

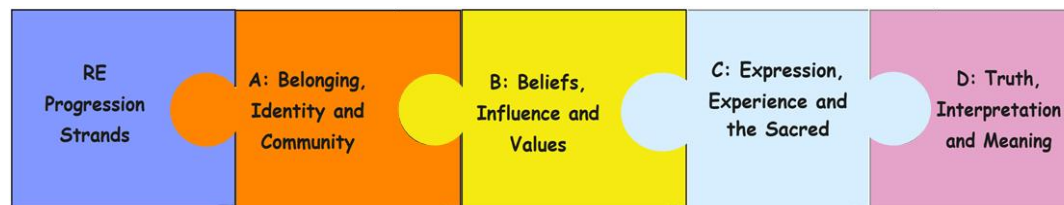
It is our intention that the children leave Navenby with the **aspirations** to continue learning. In order to ensure they have further aspirations, we know that they must be **inspired by the teaching** and the opportunities they are given. We will deliver an RE curriculum which all of our children can access and enjoy; delivered in a safe, nurturing and supportive environment, where **individual liberty** is celebrated and aspirations are seen as achievable goals. Our children will remember more and know more so they will be able to hold meaningful conversations about different beliefs and worldviews, taking these beyond the school into the **community**.

RE Locally Agreed Syllabus

Our RE curriculum is devised using the locally agreed syllabus for 2025 to 2030. We have started to implement this and will be embedding it throughout the next academic year. The syllabus focuses on a worldview approach; composed of both religious and non-religious worldviews. It explores the way people make sense of the world and the impact this has on the way they live their lives.

We also link our curriculum to our 6 core Christian values (thankfulness, peace, faithfulness, respect, forgiveness and hope) which children have exposure to through our daily act of worship and to visits and visitors which support the topic for that term.

In order to make the curriculum more coherent and to support pupil understanding; the syllabus has four progression strands. All of the learning in RE links to these strands which are based on key concepts which are common to all religions.



Time Allocated for RE

The recommended time spent on RE in EYFS is flexible in order to help meet the early learning goals (ELG). In KS1, it is 36 hours per year (approx. 55 mins per week) and in KS2 45 hours per year (approx. 70 mins per week).

RE Overview 2025-2026

	Autumn (Term 1)	Autumn (Term 2)	Spring (Term 3)	Spring (Term 4)	Summer (Term 5)	Summer (Term 6)
Reception Special and sacred	Which people, stories and events are special to me? Religions and Worldviews – Christianity and Hinduism		What do I know about Easter and Holi? Religions and Worldviews – Christianity and Hinduism		Why are some places and objects special or sacred? Religions and Worldviews – Christianity and Hinduism	
<i>Why this?</i> <i>Why now?</i>	<i>Pupils reflect on what special means and what things are special to them. They are introduced to Christianity and Hinduism and explore key events which show they belong to a religion. Pupils will look at special people in the stories of Christmas and Diwali.</i>		<i>The pupils use their prior knowledge of Christian and Hindu key events and look more closely at Easter and Holi. They will begin to understand how people come together to celebrate these events and how the stories link to celebrations.</i>		<i>Pupils build on their understanding of ‘special’ and look how this is different to somewhere being sacred. They will look at places of worship and why these matter to people, as well as some symbols and artefacts.</i>	
Year 1 Special and sacred stories	What do stories from religious traditions teach about God? What can we learn from other stories? Religions and Worldviews – Christianity, Judaism (Hinduism as recap)	How are stories and celebrations linked? Religions and Worldviews – Christianity, Judaism (Hinduism as recap)	What do creation stories teach people about God and human nature? Religions and Worldviews – Christianity, Islam, Judaism, Humanism Creation stories from Greek and Chinese Mythology		What do people learn from stories and festivals? Religions and Worldviews – Christianity, Islam, Judaism	

