



# Religious Education

## The sequence of learning EYFS to Year 6

### Religious Education at St. Anne's

At St. Anne's, Religious Education is the foundation of our curriculum and is integral to everything we teach. We believe that faith and learning go hand in hand, and we strive to create an environment where children develop not only academically but also spiritually. RE is not just a subject; it shapes our school culture, guiding how we live and interact with one another, rooted in the values of love, respect, and kindness, as taught by Jesus.

Currently, we are in the process of embedding the new 'Lighting the Path' scheme, in alignment with the Diocese's updated Religious Education Directory, To Know You More Dearly. This transition ensures that our RE curriculum reflects the most current teachings, fosters deeper spiritual development, and aligns closely with the evolving needs of our school community.

Our dedicated staff is fully committed to delivering the best possible RE education. As part of this commitment, we have provided extensive professional development (CPD) opportunities and designated time for teachers to adapt to the new curriculum. This ensures that all staff are equipped with the knowledge, skills, and resources needed to teach RE effectively and with confidence. Through ongoing training, reflection, and collaboration, we ensure that our children receive a rich and dynamic RE education that prepares them to live out their faith with love, hope, and honour.

### Religion Curriculum Intent

At St. Anne's, we are currently in the process of implementing the new 'Source to Summit: Lighting the Path' curriculum. This transition has been underway for the past year, and we are excited to continue enhancing our RE provision. EYFS, Year One and Year Two have been delivering the 'Lighting the Path' scheme since September 2025. Year One have used the pilot resources from the 'Source to Summit: Lighting the Path' since Spring 2025, which has helped model its implementation to other year groups.

Since the beginning of 2025, Year 3 has been using the Salford Diocese teaching resources, which are based on the updated Religious Education Directory, ensuring that our students are receiving the most current and relevant teachings. Since September 2025, all our Key Stage Two classes have used the Salford Diocese teaching resources to implement the RED. Although Years 3 and 4 both follow the Year 3 branches of work from the Diocese, class teachers meet at the start of each branch to ensure clear progression and appropriate challenge across the phase. The same approach is applied in Years 5 and 6, where both classes follow the Year 5 curriculum, with teachers collaborating to maintain continuity and progression in learning.

Our staff has been actively involved in ongoing professional development (CPD) to support this transition. These training sessions equip them with the knowledge and tools needed to effectively implement the new curriculum and guide our students on their unique faith journeys.

Our current curriculum overview outlines how St. Anne's is adapting to the changes brought about by the transition to the new Source to Summit: Lighting the Path scheme. As we continue this journey, the curriculum will be regularly updated with additional resources provided by Source to Summit.

In the meantime, some classes will be utilising the new educational resources based on the Religious Education Directory (RED) from Salford Diocese, ensuring they stay aligned with the latest guidance and teaching approaches.

This phased approach ensures that all students receive a comprehensive and cohesive RE education while the transition is being smoothly implemented.

## **RED Curriculum- To know you more dearly**

The year groups that will be learning from the RED curriculum will learn about the following branches, knowledge lenses and ways on knowing.

### **1. The six branches**

The model curriculum has six annual themes, or branches, which map onto the six half terms of the school year. In each one, children study the Bible and learn about the Catholic worldview lived out in the Catholic Church. They reflect on what this learning means for their lives. The branches follow the liturgical cycle of the Church's year, enabling schools to make links with the key aspects of the Catholic life of the school. The spiral structure of the curriculum enables children to build up layers of knowledge, deepening them each year through a growing understanding of scripture, enriched by the Christian tradition of art and music. Knowledge steps ensure progression and allow children to reflect on what their learning means for them.

#### **Branch 1: Creation and covenant**

In this branch, children encounter Bible texts where God creates and calls people. Children will explore the Christian belief that everything comes from God through the texts of the Book of Genesis and the reflective thoughts of the Psalms and explore how these texts differ from scientific knowledge. Children will hear accounts of God's love for people expressed in the covenants (promises) found in the Old Testament.

