LDBE Primary RE Curriculum Overview- Weston St Mary Church of England

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**What Makes Me Special?**	**Who is Special to Different People?**	**Which Stories are Special to Different People?**	**How Do Different People Celebrate their Special Times?**	**What Places are Special to Different People?**	**If the World is Special, How Should We Treat It?**
KS1 A **Year 1 and 2**	**Who is God to Christians and why does God matter to them?**	**Why is it important to say thank you?**	**Who is Allah (God) to Muslims and why does Allah (God) matter to them?**	**Is it possible to speak to God?**	**What is my view of the world?**	**Is there a right way to worship?**
KS1 B **Year 1 and 2**	**What is a human being? (Part 1)**	**What is a human being? (Part 2)**	**Local Case Study 1**	**Local Case Study 2**	**How do people welcome a new human into their community? (Part 1)**	**How do people welcome a new human into their community? (Part 2)**
LKS2 A **Year 3 and 4**	**What is my duty, how do I know and why does it matter?** Sikh worldviews	**What is my duty, how do I know and why does it matter?** Hindu worldviews	**What is a good life?** Non-religious worldviews	**What is a good life?** Christian worldviews	**Do Christians have to believe in God as Trinity? (Part 1)**	**Do Christians have to believe in God as Trinity? (Part 2)**
LKS2 B **Year 3 and 4**	**What is religion? What is spirituality?**	**Are all homes spiritual places?**	**Can spirituality make things better? Case Study 1** Non-religious worldview	**Can spirituality make things better? Case Study 2** Sikh worldview	**How do people express their spirituality together?** Pilgrimage - Muslim and Hindu worldviews	**How do people express their spirituality together?** Pilgrimage - Christian worldviews
UKS2 A **Year 5 and 6**	**Does creativity matter in religious worldviews?** Music	**Does creativity matter in religious worldviews?** Art	**Do people always put their beliefs into action?** Christian worldviews	**Do people always put their beliefs into action?** Muslim worldviews	**Are all people equal?** Sikh worldviews	**Are all people equal?** Christian and non-religious worldviews
UKS2 B **Year 5 and 6**	**Do Religious Worldviews Change Over Time? (Part 1)**	**Do Religious Worldviews Change Over Time? (Part 2)**	**Is technology a good thing for religious worldviews? (Part 1)**	**Is technology a good thing for religious worldviews? (Part 2)**	**What is my view of the world? Case Study**	**Does Religion Matter?**

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EYFS	**What Makes Me Special?**	**Who is Special to Different People?**	**Which Stories are Special to Different People?**	**How Do Different People Celebrate their Special Times?**	**What Places are Special to Different People?**	**If the World is Special, How Should We Treat It?**
Why this? Why now?	*In this unit, children find out a little more about themselves and others. They talk about their interests, likes, dislikes, family and friends, as well as familiar customs and routines. They consider ways in which other people are similar to or different from them, including the fact that some people belong to a religious worldview.*	*In this unit, children find out a little more about which people are special to them, their school and local community, and to religious people. They are introduced to the word 'God' and explore why God is special to some religious people. They do this by engaging with some important stories for Christians, Hindus and Jewish people and exploring how these people put their beliefs about God into practice in the real world.*	*In this unit, children find out a little more about religious worldviews by exploring books and stories that are important to Christians and Muslims. They are introduced to the Bible and the Qur'an, think about why these books are important and how they are treated by Christians and Muslims. They use question drawn from Theology to find out more about Christian and Muslim stories. They also think about the books and stories that are important to them, and why they are important.*	*Having explored some special people, books and stories within religious worldviews, in this unit children investigate how different people celebrate their special times, including Christians and Sikhs. They make links with their own celebrations and learn about how different people might celebrate religious festivals different across the globe. They ask questions drawn from the human / social sciences to help them understand what they are seeing.*	*In this unit, children articulate which places are special to them and why. They find out a little more about the places that are special to religious people, including opportunities to engage with Christian, Hindu, Jewish, Muslim and Sikh worldviews. Using questions drawn from the human / social sciences, children explore what makes these places special.*	*Having explored special places to religious people in the previous unit, in this unit, children find out a little more about what it means for the natural world to be special. Using questions drawn from Theology, they explore creation stories drawn from Muslim and Christian worldviews and their importance to Muslims and Christians. They also think about their own impact on the natural world and how they can help look after it.*

