

RELIGIOUS EDUCATION

Subject Rationale - Religious Education

Religious Education in our curriculum is a major contributor to the all-round education of our children because it is intellectually challenging and personally enriching. It provides the foundations for understanding the beliefs and practices which guide, motivate and inspire different people in the world around us. It opens children's minds to different possibilities and alternative points of view. It bridges gaps between people and demonstrates shared values and commonly held beliefs, as well as celebrating differences and individuality. Respect, tolerance and understanding are all strongly promoted through our Religious Education curriculum and our overall aim is to provide our children with the knowledge to be able to confidently and respectfully interact with people of different faiths, and no faith, as they move through life.

Long Term Overview - RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Who celebrates what and why? Hanukah	Who celebrates what and why? Christmas	How are churches and synagogues important to believers?	Myself and Caring for Others	Stories of Jesus - Miracle Stories	Stories Jesus Told-Parables
Year 2	Stories from the Old Testament and the Nativity		Belonging	Leaders	Believing	
Year 3	Prayer	Beliefs and Questions	Inspirational People		Worship and Sacred Places	
Year 4	The Journey of Life and Death	Symbols and Religious Expression		Religion, Family, Community, Worship, Celebration, Ways of Living		Spiritual Expression
Year 5	Religion and the Individual	Beliefs and Questions	Belief in Action in the World (Art and Architecture or Social Action?)		Inspirational People in Today's World	
Year 6	Religion, Worldviews, Family and Community	Wisdom and Authority		Belief in Action in the World (Human Rights & Social Justice)		Belief in Action in the World (Upstanders)

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

Skills Progression – Religious Education						
	FS1			FS2		
Religious Contexts	Christianity / Judaism / Islam / Hinduism					
Knowledge & Understanding of Religions & Worldviews	<ul style="list-style-type: none"> Be immersed in religious celebrations through experiences/environments. 			<ul style="list-style-type: none"> Recall religious celebrations throughout the year. Understand important aspects of religious celebrations. 		
Expressing & Communicating Ideas Related to Religions & Worldviews	<ul style="list-style-type: none"> Express likes and dislikes. 			<ul style="list-style-type: none"> Give opinions on religions and their celebrations. 		
Gaining & Applying Skills for Studying Religions & Worldviews	<ul style="list-style-type: none"> Show interest in celebrating/experiences other religions. 			<ul style="list-style-type: none"> Be immersed in an experience to understand and apply meaning to religious celebrations. 		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religious Contexts	Christianity / Judaism		Christianity / Judaism / Islam / Hinduism / Secularism			
Knowledge & Understanding of Religions & Worldviews	<ul style="list-style-type: none"> Recall, name and talk about materials in RE. Retell stories. 	<ul style="list-style-type: none"> Recall the names of artefacts and talk about their uses. Retell stories discussing their meaning. 	<ul style="list-style-type: none"> Describe religions and worldviews. 	<ul style="list-style-type: none"> Describe religions and worldviews making links between them. 	<ul style="list-style-type: none"> Use understanding to make connection between practises and ideas, giving well thought out explanations. 	<ul style="list-style-type: none"> Explain the impact of religious/spiritual experiences and practises on religious people.
Expressing & Communicating Ideas Related to Religions & Worldviews	<ul style="list-style-type: none"> Ask questions and give opinions. 	<ul style="list-style-type: none"> Ask questions and share their own ideas with reasons. 	<ul style="list-style-type: none"> Thoughtfully respond to an idea/story/ artefact. 	<ul style="list-style-type: none"> Express what impact a story /idea/ item/ artefact/ quote/ has on them. 	<ul style="list-style-type: none"> Thoughtfully compare and contrast their own values and ideals to those of another. 	<ul style="list-style-type: none"> Explain diverse ideas and viewpoint clearly.
Gaining & Applying Skills for Studying Religions & Worldviews	<ul style="list-style-type: none"> Show curiosity. Offer ideas and agree/ disagree with others ideas. 	<ul style="list-style-type: none"> Show curiosity connecting learning to prior Religious knowledge. Offer their own ideas with reasons and say why they agree or disagree with another's idea. 	<ul style="list-style-type: none"> Carefully consider answers to big questions for themselves. Listen and respond to the viewpoints of others. 	<ul style="list-style-type: none"> Join in with thoughtful discussions on big questions listening and refining their ideas. Listen and respond to the viewpoints of others giving clear well thought out responses. 	<ul style="list-style-type: none"> Hold thoughtful discussion about big questions drawing on their embedded learning about worldviews. Considerately reflect on how their point of view may differ from another's. 	<ul style="list-style-type: none"> Investigate big questions about key concepts, expressing their findings thoughtfully. Thoughtfully respond to diverse ideas explaining why all views matter.

