holistic view about RE as it plays an important role in preparing pupils for their future, for employment and lifelong learning. It enhances their spiritual, moral, social and cultural development by reflecting on their own beliefs, values and experiences.

Integrity

To develop attitudes of respect towards other people who hold views and beliefs different from their own.

Curiosity

To question, explore, reflect upon and interpret human experience in the light of the religions and beliefs studied. To deal with some of the most profound and difficult questions in human life.

Courage

To be willing and open-minded in order to acquire and develop the knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom. To be brave enough to voice an opinion about controversial issues.

Perseverance

To approach new material and knowledge with empathy as different religions approach difficult issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief.

Collaboration

To work together effectively and respectfully in order to develop the ability to make reasoned and informed judgements about religious issues.

Community

To develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures.

Legislation for the teaching of RE

SACRE Northamptonshire Agreed Syllabus

[Religious education | West Northamptonshire Council](#)

Non – statutory Guidance

<https://www.westnorthants.gov.uk/early-years-schools-and-education/religious-education>

Our Curriculum: EYFS and Key Stage 1

	Autumn		Spring		Summer	
Reception	0.1 What special times do we celebrate? (Social Sciences)	0.2 Why is the nativity story important to Christians? (Theology)	0.3 Where do we belong and what makes it special? (Philosophy)	0.4 What stories are special and why? (Social Sciences)	0.5 Why is Easter an important time for Christians and what special things to they do at Easter? (Theology)	0.6 What is special about the world? (Philosophy)
Year 1	1.1 How do people know how to treat each other? (Philosophy)	1.2 What do Christians say God is like? (Theology)	1.3 Part 1: Diversity within Judaism: What do Jews believe and how may they live? (Social Sciences)	1.4 How can we care for the world? (Theology)	1.5 Part 2: Diversity within Judaism: What do Jews believe and how may they live? (Social Sciences)	1.6 Why are holy books special to Christians and Jews? (Philosophy)
Year 2	2.1 Part 1: Diversity within Islam: What do Muslims believe and how may they live? (Theology)	2.2 Is Christmas only special to Christians? (Philosophy)	2.3 Part 2: Diversity within Islam: What do Muslims believe and how may they live? (Social Sciences)	2.4 How do festivals bring people together? (Social Sciences)	2.5 What do different people believe about forgiveness? (Philosophy)	2.6 Why are holy places special to some people? (Theology)

Our Curriculum: Key Stage Two

Year 3	3.1 Diversity within Hindu Dharma: What do Hindus believe and how may they live? (Theology)	3.2 How and Why are people welcomed into different communities? (Philosophy)	3.3 Diversity within Hindu Dharma: What do Hindus believe and how may they live? (Social Sciences)	3.4 Why is Jesus a special person to some religious people? How might this help Christians lead a good life? (Theology)	3.5 What do Jews learn about Passover? What special things might they do? (Social Sciences)	3.6 How do beliefs and ideas about land shape the way human beings live? (Philosophy)
Year 4	4.1 Part 1: What is a Humanist? What matters most to a Humanist? (Theology)	4.2 What do different people do in difficult times? What impact might it have on them? (Theology)	4.3 Part 2: What is a Humanist? What do they believe about leading a good life? (Social Sciences)	4.4 What do Christians learn about the incarnation of Jesus? Do all Christians agree? (Philosophy)	4.5 What are the five pillars of Islam and how do Muslims live by them? (Social Sciences)	4.6 What do different people believe about the creation of the world? (Philosophy)
Year 5	5.1 What is a worldview? What are the worldviews of people where I live? (Social Sciences)	5.2 What is the role and impact of the Mandir on the lives of Hindus and the local community in your area and around the world? (Theology)	5.3 Is Easter a commemoration or a celebration for Christians? (Theology)	5.4 What are Jewish food laws (Kashrut) and <u>How</u> do these beliefs impact Jewish people in different ways? (Philosophy)	5.5 Why is Prophet Muhammad so special to Muslims? How might this help Muslims lead a good life? (Social Sciences)	5.6 What do different people believe about what happens when you die? How might this impact the way they behave in life? (Philosophy)
Year 6	6.1 Are science and religion in conflict when it comes to creation? (Philosophy)	6.2 What do Hindus believe about the cycle of life and death? How does it impact their lives? (Social Sciences)	6.3 Why is Jerusalem a sacred place to people who follow Abrahamic religions? (Theology)	6.4 Why is it important for Muslims to fast in Ramadan? How does Ramadan impact Muslims' lives? (Social Sciences)	6.5 Should we be able to use the natural world as we wish? (Theology)	6.6 What does it mean to be a Christian? Exploring diverse beliefs and practices. (Philosophy)