#### **Branch 2: Prophecy and promise**

Linking with the Advent season, this branch teaches the mystery of the birth of Jesus, the Messiah, promised by God. Children will also learn how Christians read the stories of the prophets of the Old Testament and discern through the teaching within these stories points to a fulfillment of God's promise in Jesus.

#### **Branch 3: Galilee to Jerusalem**

In this branch, children will learn about the ministry of Jesus and travel with different gospel writers as they hear accounts of Jesus' life, listen to parables and learn how Jesus' teaching underpins Christian beliefs and actions through the work of the Catholic Church today.

#### **Branch 4: Desert to garden**

Children study the liturgical season of Lent in this branch, the events of Holy Week, culminating in the death of Jesus on the Cross. The branch ends in the Garden of the Resurrection, where children will learn about the risen Jesus and the centrality of this event to Christian life.

#### **Branch 5: To the ends of the earth**

In this branch, children will hear about the events that flow from the Resurrection and Ascension of Jesus, the actions of the apostles and the establishment of the early Church. They will make links between the liturgy, sacraments, and structures of the Catholic Church today and its foundations in the world of the apostles.

#### **Branch 6: Dialogue and encounter**

In this branch, children will learn about Christianity as a global religion. They will encounter different faiths and learn how all people can work together to promote the common good.

## 2. The knowledge lenses

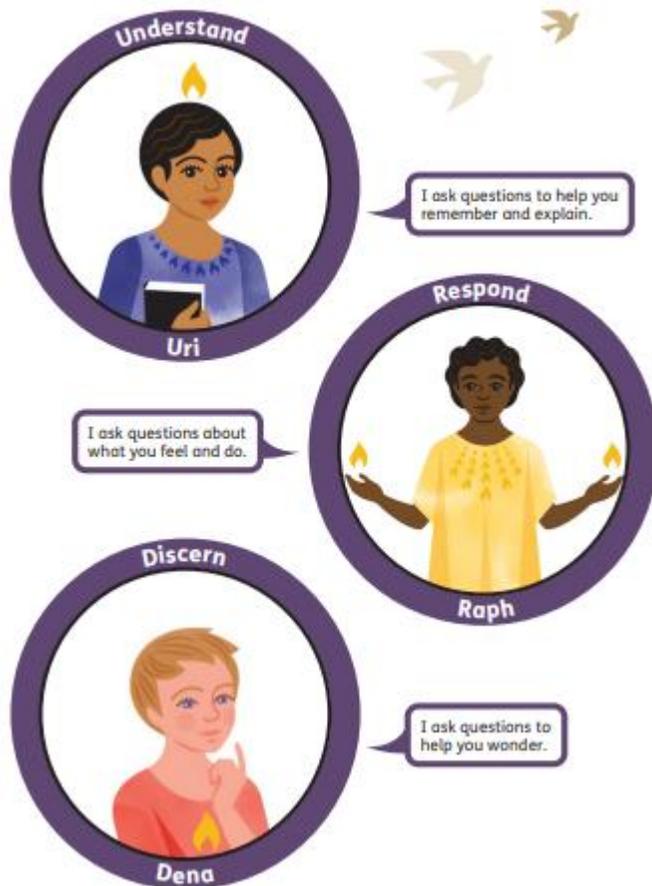
The RED sets out the areas of study children will “look at” in six knowledge lenses. Four lenses look at the study of Catholicism (hear, believe, celebrate, live), and two explore different religious and religious worldviews (dialogue and encounter).

## 3. The Ways of Knowing

The three Ways of Knowing, understand, discern and respond, set out the different skills children should acquire as they study RE. They focus on critical thinking and personal assimilation, as well as remembering information.

Each year group will have the ways of knowing helpers on display and they will be embedded into the whole school curriculum.

