

Religious Education

The principal aim of our R.E. Curriculum at Blue Coat is to **enable pupils to hold balanced and informed conversations about religion and worldviews through an enquiry and multidisciplinary based approach.**

This principal aim incorporates the following aims of Religious Education in Church schools:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

The main units within the curriculum are taken from both the 'Understanding Christianity' resources and the 2023 Diocesan Syllabus for R.E:

- Three core skill areas run through each of the curriculum units and allow for an enquiry and multidisciplinary based approach to take place (Making Sense of the Text, Understanding the Impact, Making Connections).
- All units use a multidisciplinary approach (theology, philosophy and social sciences) to allow for the learning to go beyond theological instruction and build religious literacy.
- All units are assessed throughout with an extended project at the end of each enquiry to showcase learning.

Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and as a minimum pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and worldviews in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

R.E teaching is intended to develop skills in Investigating, Reflecting, Expressing, Interpreting, Empathising, Applying, Discerning, Analysing, Synthesising, Evaluating.

Attitudes such as respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to Religious Education in that they are prerequisites for entering fully into the study of religions, and learning from that experience. The following attitudes are to be fostered through the Diocesan Syllabus: Curiosity and wonder, Commitment, Fairness, Respect, Self understanding, Open mindedness, Critical mindedness, Enquiry.

Progression of Skills

Teaching and learning approach	By the end of KS1 <i>pupils can...</i>	By the end of lower KS2 <i>pupils can...</i>	By the end of KS2 <i>pupils can...</i>
Element 1: Making sense of beliefs Identifying and making sense of core religious and non-religious concepts and beliefs; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation. Maps directly onto Theology within Disciplinary & Substantive Knowledge.	- Identify the core beliefs and concepts studied and give a simple description of what they mean. - Give examples of how stories show what people believe (e.g. the meaning behind a festival). - Give clear, simple accounts of what stories and other texts mean to believers.	- Identify and describe the core beliefs and concepts studied. - Make clear links between texts/sources of authority and the key concepts studied. - Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers.	- Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions. - Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts. - Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations.
Element 2: Understanding the impact Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world. Maps directly onto Human/Social Sciences within Disciplinary Knowledge.	- Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities. - Give examples of ways in which believers put their beliefs into practice.	- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. - Describe how people show their beliefs in how they worship and in the way they live. - Identify some differences in how people put their beliefs into practice	- Make clear connections between what people believe and how they live, individually and in communities. - Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.

Element 3: Making connections Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world. • Maps directly onto Philosophy and Personal Knowledge.	• Think, talk and ask questions about whether the ideas they have been studying have something to say to them. • Give a good reason for the views they have and the connections they make. • Talk about what they have learned.	• Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. • Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. • Give good reasons for the views they have and the connections they make. • Talk about what they have learned and if they have changed their thinking.	• Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists). • Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. • Consider and weigh up how ideas studied relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make. • Talk about what they have learned, how their thinking may have changed and why.
