



The Batt C.E. School & St Mary's CE Infant School

Religious Education Curriculum (2023 Syllabus) Updated 2024



Sequencing of units within a year can be changed, but the 'beliefs and questions' units should be taught before the other units of the same worldview in that year group. Throughout the scheme, units will weave in opportunities to explore what is meant by a worldview and grow the vocabulary that pupils need to engage in this approach to religious education. The idea is introduced explicitly in Y5.

Beliefs and questions units focus on theology

Community and identity units focus on human and social science and history

Reality and truth units focus on philosophy and ethics.

These are not exclusive though and the disciplinary lenses can and should, be applied to any of the questions. Remember to weave in non-religious and other worldviews (such as Baha'i or Buddhism) where appropriate. The reality and truth units will be a good place to do that, as well as the worldview studied in the other units. Additional teaching on Christmas and Easter can happen in special days around the time of the festival, but the concepts of incarnation and salvation are woven into the Christianity units.

	Christian Worldviews (Or use some selected Understanding Christianity units as appropriate)			Religious and non-religious Worldviews * (Schools to choose range of religions and worldviews according to Locally Agreed Syllabus and context)		
Strand	Beliefs & questions	Community & Identity	Reality and truth	Beliefs & questions	Community & Identity	Reality and truth
Reception	ODBE Unit Who am I and where do I belong? <i>Explore the different groups that people belong to, including the religious ones. Find out about Christian signs of belonging</i> ODBE Unit What is the church and who goes there? <i>Variety of church buildings and the things that happen in a church. Find out about vicars and bishops. Look at Sundays, seasons, and festivals.</i> OBDE Unit Who are Christians and what do they believe? <i>Focus on some of the stories from the Bible that show what Christians believe. Establish that Christians live all over the world</i>			Does everyone believe in God? What do people celebrate and why? Are all families the same? <i>Each of these questions takes one of the themes from the Christian units and expands on them from a multi-religious and multi-secular perspective. These and the Christian units can and should be woven through continual provision.</i> At EYFS the divisions between the themes are less emphasised and the philosophical elements are woven through all units		
UC options	All three UC units for FS2 could be taught here instead of the scheme units.					

Year 1						
Term	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand	Beliefs & Questions	Community & Identity	Beliefs & Questions	Reality & Truth	Community & Identity	Reality & Truth
Worldview	Christianity	Christianity	Judaism	Christianity	Judaism	Religious/Non-Religious
Units	UC 1.2 Who made the world?	UC 1.3 Why does Christmas matter to Christians?	ODBE Unit What do different Jewish people believe about God?	UC 1.4 What is the good news that Jesus brings? (C)	ODBE Unit How and why is Shabbat important to some Jewish people in Britain?	ODBE Unit How do people know how to behave?
Trips or visits				Jewish Rabbi visit Y1 and Y2 for the day – cover 2 units for each year group am/pm		

Year 2						
Term	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand	Beliefs and Questions	Reality & Truth	Beliefs and Questions	Community & Identity	Community & Identity	Reality & Truth
Worldview	Christianity	Christianity	Judaism	Christianity	Judaism	Religious/Non-Religious
Units	UC 1.1 What do Christians believe God is like?	UC1.4 What is the good news that Jesus brings? (DD)	ODBE Unit What does the Torah mean for Jewish people?	UC 1.5 Why does Easter matter to Christians?	ODBE Unit In what ways is the synagogue important to Jews?	ODBE Unit What are the best reasons for following a leader?
Trips or visits				Jewish Rabbi visit Y1 and Y2 for the day – cover 2 units for each year group. am/pm		

Year 3						
Term	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand	Beliefs & Questions	Beliefs & Questions	Community & Identity	Community & Identity	Reality & Truth	Reality & Truth
Worldview	Islam	Christianity	Islam	Christianity	Christianity	Religious/Non-Religious
Units	ODBE Unit What do Muslims believe about God and where did Islam start?	UC2a.4 What kind of world did Jesus want?	ODBE Unit What is the Qur'an and why do many Muslims try to learn it by heart?	UC2a.5 Why do Christians call the day Jesus died 'Good Friday'? (C)	UC2a.6 When Jesus left, what was the impact of Pentecost?	ODBE Unit Does it matter if a story is true or not?
Trips or visits				Muslim visit school		

