RE Curriculum 2026/27

	Autumn	Spring	Summer
Year 3	**Worldview** **Topic: Christianity (belief)** What do Christians believe and how do they show commitment to their beliefs? How Christians celebrate Advent and how it links to the Christmas story **Disciplinary Knowledge:** **Christian Beliefs (Worldview)** **One God (Trinity)** Christians believe in **one loving and powerful God** who created everything. **Jesus Christ** Jesus is **God's son**, who came to teach people how to love, forgive, and live well. . **The Bible** Christians follow the **Bible**, which guides them in living according to God's will. **Love, Forgiveness, and Service** Christians are taught to **love others, forgive mistakes, and help those in need**. **How Christians Show Commitment (Practices)** **Worship and Prayer**: Attending church, praying, singing hymns. **Key Disciplinary / Worldview Concept** Christianity is **both a belief system and a way of life**. Christians **express their worldview through actions**, not just thoughts: Belief → Action Faith → Worship Love → Helping others **Advent connects belief (Jesus as God's son) with practice (preparing for Christmas through prayer, reflection, and symbolic actions).** **Celebrations like Advent show how Christians live out their beliefs in meaningful ways.**	**Topic: Sikhi (belief)** What do Sikhs believe and how do they show commitment to their beliefs? Explore the festival of Vaisakhi **Disciplinary Knowledge:** **1. Beliefs (what Sikhs believe)** Sikhs believe in **one God (Waheguru)** who is loving and present everywhere. They follow the **teachings of the Gurus**, especially in the **Guru Granth Sahib** (holy book). They value **equality, honesty, and helping others**. **2. Practices (how Sikhs show their commitment)** **Prayer and worship** at home and in the **Gurdwara**. Following the **Five Ks** for baptised Sikhs: Kesh, Kanga, Kara, Kachera, Kirpan. **Seva (selfless service)** and sharing food via **Langar**. **Celebrating festivals** like Vaisakhi to remember the Gurus and Sikh history. **Key Disciplinary Concept** Sikhi is not just about **beliefs**, it's about **living those beliefs** in everyday life. Commitment is shown through **actions, clothing, worship, and service**. **Key Vocabulary:** Gurdwara 5 K's Guru Nanak Langar Karma Krishna Harvest Amrit ceremony	**Topic: Sanatana Dharma (belief)** What do Santhanis believe and how do they show commitment to their beliefs? Explore festival of Holi **Disciplinary Knowledge:** **Many Gods and One Ultimate Reality** Santhanis believe in **Brahman**, the ultimate reality, and worship many deities like **Vishnu, Shiva, and Lakshmi**. God can take many forms, but it is **one ultimate source** of everything. **Karma (Actions Have Consequences)** Every action has consequences; good actions lead to good outcomes, bad actions to bad outcomes. **Dharma (Duty / Right Way of Living)** Santhanis follow **dharma**, which means living ethically, fulfilling duties, and respecting others. **Reincarnation / Moksha** They believe in **reincarnation** (life after life) and aim to reach **moksha**, liberation from the cycle of birth and death. **Sacred Texts** Hindu teachings come from texts like the **Vedas, Upanishads, Bhagavad Gita, and Ramayana**. **How Santhanis Show Commitment (Practices)** **Prayer and Worship (Puja)** Daily prayers at home or in a **mandir (temple)** to their chosen deities. **Rituals and Festivals** Celebrating **Diwali, Holi, Navratri**, and other festivals to honor gods and goddesses. **Living by Dharma** Following ethical duties, helping others, and living a life of honesty and respect. **Offering Seva (Service)** Acts of selfless service to family, community, and the world. **Meditation and Yoga** Practices to connect with God, develop self-discipline, and seek spiritual growth.