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Curriculum Content Map

Yr.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LKS 2 Cycl e A	Core Enquiry Question:What does it mean to be a Sikh in Britain today? School Vision Big Question: How can we find the courage to defend someone from another religion or background when they are being treated unfairly or unkindly by others? Content: Making sense of belief: - Identify some of the core beliefs of Sikhi, e.g. one God, the message of Guru Nanak, equality and service. - Make clear links between the Mool Mantar and Sikh beliefs and actions. - Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today. Understanding the impact: - Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Nanak and the langar; Guru Gobind Singh and the Khalsa). - Give some examples that demonstrate that remembering God, working hard	-Continuation of Autumn 1.	Core Enquiry Question: What kind of world did Jesus want? School Vision Big Question: Which requires more wisdom: memorising all the facts, stories, and holy days of a religion, or understanding why someone would dedicate their whole life to that faith? Content: Making sense of belief: - Identify and explain beliefs that Jesus challenges everyone about how to live - he sets the example for loving God and your neighbour, putting others first. - Make links with Christian teachings showing that Jesus' life shows what it means to love God (his Father) and love your neighbour, and that he challenges people who pretend to be good (hypocrisy) while showing love and forgiveness to unlikely people. Understanding the impact. - Make clear connections between these beliefs and how Christians try to be like Jesus - wanting to know him better and better.	Core Enquiry Question: Why do Christians call the day Jesus died 'Good Friday'? School Vision Big Question: Why does it take courage to openly share your faith, beliefs, or worldview in front of others who might think completely differently? Content: Making sense of belief: - Understand and explain that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. - Make links between the various events in Holy Week, such as the Last Supper, and their importance in showing the disciples what Jesus came to earth to do. - Explain that Christians today trust that Jesus really did rise from the dead, and so is still alive today. Understanding the impact: - Give examples of how Christians remember and celebrate Jesus' last week, death and	Core Enquiry Question: How and why do people mark the significant events of life? School Vision Big Question: When a community comes together to volunteer, fast, or share a feast, why does that shared act of service bring so much light and delight to the world? Content: Making sense of belief: - Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. - Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. Understanding the impact: - Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. - Make simple links between beliefs about love and commitment and how people in at	Core Enquiry Question: What are the deeper meanings of festivals? School Vision Big Question: How do sacred rituals, music, and celebrations across different world religions help humans express a shared sense of collective joy and thanksgiving? Content: Making sense of belief: - Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions). - Make clear links between these beliefs and the stories recalled at the festivals. Understanding the impact: - Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals. - Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious

	and serving others are important to Sikhs today. Making connections: ● Raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today. ● Make links between key Sikh values and life in the world today, identifying which values would make the most difference in pupils' own lives and in the world today. ● Talk about what they have learned and whether they have changed their thinking. Know: Pupils know core Sikh beliefs—including belief in one God, equality, and service—and understand how key teachings from the Mool Mantar and the Gurus guide Sikh life today. Remember: Pupils remember key historical examples, such as Guru Gobind Singh forming the Khalsa, to explain why remembering God, working hard, and serving others remain essential to Sikhs today. Oracy: Pupils raise thoughtful questions and discuss how Sikh values like equality and		● Give examples of how Christians try to put Jesus' teaching and examples into practice in lots of ways, from church worship to social justice. Making connections: ● Raise important questions and suggest answers about what it means to challenge hypocrisy, put others first, and show forgiveness to unlikely people today. ● Make connections between Jesus' example of loving one's neighbour and pupils' own lives, values, and how people treat others in the world today. Know: Pupils know that Jesus challenged people to love God and their neighbour, oppose hypocrisy, and put others first, setting an example through his own life, teachings, and acts of radical love and forgiveness. Remember: Pupils remember key biblical examples of Jesus showing forgiveness to unlikely people and calling out pretend goodness, recalling how Christians today try to follow his lead through	resurrection around the globe today. Making connections: ● Raise questions and suggest answers about why events like the Last Supper, death, and resurrection carry deep meaning for people, comparing Christian beliefs with non-religious or other worldviews. ● Make connections between Holy Week themes of sacrifice, hope, and new beginnings and how people today find ways to mark pivotal moments and celebrate new life in their own lives. Know: Pupils know that Holy Week marks the final events of Jesus' earthly life—including the Last Supper, his death, and his resurrection—and understand that Christians believe he rose from the dead and is alive today. Remember: Pupils remember key moments of Holy Week and recall how Christians commemorate these events through tradition, worship, and celebration during Easter. Oracy: Pupils discuss and ask questions about why themes	least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals). ● Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism). Making connections: ● Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. ● Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. ● Give good reasons why they think ceremonies of commitment are or are not valuable today. Know: Pupils will learn that many people view life as a journey, understanding how	tradition). Making connections: ● Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives. ● Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas. ● Talk about what they have learned, how and why their thinking has changed. Know: Pupils discover the core beliefs behind key festivals across at least two religions, recognizing how foundational sacred stories inspire these celebrations and shape distinct religious traditions. Remember: Pupils retain key narrative details and symbolic practices, describing how believers celebrate festivals differently at home compared to in community settings or across diverse traditions.
