



Long Row Primary School **RE** Curriculum Overview 2025-30

	Autumn Term		Spring Term		Summer Term	
EYFS FS1 FS2	F1 Which stories are special and why What people are special and why?	F4 Which times are special and why? Nativity	F2 What people are special and why?	F5 Where do we belong?	F3 What places are special and why? Exploring Worship	F6 What is special about our world? Stories about God
Year 1/2 Cycle A 2026-27 2029-30	1.1 Who is a Christian and what do they believe? Exploring Worship Christians	Nativity Hannukah	1.5 What makes some places Sacred? Sacred places Christians, Muslims, Jewish 1.6 How and why do we celebrate special and sacred times? Muslims (Ramadan) Islam (see annual Ramadan dates)	1.6 How and why do we celebrate special and sacred times? Christianity Christians, (Easter)	1.7 What does it mean to belong to a faith community? Christians, Muslims	
Year 1/2 Cycle B 2025-26 2028-29	1.2 Who is a Muslim and what do they believe? Islam	Nativity	1.3 Who is Jewish and what do they believe? Judaism Exploring Sacred Stories		1.4 What can we learn from sacred books? Stories about God Christians, Muslims, Jewish	1.8 How should we care for others and the world and why does it matter? Values Christians, Jewish



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Year 3/4 Cycle A 2026-27 2029-30	L2.1 What do different people believe about God? God (Intro to Hindu Dharma) Christian, Hindu, Muslim	L2.2 Why is the Bible so important for Christians today? Christianity Christians	L2.4 Why do people pray? Christians, Hindus, Muslims	L2.9 What can we learn from religions about deciding what is right and wrong? Codes for Living Christian, Jewish, Humanists	L2.7 What does it mean to be a Christian in Britain today? Opening up Values Christians	
	L2.3 Why is Jesus inspiring to some people? Christians	L2.5 How do people from religious and non-religious communities celebrate key festivals?	L2.5 Why are festivals important to religious communities? Christians, Hindus, Muslims, Jewish	L2.6 Why do some people think that life is a journey and what significant experiences mark this? Journey Christians, Hindus, Jewish, Humanists	L2.8 What does it mean to be a Hindu in Britain today? Hinduism Values Exploring Codes for Living Christians, Muslims, Hindus	



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Year 5/6 Cycle A 2026-27 2029-30	U2.1 Why do some people believe God exists? God Christians Humanists	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first Century? Jesus Christians	U2.4 If God is everywhere, why go to a place of worship? Sacred Places Christians, Hindus, Jewish	U2.6 What does it mean to be a Muslim in Britain today? Opening Up Islam Opening Up Values Exploring Codes for Living Muslims	
	U 2.10 Green Religion An 8-10-hour unit running alongside other units throughout the year.				
	Year 5/6 Cycle B 2025-26 2028-29	U2.5 (Expressing) Is it better to express your beliefs in arts and architecture or in charity and Generosity? Christians, Muslims, Humanists	U2.7 (Living) What matters most to Christians and Humanists? <u>Community</u> Christians, Humanists	U2.8 (Living) What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)? Christians, Hindus, Muslims	U2.3 (Believing) What do religions say to us when life gets hard? Hindu Dharma Christians, Hindus, Humanists
U 2.9 What can be done to reduce racism? An 8-10-hour unit running alongside other units throughout the year.					



Religious Education Curriculum

Purpose of study

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Aims

- To ensure that every pupil's statutory entitlement to RE is met, irrespective of their faith or belief, and within this to encourage pupils to explore questions of spirituality, identity, ethics, discrimination and prejudice.
- To enable pupils to develop religious literacy and conceptual understanding of what it means to be a person of faith or no faith.
- To encourage pupils to articulate their own ideas and experience of religion, belief and spirituality.
- To encourage all pupils and teachers to experience RE as an exciting subject that feeds into an understanding of what it means to live in Derbyshire and Derby City and our wider world communities and to promote harmony and good community relations.
- To encourage teachers to produce RE lessons that are challenging, inspiring and engaging to everyone.
- To assist pupils to engage critically with ideas and understanding of religion and belief systems, given the nature of our society, its speed of change and growing social media influences. RE studies how religions and world views shape and are shaped by the societies in which pupils live, promoting deepening understanding of those belief systems.
- To promote interactive, creative and experiential learning that promotes social and ethnic accord alongside the endorsement of fundamental British Values, so that schools will be supported in visiting places of worship, community

KS1 and KS2 Programme of study – Derbyshire and Derby City agreed syllabus for Religious Education 2025-30

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