	Key Vocabulary: Christian Christmas Commitment Belief Christian Creation Church Bible <u>Power Skills</u> **Creativity** – Students retell stories about Jesus, God, and Advent, showing how Christians celebrate and prepare for Christmas. They also make an advent wreath. **Critical Thinking** – Students think about *why* Christians believe in one God, the Trinity, and Jesus as God's son, and how these beliefs guide actions. They also think about why Advent is important and how it links to the Christmas story and Christian beliefs. **Character** – Students explore values like hope, generosity, love, and reflection in Christian celebrations. **Collaboration** –Students share ideas and listen to others when discussing Christian beliefs and practices in class activities. **Communication** – Students use simple Christian vocabulary (Jesus, God, Advent, Christmas, love, forgiveness) to explain beliefs and celebrations.	<u>Power Skills</u> **Creativity** – Students draw, simple stories about Sikhs, the Gurus, and Sikh practices such as prayer, Langar, and festivals like Vaisakhi. **Critical Thinking** – Students think about *why* Sikhs follow one God, the Gurus' teachings, and the Five Ks, and how these beliefs guide daily actions. **Character** – Students explore values like equality, honesty, kindness, and helping others, reflecting on how Sikhs live their beliefs. **Collaboration** – Students discuss beliefs and practices, share ideas about helping others, and work together in group activities. **Communication** – Students use key Sikh vocabulary (Waheguru, Gurdwara, Guru Granth Sahib, Five Ks, Langar, karma) to explain what Sikhs believe and how they show commitment. **Enrichment:** Visit to St Peter's Church (life of the church, revisit/revise opportunity, Q&A)	**Key Disciplinary / Worldview Concept** Sanatana Dharma is **both a belief system and a way of life**. Commitment is shown through **daily actions, worship, festivals, service, and living ethically**. Belief and practice are deeply connected: Belief in karma → acting ethically Belief in deities → performing puja and celebrating festivals Belief in moksha → practicing meditation and self-discipline **Key Vocabulary:** Hinduism Brahman The Vedas Mandir Santhani **Power Skills** **Creativity** – Students draw or make simple stories about Brahman, gods like Vishnu, Shiva, Lakshmi, and examples of good actions following dharma. **Critical Thinking** – Students think about why Santhanis follow dharma, the idea of karma, and how beliefs in reincarnation and moksha affect daily choices. **Character** – Students explore values like honesty, responsibility, kindness, and respect for others, linking these to living a good life. **Collaboration** – Students share ideas and discuss stories about gods, dharma, and karma, listening to and learning from others' perspectives. **Communication** – Students use simple vocabulary (Brahman, dharma, karma, reincarnation, moksha, Vishnu, Shiva, Lakshmi) to explain beliefs and how Santhanis show commitment.

Year 4	**Topic: Judaism (belief)** What do Jews believe and how do they show commitment to their beliefs (including Chanukah) **Disciplinary Knowledge:** **Jewish Beliefs** **One God**: Jews believe in one loving, all-powerful God. **Covenant with God**: Following God's laws as promised to Abraham. **Torah**: Holy book guiding life and actions. **Ethical living**: Following the **mitzvot** (commandments). **Community**: Importance of living and worshipping together. **How Jews Show Commitment****Prayer & Synagogue**: Daily prayer and Shabbat worship. **Observing mitzvot**: Acting ethically, keeping kosher, following commandments. **Festivals**: Passover, Rosh Hashanah, Yom Kippur. **Life events**: Brit Milah, Bar/Bat Mitzvah, weddings. **Key Idea**Judaism is a **belief system and way of life**. Commitment is shown by **worship, ethical living, celebrating festivals, and community participation**. **Chanukah** **Belief**: Chanukah celebrates God's protection and the miracle of the oil lasting eight days during the rededication of the Second Temple. **Commitment in Practice**: **Lighting the menorah** each night for eight nights. **Praying** and saying blessings. **Sharing food** (like latkes) and giving **gelt (money/coins)** to teach generosity. **Remembering Jewish history and identity**, connecting faith to daily life. **Key Idea** Judaism combines **belief and practice**. Commitment is shown through **worship, following commandments, celebrating festivals, and living ethically**. Chanukah shows **how Jewish history and beliefs are remembered through ritual and celebration**, helping Jews express their faith in daily life.	