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	honest work matter in the modern world, reflecting orally on whether learning about these beliefs has changed their own thinking. Vocabulary: Naam Japna, Kirat Karo, Sewa, Vand Chhako, Langar, Gurdwara. Sikh, Guru, Guru Nanak, Guru Gobind Singh, Khalsa and Mool Mantar.		worship and social justice work. Oracy: Pupils discuss and ask questions about what it means to challenge hypocrisy and put others first today, verbally linking Jesus' example of loving one's neighbour to their own values and actions. Vocabulary: Hypocrisy, neighbour, forgiveness, social justice.	like sacrifice, hope, and new beginnings carry deep meaning, verbally comparing Christian Easter beliefs with non-religious perspectives and their own experiences of fresh starts. Vocabulary: Holy Week, Last Supper, resurrection, sacrifice, and salvation.	religious and non-religious ceremonies mark key milestones through shared values of love, commitment, and formal promises. Remember: Pupils will be able to recall specific examples of commitment ceremonies across different worldviews, describing how symbols, vows, and rituals demonstrate devotion during important life stages. Oracy: Pupils debate whether viewing life as a journey is helpful for everyone, verbally sharing well-reasoned arguments on the purpose and modern value of marking milestones. Vocabulary: Milestone, commitment, vow, ceremony, secular, and ritual	Oracy: Pupils express thoughtful perspectives on what makes events worth celebrating, verbally analysing the impact of religious festivals in modern Britain and sharing how learning about them has evolved their own thinking. Vocabulary: Symbolism, commemoration, tradition, ritual, and diversity.
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LKS 2 Cycl e B	Core Enquiry Question: What do Christians learn from the Creation story? School Vision Big Question: Which brings a religious believer a deeper sense of wonder: reading a profound holy text, or looking out at the beauty and vastness of God's creation? Content: Making sense of belief: • Explain that God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. • To understand that the Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). This means that humans cannot get close to God without God's help. • Identify how the Bible shows that God wants to help people be close to him- he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers	Core Enquiry Question: What is the Trinity and why is it important for Christians? School Vision Big Question: How does having faith in something we cannot physically see open up new windows and possibilities for our minds? Content: Making sense of belief: • Understand that Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; He sends the Son, who saves His people; the Son sends the Holy Spirit to his followers. • It is a huge idea to grasp, and Christians have created art to help to express this belief. Understanding the impact: • Identify that Christians worship God as Trinity. • To explain that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling	Core Enquiry Question: What does it mean to be a Hindu in Britain today? School Vision Big Question: How do different religions use stories, parables, and teachings to pass down ancient wisdom to children today? Content: Making sense of belief: • Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti). • Offer informed suggestions about what Hindu <i>murtis</i> express about God • Make links between Hindu beliefs and the aims of life (e.g. karma). Understanding the impact: • Describe how Hindus show their faith within their families in Britain today (e.g. home puja). • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith.	-Continuation of Spring 1.	Core Enquiry Question: For Christians what was the impact of Pentecost? School Vision Big Question: Is it wiser to follow the rules of a holy text exactly as they were written thousands of years ago, or to adapt them to fit life in modern Britain? Content: Making sense of belief: • To explain that Christians believe that Jesus inaugurated the 'Kingdom of God' - i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in Heaven but here and now ('Your Kingdom come, your will be done on earth as it is in Heaven'). • Understand that Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit. If they let him. • Explain and understand that Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by	Core Enquiry Question: How and why do people try to make the world a better place? School Vision Big Question: When a person's faith calls them to challenge an unfair law or stand up against societal injustice, where do they find the bravery to act? Content: Making sense of belief: • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) • Make links between religious beliefs and teachings and why people try to live and make the world a better place. Understanding the impact: • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun</i>
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	forgiveness even when they keep on falling short. Understanding the impact: - Identify that Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. Making connections: - Raise questions and suggest answers about what it means to make mistakes, spoil relationships, and seek forgiveness, comparing Christian views with non-religious or other worldviews. - Make connections between having guidelines for living (like the Ten Commandments) and how people today choose moral codes to live by, including the role of forgiveness and second chances in human relationships. Know: Pupils discover how the narrative of Genesis 3 depicts humanity damaging its relationship with God, grasping how biblical	them to follow Jesus. Making connections: - Raise questions and suggest answers about how complex, abstract ideas (like the Trinity) can be expressed through symbols, metaphors, and art. - Make connections between the idea of an invisible helper or inner guide (the Holy Spirit) and how people, both religious and non-religious, find strength, motivation, and guidance in their everyday lives. Know: Pupils comprehend the Christian belief in the Trinity as one God in three persons (Father, Son, and Holy Spirit), exploring how each person of the Trinity acts in creation, salvation, and guidance, and how believers use art and symbol to express this complex doctrine. Remember: Pupils identify how Christians worship God as Father, Son, and Holy Spirit in everyday church life, describing how believers view the Holy Spirit as God's active presence empowering them to live out Jesus' teachings today.	