Year 4						
Term	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand	Beliefs & Questions	Reality & Truth	Beliefs & Questions	Community & Identity	Community & Identity	Reality & Truth
Worldview	Christianity	Christianity	Hinduism	Christianity	Hinduism	Religious/Non-Religious
Units	UC2a.3 What is the Trinity?	UC2a.2 What is it like to follow God?	ODBE Unit How do Hindus understand God (Brahman)?	UC2a.5 Why do Christians call the day Jesus died 'Good Friday'? (DD)	ODBE Unit What role does worship play in the life of a Hindu?	ODBE Unit How and why do people argue that some places can be spiritual?
Trips or visits					Visit a mandir	

Year 5						
Term	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand	Beliefs & Questions	Community & Identity	Reality & Truth	Beliefs & Questions	Community & Identity	Reality & Truth
Worldview	Islam	Christianity	Christianity	Christianity	Islam	Religious/Non-Religious
Units	ODBE Unit Why is it important to Muslims that Muhammad is known as the seal of the prophets?	UC2b.8 What kind of King is Jesus?	UC2b.3 How can following God bring freedom and justice?	UC2b.6 What did Jesus do to save human beings?	ODBE Unit How far does the mosque contribute to the Muslim concept of Ummah?	ODBE Unit What does it mean to live a good life?
Trips or visits				Visit a Banbury mosque (seaside trip in Summer and camp out)		

Year 6						
Term	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand	Beliefs & Questions	Community & Identity	Reality & Truth	Beliefs & Questions	Community & Identity	Reality & Truth
Worldview	Christianity	Christianity	Hinduism	Christianity	Hinduism	Religious/Non-Religious
Units	UC2b.5 What would Jesus do?	UC2b.2 Creation and science: conflicting or complementary?	What is the significance of Karma and Moksha for a Hindu?	UC2b.7 What difference does the resurrection make for Christians?	What might a Hindu gain from a pilgrimage to India?	How does a worldview help people decide what is important?
Trips or visits			Hindu to visit school			

Christian Worldviews Building blocks			
Year Group	Beliefs and questions	Community and identity	Reality and truth
Reception	Christians are people who believe in a God. God came to earth as Jesus. Christians believe that God loves people and cares for them.	There are things that Christians do that show that they belong – Baptism for example, this can include going to church.	Christians read the Bible to get their ideas. Bible stories can be read in different ways.
Y1	Christians believe God created the universe. All creation is important to God. God's character is reflected in the beauty of the world.	Christians celebrate important events in the life of Jesus. Christmas is when they celebrate his birth. Easter celebrates his resurrection. Many Christian celebrations happen in church as well as at home.	Christians read the Bible in different ways. It makes them ask questions about how to live, what is right and wrong. Many people think it helps them to answer some of these questions too.
Y2	Christians believe that God is loving, kind and just. God has many names including Lord, King, and Creator. Different Christians focus on different characteristics. Stories in the Bible show Christians what God is like.	Christians go to church to learn about God. Christians worship together because it encourages them. Christians often serve the wider community as part of a church	The Bible is complex and old, so teachers help Christians to understand. Leaders show Christians how to live. Not every leader, church or teacher does things the same way. Different Christians have different ideas about what the Bible teaches.
Y3	Christians believe that Jesus taught to show people how to live. Many Christians live to love and serve others. Christians believe that they can be forgiven for bad thoughts and actions.	Christians mark key life events in different ways around the world. Baptism, Confirmation and Communion are all markers of belonging. Certain beliefs inform the way these events are marked by different communities in different places.	Stories and histories are often interpreted by artists. The artistic interpretation of stories changes over time and between cultures. Artistic interpretation can change how the reader feels about a text.

