# Religious Education

## Following the RE Leicestershire Agreed Syllabus 2026-2031 which also incorporates understanding Christianity.

| Big Questions | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **EYFS**<br><br>**RE Questions** | Being special: Where do we belong? | Incarnation: Why is Christmas special for Christians? | Creation: Why is the word 'God' special to Christians? | Salvation: Why is Easter special for Christians? | Which places are special and why? | |
| **Ongoing throughout the year** | Which times/stories are special and why?<br>Lives of Christians, Jews, Muslims and Hindus | | | | | |
| **Key Religion** | **Lives of: Christians, Jews and Hindus. Non-Religions- Humanists** | **Incarnation**<br>**Lives of Christians** | **Creation and God**<br>**Lives of Christians** | **Salvation**<br>**Lives of Christians** | **Lives of Christians and Muslims** | |
| **Year 1** | God: What do Christians believe God is like? | Incarnation: Why does Christmas matter to Christians? | Gospel: What is the 'good news' Christian say Jesus brings? | Who is Muslim and how do they live? God/Tawhid/ibadah/iman | | What makes some places sacred to believers? |
| **Key Religion** | **God**<br>**Lives of Christians** | **Incarnation**<br>**Lives of Christians** | **Gospel**<br>**Lives of Christians** | **Lives of Muslims** | | **Lives of Muslims, Christians and Jews** |
| **Year 2** | Creation Who do Christians say made the world? | Who is Jewish and how do they live? God/Torah/the people | | Salvation Why does Easter matter to Christians? | What does it mean to belong to a faith community? | How should we care for others and the world and why does it matter? |
| **Key Religion** | **Creation**<br>**Lives of Christians** | **Lives of Jews** | | **Salvation**<br>**Lives of Christians** | **Lives of Muslims, Christians and Jews** | **Lives of Christians, Jews and the non-religious community.** |
| **Year 3/4** | How and why do people try to make the world a better place? | How do festivals and family life show what matters to Jews? God/Torah/the people | How and why do people mark the significant events of life? | Gospel: What kind of world did Jesus want? | How do festivals and worship show what matters to a Muslim? Ibadah | Kingdom of God: For Christians, what was the impact of Pentecost? |
| **Key Religion** | **Lives of Muslims, Christians and Jews** | **Lives of Jews** | **Lives of Muslims, Christians, Jews and Humanists** | **Gospel**<br>**Lives of Christians** | **Lives of Muslims** | **Kingdom of God**<br>**Lives of Christians** |

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| **Year 5** | God<br>What does it mean for Christians to believe that God is holy and loving? | Incarnation<br>Why do Christians believe that Jesus is the Messiah? | What does it mean to be a Muslim in Britain today?<br>Tawhid/Iman/Ibadah | Salvation<br>What do Christians believe Jesus did to 'save' people? | Why do Hindus try to be good?<br>Karma/dharma/samsara/moksha | What does it mean to be a Humanist in Britain today? |
| **Key Religion** | **God**<br>**Lives of Christians** | **Incarnation**<br>**Lives of Christians** | **Lives of Muslims** | **Salvation**<br>**Lives of Christians** | **Lives of Hindus** | **Humanism** |
| **Year 6** | Gospel<br>How do Christians decide how to live? What would Jesus do? | Kingdom of God<br>For Christians, what kind of king was Jesus**?** | What matters most to Humanists and Christians? | (In 2022-complete Christianity unit)<br>Why is the Torah so important to Jewish people? | Creation<br>Creation and science: conflicting or complementary? | What do religious and non-religious worldviews teach about caring for the Earth? |
| **Key Religion** | **Gospel**<br>**Lives of Christians** | **Kingdom of God**<br>**Lives of Christians** | **Lives of Christians and Humanists** | **Lives of Jews** | **Creation**<br>**Lives of Christians** | **Lives of Muslims, Christians, Jews, Hindus, Sikhs and Buddhists** |

## Key Religion

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| Christianity | Islam | Judaism | Hinduism | Multiple faiths and beliefs | Humanism |

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | ✓ | | | ✓ | ✓ | |
| | | ✓ | | ✓ | | ✓ |
| | | | ✓ | | ✓ | |
| ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |

# RE- Understanding Christianity

| Skills | EYFS | End of Key Stage One | | End lower Key Stage Two | | End of Key Stage Two | |
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| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Making sense of the belief.** | -The Christian holy book is the Bible and it is special to them.<br><br>-The Bible has stories and parables. | - Recognise that God, creation, Incarnation and Salvation are part of a 'big story' of the Bible.<br>- Identify at least two different types of texts from the bible; for example, a story, a parable, a gospel account of Jesus' life and instructions about how to behave.<br>- -Tell stories from the bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.<br>**Year 1**- Gospel and incarnation.<br>**Year 2**- Salvation and Creation<br>-Give clear, simple accounts of what the texts mean to Christians. | | **Year 3**<br>-Order at least five concepts within a timeline of the bible's big story.<br>**Year 4**<br>-List two distinguishing features of at least three different types of biblical text: for example, Gospel, parable and letter.<br><br>**Both Year 3 and 4**<br>-Make clear links between biblical texts and the key concepts studied.<br>-Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians. | | -Outline the timeline of the 'big story' of the bible, explaining the place within it of the core concepts studied.<br>- Identify at least five different types of biblical texts, using technical terms accurately.<br>-Explain connections between biblical texts and the key concepts studied, using theological terms.<br>- Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. | |
| **Understanding the impact** | -Christians believe that God made our wonderful world so we should look after it.<br>-Christians believe Jesus came to show that all people are precious and special to God.<br>-Christians remember Jesus' last week as Easter.<br>- Christians try to show God's love to others. | - Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.<br>- Give at least three examples of how Christians put their beliefs into practice in church worship. | | - Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and their church communities.<br>- Describe how Christians show their beliefs in worship and in the way they live. | | - Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world.<br>- Show how Christians put their beliefs into practice in different ways; for example in different denominations. | |

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| **Making connections** | -The Word God is a name.<br>-Christians believe that God is the creator of the universe.<br>-Christians believe God came to Earth in human form as Jesus.<br>-Jesus' name means 'he saves'.<br>- Christians believe Jesus came to show God's love. | - Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. | - Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.<br>- Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. | - Identify ideas arising from their study of texts and concepts, and comment how far these are helpful or inspiring, justifying their responses.<br>- Weigh up how biblical ideas, teachings or beliefs relate to issues, problems and opportunities of their own lives and the world today, developing insights of their own. |

## RE- Understanding Christianity

| Concept | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| God | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Creation | ✓ | | ✓ | ✓ | | | ✓ |
| Fall | | | | ✓ | | | ✓ |
| People of God | | | | ✓ | | | |
| Incarnation | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| Gospel | | ✓ | | | ✓ | | ✓ |
| Salvation | ✓ | | ✓ | ✓ | | ✓ | |
| Kingdom of God | | | | | ✓ | | ✓ |

**RE – Leicestershire Agreed Syllabus for Religious Education 2026-2031**

*Religious Education enables pupils to explore a range of religious and non-religious worldviews, examining how beliefs, values and ways of living shape individuals, communities and society. Through RE, pupils develop the knowledge, understanding and disciplinary skills needed to engage thoughtfully with questions of meaning, identity, belonging, diversity and belief, while reflecting on their own views and experiences.*

| Religion and belief | EYFS | Year 1 | Year 2 | Year 3/ 4 | Year 5 | Year 6 |
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| ***Judaism*** | | | **Who is Jewish and how do they live?**<br>**Make sense of belief:**<br>• Recognise the words of the Shema as a Jewish prayer.<br>• Retell simply some stories used in Jewish celebration (e.g. Chanukah/Hanukah)<br>• Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.<br>**Understand the impact**<br>• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)<br>• Make links between Jewish ideas of God found in stories and how people live<br>• Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah on Shabbat.)<br>**Make connections**<br>• What is good about reflecting, thanking, praising and remembering for Jewish people. | **How do festivals and family life show what matters to Jews?**<br>**Make sense of belief:**<br>• Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.<br>• Make clear links between the story of Exodus and Jewish beliefs about God and his relationship with the Jewish people.<br>• Offer informed suggestions about the meaning of the Exodus story for Jews today.<br>**Understand the impact**<br>• Make simple links between Jewish beliefs about God and his people and how Jews live<br>• Describe how Jews show their beliefs at home and in wider communities.<br>**Make connections**<br>• Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look to the future. | | **Why is the Torah so important to Jewish people?**<br>**Make sense of belief:**<br>• Identify and explain Jewish beliefs about God<br>• Give examples of some texts that say what God is like and explain how Jewish people interpret them.<br>**Understand the impact**<br>• Make clear connections between Jewish beliefs about the Torah and how they use and treat it.<br>• Make clear connections between Jewish commandments and how Jews live<br>• Give evidence and examples to show how Jewish people put their beliefs into practice in different ways<br>**Make connections**<br>• Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today<br>• Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish |

| Religion and belief | EYFS | Year 1 | Year 3/ 4 | Year 5 | Year 6 |
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| ***Islam*** | | <u>Who is Muslim and how do they live?</u><br>**Make sense of belief:**<br>• Recognise the words of the *Shahadah* and that it is important to Muslims.<br>• Identify some of the key Muslim beliefs about God found in the *Shahadah* and the 99 names of Allah, and give simple description of what some of them mean.<br>• Give examples of how stories about the Prophet show what Muslims believe about Muhammad.<br>**Understand the impact**<br>• Give examples of how Muslims use the *Shahadah* to show what matters to them.<br>• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast for Ramadan)<br>• Give examples of how Muslims put their beliefs about prayer into action.<br>**Make connections**<br>• Think, talk about and ask questions about Muslim beliefs and ways of living.<br>• Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.<br>• Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say about them too. | <u>How do festivals and worship show what matters to a Muslim?</u><br>**Make sense of belief:**<br>• Identify some beliefs about God in Islam, expressed in Surah 1.<br>• Make clear links between beliefs about God and *ibadah* (e.g. how God I worth worshiping; how Muslims submit to God)<br>**Understand the impact**<br>• Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.<br>• Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)<br>**Make connections**<br>• Raise questions and suggest answers about the value of submission and self-control of Muslims, and whether there are benefits for people who are not Muslims.<br>• Make links between Muslim idea of living in harmony with the creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. | <u>What does it mean to be a Muslim in Britain today?</u><br>**Make sense of belief:**<br>• Identify and explain Muslim beliefs about God, the Prophet (PBUH) and the Holy Qur'an (e.g. *Tawhid*; Muhammad as the Messenger, Qur'an as the message)<br>• Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow examples of the Prophet)<br>**Understand the impact**<br>• Make clear connections between Muslims beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)<br>• Give evidence and examples to show how Muslims put their beliefs into practice in different ways<br>**Make connections**<br>• Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Leicestershire today<br>• Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims | |

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| | | | | • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. | |

| Religion and belief | EYFS | Year 1 | Year 2 | Year 3/ 4 | Year 5 | Year 6 |
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| ***Hinduism*** | | | | | Why do Hindus try to be good?<br>**Make sense of belief:**<br>• Identify and explain Hindu beliefs, e.g. *dharma*; *karma, samsara, moksha*, using technical terms accurately<br>• Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about *samsara, moksha,* etc.<br>**Understand the impact**<br>• Make clear connections between Hindu beliefs about *dharma*; *karma, samsara and moksha* and ways in which Hindus live.<br>• Connect the four Hindu aims of life and four stages of life with beliefs about *dharma*; *karma, samsara and moksha*<br>• Give evidence and examples to show how Hindu put their beliefs into practice in different ways.<br>**Make connections**<br>• Make connections between Hindu beliefs studied (e.g. *Karma and dharma*) and explain how and why they are important to Hindus.<br>• Reflect on and articulate what impact belief in *Karma and dharma* might have on individuals and the world, recognising different points of view. | |

| Religion and belief | EYFS | Year 1 | Year 2 | Year 3/4 | Year 5 | Year 6 |
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| Multiple faiths and beliefs | Being special:<br>Where do we belong?<br>**Make sense:**<br>• Retell religious stories<br>**Understand the impact**<br>• Recall simply what happens at a traditional infant baptism and dedication<br>• Recall simply what happens when a baby is welcomed into a religion other than Christianity<br>**Make connections**<br>• Make connections with personal experiences<br>• Share and record occasions when things have happened in their lives that made them feel special<br>Which places are special and why?<br>**Make sense:**<br>• Begin to recognise that for Christians, Muslims or Jews, these special thinks link to beliefs about God<br>**Understand the impact**<br>• Recognise that some religious people have places which have | What makes some places sacred to believers?<br>**Make sense:**<br>• Recognise that there are special places where people go to worship, and talk about what people do there<br>• Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean<br>• Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship<br>**Understand the impact**<br>• Give examples of stories, | What does it mean to belong to a faith community?<br>**Make sense:**<br>• Recognise that loving others is important in lots of communities<br>• Say simply what Jesus and one other religious leader taught about loving other people<br>**Understand the impact**<br>• Give an example of what happens at a traditional Christian or Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean<br>• Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)<br>**Make connections**<br>• Give examples of ways in which people express their identity and belonging within faith communities | How and why do people try to make the world a better place?<br>**Make sense:**<br>• Identify some beliefs about why the world is not always a good place (e.g. Christian idea of sin)<br>• Make links between religious beliefs and teachings and why people try to live and make the world a better place<br>**Understand the impact**<br>• Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. *tikkun olam* and the charity *Tzedek*)<br>• Describe some examples of how people try to live (e.g. individuals and organisations)<br>• Identify some differences in how people put their beliefs into action<br>**Make connections**<br>• Raise questions and suggest answers about why the worlds is not always a good place, | Why do some people believe in God and some people not?<br>**Make sense:**<br>• Define the term 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs<br>• Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from<br>• Give examples of reasons why people do or do not believe in God<br>**Understand the impact**<br>• Make clear connections between what people believe about God and the impact of this belief on how they live | What matters most to Humanists and Christians?<br>**Make sense:**<br>• Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)<br>• Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen' and Humanists saying people can be 'good without God')<br>**Understand the impact**<br>• Make clear connections between Christian and Humaniast ideas about being good and how people live<br>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view<br>**Make connections**<br>• Raise important questions and suggest answers about how and why people should be good<br>• Make connections between values studied |

