



RE - Curriculum



Social Science

Theology

Philosophy

At Billingshurst Primary Academy our Religious Education curriculum enables every child to develop the knowledge, understanding and learning skills needed to explore religion and worldviews with curiosity, confidence and respect. Through a rich and carefully sequenced curriculum, pupils encounter Christianity and a range of other religious and non-religious worldviews, learning how beliefs influence individuals, communities, cultures and ways of life.

Our curriculum is shaped by the values of ambition, belonging and courage. We are ambitious for every pupil, encouraging children to ask meaningful questions, use increasingly precise vocabulary and develop thoughtful, well-reasoned responses. RE promotes a strong sense of belonging by helping pupils understand their own identity while recognising the value and diversity of others. It develops courage by creating a safe environment in which children can explore challenging ideas, express their views, listen to different perspectives and respectfully reconsider their thinking.

Pupils develop key learning skills through enquiry, discussion, reflection, interpretation and evaluation. They learn to observe carefully, recall and connect knowledge, interpret religious texts and sources, compare beliefs and practices, identify similarities and differences, and support their conclusions with evidence. The curriculum also develops communication, empathy, critical thinking and respectful disagreement. Children are taught to distinguish between personal belief, the beliefs of others and established knowledge about religions and worldviews.

Learning is sequenced to secure clear progression across the primary phase. In the Early Years, children begin by exploring special people, places, stories, celebrations and communities through talk, play and first-hand experiences. In Key Stage 1, they build secure foundational knowledge, identify key beliefs and practices, and make simple connections between religious stories, symbols, celebrations and ways of living. In Key Stage 2, pupils deepen and broaden their knowledge, encounter greater diversity within and between traditions, analyse sources, consider different interpretations and explain how beliefs may shape moral choices and responses to significant questions.

Carefully planned revisiting enables pupils to remember more, make stronger connections and apply previous learning in increasingly complex contexts. By the end of primary school, pupils will have developed a coherent body of knowledge, an informed appreciation of religious and worldview diversity, and the confidence to engage with questions of meaning, purpose, identity and values. They will leave prepared to participate thoughtfully and respectfully in a diverse society, with the ambition to learn, a secure sense of belonging, and the courage to think deeply and speak with compassion.



EYFS

Strand	Skills/Knowledge	Resources/Apps/Links
Early Learning Goals	Communication and language listening, attention and understanding • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Literacy comprehension • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. People, culture and communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps. The natural world • Explore the natural world around them, making observations and drawing pictures of animals and plants	



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- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive arts and design

Creating with materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories.

Being imaginative and expressive

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.



Year 1

Strand	Skills/Knowledge	Resources/Apps/Links
Social Science	Use curriculum explainer ● examine how different Christian and humanist families welcome a new baby. ● make connections between the idea of welcome and dedication - comparing religious and non-religious ceremonies to see similarities and differences. ● explore the idea of belonging to a religious community through case studies of Jewish and Christian families. ● hear from different Jews to see that Shabbat can be marked in diverse ways ● understand that churches can take many forms in Christianity. ● examine the idea of care through a focus on two worldviews: Christianity and Islam. ● investigate two stories that they will return to later in the curriculum. ● how Christians and Muslims have interpreted these stories to care for others today. ● build on their understanding of belonging to investigate similarities and differences between churches, synagogues and mosques. ● explore how there is diversity within religious buildings as well as between worldviews.	Oak Academy unit - New Life: How is a new child welcomed? Oak Academy unit - Communities: What does it mean to belong? Oak Academy unit - Caring: how do stories inspire actions? Oak Academy unit - Places of worship: what makes them sacred?
Theology	● pupils will study the centrality of Jesus for most Christians through the story of his birth. ● pupils will learn the term incarnation to describe Jesus as God's son. ● they will see how different Christians portray Jesus through art, and explore how Jesus' birth inspires acts of charity. ● explore the idea that stories in religious and non-religious traditions often have a deeper meaning beyond the simple narrative. ● examine stories from Christianity, Islam and Humanism and act as interpreters to find these hidden meanings.	Oak Academy unit - Jesus: Why is he so important to Christians? Oak Academy unit - Stories: how do different people find deeper meanings?
Philosophy		