<p><i>Why this? Why now?</i></p>	<p><i>The pupils will recap religious stories and why they are sacred, this time focusing on how they help people understand God and the world. Christian and Hindu stories will be recapped and the children will be introduced to stories from Judaism.</i></p>	<p><i>Using their knowledge from EYFS looking at stories and events, pupils will focus on what the events mean to religious believers and how the events are celebrated. They will recap the stories of Christmas and Diwali and explore them in more detail and will be introduced to the story of Hanukkah.</i></p>	<p><i>The pupils will be introduced to the idea of a creator to help them understand the context of some of the religions and ideas of God that they have looked at in Year 1. They will also look at creation from a humanist worldview and explore some mythology of creation. Using these ideas of creation and prior understanding of sacred stories, pupils will discuss the origins of good and evil in different worldviews.</i></p>	<p><i>The pupils build on their understanding of Abrahamic religions to look in detail at stories and celebrations in Christianity, Islam and Judaism. They will use their previous knowledge of stories, why they are sacred and how they link to celebrations to explore how stories give communities a shared identity and the links they have to religious beliefs and concepts.</i></p>
<p>Year 2</p> <p>Sacred beliefs, texts and connections</p>	<p>What are sacred texts and why do they matter?</p> <p>Religions and Worldviews – Christianity, Islam, Judaism, Hinduism, Sikhism</p>	<p>What do we mean by religion and worldviews? What beliefs, values and practices are important within religions and worldviews? (Spring and Summer)</p> <p>Religions and Worldviews – Christianity, Islam, Judaism</p>	<p>What do we mean by religion and worldviews? What beliefs, values and practices are important within religions and worldviews? (Spring and Summer)</p> <p>Religions and Worldviews – Buddhism, Sikhism, Humanism</p> <p>Also look briefly at some examples of the different faiths that exist in the county</p>	
<p><i>Why this? Why now?</i></p>	<p><i>Pupils will now be introduced to the term Dharmic religions and begin to compare their understanding with previous knowledge of Abrahamic religions. Their understanding of special and sacred stories from EYFS and Y1 will be built on to look at sacred texts as a whole; exploring the concept of revelation and how sacred texts are used in worship.</i></p>	<p><i>During this unit, pupils will use their knowledge of different beliefs to look at what is meant by ‘religion’ and ‘worldview’. Their knowledge from different religions will be used to think about how religious worldviews connect with each other and at how diversity is shown within religions. This term will focus on Abrahamic religions.</i></p>	<p><i>During this unit, pupils will use their knowledge of different beliefs to look at what is meant by ‘religion’ and ‘worldview’. Their knowledge from different religions will be used to think about how religious worldviews connect with each other and at how diversity is shown within religions. This term will focus on Dharmic religions.</i></p>	

<p>Year 3</p> <p>Why communities matter</p>	<p>What does pilgrimage mean to individuals and communities?</p> <p>Religions and Worldviews – Christianity, Islam, Hinduism, Buddhism Non-Religious pilgrimages or journeys</p>	<p>Which religions/worldviews can we find in our neighbourhood?</p> <p>Religions and Worldviews - Christianity (St Paul’s church) Judaism and Islam (in-depth study)</p>	<p>School Designed Unit: How do we decide what’s right or wrong?</p> <p>Religions and Worldviews – Dependent on children’s enquiry (Balance of Abrahamic, Dharmic and non-religious worldviews)</p>
<p><i>Why this? Why now?</i></p>	<p><i>In this unit, the pupils will use their understanding of Abrahamic and Dharmic religions in Year 2 to look at pilgrimage. Their learning in EYFS about special places and people will support them to explore why people go on pilgrimage and how they can strengthen communities. Pupils will also explore non-religious pilgrimages and how these are special to people who take part in them.</i></p>	<p><i>The pupil’s wider knowledge about the different religions and worldviews and how this can vary both across and within religions will now be focused on their local community. Pupils will explore some of the beliefs in their communities and how these are expressed.</i></p>	<p><i>In KS1, pupils have learnt about Jesus’ teaching of right and wrong using parables and the story of the Garden of Eden. They have also looked in Year 2 at sacred texts and how these shape beliefs about right and wrong. In this unit, the children will be encouraged to think about where the ideas of right and wrong come from and how this impacts people’s actions.</i></p>
<p>Year 4</p> <p>Commitment, Promises and Meaning</p>	<p>How do people welcome a new life into the world? How do people show their commitment to a religion?</p> <p>Religions and Worldviews – Christianity, Judaism, Hinduism, Humanism</p>	<p>How do people celebrate marriage?</p> <p>Religions and Worldviews – Christianity, Judaism, Hinduism Also look at Buddhism, Paganism, Humanism</p>	<p>What do people believe about the afterlife? How is this expressed in funeral practices?</p> <p>Religions and Worldviews – Christianity, Judaism, Hinduism Also look at Humanism</p>
<p><i>Why this? Why now?</i></p>	<p><i>Pupils will use their knowledge of communities from Year 3 to explore how they welcome new life and show commitment to their religion. In EYFS, pupils explored how babies can be special when looking at the Christmas story and in KS1 pupils look at beliefs in Abrahamic and Dharmic religions. In this unit, pupils will build</i></p>	<p><i>This unit links to the idea of commitment which pupils explored in the Autumn term. Pupils will also use ideas about community and belonging to look at how different worldviews (religious and non-religious) celebrate the commitment of marriage and the different meanings this has.</i></p>	<p><i>This unit builds on the Year 4 learning about ‘the journey of life’ and looks at the meaning of life and death. Pupils will use their knowledge of beliefs from different worldviews and how these are practiced, to look at rituals and ceremonies linked with death.</i></p>

