

Whole school RE Overview



At Smithdown Primary School, our Religious Education curriculum is designed to foster respect, understanding, tolerance and acceptance for all children, regardless of their beliefs. We aim to provide children with a broad and balanced understanding of world religions and non-religious worldviews, enabling them to explore the big questions of life, values, and identity. RE at Smithdown supports our diverse school community and promotes spiritual, moral, social and cultural development.

Our intent is for pupils to:

- Develop knowledge and understanding of a range of religions and beliefs, including Christianity, Islam, Judaism, Hinduism, Sikhism, Buddhism and non-religious perspectives.
- Understand the role religion plays in the lives of individuals and communities.
- Reflect on their own beliefs, values, and experiences in a safe and supportive environment.
- Cultivate skills in critical thinking, respectful discussion, and ethical reasoning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Where do we belong? <u><i>Living</i></u>	Which times are special and why? <u><i>Expressing</i></u>	Which people are special and why? <u><i>Believing</i></u>	What is special about our world? <u><i>Living</i></u>	Which places are special and why? <u><i>Expressing</i></u>	What stories are special and why? <u><i>Believing</i></u>
Year 1	Who is a Christian and what do they believe? (part 1) <u><i>Believing</i></u>	How and why do we celebrate special and sacred times? (Part 1) Christmas <u><i>Expressing</i></u>	Who is a Muslim and what do they believe? (part 1) <u><i>Believing</i></u>	How and why do we celebrate special and sacred times? (Part 1) Easter <u><i>Expressing</i></u>	What does it mean to belong to a faith community? <u><i>Living</i></u>	What makes some places sacred? <u><i>Expressing</i></u>

Year 2	Who is Jewish and what do they believe? <i><u>Believing</u></i>	Who is a Christian and what do they believe? (part 2) <i><u>Believing</u></i>	Who is Muslim and what do they believe? (part 2) <i><u>Believing</u></i>	How can we learn from sacred books? <i><u>Believing</u></i>	How and why do we celebrate special and sacred times? <i><u>Expressing</u></i>	How should we care for others and the world, and why does it matter? <i><u>Living</u></i>
Year 3	What does it mean to be a Hindu in Britain today? (part 1) <i><u>Living</u></i>	What does it mean to be a Christian in Britain today? (part 1) <i><u>Living</u></i>	Why do people pray? <i><u>Expressing</u></i>	Why are festivals important to religious communities? <i><u>Expressing</u></i>	What do different people believe about God? <i><u>Believing</u></i>	Why is the Bible so important for Christians today? <i><u>Believing</u></i>
Year 4	What does it mean to be a Hindu in Britain today? (part 2) <i><u>Living</u></i>	What does it mean to be a Christian in Britain today? (Part 2) <i><u>Living</u></i>	Why are festivals important to religious communities? <i><u>Expressing</u></i>	Why is Jesus inspiring to some people? <i><u>Believing</u></i>	What can we learn from religions about deciding what is right and wrong? <i><u>Living</u></i>	Why do some people think that life is like a journey and what significant experiences mark this? <i><u>Expressing</u></i>
Year 5	Why do some people think God exists? <i><u>Believing</u></i>	If God is everywhere, why got to a place of worship? <i><u>Expressing</u></i>		What does it mean to be a Muslim in Britain today? <i><u>Living</u></i>	What would Jesus do? Can we live by the values of Jesus in the 21st Century? <i><u>Believing</u></i>	
Year 6	What matters most to Christians and Humanists? <i><u>Living</u></i>	What difference does it make to believe in Ahimsa, Grace and / or Ummah? <i><u>Living</u></i>	Is it better to express your beliefs in arts & architecture or in charity & generosity? <i><u>Expressing</u></i>		What do religions say to us when life gets hard? <i><u>Believing</u></i>	