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

Vocabulary Progression Mapping – Religious Education

RE- Foundation

family, care, party, home, birthday, love, good choice, God, Special books, special places, special stories, religion, prayer, Christmas, belong, Earth, village, Blidworth, special days, different, values.

RE - Year 1 – Unit 1 Who celebrates what and why? Hanukah

celebrate tradition	Jewish	Kippur yad	Hanukah Menorah	Dreidel Laktes
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RE - Year 1 – Unit 2 Who celebrates what and why? Christmas

Christmas celebration	nativity Christian	God Jesus	Mary Joseph	wise men King Herrod	Bethlehem
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RE - Year 1 – Unit 3 In what ways are churches and synagogues are important to believers?

Church Synagogue	Bible Torah	pew alter	pulpit font	Ark, bimah.
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RE - Year 1 – Unit 4 Myself and Caring for Others - How do we show we care for others and why does it matter?

love care	rejoice	kindness opinion	Muslim Prophet Mohammed PBUH	disagree agree
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RE - Year 1 – Unit 5 Stories of Jesus - what can we learn about Jesus from Miracle Stories

worship	miracle	blessing	healing	God on Earth
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RE - Year 1 – Unit 6 Stories Jesus told- and what we can learn from them.

parable New Testament	good neighbour	wealth	heaven	sacrificed Easter
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RE - Year 2 – Unit 1 Stories from the Old Testament and the Nativity

artefact Star of David	commandment Moses	Hebrew Ark	rescue Jew	protect protection
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RE - Year 2 – Unit 2 Stories from the Old Testament and the Nativity

forgiveness forgive	message	characteristics	Son of God	nativity	Saviour
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RE - Year 2 – Unit 3 Belonging

belonging	fellowship.	golden rule	symbolism	christening baptism
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RE - Year 2 – Unit 4 Leaders

leader	faithful	qualities	deny	traits
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RE Subject Pathway 2025-2026

Vocabulary Progression Mapping - Religious Education					
RE - Year 2 - Unit 5 Believing					
prioritise	Creator	accident designed	creation story	responsible Earth	
RE - Year 2 - Unit 6 Believing					
Shabbat	challah blessing	prayer	God's will	sacred important	
RE - Year 3 - Unit 1 Prayer					
Islam	praise repent yield	Lord's Prayer	Koran Arabic	Salah Allah	
RE - Year 3 - Unit 2 Beliefs and Questions					
evolution creation	incarnation Messiah	resurrection	Pentecost trinity	Commitment Holy Spirit	
RE - Year 3 - Unit 3 Inspirational People					
patriarch Abraham	exodus	Seder plate Pesach	law giver	signs divinity	
RE - Year 3 - Unit 4 Inspirational People					
parable	sacrifice	Prophet Muhammed (PBUH)	Ramadan fasting	Hadith	Messenger prophet
RE - Year 3 - Unit 5 Worship and Sacred Places					
congregants worshippers	lectern chalice	communion	Mihrab Minaret	call to prayer	
RE - Year 3 - Unit 6 Worship and Sacred Places					
Murti	Mandir	Multi-faith	inclusive	community	
RE - Year 4 - Unit 1 The Journey of Life and Death					
milestone	confirmation	Bar Mitzvah Bat Mitzvah	karma dharma	Hindu upanayana	ceremony
RE - Year 4 - Unit 2 Symbols and Religious Expression					
pilgrimage	Hajj	Kaaba temptation	Mecca	Christ mass	

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RE Subject Pathway 2025-2026