### The Ways of Knowing helpers



## Source to Summit: Light the path

Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Branch 1: Creation and covenant	Branch 2: Prophecy and promise	Branch 3: Galilee to Jerusalem	Branch 4: Desert to garden	Branch 5: To the ends of the earth	Branch 6: Dialogue and encounter
Nursery and Reception	<p>Encounter the idea of God.</p> <p>Begin to learn about creation and the Christian belief that everything that exists is the gift of a loving God.</p> <p>A simple understanding of Baptism and prayer.</p>	<p>Have some ideas of what human dignity means and what it means to be made in God's image.</p> <p>Know some symbols of the season of Advent.</p> <p>Simple retell the story of the birth of Jesus in the Gospel of Luke.</p>				
Year 1	<p>Recognise in an age-appropriate way that the Church teaches that all that is comes from God, Our Father, who made heaven and Earth. U.1.1.2</p> <p>Be introduced to the story of Creation in Genesis 1, as a prayerful and poetic reflection on God's world and be able to retell this story in any form. U1.1.1</p> <p>Recognise that prayer is a way of drawing closer to God, become familiar with the sign of the cross and Our Father. U1.1.6</p>	<p>Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son. U1.2.1</p> <p>Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels. U1.2.2</p> <p>Sequence St Luke's account of the infancy of Jesus and recognise the significance of an angelic presence. U1.2.3</p>	<p>Identify some of the people that encounter Jesus and recognise that he is special. U1.3.1</p> <p>Retell, in any form, one of the stories and accounts they have heard recognising these are religious texts from the Gospel of Luke. U1.3.2</p> <p>Make simple connections between Jesus' announcement of his mission (Lk 4:16-19) and how Christians are called to tell people about God's love today.</p>	<p>Make simple connections between Jesus' time in the desert (Lk 4:1-13) and Christians praying and fasting for 40 days in Lent. U1.4.1</p> <p>Recognise that Jesus shows the importance of giving to others, making simple connections with the story of the widow's mite (Lk 21:1-6) and the season of Lent. U.1.4.2</p> <p>Correctly sequence the narrative and the last week of Jesus' life from</p>	<p>Make simple connections between the mission of the Church and the mission of Jesus as he announced it at the beginning of Luke's Gospel (Lk 4:16-19). U1.5.3</p> <p>Recognise that Catholics celebrate the Ascension of Jesus and Pentecost on special days called holydays. U.1.5.4</p> <p>Simply sequence the story of Jesus studied from earlier branches (as Luke does in Acts 1:1). U1.5.2</p>	

	<p>Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and encounter the term 'stewardship'. U1.1.4</p>	<p>Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son. U1.2.1</p> <p>Match the first words of the Hail Mary with the words of the Angel Gabriel. U1.2.5</p> <p>Recognise that angels bring God's message and are a sign the Jesus is the Son of God. U1.2.6</p> <p>Know that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes Mary important for Christians. U1.2</p>	<p>U.1.3.3</p>	<p>the Gospel of St Luke. U1.4.3</p> <p>Recognise that angels bring God's message and are a sign the Jesus is the Son of God. U1.4.4</p> <p>Recognise that the Church teaches that Jesus suffered, died, and rose again. U1.4.5</p> <p>Recognise simple connections between the use of ashes and the Christian belief that Lent is an opportunity for a new start. U1.4.6</p>		
<p>Year 2</p>	<p>Know the Noah story, focusing on Noah and God's promise to all living creatures in the sign of the rainbow. U2.1.1</p> <p>Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament. U2.1.5</p> <p>Know that psalms are a different literary form in scripture. U2.1.2</p>	<p>Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke. U2.2.1</p> <p>Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, and that Isaiah and</p>	<p>Begin to recognise 'parables' as a literary form in scripture with reference to how Jesus uses them to teach people about God. U2.3.2</p> <p>Retell, in any form, the story of John the Baptist and the baptism of Jesus. U2.3.1</p> <p>Recognise that everyone is tempted to make bad choices (sin), but that God loves and</p>	<p>Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us. U2.4.1</p> <p>Recognise that Lent is a time for reconciliation and forgiveness. U2.4.2</p> <p>Correctly use religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making</p>	<p>Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost. U2.5.1</p> <p>Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church. U2.5.2</p> <p>Retell the story of the Conversion of Saul. U2.5.3</p>	

