



St. John's C of E Primary School RE Curriculum



Intent

At St John's Primary School, our Religious Education (RE) curriculum is designed to inspire curiosity, respect, and understanding of the diverse beliefs and practices that shape our world. Grounded in our Christian ethos, we aim to provide a rich and inclusive education that nurtures spiritual growth, moral development, and a sense of community.

Through the exploration of Christianity and other major world religions, we encourage pupils to:

- Deepen their knowledge of Christian teachings and values, fostering a meaningful connection to the Church of England's traditions
- Develop critical thinking and reflective skills by engaging with big questions about life, meaning, and purpose.
- Appreciate the richness of religious diversity, promoting respect, empathy, and understanding in our multicultural society.
- Recognise the importance of faith in shaping individual and collective identities, inspiring pupils to live out our school values of respect, responsibility, kindness, truthfulness and perseverance.

We aim to prepare our children to thrive as compassionate, informed, and responsible members of society, equipped with the confidence to embrace their own beliefs and values while respecting the faith and perspectives of others.

Implementation

Primary Curriculum

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Where do we belong?	Why do Christians perform Nativity plays at Christmas?	Which places are special and why?	Why do Christians put a cross in an Easter Garden?	Which stories are special and why?	Why is the word 'God' so important to Christians?
1	What do my senses tell me about the world of Religion and belief?	How does a celebration bring a community together?	What do Jews remember on Shabbat?	What does the cross mean to a Christian?	How did the universe come to be?	How do Jewish people celebrate Passover?
2	Why is light so important to different faiths?	What does the Nativity story teach Christians about Jesus?	How do Christians belong to their faith family?	How do Jewish people celebrate Passover?	Why do people have different views about the idea of 'God'?	
3	How do people express commitment to a religion/ worldview in different ways?	What is the Trinity?	What is Philosophy? How do people make moral decisions?	What do Muslims believe about God?	What difference does being a Muslim make to daily life?	



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4	Where do religious beliefs come from? (4.1)	What do we mean by 'truth'? Is seeing believing?	How do/have religious groups contribute to society and culture?	Why is there so much diversity of belief within Christianity?	What does sacrifice mean?
5	Is believing in God Reasonable?	How has belief impacted on music and art through history?	Why should we be good?	What difference does the Resurrection make for Christians?	How do Hindu's make sense of the world?
6	How and why does religion bring peace and conflict?	How do Buddhists explain suffering in the world? (6.2)	What does it mean to be human? Is being happy the greatest purpose in life?	Creation and science: conflicting or complementary?	How do beliefs shape identity for Muslims?
Link to Planning	https://stjohnsdanburysessexsch.sharepoint.com/:f/s/CURRICULUM/EnA30a3js2xOkodytozbNLQBfX4naq_zqGHDOfhOaGsjwg?e=8y4ENq				

Knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Theology					
A. Where beliefs come from	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview	1.Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief 2.Recognise different types of writing from within one text	1.Show awareness of different sources of authority and how they link with beliefs. 2.Identify different types of writing and give an example of how a believer might interpret a source of authority	1.Identify different sources of authority and how they link with beliefs. 2.Give examples of different writings and different ways in which believers interpret sources of authority	1.Describe different sources of authority and how they link with beliefs. 2.Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	1. Explain different sources of authority and the connections with beliefs. 2.Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
B. How beliefs change over time	N/A	N/A	Recognise that beliefs are influenced by events in the past and present	Identify events in history and society which have influenced some religious and non-religious world-	Describe how events in history and society have influenced some religious and non-religious world- views	Explain how events in history and society have influenced some religious and non-religious world- views



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				views		
C. How beliefs relate to each other	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.	Recognise that some beliefs connect together and begin to talk about these connections.	1. Identify some links between beliefs being studied within a religion or worldview. 2. Show awareness of some of the similarities and differences between and within religions and worldviews.	1. Make clear links between different beliefs being studied within a religion or worldview. 2. Identify some of the similarities and differences between and within religions and worldviews	1. Describe the connections between different beliefs being studied and link them to sources of authority 2. Describe some of the key theological similarities and differences between and within religions and worldviews	1. Explain connections between different beliefs being studied and link them to sources of authority using theological terms 2. Explain the key theological similarities and differences between and within religions and worldviews
D. How beliefs shape the way believers see the world and each other	Give an example of how _____ use beliefs to guide their daily lives	Give different examples of how _____ beliefs influence daily life	Recognise that beliefs are influenced by events in the past and present	Identify events in history and society which have influenced some religious and non-religious world-views	Describe how events in history and society have influenced some religious and non-religious world-views	Explain how events in history and society have influenced some religious and non-religious world-views
Philosophy						
A. The Nature of knowledge, meaning and existence	1. Ask questions about the world around them and talk about these questions. 2. Begin to make connections between	1. Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them 2. Talk about what people	1. Recognise that there are many different religious and nonreligious answers to questions people raise about the world around	1. Describe different philosophical answers to questions about the world around them, including questions relating to meaning and	1. Explain different philosophical answers to questions about the world around them, including questions relating to meaning and	1. Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions



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	using their senses and what they know about the world around them.	mean when they say they 'know' something.	them 2. Talk about the difference between knowing and believing.	existence 2. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.	existence. 2. Explain some of the different ways in which philosophers understand abstract concepts.	relating to meaning and existence 2. Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.
B. How and whether things make sense	Give a simple reason using the word 'because' when talking about religion and belief Give a reason to say why someone might hold a particular belief using the word 'because'	Give a simple reason using the word 'because' when talking about religion and belief Give a reason to say why someone might hold a particular belief using the word 'because'	1. Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. 2. Use more than one reason to support their view.	1. Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief 2. Give reasons for more than one point of view, providing pieces of evidence to support these views	1. Explain, using a range of reasons, whether a position or argument is coherent and logical. 2. Link a range of different pieces of evidence together to form a coherent argument	1. Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. 2. Use well-chosen pieces of evidence to support and counter a particular argument
C. Issues of right and wrong, good and bad	Using religious and belief stories to talk about how beliefs impact on how people behave	Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.	1. Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. 2. Recognise some of the similarities and differences between these ideas.	Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.	Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.	Begin to analyse and evaluate a range of different answers to ethical and moral questions/ issues, showing an understanding of the connections between beliefs, practices and behaviour.



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Human/Social Sciences

<p>A. The diverse nature of religion</p>	<p>Recognise that people have different beliefs and that some people follow religions and others non- religious worldviews</p>	<p>Recognise the names of different religions, religious beliefs and worldviews and use them correctly.</p>	<p>Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p>	<p>Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p>	<p>1. Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. 2. Show awareness that talking about religion and belief can be complex.</p>	<p>1. Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. 2. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.</p>
<p>B. Diverse ways in which people practice and express beliefs</p>	<p>Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area</p>	<p>Identify evidence of religion and belief especially in the local area.</p>	<p>Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.</p>	<p>Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.</p>	<p>Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/world- views.</p>	<p>Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/world views.</p>



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<p>C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa</p>	<p>Recognise that beliefs can have an impact on a believer's daily life, their family or local community.</p>	<p>Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.</p>	<p>Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.</p>	<p>Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</p>	<p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>
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Impact

Our RE Curriculum will have a profound impact on pupils, the school community, and beyond. By fostering a deep understanding of Christianity alongside other world religions, pupils will develop a well-rounded worldview, equipping them to engage thoughtfully and respectfully in an increasingly diverse society.

Impact on Pupils

- **Spiritual Growth:** Pupils will gain a stronger sense of personal identity and purpose through reflective exploration of life's big questions, rooted in Christian teachings and values.
- **Moral Development:** By learning about compassion, respect, and service, children will grow into thoughtful, empathetic individuals who value fairness and justice.
- **Cultural Awareness:** Pupils will become more informed and appreciative of the beliefs and traditions of others, reducing prejudice and fostering inclusion.
- **Critical Thinking:** Exposure to different perspectives will help pupils develop analytical and evaluative skills, enabling them to form and articulate their own opinions thoughtfully and respectfully.

Impact on the School Community



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- **Stronger Values Base:** The curriculum will reinforce the school's ethos, creating a shared sense of purpose rooted in love, respect, and service.
- **Enhanced Community Cohesion:** A focus on understanding and empathy will nurture positive relationships among pupils, staff, and families of diverse backgrounds.
- **Holistic Education:** Integrating spiritual, moral, social, and cultural development will create a rich educational experience, preparing children for life beyond the classroom.

Impact on Wider Society

- **Respectful Citizenship:** Pupils will leave school as informed and respectful citizens, contributing to a more harmonious and tolerant society.
- **Ethical Leadership:** The emphasis on values like integrity, responsibility, and service will inspire pupils to take on leadership roles that promote the common good.
- **Resilience in Diversity:** By exploring and respecting different faiths and beliefs, pupils will be better equipped to navigate and celebrate the diversity of modern Britain.

Ultimately, this curriculum will not only enrich pupils' understanding of religion but will also empower them to embody the values of kindness, respect, and service in their daily lives. This holistic approach will ensure they are well-prepared for a future in which they can make meaningful contributions to their communities.