Making connections: - Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about how people are valued in the world today, giving good reasons for their ideas. - Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking. Know: Pupils learn how Hindu family and community rituals reflect key beliefs about devotion and duty, gaining an understanding of how sacred traditions demonstrate how people and relationships are valued within Hinduism today.		living lives that reflect the love of God. - Explain that staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians. Understanding the impact: - Identify how Christians celebrate Pentecost as the beginning of the Church. - Describe how Christians try to make Jesus' invisible Kingdom visible by living lives that reflect the love of God and letting the fruit of the Spirit grow in their lives. Making connections: - Raise questions and suggest answers about what an ideal world or 'kingdom' looks like, comparing Christian beliefs about God's rule on earth with non-religious or other worldviews. - Make connections between displaying positive personal qualities (like the 'fruit of the Spirit'—love, patience, kindness) and how people today, both religious and non-	<i>olam</i> and the charity World Jewish Relief). - Describe some examples of how people try to live in ways that make the world a better place(e.g. individuals and organisations). - Identify some differences in how people put their beliefs into action. Making connections: - Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better. - Make links between some commands for living from religious traditions, non religious worldviews and pupils' own ideas. - Express their own ideas about the best ways to make the world a
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	teachings present God as a caring Creator who offers guidance (such as the Ten Commandments) and continual forgiveness. Remember: Pupils retain key aspects of Christian practice, describing how believers express their desire for closeness with God through acts of worship, obedience, and expressing remorse during prayers of confession. Oracy: Pupils engage in meaningful discussions about making mistakes and restoring damaged relationships, verbally contrasting Christian views on divine grace with non-religious ideas about personal accountability and second chances. Vocabulary: Creation, The Fall, commandments, penitence, forgiveness, and reconciliation.	Oracy: Pupils discuss how abstract ideas can be communicated through visual art and metaphor, sharing ideas about where people (both religious and non-religious) find inner strength, motivation, and ethical guidance. Vocabulary: Trinity, Father, Son, Holy Spirit, metaphor, symbolism, and empowerment.	Remember: Pupils recall specific Hindu rituals and celebrations—such as home <i>puja</i> and community festivals—describing how these practices bring families together and build a strong sense of shared belonging. Oracy: Pupils weigh up the value of taking part in family and community rituals, verbally sharing thoughtful insights on whether such traditions are beneficial for everyone and explaining how their own thinking has developed. Vocabulary: Puja, ritual, community, devotion, tradition, and belonging.		religious, seek to make a positive difference in their communities. Know: Pupils understand the Christian concept of the 'Kingdom of God', learning how believers view Jesus' life as a model of God's reign on earth and how the arrival of the Holy Spirit at Pentecost marked the birth of the Church to continue this mission. Remember: Pupils recall the event of Pentecost, explaining how Christians aim to make this invisible Kingdom visible in their daily actions through worship, community action, and displaying the 'fruit of the Spirit' (such as love, patience, and kindness). Oracy: Pupils articulate personal reflections on what constitutes an ideal world, comparing Christian teachings on God's rule with non-religious viewpoints on building a better society and making positive community contributions. Vocabulary: Kingdom of God, Pentecost, Holy Spirit, fruit of the Spirit, inaugurate and community.	better place, making links with religious ideas studied, giving good reasons for their views. Know: Pupils learn key religious teachings about why suffering and imperfection exist—such as the Christian concept of <i>sin</i>—and understand how principles like the Jewish belief in <i>tikkun olam</i> (repairing the world) inspire people to make positive changes. Remember: Pupils recall concrete examples of religious and non-religious organisations—such as <i>World Jewish Relief</i>—describing how individual believers and charities put their moral commands into action in diverse ways. Oracy: Pupils discuss big questions about why the world is not always a good place, verbally comparing religious commands for living with non-religious worldviews and expressing well-reasoned personal ideas on how to improve society. Vocabulary: Pupils build and use key ethical and worldview terms—such as <i>sin</i>, <i>tikkun olam</i>, <i>charity</i>, <i>moral command</i>, <i>repair</i>, and <i>worldview</i>—when explaining how beliefs drive social actions.