Year 2

Strand	Skills/Knowledge	Resources/Apps/Links
Social Science	- investigate how Christians and Jews celebrate the natural world. - examine case studies to understand that there may be similarities and differences around the world. - examine the concept of stewardship in Christianity and Jewish idea of tikkun olam.	Oak Academy unit - Festivals: How do they celebrate the natural world?
Theology	- begin to explore the idea of covenant using a theological lens. - learn the story of Abraham and also look at other key stories in the Torah and Old Testament that talk about promises between God and humans. - begin to explore the Hindu Dharma. - Through four stories they will draw out key ideas about the divine, compassion and pluralism that they will revisit throughout the curriculum. - introduced to the different explanations that people have for the origin of the world. - learn the creation stories common to Christians, Jews and Muslims as well as how humanists explain the origin of the universe. - focus on the concept of prayer. - gain an understanding of diversity in Christian prayer and consider the Lord's Prayer. - examine the importance of prayer in Islam. - consider humanist responses to prayer	Oak Academy unit - The Bible: what does it say about God's promises? Oak Academy unit - Hindus: what do Hindu stories teach about life and the world? Oak Academy unit - The world: how do different people explain how it started? Oak Academy unit - Prayer: Is it possible to speak to God?
Philosophy	- consider a philosophical question: 'do we need rules to live by?' - answer this through first examining how many Jews and Christians frame an answer through the Ten Commandments. - explore how dharma offers another way of living. - look at humanist ideas.	Oak Academy unit - Choices: Do we need rules to live by?



Year 3

Strand	Skills/Knowledge	Resources/Apps/Links
Social Science	- investigate two festivals: Diwali and Christmas. - make links between the concept of dharma and the celebrations at Diwali. - investigate how Diwali is changing in recent times. - analyse how Christmas has changed in its meaning in the UK today. - investigate the concept of covenant through a depth study of Pesach (Passover). - revisit the story of Abraham before learning the Exodus narrative. - learn how Pesach is the most significant Jewish festival and what has changed and what has stayed the same. - study the concept of rites of passage - focussing on coming of age rituals undertaken by some Christians, Hindus and Jews. - see how these ancient rituals have adapted and may have different interpretations.	Oak Academy unit - Festivals: How do ancient stories influence modern celebrations? Oak Academy unit - Pesach: How do Jews remember God's covenant? Oak Academy unit - Rites of passage: How do communities mark growing up?
Theology	- deep study of Islam through the concept of harmony. - know that, for Muslims, Allah has created a world designed to be in harmony. - Prayer and fasting are key pillars that enable a Muslim to achieve that harmony with God. - learn the story of the Passion narratives of the death and resurrection of Jesus. - From a theological study of this story, they will investigate different Christian interpretations of the significance of this event. Case studies will allow them to see diversity. - examine the role of music and silence within Christianity, Muslim and Sikh worldviews. - investigate how music is used differently within worldviews, and how worldviews may have different attitudes to the use of music and silence.	Oak Academy unit - Muslims: how does prayer and fasting help Muslims find harmony? Oak Academy unit - Holy Week: what do the stories say and what is their meaning? Oak Academy unit - Spirituality: How do music and silence express beliefs?
Philosophy		



Year 4

Strand	Skills/Knowledge	Resources/Apps/Links
Social Science	- introduced to the Sikh worldview through a depth study of Guru Nanak. - understand the role of a guru as a teacher and through stories of his life understand how he remains an inspiration to Sikhs today. - analyse why Jerusalem is a sacred place for many Jews, Christians and Muslims. - explain what the experience of visiting sacred places might mean. - Investigating case studies of Makkah and the Shi'a shrine of Karbala will deepen their sense of diversity in Islam.	Oak Academy unit - Sikhs: how does Guru Nanak inspire Sikhs today? Oak Academy unit - Pilgrimage: why might some people visit Jerusalem, Karbala or Makkah?
Theology	- build up their understanding of the historical context of Jesus. - they will analyse some key stories focussing on how Jesus associated with those on the margins of society. - from this they will study how contemporary Christians live out this teaching through their actions. - deepen their understanding of Islam through a study of the Prophet Muhammad. - examine the context in which he grew up, and how his message challenged the society around him. - explore how, for many Muslims, he is an inspiring role model for them today. - build on their understanding of spirituality. - examine how many worldviews use art to help express their beliefs. - connect Islamic teachings on images to the development of calligraphy. - examine different Christian attitudes to images.	Oak Academy unit - Jesus: How does his treatment of outcasts speak to Christians today? Oak Academy unit - Prophet Muhammad: how does he inspire Muslims today? Oak Academy unit - Spirituality: how is art used in religions and beliefs?
Philosophy	- deepen their understanding of the concept of dharma by how Hindus see the world. - through stories and case studies they will learn how dharma describes the world as one family and how this interconnection between humans and nature has inspired activism.	Oak Academy unit - Natural world: what does dharma teach about attitudes to the planet?