**Topic: Christianity (belief)** What is good about Good Friday for Christians? Lent **Key Vocabulary:** Shrove Tuesday Ash Wednesday Palm Sunday Maundy Thursday Good Friday Easter Sunday Crucifixion Sacrifice **Enrichment:** Visit to St Peter's Church (Easter, Good Friday) **Disciplinary Knowledge:** **Christian Beliefs (Good Friday)** Jesus' Crucifixion: Christians believe Jesus died on the cross to save humanity from sin. God's Love: Jesus' sacrifice shows God's love for all people **Forgiveness: Through Jesus' death, Christians believe sins can be forgiven.** Part of Salvation Story: Good Friday is part of Holy Week, leading to Easter Sunday and the resurrection. **How Christians Show Commitment** Church Services & Prayer: Attending Good Friday services to reflect on Jesus' suffering. Fasting or Reflection: Some Christians fast or spend time in quiet prayer. Living by Jesus' Teachings: Following God's guidance in daily life by showing love, kindness, and forgiveness. Participating in Holy Week: Engaging in rituals like the Stations of the Cross or reading Bible passages. **Key Disciplinary Concept** Christianity is both a belief system and a way of life. Good Friday helps Christians link belief → practice: Belief in Jesus' sacrifice → prayer, worship, reflection, ethical living. Power Skills **Creativity** – Students express understanding of the Good Friday story and Christian worship through art, and	**Topic: Islam (belief)** What do Muslims believe and how do they show commitment to their beliefs? Ramadan **Key Vocabulary:** Fasting Qu'ran Eid al-Fitr Charity **Disciplinary Knowledge:** **Muslim Beliefs (Worldview)** **Belief in One God (Allah)** Muslims believe in **one God**, who is all-powerful, loving, and merciful. **Prophets** Muslims follow the teachings of **Prophets**, especially **Muhammad**, who delivered God's message. **The Qur'an** The **Qur'an** is the holy book that guides Muslims in life. **Life After Death** Muslims believe in **heaven (Jannah) and hell (Jahannam)**, and that actions in this life have consequences. **Five Pillars of Islam** Core practices that show commitment: Shahada (faith), Salah (prayer), Zakat (charity), Sawm (fasting during Ramadan), Hajj (pilgrimage to Mecca). **How Muslims Show Commitment** **Prayer (Salah)**: Praying five times a day, facing Mecca. **Charity (Zakat/Sadaqah)**: Helping those in need. **Fasting (Sawm)**: During **Ramadan** to grow spiritually and show self-discipline. **Pilgrimage (Hajj)**: Performing the journey to Mecca if able. **Living by Islamic Teachings**: Following the Qur'an and Hadith in everyday life, being honest, kind, and fair. **Key Disciplinary Concept** Islam is **both a belief system and a way of life**. Muslims show commitment through **prayer, charity, fasting, pilgrimage, and following ethical teachings**.

	Key Vocabulary: Dreidel 10 commandments Judaism Torah Synagogue Shabbat Power Skills **Creativity** – Students express understanding of Jewish beliefs through drawings, and simple reflections on prayer and community life. **Critical Thinking** – Students explain *why* beliefs such as one God, the covenant guide Jewish actions and choices. **Character** – Students explore ethical living, recognising values like responsibility, respect, and commitment in everyday life. **Collaboration** – Students learn about the importance of community through shared discussion, group tasks, and understanding synagogue worship. **Communication** – Students use correct religious vocabulary (God, Torah, covenant, Shabbat) to explain beliefs verbally and in writing. **Enrichment:** Judaism workshop on the theme of Passover	reflections informed by church experiences. **Critical Thinking** – Students explain how Jesus' crucifixion, church symbols, and Christian practices connect to beliefs about love, forgiveness, and salvation. **Character** – Students reflect on Christian values such as sacrifice, forgiveness, and respect, applying these to behaviour in learning and worship spaces. **Collaboration** – Students share ideas, ask questions, and work respectfully together in class and during church visit.. **Communication** – Students confidently use key religious vocabulary to explain beliefs and describe how Christians show commitment through worship and reflection and to ask questions to the vicar	**Key Vocabulary:** Pillars Hajj Shahadah Salah Zakah Sawm Power Skills **Creativity** – Students represent Muslim beliefs and practices through diagrams, symbols, and reflective responses about daily life and worship. **Critical Thinking** – Students explain how belief in Allah, the Qur'an, and life after death influence choices and actions in a Muslim way of life. **Character** – Students explore values such as self-discipline, generosity, honesty, and fairness shown through the Five Pillars. **Collaboration** – Students engage in respectful discussion, comparing beliefs and practices while learning from one another. **Communication** – Students use accurate religious vocabulary (Allah, Qur'an, Prophet Muhammad, Five Pillars, Salah, Zakat) to explain beliefs clearly.
