



Religious Education Curriculum Overview



EYFS

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
A	How might people in Gloucestershire show they belong together?	Why is Christmas special to Christians?	Why is God so important to Christians?	What special times do people celebrate and why might these times be very important?	What stories are important in our school community/local area and why?	Which places are special for people living in Gloucestershire and why?
B						

Y1/2/3

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
A	What do Christians believe God is like?	What is it like to be brought up in a Jewish home in the UK today?	What is it like to be brought up in a Muslim home in the UK today?	What is it like to be brought up in a Hindu home in the UK today?	How do stories and art express world views – Christian, Muslim, Hindu, NR/Humanist	
B	What is it like to be part of the Muslim community in the UK (and beyond)?	Why does Christmas matter to Christians and how do people celebrate it?	What is it like to be brought up in a Christian home in the UK today?	Why does Easter matter to Christians, and how do people celebrate it?	How can someone's worldview be seen in the choices they make?	
C	What might Christians learn from the Old Testament about how to live?	What do Christians learn from the Creation narrative?	What do Muslims believe about God and how do they respond	How and why do Christians follow the example of Jesus?	For Christians, what kind of world did Jesus want?	

Y4/5/6

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
A	How do Jews in England celebrate festivals, and how does this show what matters to them?	What is it like to be a Humanist in the UK today?	Do all Christians believe and behave in the same way? Exploring diversity	Why is Muhammad important to Muslims today?	How and why do people (in three traditions) use ceremonies to show their commitments?	What is the 'golden rule', and how might it be put into practice by people from different religious and non-religious worldviews?
B	Creation and Science: conflicting or complementary?	What beliefs do Hindus hold about the Supreme Being?	'Why might Hindus want to be good?	How do Muslims decide what is right and wrong?	How might someone's worldview affect how they view and treat the natural world?	How do organised and individual worldviews help people when times get hard?

Aspiration - Resilience - Community

C	What influence does believing in God as Trinity have for Christian worldviews?	How does Hajj show what matters to Muslims in Britain?	How does the Torah influence Jewish people today?	Why might the belief that Jesus 'saved' people be so important for many Christians?	How do non-religious people understand and respond to the world and life? Exploring diverse responses, including Humanist	How do organised and individual worldviews help people when times get hard
----------	--	--	---	---	---	--

EYFS

Children in EYFS will be learning to:

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

	Year 1/2	Year 3/4	Year 5/6
Making sense of beliefs	Pupils can: • Identify core beliefs and concepts studied and give a simple description of what they mean. • Give examples of how stories show what people believe. • Give clear, simple accounts of what stories and other texts mean to believers.	Pupils can: • Identify and describe the core beliefs and concepts studied. • Make clear links between texts/sources of authority and the core concepts studied. • Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.	Pupils can: • Identify and describe 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. • Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.
Understanding the impact	• Give examples of how people use stories, texts and teachings to guide their beliefs and actions. • 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.
Making connections	• Think, talk and ask questions about whether the ideas they have been studying have something to say to them. • Give a good reason for views they have and the connections they make.	• Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.	• Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people, e.g. believers and atheists.

		• Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. • Give a good reason for views they have and the connections they make.	• Reflect on and articulate lessons that people might gain from the beliefs/practices studied, including their own responses, recognising that others might think differently. • Consider and weigh up how ideas studied in the unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the view they have and the connections they make.
--	--	--	--