Year 5

Strand	Skills/Knowledge	Resources/Apps/Links
Social Science	• examine contemporary Muslim life in Britain. • analyse the history of the Muslim community and the fact that this relationship stretches over centuries. • learn that Islam in the UK is diverse, multi faceted but also suffers from prejudice.	Oak Academy unit - Muslims: What are the joys and challenges of being Muslim in Britain?
Theology	• study three Jewish festivals and the stories connected to them: Rosh Hashanah, Purim and Chanukah. • make links between the stories of Esther and Judas Maccabee and the continuing survival of Jews. • examine diversity within these festivals. • focus on four key stories from the Gospels where Jesus directly challenged his society. • see how his questioning of wealth and religious observance caused opposition at the time. They will investigate how these ideas influence Christian living today. • look at the huge question of forgiveness and reconciliation. • This study focuses on the Christian tradition and analyses case studies of Coventry and South Africa to illuminate how Christian teaching inspired individuals to begin the difficult task of reconciliation.	Oak Academy unit - Jews: how does remembering maintain Jewish identity? Oak Academy unit - Jesus: how did he speak truth to power? Oak Academy unit - Forgiveness: Is reconciliation possible?
Philosophy	• learn about the main beliefs of humanism. • understand that humanists focus on reason and empathy to make moral decisions. • case studies will enable them to explore how humanists aim to live their one life as well and as meaningfully as they can. • introduced to Buddhism. • focus on the significance of the figure of Siddhartha Buddha. • examine stories of his life before considering his meaning for devotees today. • learn about key concepts of dhamma and impermanence.	Oak Academy unit - Humanists: How can you lead a happy and meaningful life? Oak Academy unit - Buddhists: who was the Buddha and what does he mean for Buddhists?



Year 6

Strand	Skills/Knowledge	Resources/Apps/Links
Social Science	● focus on the Sikh community in the UK today. ● learn why there is a Sikh community and its contribution historically and in terms of service and charity. ● analyse how Amrit and the 5Ks remain important to Sikh identity and how there is a diversity of practices. ● revisit the idea of pilgrimage. ● investigate case studies of the sites of Iona, the Ganges and Glastonbury. ● learn that there has been a Christian or Hindu presence there for centuries. ● note how there is both continuity and change. ● examine the place of religion in the UK today. ● beginning with an understanding of the census data they will make comparisons globally. ● from this they will drill down to their own locality to compile a report noting trends and analysing similarities and differences to the UK.	Oak Academy unit - Sikhs: What does Khalsa mean to Sikhs today? Oak Academy unit - Pilgrimage: why are people still drawn to ancient places? Oak Academy unit - Worldviews: how is our country and community changing?
Theology	● investigate ideas of the divine in Hindu dharma. ● the story of Svetakeatu will help them understand the idea of Brahman in all things. ● examine deities and mandirs to see Hindu dharma is pluralist and the divine can be perceived in many ways. ● gain an overview of the history of the church after Jesus. ● learn how and why the Christian church now has different denominations through case studies that allow them to see the diverse Christianity of today.	Oak Academy unit - Hindus: how do Hindus see Brahman? Oak Academy unit - The Church: Has there always been diversity?
Philosophy	● consider the idea of what is good from a philosophical perspective. ● look at how Christians, Muslims and Humanists construct values - noting similarities and differences. ● examine Aristotle's idea of the golden mean and reflect on their own values.	Oak Academy unit - Ethics: How do we decide what is good?