	<p>Know that psalms are prayed/sung to praise God. U2.1.2</p> <p>Correctly use religious words and phrases to talk about the Sacrament of Baptism, as a sign of Jesus' love for all people and a welcome into the Christian family. U2.1.4</p> <p>Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and encounter the term 'stewardship'.U2.1.3</p>	<p>John the Baptist are prophets. U2.2.2</p> <p>Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born. U2.2.4</p> <p>Recognise that the Church teaches Mary is the Mother of God who prays for them and with them. U.2.2.5</p> <p>Describe some ways that Christians prepare for Jesus' coming at Christmas during the season of Advent for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas. U.2.2.6</p>	<p>forgives all people. U.2.3.3</p> <p>Begin to recognise that the miracles of Jesus are signs that he is the Son of God. U2.3.4</p> <p>Correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and to others is important. U2.3.5</p>	<p>simple connections between the sacrament and a belief in God's forgiveness. U2.4.3</p> <p>Correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass. U2.4.4</p>	<p>Recognise that St Paul wrote letters. U2.5.4</p> <p>Recognise that the description of the fruits of the Spirit is taken from one of St Paul's letters (Gal: 5:22) and name the fruits of the Holy Spirit. U2.5.4</p> <p>Recognise that Christians believe the Holy Spirit opens their heart to God and helps them to pray and develop habits of good behaviour towards themselves and other people. U2.5.5</p> <p>Make simple links between the lives of some saints or holy people and how the fruits of the Holy Spirit were shown in their lives. U2.5.6</p>	
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### RED Resources – Salford Diocese

Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Branch 1: Creation and covenant	Branch 2: Prophecy and promise	Branch 3: Galilee to Jerusalem	Branch 4: Desert to garden	Branch 5: To the ends of the earth	Branch 6: Dialogue and encounter
Year 3 and Year 4	Revisit and remember the first Creation story from Genesis, recognising the author's use of poetic language	Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and	Retell, in any form, the visit of the Magi and explain what the visit of the Magi and the gifts they bring show us about Jesus. U3.3.1	Retell in any form the story of the feeding of the five thousand. U3.4.1	Make links between the scripture sources and what happens at Mass. U3.5.1	