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5	Core Enquiry Question: What does it mean for a Jewish person to follow God? School Vision Big Question: Where does pure joy hide inside a sacred space—like a church, mosque, gurdwara, synagogue, or temple—even when it is completely silent? Content: Making sense of belief: • Identify and explain Jewish beliefs about God. • Give examples of some texts that say what God is like and explain how Jewish people interpret them. Understanding the impact: • Make clear connections between Jewish beliefs about the Torah and how they use it. • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws). • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice).	-Continuation of Autumn 1.	Core Enquiry Question: For Christians, how can following God bring freedom and justice? School Vision Big Question: Is it more courageous to ask big, difficult questions that doubt your own beliefs, or to stay firm and unchanging in your faith? Content: Making sense of belief: • Understand and explain that the Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham and Jacob) to being city dwellers (David), they have to learn new ways of following God. • Explain the story of Moses and how the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Explain that Christians see the Christian Church as part of the ongoing story of the People of God, and to try to	Core Enquiry Question: What do Christians believe Jesus did to 'save' human beings? School Vision Big Question: If a person has faith that "all things are possible," does that change how they face suffering, loss, or difficult times? Content: Making sense of belief: • Understand that Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • Identify and explain how the Gospels give accounts of Jesus' death and resurrection. The New Testament says that Jesus' death was somehow 'for us'. • Explain that Christians interpret this in varied ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from	Core Enquiry Question: Why is pilgrimage important to some religious believers? School Vision Big Question: If different religions use different names, symbols, and languages to talk about God or the universe, does that reveal the beautiful diversity of human wonder? Content: Making sense of belief: • Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholicism) • Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges; Israel as G-d's Chosen or Favoured people in Judaism). Understanding the impact: • Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions	Core Enquiry Question: Why do some people believe in God and some people not? School Vision Big Question: If God can make the "impossible" possible, why does the world still have challenges, fairness issues, and sadness? Content: Making sense of belief: • Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs. • Identify and explain what religious and non religious people believe about God, saying where they get their ideas from. • Give examples of reasons why people do or do not believe in God. Understanding the impact: • Make clear connections between what people believe about God and the impact of this belief on how they live. • Give evidence and examples to
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	Making connections: • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far these ideas are valuable to people who are not Jewish. • Talk about how ideas of tradition, ritual, community and study relate to their own lives, giving good reasons for their views and explaining how their thinking has developed during the unit. Know: Pupils know core Jewish beliefs about God and the Torah, understanding how sacred texts are interpreted and how commandments—such as keeping kosher—shape daily life across Orthodox and Progressive practices. Remember: Pupils remember key textual descriptions of God and specific Jewish commandments, recalling how these teachings guide		live in a way that attracts others to God, for example as salt and light in the world. Understanding the impact: • Describe how Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. Making connections: • Raise questions and suggest answers about what it means to experience "freedom" or "slavery" in different ways, comparing Christian ideas of rescue with non-religious or other worldviews. • Make connections between the concepts of being "salt and light" or bringing justice to others and how people today, both religious and non-religious, try to impact their communities for the better.	