Year 5	<u>Topic</u>**: Christianity (practice)** How do Christians celebrate their relationship with God (baptism, holy communion, confirmation, marriage etc) and do people need to go to church to show they are Christian?	Epiphany **Key Vocabulary:** Epiphany Wise men Gold Frankincense Myrrh <u>Topic:</u> **Sikhi (practice)** What is the best way for a Sikh to live a good life? **Disciplinary Knowledge:**	<u>Topic:</u> **Sanatana Dharma (practice)** How could the belief in ahimsa (harming no living thing) impact on the life of some Santhanis? **Disciplinary Knowledge:** **Belief: Ahimsa** **Ahimsa** means **non-violence** or **harming no living being**. It is a key principle in **Sanatana Dharma**, guiding ethical and spiritual living. **Impact on the Life of Some Santhanis** **Dietary Choices** Many Santhanis may **follow a vegetarian diet** to avoid harming animals.

	Disciplinary Knowledge: **How Christians Celebrate Their Relationship with God** **Bible -** Inspired word of God. GIves wisdom, comfort, show Christians how to live **Prayer -** A way to communicate with God. Can be done anywhere at any time. Look at the Lord's Prayer **Baptism** A ceremony welcoming someone into the Christian faith. Symbolizes cleansing from sin and beginning a new life with God. **Holy Communion / Eucharist** **Christians remember Jesus' Last Supper.** Eating bread and drinking wine symbolizes Jesus' body and blood, expressing thankfulness and connection with God. **Confirmation** A rite where individuals confirm their faith, often with blessings from a bishop. Shows commitment to living as a Christian. **Marriage** A Christian wedding celebrates God's gift of love. Marriage is a covenant, reflecting God's relationship with people. **Other Practices** Prayer, reading the Bible, acts of service, and celebrating festivals like Christmas and Easter. **Do Christians Need to Go to Church?** Attending church helps Christians worship together, learn about God, and support each other. However, Christianity is not just about attending church. Belief in God, living by Jesus' teachings, and showing love and kindness are also ways to express faith. Practices like prayer, baptism, and communion can show commitment even outside church. **Key Disciplinary Concept** Christianity is both belief and practice. Christians celebrate their relationship with God through rituals, life events, prayer, and ethical living.	**What Sikhs Believe About Living a Good Life** **One God (Waheguru)** Sikhs believe in one loving, all-powerful God. **The Teachings of the Gurus** The Guru Granth Sahib provides guidance on how to live ethically and spiritually. **Three Main Principles for a Good Life** Naam Japna: Remembering God through prayer and meditation. Kirat Karni: Working honestly and earning a living fairly. Vand Chakna: Sharing with others and helping those in need. **Equality and Justice** Treat everyone equally and stand up for what is right. **How Sikhs Show Commitment in Daily Life** Daily Prayer and Meditation: Connecting with God through Nitnem prayers. Honest Living: Earning an honest living and avoiding dishonesty or cheating. Seva (Selfless Service): Helping others in the community without expecting reward. Sharing (Langar): Participating in or contributing to the community kitchen. Following Sikh Values: Living with honesty, humility, and compassion. **Key Disciplinary Concept** Sikhi teaches that a good life is about belief AND action. A Sikh lives well by remembering God, acting honestly, helping others, and following the Guru's teachings. Power Skills **Creativity** – Students represent Sikh teachings on living a good life through exploring values in everyday scenarios. **Critical Thinking** – Students evaluate how core Sikh practices (such as honesty, service, meditation, and equality) guide moral decisions and ethical living.	