Y4	Christians believe that Jesus is one of the three persons of the Trinity. Christians believe that God sent Jesus to earth to show that he loved humans. Jesus is fully God and fully man. The incarnation is one of the central beliefs of Christianity	The early church was still very Jewish in origin. The church in the Middle Ages read the Bible in Latin and so many people were not able to read it. The bible is now available in many languages so people can read it for themselves	Christians believe that they can communicate with God in prayer. They believe that God can communicate back to them. Christians believe that prayer makes a difference to them, other people, and the world. Christians claim that miracles happen because they pray.
Y5	Christians believe that Jesus was crucified on 'Good Friday'. Christians believe that the Bible points to the need for humans to be saved from sin and restored to a good relationship with God. The New Testament teaches that Jesus died for the salvation of humankind. The example of Jesus' sacrifice is followed by some Christians.	Rites of passage are important to some Christians and mark key events. Some rites of passage such as baptism have biblical roots. Some churches have Infant and/or adult baptism. Confirmation, weddings, and funerals are practiced in different ways in different cultures and traditions.	Many Christians hold their beliefs so deeply that they have been prepared to die for what they believe. That belief in life after death might play a part for some people. Know that there are other sacrifices that people can make for their beliefs.
Y6	Christians believe that the resurrection of Jesus reveals that he is divine. Most Christians believe that there is life after death, or eternal life. This belief gives Christians hope for the future but also makes some prepared to die for their beliefs. Because Jesus is still alive Christians have been given the gift of the Holy Spirit.	The teachings of Jesus encourage Christians to love and care for each other and the world. Christians believe that the good news of Jesus can transform the lives of people now and in the future. Christians believe that the good news of Jesus should be shared in word and action to make the world a better place for all.	Scientists and Christians put forward hypotheses about how and why the world is at it is. Some of these can be tested scientifically. Science and Christianity are not always seeking to answer the same questions. Many Christians believe that the knowledge discovered by scientists helps them to understand God.

Religious and non-religious Worldviews			
Reception	Many people believe in some divine being. Many people believe that there is no God and that humans are free to make their own choices. There are lots of stories that people tell to help them understand the ideas.	People like celebrating the important events in life. Celebrations help people to feel part of a community. Celebrations often involve special foods. There are lots of ways to celebrate.	Different people have different ideas about what is right and wrong. People get their ideas from the stories that they read and tell. Communities look for truth in different places and live it out in different ways.
Y1	The Jewish religion began in Israel when Abraham was called by God. Jewish people believe that there is one God. Jewish people believe that God is creator. They believe that God sets rules for life.	Shabbat is a weekly celebration for most Jewish people. Most Jewish people will do no work on Shabbat and will go to the synagogue. Shabbat helps most Jewish people to remember that God rested after creating the world.	There are a lot of shared ideas about the rules that are followed. The Golden rule is shared by many different groups of people. A person's worldview will affect what they think is right or wrong. The ten commandments may apply to many different people in different ways.
Y2	The Torah tells the stories of the early Jewish people and their relationship with God. The Exodus story teaches Jewish people that God had a plan to rescue them from their enemies. The Torah sets expectations for how a Jewish person should live.	The synagogue is the centre of community life for many Jewish people. The synagogue is the centre of worship for Jewish people. The synagogue is where Jewish people learn about God.	Different people think that different things are right. People get their ideas about what is right and true from other people and from the things that they read. Asking questions helps people to decide what is right.
Y3	Muslims believe in one God, and they call him Allah. Allah called Muhammad to teach people to follow him. Muhammad lived in a place where people believed in many gods. Muslims believe that the Bible and the Torah teach about Allah as well.	The Qur'an was dictated in Arabic to Muhammad by the Angel Jibril. The Qur'an is believed to be the very words of Allah. It is treated with respect and always written, read, and recited in Arabic. Learning the Qur'an by heart is a sign of dedication to Allah	Many Muslims believe that every part of the Qur'an is true. Other people believe that all religious stories are made up. The beliefs that a person has will change the way that they read a text. There is debate about what is true and reliable.