darkness to light, from slavery to freedom. • Explain and understand how the belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven). Understanding the impact: • Describe how Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist of the mass). • Give evidence that Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith. Making connections: • Raise questions and suggest answers about how different interpretations of	• Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live. Making connections: • Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views. • Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses. • Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their own lives. • Talk about how and why their thinking has developed through this unit. Know: Pupils explain the beliefs and sacred stories behind sites of pilgrimage across at least two religions, linking key concepts—such as <i>Ummah</i> in Islam or sacred	show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis). Making connections: • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. • Make connections between belief and behaviour in their own lives, talking about what they have learned and how and why their thinking may or may not have changed in the light of their learning. Know: Pupils explain how Christians interpret the Bible as a central narrative of
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	worship, rituals, and choices in Jewish communities today. Oracy: Pupils discuss and weigh the significance of tradition, ritual, and community in Jewish life, articulating well-reasoned verbal arguments about how these concepts apply to their own lives and society. Vocabulary: Torah, mitzvot (commandments), kosher, Orthodox, and Progressive.		Know: Pupils explain how the narrative of the 'People of God' unfolds across the Old Testament, making clear theological links between God rescuing the Israelites in the Exodus and Christians believing Jesus rescues humanity from sin. Remember: Pupils recall key biblical events—from nomadic leaders like Abraham to city dwellers like David—and describe how Christian teachings such as being 'salt and light' inspire modern social action, charity, and justice work. Oracy: Pupils lead thoughtful discussions comparing Christian ideas of 'slavery' and 'freedom' with non-religious viewpoints, articulating well-reasoned arguments on how both religious and secular groups work to transform their communities. Vocabulary: Old Testament, Exodus, covenant, salvation, redemption, and social justice.	'sacrifice', 'rescue', or 'freedom' help people understand life, loss, and hope, comparing Christian views with non-religious or other worldviews. • Make connections between the idea of sacrificing one's own needs for others and how individuals today choose to show selflessness, courage, and service in their communities. Know: Pupils explain how Christians view the Bible as a narrative of salvation, understanding diverse interpretations of Jesus' death—such as sacrifice, victory over sin, or substitute punishment—and how his resurrection gives believers hope for eternal life with God. Remember: Pupils recall how Christians commemorate Jesus' sacrifice through Holy Communion (Eucharist) and describe how his example leads believers to make personal sacrifices, show courage, and serve others in their daily lives. Oracy: Pupils discuss complex concepts like 'sacrifice', 'rescue', and 'freedom', verbally comparing Christian ideas of selflessness and hope with non-religious perspectives and evaluating	rivers in Hinduism—to why specific locations hold deep spiritual meaning. Remember: Pupils recall how pilgrims prepare for and undertake sacred journeys, describing the physical and spiritual impact of these journeys and comparing similarities and differences between traditions. Oracy: Pupils evaluate the value of reflection, repentance, and remembrance in modern life, leading structured discussions on how the practice of pilgrimage impacts believers and sharing how their own thinking has developed. Vocabulary: Pilgrimage, sacred, Ummah, penance, spiritual journey, and remembrance.	salvation, detailing varied theological views on Jesus' death—such as sacrifice, victory, or rescue—and explaining how the resurrection reinforces belief in the Incarnation and eternal life. Remember: Pupils recall how Christians commemorate Jesus' sacrifice through the Eucharist or Holy Communion, describing how his example leads believers to demonstrate selflessness, service, and courage in their own lives and communities. Oracy: Pupils explore and debate big questions surrounding 'sacrifice', 'rescue', and 'hope', verbally contrasting Christian understandings of self-denial with non-religious viewpoints on altruism and human resilience. Vocabulary: Salvation, incarnation, resurrection, Eucharist/Communion, atonement, and selflessness.
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				what inspires people to put others first. Vocabulary: Salvation, incarnation, resurrection, Eucharist/Communion, sacrifice, and reconciliation.		