**Daily Behavior** Avoiding hurting others in **thoughts, words, and actions**. Showing **kindness and compassion** to all living beings. **Spiritual Practice** Meditation, prayer, and rituals are done with **respect for all life**. **Community and Environment** Some Santhanis may engage in **environmental care or animal protection**, reflecting their commitment to ahimsa. **Key Disciplinary Concept** Beliefs in **Sanatana Dharma** are **lived out in daily practice**. Ahimsa links **belief → behavior**, shaping diet, actions, and moral choices. **Key Vocabulary:** Hinduism Santhani Ahimsa Virtue Karma **<u>Power Skills</u>** **Creativity** – Students explore and represent the concept of ahimsa through stories, illustrations, showing practical choices in daily life. **Critical Thinking** – Students analyse how the principle of ahimsa influences decisions, behaviour, and ethical dilemmas for Santhanis. **Character** – Students reflect on values such as non-violence, respect, compassion, and responsibility, considering how they guide personal actions. **Collaboration** – Students discuss real-life scenarios and ethical challenges in groups, listening and responding respectfully to different perspectives. **Communication** – Students use precise vocabulary (ahimsa, dharma, karma, vegetarianism, ethical living) to

	Key Vocabulary: Baptism Communion Marriage Confirmation **Enrichment:** Visit to St Mary's Church (baptism) Power Skills **Creativity** – Students represent and interpret Christian practices (baptism, Holy Communion, confirmation) through extended reflections, and responses linked to the church visit. **Critical Thinking** – Students evaluate *why* these practices demonstrate commitment and faith, and consider whether church attendance is necessary to be a Christian. **Character** – Students explore personal and communal values such as faith, responsibility, and belonging, reflecting on their importance in Christian life. **Collaboration** – Students discuss and compare beliefs and practices, respectfully responding to different perspectives in both class activities and the church visit. **Communication** – Students use precise religious vocabulary and structured explanations to describe how Christians celebrate their relationship with God and demonstrate commitment.	**Character** – Students reflect on values like kindness, fairness, humility, and service, considering how these shape their own choices and actions. **Collaboration** – Students discuss and share ideas about ethical living in groups, learning from differing perspectives while showing respect. **Communication** – Students use accurate Sikh vocabulary (Gurū Granth Sāhib, seva, simran, kirat karni, vand chakna) to explain beliefs and practices and how they influence a good life. **Key Vocabulary:** Sikhism Guru Gurdwara Khanda Mukti	explain how beliefs shape lifestyle choices.
Year 6	**Topic: Christianity (practice)** Which of Jesus' parables teaches the most important lessons about how Christians should treat other people? **Disciplinary Knowledge:** **Parables About How Christians Should Treat Others** The Good Samaritan Lesson: Love and help everyone, even people who are different or strangers. Practice: Showing kindness, helping those in need, not judging others. The Sheep and the Goats (Parable of Judgment) Lesson: Helping others is like helping Jesus himself.	**Topic: Humanism (belief and practice**) How do Humanists decide what is right and wrong and how do inspirational humanists of the past impact on how Humanists live today? **Disciplinary Knowledge:** **How Humanists Decide What is Right and Wrong** **Reason and Logic** Humanists use thinking, evidence, and discussion to decide what is fair and ethical. **Empathy and Compassion** They consider how actions affect others, aiming to reduce suffering and increase happiness.	**Topic: Islam (practice)** How do the Pillars of Islam help some Muslims plan their lives? **Disciplinary Knowledge:** **The Five Pillars and How They Help Muslims Plan Their Lives** Shahada (Faith) Declaring belief in one God (Allah) and Muhammad as His Prophet. Impact: Shapes moral decisions and keeps faith central in daily life. Salah (Prayer) Praying five times a day.