	<p>to describe how the world was formed. U3.1.1</p> <p>Describe how either a psalm or a prayer they have studied praises Creation. U3.1.5</p> <p>Encounter the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean. U3.1.2</p> <p>Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity. U3.1.2</p> <p>Describe stewardship by making simple links between Gen 1:26-31 and people's actions today. U3.1.4</p> <p>Recognise that in Laudato Si', Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world. (See LS 66). U3.1.6</p>	<p>Sunday as a day of rest. U3.2.1</p> <p>Give a simple description of how Catholics celebrate the Mass. U3.2.2</p> <p>Give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word. U3.2.3</p> <p>Recognise how Joseph puts his trust in God when the angel appears. U3.2.4</p> <p>Recall that angels bring God's message in the gospels of St Matthew and St Luke. U3.2.6</p>	<p>Show a simple understanding of what the Kingdom of God is and is not. U3.3.2</p> <p>Show a simple understanding of a miracle of Jesus (either Matt 8:5-13 or Matt 9:1-8) showing that it is a sign of the kingdom and the compassion of Jesus. U3.3.3</p> <p>Show knowledge of parables of Jesus, making links between them, to show some understanding of what the Kingdom of God is like. U3.3.4</p> <p>Retell one of Jesus' parables making simple links between the chosen parable and Jesus' message about the Kingdom of God. U3.3.5.</p> <p>Recall the 'Our Father' prayer and make simple links between the prayer and building the kingdom. U3.3.6</p>	<p>Recall the words and actions of Jesus at the last supper and make simple links with his words and actions in the miracle of the loaves. U3.4.2</p> <p>Describe how Jesus showed his love at the Last Supper and how he shares this love when people celebrate their first Eucharist (First Holy Communion). U3.4.3</p> <p>Make links between the story of the Last Supper and the Mass, giving reasons for these links. U3.4.4</p> <p>Recognise that the Church teaches that the Eucharist is the meeting point where God gives himself to communicants as food; they receive the Body of Christ and become ever more united in his Body the Church (YCfK 74). U3.4.5</p> <p>Describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass, focusing on the Liturgy of the Eucharist. U3.4.6</p>	<p>Use religious language to describe the Christian belief in the mystery of God as Trinity and describe some signs and symbols of the Holy Trinity. U3.5.2</p> <p>Know some of the prayers of the Catholic Church which express belief in the Trinity and the Holy Spirit, e.g., Glory Be, Come Holy Spirit. U3.5.3</p> <p>Recognise that Mary joins the disciples in prayer and make simple links with how Catholics ask for Mary's prayers. U3.5.4</p> <p>Make connections with the life of the early Church and Catholics gathering for Mass today. U3.5.5</p> <p>Recall that we learn about the life of Jesus in the gospels and the work of the disciples in the Acts and learn that Paul wrote letters to the early Christian communities. Know that these are different ways of writing (literary forms). U3.5.6</p>	
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				Give reasons for actions and symbols used in the Mass and make links between beliefs and actions. U3.4.7		
Year 5 and Year 6	<p>Retell the Moses story, focusing on the two key events of the call and the covenant (The Burning Bush (Ex 3:1-15); the Sinai covenant, and the Ten Commandments (Ex 19:3-8, 20:1-17)). U5.1.1</p> <p>Make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel. U5.1.2</p> <p>Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses. U5.1.3</p> <p>Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives. U5.1.4</p> <p>Correctly use developing specialist</p>	<p>Show an understanding of scripture passages that speak of David's life, recognising the intended audience and the historical context. U5.2.1</p> <p>Show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1-17; Lk 1:32-33), recognising the gospel writers are writing for Christians. Recognise links with God's covenant with Abraham. U5.2.2</p> <p>Use specialist vocabulary to describe and explain the nature of David's kingship in the Old Testament, with reference to the passages that speak of David's kingship and psalms. U5.2.3</p> <p>Recognise that David is a model of prayer, referencing one of the psalms. U5.2.5</p>	<p>Recognise that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed. U5.3.1</p> <p>Compare Matthew and Luke's description of the new law, or great commandment and make links between the new law as a parable and Jesus' summary of the law and lessons for Christian life today. U5.3.2</p> <p>Make simple links between the Beatitudes and the Ten Commandments. U5.3.3</p> <p>Describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah. U5.3.4</p>	<p>Explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions. U5.4.1</p> <p>Make links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and listen to God's call to return to him. Describe some ways Christians act to answer that call in Lent, including the importance of prayer. U5.4.2</p> <p>Describe how Catholics define sin, making links with the Ten Commandments and Jesus' great commandment as guides for a good life. U5.4.3</p> <p>Use specialist vocabulary to</p>	<p>Identify that scripture speaks of the outpouring of gifts of the Holy Spirit on the Messiah in the Old Testament and the gospels. Make links with the Sacrament of Confirmation. U5.5.1</p> <p>Use specialist religious vocabulary to show knowledge and understanding of the religious actions and signs involved in the celebration of Confirmation. U5.5.2</p> <p>Using the lives of Mary and another saint as examples, explain what the term 'discipleship' means. U5.5.4</p> <p>Describe the names and signs under which the Holy Spirit appears and explain some simple links with scripture and the Sacrament of Confirmation. U5.5.5</p>	

	vocabulary to describe sin as deliberately spoiling our friendship with God and each other. U5.1.5  Know that a virtue is a positive habit that helps people live a good life. U5.1.6			describe the term 'conscience'. U5.4.4  Know that the Rosary is a prayerful reflection on the life of Christ. U5.4.7		
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## Religion Teaching and Learning Implementation

