

RE Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 / LKS2 A	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)
Year 4 / LKS2 B	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
Year 5 / UKS2 A	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
Year 6 / UKS2 B	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?

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<i>Why this? Why now?</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>

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<i>Why this? Why now?</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>

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<i>Why this? Why now?</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>Using the case study of collective worship, pupils explore the idea of freedom of religion and belief through the perspectives 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.</i>

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<i>Why this? Why now?</i>	<i>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.</i>	<i>Building on learning from the previous term, pupils explore the experience of women in the contemporary 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?'</i>	<i>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.</i>	<i>Building on learning from the previous unit, pupils consider ways in which various religious worldviews utilise technology in contemporary times. Making links with religious beliefs and values, pupils will consider the advantages and disadvantages of using technology in religious worldviews.</i>	<i>Revisiting key concepts like religion, spirituality and worldview, pupils draw on prior learning to address the key question, 'does religion matter?'.</i>	<i>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.</i>