Y4	Many Hindus believe in one God, Brahman. Brahman is in everything and everywhere. There are many murtis that express different aspects of Brahman. Many Hindus see murtis as helping to focus on different aspects of God.	Hindus worship in the Mandir and at home. Many Hindus will worship daily, offering prayers and gifts to the Murtis. Arti and puja often help Hindus to cope with challenges of life. Worship and meditation form part of daily duties.	For many people there are places connected with their beliefs that are important to them. Different people recognise different places as spiritual. There isn't always agreement on what makes a place spiritual. Some people think that only what they can see is real.
Y5	Muslims have regard for the prophets of the Old Testament and Jesus. Muhammad is known as the 'seal of the prophets.' The hadith, which contains the saying of Muhammad as well as tales of his life is as important for many Muslims as the Qur'an. Islamic diversity stems largely from debates over the caliphate	The mosque is the centre of the community for many Muslims. It's the place where they go to learn about Allah and to conduct the five daily prayers. Ummah is the worldwide community of Muslims. The mosque is only one way in which Ummah is expressed: Hajj and the 5 pillars are other ways.	A good life is not something agreed on by all people. The Golden Rule gives some guidance that is accepted by most people. Many religions believe that there are rewards for living whatever they decide is a 'good' life. Many governments lay down rules that are meant to help people live a good life.
Y6	Hindu dharma is more a way of life than a system of beliefs. The goal of life for a devout Hindu is to achieve Moksha. Belief in reincarnation is a central tenet of Hindu dharma for many. Karma is an inevitable consequence of the way we live or lives. The five daily duties contribute to the understanding of life for a Hindu.	Pilgrimage to India is not a requirement of Hindu faith but many undertake one at least once in a lifetime. There are many destinations for Hindus. Many of these centres are on the Ganges. Different deities are venerated in different places; teachers and gurus also have locations in ashrams and other centres.	A worldview is a way of looking at the world and will influence the choices a person makes. There are organised and personal, religious, and non-religious worldviews. Everyone has a worldview. A worldview may be a combination of organised and personal opinions and may change over time. Experiences influence a person's worldview.

*Provisional National Statement of Entitlement (NSE)

ENGAGEMENT	
Core statements	Expanded statements
g. Ways of knowing The field of study of worldviews is to be explored using diverse ways of knowing.	The field of study of worldviews is to be explored using diverse ways of knowing. Questions and methods should be carefully chosen, recognising that there are different understandings of what knowledge is deemed reliable, valid, credible, truthful etc.
h. Lived experience The field of study of worldviews is to include a focus on the lived experience of people.	The field of study of worldviews is to include a focus on the lived experience of people (e.g. religious, non-religious, embodied, diverse, fluid, material, experiential) in relation to local and global contexts, recognising the complex reality of worldviews as they are held, shared and expressed by people in real life.
i. Dialogue/interpretation The field of study of worldviews is to be shown as a dynamic area of debate.	The field of study of worldviews is to be encountered as a dynamic area of dialogue and debate, and one which engages with practices of interpretation and judgement within and between religious and non-religious communities.
POSITION	
Core statements	Expanded statements
j. Personal worldviews: reflexivity Pupils will reflect on and potentially develop their personal worldviews in the light of their study.	Pupils will come to understand their own worldview in greater depth, and how it relates to the worldviews of others, becoming more reflective and reflexive. As they develop this awareness of their positionality in relation to that of others, they will make informed judgements on how (far) this understanding prepares them for life in a diverse world
k. Personal worldviews: impact Pupils will reflect on how their worldviews affect their learning	Pupils will develop their understanding of how their encounters with the subject content of RE are affected and shaped by their worldviews, whether conscious or not, and that this is also true for everyone else. They will reflect on how (far) their learning may have an impact on their worldview.