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KS1 A Year 1 and 2	**Who is God to Christians and why does God matter to them?**	**Why is it important to say thank you?**	**Who is Allah (God) to Muslims and why does Allah (God) matter to them?**	**Is it possible to speak to God?**	**What is my view of the world?**	**Is there a right way to worship?**
Why this? Why now?	*Pupils have the opportunity to build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God. They also deepen their understanding of how context influences the ways in which Christian express their beliefs.*	*Pupils build on learning about special times in EYFS and learning in the previous term by exploring different ways in which people show thankfulness, including through key festivals, such as Harvest and Sukkot. They also deepen their understanding of the key sources of authority for religious people and the ways in which context affects their ways of living.*	*Pupils have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God). They also deepen their historical and geographic understanding of the origins of Islam.*	*In this unit, pupils build on their understanding of the Muslim concept of God by considering how Muslims prayer to God. They begin to ask philosophical questions about the concept of communicating with God. They deepen their understanding of the ways in which context affects being Muslim, as well as exploring some different ways in which religious people pray.*	*Using their learning from previous units, pupils now look inwards at their own worldview. They consider how context has shaped the things they believe and value. They explore how context has influenced how they live their own lives. They are introduced to the distinction between individual and organised worldviews, recognising examples of these from previous learning.*	*Bringing together their knowledge about religious, organised and individual worldviews, sources of authority and context, pupils explore a philosophical question about worship.*

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KS1 B Year 1 and 2	**What is a human being? (Part 1)**	**What is a human being? (Part 2)**	**Local Case Study 1**	**Local Case Study 2**	**How do people welcome a new human into their community? (Part 1)**	**How do people welcome a new human into their community? (Part 2)**
Why this? Why now?	*Building on learning from EYFS (and, where relevant, KS1), pupils explore more deeply how people's beliefs are shaped by key sources of authority. They do this by interpreting key Christian sources of authority.*	*Building on learning from EYFS (and, where relevant, KS1) and the previous term, pupils interpret key sources of authority to understand better Muslim and Sikh beliefs about human beings.*	*In this and the next unit, pupils apply their understanding of key sources of authority to the ways in which key individuals have lived their lives. They consider how the combination of these sources of authority and context have influenced the person they are studying.*	*See previous unit.*	*Pupils deepen their knowledge and understanding of beliefs about human beings by exploring how religious and non-religious people welcome a new baby into the community. They develop their understanding of the 'ways of knowing' (disciplinary knowledge) by using questions and tools that help them explore how context affects ways of living.*	*Pupils build on learning from the previous unit by exploring the ways in which adults are welcomed into a new community. They focus on understanding how context affects ways of living in more complex ways.*

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LKS2 A **Year 3 and 4**	**What is my duty, how do I know and why does it matter?** Sikh worldviews	**What is my duty, how do I know and why does it matter?** Hindu worldviews	**What is a good life?** Non-religious worldviews	**What is a good life?** Christian worldviews	**Do Christians have to believe in God as Trinity? (Part 1)**	**Do Christians have to believe in God as Trinity? (Part 2)**
Why this? Why now?	*Having explored Sikhi in KS1, this unit introduces the concepts of duty and gurmukh. Pupils consider how context affects the ways in which Sikhs understand and live out their duty. They also analyse their own understanding of duty, relating it to their personal worldviews.*	*Having explored Sikhi in KS1 and the previous term, this unit introduces a new Dharmic tradition. Pupils engage with some key concepts that underpin a Hindu worldview and consider how context affects the ways in which Hindus understand and live out their dharma.*	*In this and the next unit, pupils apply their understanding of the concept of duty to the ways in which religious and non-religious people apply it in their lives. Drawing on questions and methods from the human / social sciences, theology and philosophy, pupils will explore the life of James Baldwin.*	*In this and the previous unit, pupils will apply their understanding of the concept of duty to the ways in which religious and non-religious people try to live a good life. Drawing on questions and methods from the human / social sciences, theology and philosophy, pupils will explore the life of St Francis of Assisi.*	*In this and the next unit, pupils engage more deeply with Christian sources of authority to explore interpretations of the concept of God. They further develop hermeneutical skills and analyse data about the lived reality of Christian worldviews.*	*Building on the previous unit, pupils engage more deeply with Christian sources of authority to explore interpretations of the concept of God. They further develop hermeneutical skills and analyse data about the lived reality of Christian worldviews.*

