

R.E Curriculum Overview 2025-2026

Year 1/2

What do some people believe God looks like?

Looking at Islamic art, Hindu avatars and images of the Christmas story, children explore how different people understand God on Earth. They consider these representations when creating their own artwork and talk about why putting ideas about God into words and pictures is challenging.
(Christian, Hindu and Muslim worldviews.)

Why do we need to give thanks?

Using a range of sources including survey data, children learn the beliefs around using offerings to show gratitude. They get hands on with artefacts used during puja and write their own lyrics for a song of thanks.
(Hindu, Christian and Humanist worldviews.)

How did the World begin?

Exploring a range of creation stories in imaginative ways, children present their own ideas about creators and creation using art and language. They consider how creation stories help some people to understand what God is like.
(Christian, Jewish and Hindu worldviews.)

How do we know some people feel a special connection to God?

Building on their understanding of how people perceive God on Earth, children listen to stories from diverse perspectives about the early lives of significant religious figures. They explore how we recognise that some individuals have a special connection to God by searching for clues in religious stories and comprehending the symbolism within them.
(Sikh, Muslim, Christian, Jewish and Hindu worldviews.)

Why should we care for the World?

Building on their understanding of creation stories, children study quotes and religious stories about the relationship between humans and nature. They investigate why different people believe it is important to care for Earth.
(Jewish, Muslim, Hindu, Jain and Humanist worldviews.)

What is a prophet?

Asking questions about the religious stories they read, children find out more about significant people like Abraham, Jonah, Moses, Jesus, Muhammad and Guru Nanak. They look for clues in religious stories and art to understand the characteristics and promises some of these people shared with humanity. By investigating different perspectives and drawing connections, children create their own definition of a prophet.
(Christian, Muslim, Jewish and Sikh worldviews.)

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Year 3/4

What makes us human?

Exploring ideas about spirituality, inner self and the soul, children interpret and use art to express beliefs about the soul and inner self and design a book cover and blurb for a book called 'What makes us human?'
(Hindu, Christian, Buddhist and Humanist worldviews.)

Who was Jesus really?

Using texts to find out about the historical figure of Jesus, children consider his place in Jewish, Christian and Muslim teaching and how he is seen by different communities. They learn about the social and religious environment of Jesus' era and how this impacted the way he was viewed.
(Christian, Jewish and Muslim worldviews.)

Why is water symbolic?

Exploring the many ways water is used in rituals and ceremonies, children experience the symbolic use of water and learn about its historical connections in some religions. From this, they create poetry to express ideas about the symbolism of water.
(Christian, Sikh, Muslim and Shinto worldviews.)

Why is fire used ceremonially?

Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance. They design an eternal flame to commemorate a particular person or event and create artwork inspired by the symbolic use of fire.
(Hindu/Sikh and Zoroastrianist worldviews.)

What makes some texts sacred?

Building on enquiry about the place of scripture in year 3, children look at different ways scriptures are used and what this shows about the value placed on them. They experience how the Guru Granth Sahib is treated like royalty and analyse information collaboratively.
(Sikh, Hindu, Buddhist and locally represented worldviews.)

Why is the bible the best-selling book of all time?

Using historical skills and knowledge, children explore how the Christian Bible that exists today developed. They look at the different types of writing within the Bible and when it was written. Pupils find out how some Christians use their Bibles and present their ideas as marketers of the Bible.
(Christian worldview.)

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Year 5

Why do people stand up for what they believe in?

Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs. They use debate and critical analysis activities to discuss controversial issues.
(Christian, Muslim and Sikh worldviews.)

What happens when we die? – Part 2

Continuing to investigate concepts relating to death, children learn the meaning of reincarnation and enlightenment and compare these ideas with those studied in part 1. They create a visual representation of enlightenment, incorporating their own beliefs and those of different worldviews.
(Hindu, Buddhist and Sikh worldview.)

Why doesn't Christianity always look the same?

Thinking first as geographers and historians, children explore the spread of Christian beliefs worldwide. Through looking at artwork, history, case studies and first-hand accounts, they investigate why, when their fundamental beliefs are the same, Christian worship looks so different in the UK and across the world. They create freeze frames and breaking news articles as people from the past.
(Christian worldview.)

Who should get to be in charge?

Investigating the different ways religious leadership and authority are determined, children explore what happens when people don't agree. They examine evidence, use debating techniques and develop their knowledge of democracy, bloodline and being 'chosen' to think critically about the issues raised.
(Muslim, Christian and Sikh worldviews.)

What happens when we die? – Part 1

Interpreting different sources of wisdom and beliefs about what happens when we die, children find out what different people from Abrahamic and non-religious perspectives do to mark someone's death. They explore how this is linked with beliefs about the afterlife through scripture, poems and readings and consider the concepts of heaven and hell through art.
(Jewish, Christian, Muslim and Humanist worldviews.)

Why are some places in the World significant to believers?

Using maps, pictures and texts, children investigate why some places are significant to some religions. They explore why this has sometimes led to conflicts and what these places can reveal about beliefs and culture. Acting as visitors, they examine primary sources and what these can tell us about the past and significance.
(Christian, Jewish, Muslim, Sikh, Hindu and Buddhist worldviews.)

Music Curriculum Overview 2025-2026

Year 6

Why does religion look different around the world? – Part 1

Building on comparisons about the origins of the Abrahamic religions, children discover how some religious practices are observed. They consider how culture, tradition, migration and interpretation can affect how someone practices their religion.
(Jewish, Muslim and Christian worldviews.)

Why is there suffering? – Part 1

Discussing suffering, sin and free will, children find out what people from different worldviews think about this challenging question. Through analysing stories and texts, they explore why some people turn to God in times of suffering whereas others take it as evidence that God does not exist.
(Jewish, Christian, Buddhist and Zoroastrianist worldviews.)

Why does religion look different around the world? – Part 2

Building on their learning in part 1, children consider how interpretation can change how people practise their religion and worldview. They think about the influence culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions. After exploring why there are different Buddhist schools, they compare a range of practices by experiencing some of them in the classroom.
(Hindu, Sikh, Buddhist and Jain worldviews.)

Why is there suffering? – Part 2

Deepening their understanding of suffering, children explore alternative ideas about and responses to suffering through texts and stories. They consider how people might respond to suffering and how their reactions are influenced by their worldview.
(Shinto, Buddhist, Sikh and Humanist worldviews.)

Why is it better to be there in person?

Thinking back to previous learning about prayer and worship, children find out about significant journeys and pilgrimages and why visiting a particular place is so important to some people. They investigate the challenges of pilgrimage experiences and consider whether it is better to visit a place in person.
(Jewish, Muslim, Christian and Humanist worldviews.)

What place does religion have in our world today?

Exploring their own worldview and the religious composition of their class, children use census data and digital mapping to investigate what these can suggest about religion and its limitations. They consider the importance of freedom of religion or belief and how Religion and worldviews lessons can help them become better citizens in the future.
(Interfaith - student choice.)