### The journey in books – Expectations for Religious Education

<i>Knowledge Organiser Overview</i>	<i>Entrance task/Questions</i>	<i>Reveal</i>	<i>Respond</i>	<i>Lessons reaching Outcomes (Catholic Social Teaching)</i>	<i>End of unit Assessment Exit task/questions</i>
Clear links to AT1 and AT2 Objectives covered Vocab List Deeper Questions Scripture	Children to complete the assessment task so that teachers can gain an understanding of prior knowledge and misconceptions.	Children to complete their 'ponder' and 'wonder' to reveal the unit and the scripture/stories involved through weekly lessons and learning focus'.	Children will have the opportunity to reflect upon their unit before it begins. Teachers can address misconceptions and answer any questions.	Complete each of the sequential lessons within 'Come and See'. Include scripture to explore the learning focus. Children to analyse.	Once each one of the nine units have been completed, children to answer a specific A1/AT2 question about a scripture/story from their learning .

## Caritas – Social and Catholic Teachings

### Long Term Plan for Caritas in Action

From the 'Caritas' Scheme we have developed our own planning that explores the themes through four areas: Discover, play and care for, help and celebrate and uses a range of scripture, art and music to enable highly engaging lessons and children who are motivated to make a change. The topics are as follows:

	EYFS	KS1	KS2
<b>Autumn 1</b> <b>Rights and Responsibilities</b>	<ol style="list-style-type: none"> <li>1. God wants everyone to be happy.</li> <li>2. God gives us all we need to be happy.</li> <li>3. Making the right choices.</li> <li>4. We share all God's gifts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Happiness is?</li> <li>2. Finding happiness with each other.</li> <li>3. Helping each other make the right choices.</li> <li>4. Fair shares for all.</li> </ol>	<ol style="list-style-type: none"> <li>1. Barriers to Happiness.</li> <li>2. Exploring our responsibilities.</li> <li>3. Recognising the difference between rights and responsibilities.</li> <li>4. Happiness comes in sharing and giving.</li> </ol>
<b>Autumn 2</b>	<ol style="list-style-type: none"> <li>1. God made me and loves me very much.</li> <li>2. God made me and all my friends very beautiful.</li> </ol>	<ol style="list-style-type: none"> <li>1. God loves us equally as his children.</li> <li>2. We are all different and amazing.</li> </ol>	<ol style="list-style-type: none"> <li>1. We are all equal in God's eyes and loved.</li> <li>2. I have been given a special gift for the world.</li> </ol>

