RELIGIOUS EDUCATION

SUBJECT OVERVIEW

Enquiry-led. Reflective. Respectful of difference.

Curriculum Intent & Implementation

OUR INTENT

- Understanding of a range of religious and non-religious worldviews
- An enquiry-led approach: key questions drive knowledge, discussion and reflection
- Confidence to articulate ideas, listen to others and justify thinking with evidence
- Empathy and respect for people whose beliefs differ from their own
- Six Golden Threads revisited and deepened from EYFS to Year 6
- Ready to participate positively in a diverse and complex world

IMPLEMENTATION

Curriculum structure & sequencing

Follows the Cheshire East Agreed Syllabus. Jigsaw RE structures lessons; stand-alone lessons fill any gaps against the statutory end points.

Content & concepts

Six Golden Threads run through every year group, with Christianity taught every year and other worldviews introduced and revisited progressively.

Enrichment & personal development

KS1 visits to a local Methodist church and termly 'Open the Book' assemblies; KS2 carol service at St John's Church, plus themed days and visitors of faith.

Assessment & next steps

Judged against the statutory Cheshire East end points, using discussion, recorded work and end-of-unit tasks. Recorded in Whole Class Feedback Books and Insight.

RE and The Pathway

Every RE unit incorporates elements of the five Pathway Trails, connecting subject learning to the wider Bexton experience.



PERFORMANCE

Presenting enquiry findings, leading discussions and sharing personal responses with confidence.



SOCIAL

Engaging respectfully with peers when discussing belief, worldview and personal experience.



COMMUNITY

Connecting RE learning to local and global communities, religious groups and shared human questions.



TEAM

Working collaboratively on enquiries, visiting places of worship and exploring perspectives together.



COMMUNICATION

Using accurate religious and philosophical language to explain, argue and reflect with precision.

RE in the Early Years Foundation Stage

In Swans (Nursery) and Reception, all six Golden Threads are introduced at an accessible level. Learning is concrete and experiential, built through artefacts, visitors and stories, ready for the discrete RE curriculum from Year 1.

BY THE END OF RECEPTION, CHILDREN CAN...

- Talk about what makes people and things special
- Explore Diwali, Christmas, Lunar New Year, Easter and Eid, comparing celebrations
- Ask questions about stories from different religions
- Talk about what makes places, like a church or temple, special

UNDERSTANDING THE WORLD

Early Learning Goal: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion and stories
- Know some similarities and differences between different religious and cultural communities in this country
- Explain some similarities and differences between life in this country and life in other countries

Swans add Bonfire Night, Hanukkah, Tu BiShvat, Ramadan and Holy Week, so children meet Christianity, Judaism, Islam and Sanatana Dharma before Year 1.

Inclusion within RE

Every child at Bexton is a thoughtful thinker. The curriculum intent stays the same for every pupil. What changes is how staff scaffold the journey there for children with additional needs.

SAME AMBITION.
ADAPTED APPROACH.

Vocabulary support

Explicit teaching and revisiting of key vocabulary, since abstract concepts like belief and symbolism can be challenging

Paired talk

Structured paired and group discussion to help pupils articulate and refine thinking before recording

SEND support

Adapted resources and differentiated worksheets, with TA support for discussion, clarification and scribing

Greater depth

Questioning that connects beliefs, concepts and worldviews, plus extended project work in Upper KS2

Curriculum Journey: Year 1 & Year 2

Year 1

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Christianity *What do Christians believe about God?*	**Christianity** *What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?*	**Judaism** *Who is God to the Jews?*	**Christianity** *Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?*	**Judaism** *Is Shabbat important to Jewish children?*	**Christianity** *What is the Christian holy book?*

Year 2

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Christianity *Is it possible to be kind to everyone all of the time?*	**Various Faiths** *What do stories from different faiths tell us?*	**Judaism** *Does visiting the synagogue help Jewish children feel closer to God?*	**Christianity** *How important is it to Christians that Jesus came back to life after his crucifixion?*	**Humanism** *What do Humanists believe?*	**Christianity** *What does a minister/church leader do?*

Curriculum Journey: Year 3 & Year 4

Year 3

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Judaism *What is the best way for a Jew to lead a good life?*	**Christianity** *Has Christmas lost its true meaning?* **Also taught** *How do Christians see God?*	**Christianity & Judaism** *Why are Old Testament Stories important to Christians and Jews?*	**Christianity** *What is 'good' about Good Friday?*	**Judaism** *How do Jewish beliefs, teachings and stories impact on daily life?* **Also taught** *How do Jews, Muslims and Christians welcome babies?*	**Judaism** *How does celebrating Shavuot help Jewish children feel closer to God?* **Also taught** *How do Jews show respect for the Torah?*