	<i>on their understanding of non-religious worldviews to look at Humanism.</i>		
Year 5 Expression, experience and the senses	How do people express their beliefs through worship and caring for others? How do people use their senses in worship? Religions and Worldviews – Christianity, Islam, Buddhism, Humanism	What do we mean by religious and spiritual experiences? Religions and Worldviews – Christianity, Islam, Hinduism, Humanism	School Designed Unit – Influential women
<i>Why this?</i> <i>Why now?</i>	<i>Pupils will use their understanding of Abrahamic and Dharmic religions and how they express their beliefs through ceremonies, rituals, pilgrimages and festivals, to look in depth at worship. They will also look at how the beliefs they have learnt about previously, impact the way religious believers treat others and care for them.</i>	<i>In this unit, pupils will look in depth at religious and spiritual experiences, building on ideas explored when looking at festivals, celebrations, pilgrimages, revelation and commitment ceremonies. Pupils will look at miracles and how these features in different worldviews.</i>	<i>Pupils will have looked at the role of women in different festivals and ceremonies, as well as encountering women in different religious stories. In this unit, pupils will look at the ways women have contributed to different communities and how they have fought for change. They will also look in detail at sacred texts and how they can be interpreted to exclude or limit women.</i>
Year 6 Big Questions: What do people believe?	How do people know who or what to believe? What do people believe about the existence of God? What do people believe about evil and suffering? Religions and Worldviews – Christianity, Islam, Judaism, Sikhism, Hinduism, Buddhism, Humanism, Philosophical viewpoints	How do people choose between right and wrong? What do people believe about caring for the world and others? What do people believe about peace? Religions and Worldviews – Christianity, Islam, Judaism, Sikhism, Hinduism, Buddhism, Humanism, Philosophical viewpoints	Consolidation of learning What is my religion or worldview?
<i>Why this?</i> <i>Why now?</i>	<i>In Year 6, pupils build on their previous learning about different religious worldviews and beliefs, and begin to think about where these</i>	<i>Pupils will continue to think about where beliefs come from and different sources of authority; this time focusing on the environment and peace. They will look</i>	<i>In this unit, the pupils will consolidate what they have learnt in RE during their time at Primary School and will begin to think about their own ideas. They will reflect on what impacts their</i>

	<p><i>ideas come from and different types of authority.</i></p> <p><i>In this unit they will use their prior knowledge from previous year groups to look at what religious and philosophical thinkers say about the existence of God, and about right and wrong.</i></p>	<p><i>at sacred texts and the ideas these present, but will also look at key thinkers and activists.</i></p>	<p><i>worldview or has authority for them, and will start to express their ideas and worldviews whilst empathising with others.</i></p>
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