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LKS2 B **Year 3 and 4**	**What is religion? What is spirituality?**	**Are all homes spiritual places?**	**Can spirituality make things better?** **Case Study 1** Non-religious worldview	**Can spirituality make things better? Case Study 2** Sikh worldview	**How do people express their spirituality together?** Pilgrimage - Muslim and Hindu worldviews	**How do people express their spirituality together?** Pilgrimage - Christian worldviews
Why this? Why now?	*Having engaged with both religious individuals and groups of people in previous units of study, this unit addresses a core question for the study of religion and worldviews: what is religion? Using questions and skills drawn from the human/social sciences, it considers various ways in which 'religion' can be defined and introduces the separate, but linked, concept of spirituality.*	*In this unit, pupils explore the concept of spirituality in more depth, considering ways in which individuals and groups express their spirituality at home. Using skills from the human and social sciences, pupils explore what it looks like to 'be spiritual' for both religious and non-religious people.*	*Drawing on previous learning about different spiritual capacities, pupils will explore a specific case study that explores how a person's beliefs and values can shape their response to environmental issues and how this, in turn, can impact on their spiritual growth.*	*Pupils continue to deepen their understanding of spirituality as a concept by looking at the ways in which spirituality can motivate and be affected by interfaith work; this unit will also provide opportunities for pupils to ask theological questions of religious sources of authority.*	*Continuing to develop their understanding of the concept of spirituality, pupils engage with case studies relating to religious pilgrimage. Using tools drawn from social sciences, theology and philosophy, they interrogate the impact of pilgrimage on believers' spiritual growth.*	*Continuing to develop their understanding of the concept of spirituality, pupils engage with a historical case study relating to Christian pilgrimage. Using tools drawn from social sciences, theology and philosophy, they interrogate the impact of pilgrimage on believers' spiritual growth.*

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UKS2 A **Year 5 and 6**	**Does creativity matter in religious worldviews?** Music	**Does creativity matter in religious worldviews?** Art	**Do people always put their beliefs into action?** Christian worldviews	**Do people always put their beliefs into action?** Muslim worldviews	**Are all people equal?** Sikh worldviews	**Are all people equal?** Christian and non-religious worldviews
Why this? Why now?	*In this unit, pupils build on learning from KS1 by engaging in hermeneutical interpretation of religious narratives about the origins of the universe. They apply this learning to the diverse ways in which religious people express - or do not express - their creativity through music.*	*Building on learning from the previous term, pupils explore diverse ways in which religious people express their beliefs and values through art. Through this, they consider philosophical questions about how humans communicate abstract, conceptual ideas, such as God, hope and truth.*	*Using the case study of the 16th Street Baptist Church in Birmingham, Alabama and its connection to the Welsh artist, John Petts, pupils ask philosophical questions about how beliefs can inspire action - both positively and negatively.*	*Building on work from the previous term, pupils explore the work of the Muslim artist, Mohammed Ali. Through an exploration of his street art, they ask philosophical questions about what it means to be human and how this relates to the experiences of migrants and refugees around the world.*	*Building on learning from lower KS2, pupils deepen their understanding of key Sikh concepts, including gurmukh. Through this, using questions and skills drawn from the human/ social sciences, they investigate the lived reality of equality for different Sikhs, with a focus on female Sikhs.*	*Using the case study of collective worship, pupils explore the idea of freedom of religion and belief through the per-spectives of both Christian and non-religious people. Using philosophical tools, pupils seek to answer the question 'are all people equal' in light of the need to maintain freedom of religion and belief.*

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UKS2 B **Year 5 and 6**	**Should a worldview always stay the same? (Part 1)**	**Should a worldview always stay the same? (Part 2)**	**Is technology a good thing for religious worldviews? (Part 1)**	**Is technology a good thing for religious worldviews? (Part 2)**	**What is my view of the world? Case Study**	**Does Religion Matter?**
Why this? Why now?	*Building on learning from KS1 and lower KS2, pupils explore in greater depth key Christians teachings and texts relating to what it means to be human. They apply this to the lived example of Anne Askew, a 16th century Protestant Christian who was eventually executed for her beliefs.*	*Building on learning from the previous term, pupils explore the experience of women in the contempo-rary Anglican church to consider whether Christian worldviews always stay the same. They use this learning and philosophical skills to answer the question, 'should a worldview always stay the same?'*	*Continuing to build on learning from this year, pupils explore the impact of the printing press on Christian and non-religious worldviews. Using historical questions and skills to engage with the story of William Tyndale, pupils address philosophical concepts of 'right' and 'wrong' in relation to the use of technology by religious worldviews.*	*Building on learning from the previous unit, pupils consider ways in which various religious worldviews utilise technology in contempo-rary times. Making links with religious beliefs and values, pupils will consider the advantages and disadvantages of using technology in religious worldviews.*	*Revisiting key concepts like religion, spirituality and worldview, pupils draw on prior learning to address the key question, 'does religion matter?'.*	*In this unit, pupils have the opportunity to revisit their own worldviews, considering how their learning in RE has helped them become more consciously aware of why they believe/value what they believe/value, why they live the way they do and why they think/ reason in the way they do. It does this by presenting a case study of a Buddhist and asking pupils to critically analyse their own responses to this case study.*