	Practice: Caring for the hungry, sick, or poor; showing compassion in everyday life. **The Lost Son (Prodigal Son)** Lesson: Forgiveness and welcoming people back, even if they have done wrong. Practice: Forgiving others and showing love rather than holding grudges. **Key Idea** Christians learn from Jesus' parables how to live ethically and show love, compassion, and forgiveness. Parables link belief → action: believing in God's love is shown through kindness, service, and forgiveness in daily life. **Key Vocabulary:** Parable The Lost Sheep Good Samaritan Feeding of the 5000 Bible Disciple **Power Skills:** **Creativity –** Students interpret parables in a variety of ways, including storytelling, or modern-day scenarios, showing how Jesus' teachings apply today. **Critical Thinking -** Students compare parables (e.g. Good Samaritan, Sheep and the Goats, Lost Son) and evaluate which teaches the most important lesson about how Christians should treat others, applying previous year's knowledge of key Christian principles. **Character –** Students reflect on values such as kindness, forgiveness, compassion, and responsibility, considering how these guide ethical behaviour. **Collaboration** - Students discuss parables in groups, share viewpoints respectfully, and work together to justify conclusions using evidence from texts. **Communication -** Students explain ideas clearly using religious vocabulary, present arguments orally or in writing, and support opinions with examples from parables.	**Human Responsibility** Humanists believe people are responsible for making the world better through choices and actions. **Shared Principles** They follow common Humanist values like honesty, fairness, equality, and respect. **Impact of Inspirational Humanists of the Past** Examples: Scientists, writers, or activists who fought for human rights, education, and social justice. **Influence Today:** Encourage Humanists to stand up for fairness, equality, and ethical living. Inspire activism, volunteering, and personal responsibility. **Key Disciplinary Concept** Humanism is a belief system and way of life without relying on religious teachings. Humanists link belief → practice by using reason, compassion, and inspiration from role models to guide their daily actions. **Key Vocabulary:** Humanist The Golden Rule Free Will Evolution Reflection **Enrichment:** Barry Newman visit (Humanist speaker) **Power Skills:** **Creativity -** Students explore ethical dilemmas and imagine fair solutions using Humanist values.They reflect creatively on how beliefs influence actions and lifestyles. **Critical Thinking -** students use reason, evidence, and logic to decide right and wrong, asking thoughtful questions. They evaluate the impact of inspirational Humanists and their ideas. **Character** - Students develop empathy, compassion, and a sense of responsibility. They consider personal values such as fairness, honesty, and respect **Collaboration** - Students discuss moral issues and ethical questions through group work. They listen to and respect different viewpoints when exploring beliefs	Zakat (Charity) Giving a portion of wealth to those in need. Impact: Encourages financial planning and ethical responsibility to help others. Sawm (Fasting during Ramadan) Fasting from sunrise to sunset during Ramadan. Impact: Teaches self-discipline, empathy for the poor, and planning daily routines around fasting. Hajj (Pilgrimage to Mecca) Undertaken at least once if physically and financially able. Impact: Requires long-term planning, saving money, and preparing spiritually and physically. **Key Disciplinary Concept** The Pillars of Islam guide belief into practical action, helping Muslims structure their daily lives, make moral decisions, and plan for long-term goals. **Key Vocabulary:** Hajj Shahadah Salah Zakah Sawm **Enrichment:** Many Faiths Together workshop **Power Skills:** **Creativity** – Students explore how beliefs are lived out in different ways and present their understanding of Muslim practices using creative formats (e.g. diagrams, explanations, reflections). **Critical Thinking** – Students analyse how each of the Five Pillars influences daily routines, moral choices, and long-term planning in a Muslim's life. They revise and apply their prior knowledge from year 4 learning. **Character** – Students reflect on values such as discipline, generosity, faith, and perseverance shown through practices like prayer, fasting, and charity. **Collaboration** – Students discuss ideas respectfully, compare perspectives, and work together to deepen understanding of religious practices.

		Communication Students explain known ideas about Humanism clearly and thoughtfully. They express opinions about ethical living using appropriate language and examples	**Communication** – Students explain how the Pillars help Muslims plan their lives using appropriate religious language in spoken and written responses.