6	Core Enquiry Question: What matters most to Humanists and Christians? School Vision Big Question: Can someone who does not follow any religion still possess deep spiritual wisdom? How do we recognise it? Content: Making sense of belief: - Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist). - Make links with sources of authority that tell people how to be good (e.g. Christian ideas of being 'made in the image of God' but 'fallen', and Humanists saying that people can be 'good without god'). Understanding the impact: - Make clear connections between Christian and Humanist ideas about being good and how people live.	Core Enquiry Question: Why do Christians believe Jesus was the Messiah? School Vision Big Question: How can believing in a God of miracles make a person look at the everyday natural world with a sense of limitless possibility? Content: Making sense of belief: - Pupils will know that: Jesus was the Messiah. - Christians believe that Jesus is God in the flesh. - The Old Testament talks about a 'rescuer' or what this 'Messiah' would be like, Christians believe that Jesus fulfilled these expectations, and that he is the Messiah (Jewish people do not think Jesus was the Messiah). Understanding the impact: - Understand that Christians believe that his birth, life and death and resurrection were part of a longer plan by God to try and	Core Enquiry Question: What does it mean for Muslims to follow God? School Vision Big Question: When people of different faiths disagree deeply about a religious question, how can they use wisdom to live together in peace and mutual respect? Content: Making sense of belief: - Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message). - Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; hajj practices follow the example of the Prophet). Understanding the impact: - Make clear connections between Muslim	-Continuation of Spring 1.	Core Enquiry Question: Creation and science: Conflicting or complementary? School Vision Big Question: If different religions use different names, symbols, and languages to talk about God or the universe, does that reveal the beautiful diversity of human wonder? Content: Making sense of belief: - Pupils will know that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. - These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts? Understanding the impact: - There are many scientists throughout history	Core Enquiry Question: Why is pilgrimage important to some religious believers? School Vision Big Question: When a religious leader or historical figure (like Jesus, Moses, or the Buddha) changed the course of history, were they revealing a divine possibility for all humans? Content: Making Sense of Belief - Analyse the core beliefs behind places and times of pilgrimage across Christianity and Islam (e.g., <i>Ummah</i>, submission, and <i>Tawhid</i> at Hajj in Islam; incarnation, salvation, and <i>Imago Dei</i> at Walsingham or Taizé in Christianity). - Critique and connect foundational narratives to pilgrimage sites, evaluating how sacred texts and history shape the identity of believers (e.g., Prophet Ibrahim and Prophet Muhammad in

	• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. Making connections: • Raise important questions and suggest answers about how and why people should be good. • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. Know: Pupils know Christian and Humanist beliefs about morality, understanding concepts such as being 'made in the image of God' and 'fallen' alongside Humanist views on being 'good without God'. Remember: Pupils remember key sources of moral authority—including religious texts and non-religious codes—and recall how these guidance systems shape everyday choices, actions, and decision-making. Oracy: Pupils engage in respectful, structured debate and discussion about why following a moral code can be helpful or challenging,	restore the relationship between humans and God. • Christians see Jesus as their saviour. Making connections: • Raise questions and suggest answers about what it means to need a 'rescuer' or 'saviour', comparing Christian views with non-religious or other worldviews. • Make connections between the Christian idea of a 'restored relationship' and how people today seek forgiveness, reconciliation, and hope in their own lives. Know: Pupils know that Christians believe Jesus is God in human form and the promised Messiah who fulfilled Old Testament prophecies to restore humanity's relationship with God—a belief not shared by Jewish people. Remember: Pupils remember how the narrative of Jesus's birth, life, death, and resurrection fits into the overarching biblical storyline of God's plan for salvation, forgiveness, and restoration.	