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| | special meaning for them<br>• Talk about things that are special and valued in a place of worship<br>**Make connections**<br>• Talk about somewhere that is special to themselves, saying why<br>• Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church<br>• Express a personal response to the natural world<br><br><u>Which times/stories are special and why?</u><br>**Make sense:**<br>• Talk about some religious stories<br>• Recognise some religious words e.g. about God<br>• Identify a sacred text e.g. Bible, Torah<br>**Understand the impact**<br>• Talk about some of the things these stories teach believers<br>**Make connections**<br>• Identify some of their own feelings in the stories they hear | objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe<br>• Give simple examples of how people worship at church, mosque or synagogue<br>• Talk about why some people like to belong to a sacred building or a community<br>**Make connections**<br>• Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas | and other communities, responding sensitively to differences<br>• Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas<br><br><u>How should we care for others and the world and why does it matter?</u><br>**Make sense:**<br>• Identify a story or text that says something about each person being unique and valuable<br>• Give an example of a key belief some people find in one of these stories<br>• Give a clear simple account of what Genesis 1 tell Christians and Jews about the natural world<br>**Understand the impact**<br>• Give an example of how people show that they care for others (e.g. by giving to charity), | and what are the best ways of making it better<br>• Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas<br>• Express their own ideas about the best ways to make the worlds a better place, making links with religious ideas studied, giving good reasons for their views.<br><u>How and why do people mark the significant events of life?</u><br>**Make sense:**<br>• Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean<br>• Offer informed suggestions about the meaning and importance of ceremonies for religious and non-religious people today<br>**Understand the impact**<br>• Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, | • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some difference in interpreting Genesis)<br>**Make connections**<br>• Reflect in and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging<br>• Consider and weigh up different views of theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not<br>• Make connections between belief and behaviour in their own lives, in light of their learning | and their own lives, and their importance in the world today, giving good reasons for their views<br><br><u>What do religious and non-religious worldviews teach about caring for the Earth?</u><br>**Make sense of belief:**<br>• Identify and explain at least three examples of ways in which people from religious and non-religious worldviews respond to environmental issues.<br>• Describe examples of ways in which people use religious texts/ sources of authority to respond to environmental issues.<br>**Understand the impact:**<br>• Make clear connections between what people from religious and non-religious worldviews believe about the world and environment and how this impacts their actions.<br>**Make connections:**<br>• Reflect on and articulate lessons people might gain from beliefs about the environment and people's responses to environmental issues they have studied, recognising that people may think differently about these. |

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| | | • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places | making a link to one of the stories<br>• Give examples of how Christians and Jews can show care for the natural earth<br>• Say why Christians and Jews might look after the natural world<br>**Make connections**<br>• Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world<br>• Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. | marriage) and say what these rituals mean<br>• Make simple links between beliefs about love and commitment and how people in at least two traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)<br>• Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)<br>**Make connections**<br>• Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones<br>• Make links between ideas f love, commitment and promises in religious and non-religious ceremonies<br>• Give good reasons why they think ceremonies of commitment are or are not valuable today | | • Consider and weigh up different ideas about and responses to environmental issues and use this reasoning to help articulate personal responses on caring for the world. |

| Religion and belief | EYFS | Year 1 | Year 2 | Year 3/ 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| ***Humanism*** | | | | | <u>What does it mean to be a Humanist in Britain today?</u><br>**Make sense of belief:**<br>• Identify some data around numbers of non religious people and specifically Humanists using, for example, Census data<br>• Identify some of the core values that motivate some Humanists to strive to make the world a better place<br>• Give examples of reasons why Humanists value science and why they reject the existence of God<br>**Understand the impact:**<br>• Give examples of ways in which Humanists put their beliefs and values into practice<br>• Give evidence and examples to show some differences in how people can be non-religious, including Humanists and others<br>**Make connections:**<br>• Think, talk and ask questions about what motivates Humanists to do good in the world, in the absence of religious teachings or rules, and without belief in a higher power or an afterlife<br>• Make connections between belief and behaviour in their own lives, in the light of their learning. | |