<b>Dignity of the Human Person</b>	<ol style="list-style-type: none"> <li>3. We show our love for each other.</li> <li>4. We thank God for loving us and our love for each other.</li> </ol>	<ol style="list-style-type: none"> <li>3. We love and look after each other because we are brothers and sisters.</li> <li>4. Loving each other makes us strong.</li> </ol>	<ol style="list-style-type: none"> <li>3. Each person is unique and irreplaceable.</li> <li>4. People matter more than possessions.</li> </ol>
<b>Autumn 2</b> <b>Solidarity and the Common Good</b>	<ol style="list-style-type: none"> <li>1. We are friends.</li> <li>2. We play together in love/peace.</li> <li>3. We help each other.</li> <li>4. We thank God for each other.</li> </ol>	<ol style="list-style-type: none"> <li>1. We are brothers and sisters – one family, one world.</li> <li>2. We learn together.</li> <li>3. We build a community of peace.</li> <li>4. We celebrate together.</li> </ol>	<ol style="list-style-type: none"> <li>1. I listen to you with my heart and mind.</li> <li>2. We walk together as people of peace.</li> <li>3. We face challenges together.</li> <li>4. Building our own mission team.</li> </ol>
<b>Spring 1</b> <b>Option for the poor and vulnerable</b>	<ol style="list-style-type: none"> <li>1. God's gifts are for everyone.</li> <li>2. Learning to share our toys and food so that everyone has enough.</li> <li>3. Helping everyone to be happy.</li> <li>4. Using our gifts to help others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Some of God's family have plenty of food, clothes and toys. Some don't.</li> <li>2. Exploring feelings of those with plenty and those with little.</li> <li>3. Working together to make our family happy – fairness and justice.</li> <li>4. Who needs help? How can we help?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why are some areas poorer or richer than others?</li> <li>2. What are their needs in comparison?</li> <li>3. Helping each other and raising awareness both locally and nationally.</li> <li>4. Being Christ's voice for those that need it most.</li> </ol>
<b>Spring 2</b> <b>Family and Communities</b>	<ol style="list-style-type: none"> <li>1. My family at home.</li> <li>2. My school family.</li> <li>3. We are different.</li> <li>4. We love and look after each other.</li> </ol>	<ol style="list-style-type: none"> <li>1. We are all part of a community.</li> <li>2. We look after and care for one another.</li> <li>3. I belong to my family and community.</li> <li>4. My community needs me.</li> </ol>	<ol style="list-style-type: none"> <li>1. What makes community?</li> <li>2. Who is in my community?</li> <li>3. Building up the community.</li> <li>4. Building up the kingdom of God.</li> </ol>
<b>Sum 1</b> <b>Dignity of Work</b>	<ol style="list-style-type: none"> <li>1. We are helping to do God's work.</li> <li>2. We use our gifts for each other.</li> <li>3. Everybody's gifts are needed to build God's world.</li> <li>4. When we build together we can do much more.</li> </ol>	<ol style="list-style-type: none"> <li>1. Everybody's work is valuable and important.</li> <li>2. Working together to build up our school family.</li> <li>3. Finding my special gift to the world.</li> <li>4. Working hard to be the best that I can be.</li> </ol>	<ol style="list-style-type: none"> <li>1. Exploring our understanding of work.</li> <li>2. The many sides of working together to build a community.</li> <li>3. Helping others find their gift and sharing it.</li> <li>4. Enabling each other to aim high.</li> </ol>
<b>Sum2</b> <b>Stewardship</b>	<ol style="list-style-type: none"> <li>1. Discovering God's beautiful creation.</li> <li>2. Playing in and caring for God's creation.</li> <li>3. Helping God's creation grow.</li> <li>4. Celebration God's creation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Learning from God's creation.</li> <li>2. Making good choices – being responsible.</li> <li>3. God's gardeners.</li> <li>4. Celebrating the harvest.</li> </ol>	<ol style="list-style-type: none"> <li>1. All things are connected.</li> <li>2. Enough for everybody's need but not everybody's greed. 3. Stewards of God's world.</li> <li>4. Seeing God's creation.</li> </ol>

## World Religions Overview

### Judaism – Autumn 2

AGE GROUP	THEME	TOPIC	LOOK	LEARNING OUTCOMES	
				DISCOVER	RESPECT
Early years N/R	Special days/ ritual objects	Hanukkah (Chanukah) The feast of lights	There are special days	Hanukkah. The story of the oil lamp in the Temple	God cares for his people
Year 1 FS 1	Stories	Abraham and Moses	We all have stories	Abraham and Moses, leaders of the Jewish people	How God led the Jewish people
Year 2 FS 2	Prayer/home	Shabbat	Families gather	Shabbat	Shabbat the day for God, the day of rest
Year 3	Places for worship	The synagogue	There are special places	The synagogue	The importance of the synagogue
Year 4	Holy Books	The Torah	Books are important	The Torah	The importance of the Torah
Year 5	Beliefs and festivals	Pesach	There are times for remembering	Pesach	God cares for his people
Year 6	Belonging and values	Yom Kippur	Making a new start	Yom Kippur	The value of atonement