beliefs and worship (e.g. Five Pillars, mosques, art). • Give evidence and examples to show how Muslims put their beliefs into practice in different ways. Making connections: • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/the North East today. • Consider and weigh up the value of e.g. obedience, generosity, self control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims. • Reflect on and talk about what and how they have learned, and how and why their thinking has changed. Know: Pupils can explain foundational Islamic concepts including <i>Tawhid</i> (the oneness of God), Prophethood (<i>Nabuwwah</i>), and the		and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator. Making connections: • Raise questions and suggest answers about whether science and religion offer conflicting, complementary, or different answers about origins and purpose. • Make connections between scientific discovery and feelings of wonder, awe, and appreciation for the universe, comparing religious and non-religious worldviews. Know: Pupils explain the relationship between the Genesis creation narratives and modern scientific accounts, analyzing how differing interpretations—such as literal, symbolic, or poetic readings—affect whether people view science and faith as conflicting or complementary. Remember: Pupils recall historical and contemporary examples of Christian scientists, describing how	Mecca; Jesus' life, crucifixion, and resurrection in Jerusalem). • Examine non-religious perspectives on sacred and historic sites, exploring how Humanists and Atheists view places of historical, scientific, or personal significance without requiring supernatural beliefs. Understanding the Impact • Compare and contrast the spiritual and personal impact of pilgrimage on Christians and Muslims, analysing how ritual actions (e.g., <i>Ihram</i> and <i>Tawaf</i> in Islam; prayer, confession, and walking the Stations of the Cross in Christianity) affect daily lifestyle, ethics, and community connections post-journey. • Explore secular equivalents to pilgrimage, investigating why non-religious people undertake meaningful journeys (e.g., visiting historical sites like
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	articulating well-reasoned verbal arguments about how people should treat one another. Vocabulary: moral code, Humanism, fall/fallen, image of God, secular, and authority.	Oracy: Pupils discuss and evaluate the concepts of needing a 'rescuer' or 'saviour', verbally comparing Christian perspectives with non-religious worldviews and exploring how people seek reconciliation and hope today. Vocabulary: Messiah, incarnation, salvation, saviour, prophecy, and reconciliation	authority of the Holy Qur'an, detailing how scripture and the Sunnah of the Prophet Muhammad guide Muslim living and worship across different traditions. Remember: Pupils recall key sources of authority and ritual practice—such as the Five Pillars, the significance of Hajj, and mosque design—describing how these principles actively shape everyday life for Muslims in Britain today. Oracy: Pupils critically evaluate core values like obedience, generosity, and self-control, leading structured debates on their importance to Muslims and articulating well-reasoned views on how far these values benefit non-Muslims and wider society. Vocabulary: Tawhid, Qur'an, Sunnah, Hadith, Ummah, and Ibadah (worship).		scientific exploration and discovery can deepen a believer's sense of awe, wonder, and appreciation for the Creator. Oracy: Pupils lead structured discussions on whether science and religion address different questions (such as <i>how</i> versus <i>why</i>), verbally debating how religious and non-religious worldviews explain the origins, meaning, and purpose of the universe. Vocabulary: Genesis, literal, poetic/symbolic interpretation, creationism, complementary.	Auschwitz, natural wonders, or memorial sites) and how these journeys evoke awe, wonder, or personal transformation. - Evaluate the concept of shared humanity, contrasting the Muslim idea of <i>Ummah</i> and Christian global fellowship with Humanist principles of universal human dignity and global solidarity. Making Connections - Critically evaluate the value of pilgrimage and meaningful journeys in the modern world, considering whether physical journeys remain essential for spiritual or ethical growth in a digital age. - Reflect on universal concepts across worldviews—such as reflection, repentance/self-improvement, and remembrance—and articulate how these concepts function in both religious contexts (e.g., seeking God's forgiveness) and non-religious
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						contexts (e.g., personal accountability, ethical mindfulness, and honoring history). ● Articulate and justify personal responses, comparing religious practices with their own worldview, and explaining how their critical thinking about journeys, space, and meaning has evolved throughout the unit and how what they have learnt will support their transition and ‘new beginning’ of going to Secondary School. Know: Pupils analyse the core theological concepts behind Christian and Islamic pilgrimages—such as <i>Tawhid</i> and <i>Ummah</i> at Mecca alongside <i>Incarnation</i> and <i>Salvation</i> at Walsingham—while evaluating how non-religious worldviews find deep meaning in historical and natural sites without supernatural beliefs. Remember: Pupils recall key rituals and historical narratives linked to sacred sites—such as <i>Ihram</i> and <i>Tawaf</i> in Islam or the <i>Stations of the Cross</i> in Christianity—describing how these transformative journeys and their secular equivalents
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						foster shared humanity, reflection, and ethical action. Oracy: Pupils critically debate the necessity of physical journeys for growth in a digital age, articulately contrasting religious views on repentance with non-religious ideas of accountability while justifying how exploring 'new beginnings' supports their upcoming transition to secondary school. Vocabulary: Tawhid, Ummah, Incarnation, salvation, secular, shared humanity, and ethical mindfulness.
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