Year 4

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Islam *Does praying at regular intervals help Muslims in their everyday lives?*	**Christianity** *What is the most significant part of the nativity story for Christians today?*	**Islam** *Does completing a pilgrimage make a person a better Muslim?*	**Christianity** *Is forgiveness always possible for Christians?*	**Christianity** *Do people need to go to church to show they are Christians?* **Also taught** *Why are infant baptisms and believers' baptisms important to Christians?*	**Islam** *What is the best way for a Muslim to lead a good life?* **Humanism** *What motivates Humanists to lead good lives?*

Curriculum Journey: Year 5 & Year 6

Year 5

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Hindu Dharma *What is the best way for a Sanatani to show commitment to God?*	**Christianity** *Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?*	**Hindu Dharma** *How can Brahman be everywhere and in everything?* **Also taught** *How do Hindus welcome a child?*	**Christianity** *How significant is it for Christians to believe that God intended Jesus to die?*	**Hindu Dharma** *Do beliefs in Karma Samsara and Moksha help Sanatanis lead good lives?* **Humanism** *How do inspirational people impact on how Humanists live today?*	**Christianity** *What is the best way for a Christian to show commitment to God?* **Also taught** *Does belief in the Trinity help Christians make better sense of God as a whole?*

Year 6

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Islam *What is the best way for a Muslim to show commitment to God?*	**Christianity, Hindu Dharma & Islam** *How do pilgrimages affect believers?*	**Christianity** *Is anything ever eternal?*	**Christianity** *Why are there four gospels and how are they relevant for Christians?*	**Islam** *How is the Qur'an vital to Muslims today?*	**Islam** *Does belief in Akhirah (life after death) help Muslims lead a good life?*

Progression of Skills: Year 1 – Year 3

GOLDEN THREAD	YEAR 1	YEAR 2	YEAR 3
God, the World and Self	What is the Christian holy book?	What do stories from different faiths tell us?	What is the best way for a Jew to lead a good life?
Authority	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is it possible to be kind to everyone all of the time?	How do Jewish beliefs, teachings and stories impact on daily life?
Belonging	Is Shabbat important to Jewish children?	Does visiting the synagogue help Jewish children feel closer to God?	What is 'good' about Good Friday?
Marking Life's Journey	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	What does a minister/church leader do?	How does celebrating Shavuot help Jewish children feel closer to God?
Personal Belief	What do Christians believe about God?	How important is it to Christians that Jesus came back to life after his crucifixion?	Why are Old Testament Stories important to Christians and Jews?
Religious/Non-Religious Viewpoint	Who is God to the Jews?	Humanism Enquiry	Has Christmas lost its true meaning?

For full progression detail, including the Cheshire East end point for each unit, see the RE Progression Document.

Progression of Skills: Year 4 – Year 6

GOLDEN THREAD	YEAR 4	YEAR 5	YEAR 6
God, the World and Self	Does praying at regular intervals help Muslims in their everyday lives?	What is the best way for a Sanatani to show commitment to God?	What is the best way for a Muslim to show commitment to God?
Authority	What is the best way for a Muslim to lead a good life?	How significant is it for Christians to believe that God intended Jesus to die?	Does belief in Akhirah (life after death) help Muslims lead a good life?
Belonging	Do people need to go to church to show they are Christians?	What is the best way for a Christian to show commitment to God?	How do pilgrimages affect believers?
Marking Life's Journey	Does completing a pilgrimage make a person a better Muslim?	How can Brahman be everywhere and in everything?	How is the Qur'an vital to Muslims today?
Personal Belief	Is forgiveness always possible for Christians?	Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	Why are there four gospels and how are they relevant for Christians?
Religious/Non-Religious Viewpoint	What is the most significant part of the nativity story for Christians today?	Do beliefs in Karma Samsara and Moksha help Sanatanis lead good lives?	Is anything ever eternal?

For full progression detail, including the Cheshire East end point for each unit, see the RE Progression Document.

Assessment within RE

DAY TO DAY

- Classroom discussion, paired talk and pupil responses during enquiry
- Quizzes and assessment of project work
- Ongoing formative assessment to identify misconceptions and deepen understanding
- Whole-class feedback, mainly verbal, given during lessons

ONGOING

- Judged against the statutory Cheshire East End of Key Stage Expectations
- Jigsaw RE exemplifies what working towards, expected and greater depth look like
- Recorded work in books alongside end-of-unit assessment pieces
- Recorded in Whole Class Feedback Books and Insight (annually)

Every child at Bexton leaves able to talk about belief, practice and worldview with knowledge, curiosity and respect, ready to engage thoughtfully with a diverse world.