**Islam– Spring 2**

AGE GROUP	THEME	TOPIC	LOOK	LEARNING OUTCOMES	
				DISCOVER	RESPECT
Early years N/R	Special days/ ritual objects	Prayer mats	Special objects	Prayer mats and the Qur'an	What is special for Muslims
Year 1 FS 1	Stories	Muhammad	Special stories	Muhammad	Muhammad is important for Muslim people
Year 2 FS 2	Prayer/home	Prayer at home	Quiet times	Prayer five times a day	Prayer is important for Muslims
Year 3	Places for worship	The mosque	Special buildings	Friday is a day of special prayer. Call to prayer	How Muslim people worship
Year 4	Holy Books	The Qur'an	Important books	The Qur'an. 99 beautiful names of God	The importance of the Qur'an for Muslims
Year 5	Beliefs and festivals	Ramadan and Pilgrimage	Special times	Shahadah Ramadan, Id-ul-Fitr, Id-ul-Adha Hajj	Respect for the special occasions for Muslims
Year 6	Belonging and values	Guidance for Muslims	Guidance in life	The 5 pillars Zakat	What is important for Muslims

**Sikhism – Summer 2**

AGE GROUP	THEME	TOPIC	LEARNING OUTCOMES		
			LOOK	DISCOVER	RESPECT
Early years N/R	Special days/ ritual objects	Recognising Sikhs	Special clothes and sharing	Sikhs' dress Prasad, Diwali	Sikhs share with everyone
Year 1 FS 1	Stories	Guru Nanak	Enjoy stories	Guru Nanak	Guru Nanak was a wise teacher
Year 2 FS 2	Prayer/home	Sikh daily life	Our families	Sikh daily life	Family life and prayer is important for Sikhs
Year 3	Places for worship	Gurdwara, langar Amritsar	Welcoming people	The gurdwara	Special places of worship for Sikhs
Year 4	Holy Books	Guru Granth Sahib	Important books	Guru Granth Sahib and the Gurus	The gurus guide and teach the Sikhs
Year 5	Beliefs and festivals	Baisakhi, the Khalsa, Mool Mantra	Belonging to a group	The Khalsa. One God	The Khalsa show the Sikh's commitment
Year 6	Belonging and values	Guidelines for living, sewa	Service to others	Commitment to service, sewa	Sikh's concern for others

**Religion is taught twice a week including a prayer and worship session, spontaneous prayer and weekly worship/celebration assemblies.**

- The 'Come and See' and 'Source to Summit: Lighting the Path' scheme plans each unit of work with resources.
- Teachers include a range of scripture or Art to represent the unit and allow children to explore in deeper detail.
- Each lesson links to AT1 and AT2 for reflection and evaluation.
- Each lesson starts with a revisit of previous learning that may link to the new topic of learning.
- Planning of each unit can be downloaded from the website. This is then altered by staff to best fit their learners. Teachers plan separately on a document including the new changes slowly coming into place.

**Successful implementation of Religious Education ensures that**

- (1) The sequence of learning is taught and teachers have good subject knowledge of the unit they are about to teach.
- (2) Teachers are delivering good, resourceful lessons in RE.
- (3) Work and presentation is of a high quality that matches the writing of ability of their English work.
- (4) Ongoing clear and direct feedback is provided. High expectations for SEND – presentation and understanding.
- (5) Assessment is used well to analyse children's contributions and understanding.

## Teaching and learning Impact

***In the classroom***

- Teachers have good subject knowledge
- Sequential learning allows for children to understand a broad and balanced RE curriculum
- Children achieve well and expectations are high.
- Ongoing monitoring of the AT1 and AT2 understanding for teachers to assess and address misconceptions
- Child and teacher-led assessment

***By the subject leader***

- Termly book and lesson monitoring to assess use of resources and sequence of learning
- Pupil voice – what do children want to get from RE? Which resources best support their understanding of RE? Pupil voice also allows for the subject leader to assess if children are knowing more and remembering more in line with the sticky knowledge from the end points.
- Overview of data – is it consistent? Where could we push the attainment?

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**Updated:** September 2025

**Next review date:** On going throughout the year as new resources develop inline with the new RED and the scheme Source to Summit: Lighting the Path.