Vocabulary Progression Mapping - Religious Education

RE - Year 4 - Unit 3 Symbols and Religious Expression

Jerusalem Holy Land tomb	River Ganges Lord Shiva	reincarnation cremation	spirituality	pilgrimage
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RE - Year 4 - Unit 4 Religion, Family, Community, Worship, Celebration, Ways of Living

artefacts	murtis	moksha	mandir shrine	dharma Rama and Sita
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RE - Year 4 - Unit 5 Religion, Family, Community, Worship, Celebration, Ways of Living

Diwali evil diva lamps	Holi Prahlad	contrast moral	secular	partnership
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RE - Year 4 - Unit 6 Spiritual Expression - What can we learn from Christian spirituality and worship?

awe connection	express impact	spiritual	worship music hymns	Contemporary traditional	passages scripture
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RE - Year 5 - Unit 1 What matters to Christians?

creed Messiah	sins forgiveness	Pentecost	ascension	Eucharist Holy Communion	core beliefs
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**RE - Year 5 - Unit 2 Beliefs and Questions-
How do people's beliefs about God and the world have impact on their lives?**

5 Pillars Allah	Shahada Swarm	Brahman Atman	shrine	Ahimsa Tri-Murti	atheist agnostic
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**RE - Year 5 - Unit 3 Belief in Action in the World
How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?**

diverse	prioritise	responses	reflection perspective	architecture
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**RE - Year 5 - Unit 4 Belief in Action in the World
How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?**

Zakat generosity	charity poverty	conflicting opinion	social action
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RE - Year 5 - Unit 5 Inspirational People in Today's World

emulate inspirational	leaders missionary Saint	philosophy civil rights	in common
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RE Subject Pathway 2025-2026

Vocabulary Progression Mapping – Religious Education

RE - Year 5 – Unit 6 Inspirational People in Today’s World

influence role model	activists	interview empathise	philosophy motivation		
RE - Year 6 – Unit 1 Religion, World Views, Family and Community					
community neighbourhood	culture service	multi-faith society	identity	tolerance harmony	inter-faith
RE - Year 6 – Unit 2 Wisdom and Authority What can we learn from reflecting on words of wisdom from religion and world views?					
source of wisdom philosopher	consumer righteousness	steward	storge	surah Imam	
RE - Year 6 – Unit 3 Wisdom and Authority What can we learn from reflecting on words of wisdom from religion and world views?					
Secular non-religious	wisdom wise	wise words	world view	diverse	
RE - Year 6 – Unit 4 Belief in Action in the World How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?					
ummah	ahimsa	agape	ecological crisis		
RE - Year 6 – Unit 5 Belief in Action in the World How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?					
marriage civil partnership	justice human rights	Christian Aid Islamic Relief Sewa International Save the Children	social action		
RE - Year 6 – Unit 6 Belief in Action in the World What was the Kinder-transport? Who resisted and rescued? How can we be upstanders today?					
refugee discrimination persecution Holocaust	Kindertransport Prejudice remembrance	bystander upstander			

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

	Knowledge & Understanding of Religions & Worldviews (K&U)	Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)	Gaining & Applying Skills for Studying Religions & Worldviews (G&D)
Year 1	<ul style="list-style-type: none"> Recall, name and talk about materials in RE. Retell stories. 	<ul style="list-style-type: none"> Ask questions and give opinions. 	<ul style="list-style-type: none"> Show curiosity. Offer ideas and agree/ disagree with others ideas.

Learning Overview - RE Year 1

Unit 1 - Theme(s) Celebrations and festivals

LO: To express an idea of their own about why celebrations matter.	LO: To show curiosity in learning about Judaism.	LO: To recall and name some materials used in Jewish worship.	LO: To retell the story of Hanukah.	LO: To suggest meaning for an object used in the celebration of Hanukah.
<p><input type="checkbox"/> Talk about a celebration that they have been involved in.</p> <p><input type="checkbox"/> Talk about what they enjoy about a celebration.</p> <p><input type="checkbox"/> Discuss why celebrating matters.</p> <p><input type="checkbox"/> Explain who benefits from a celebration/ what is remembered on that day.</p>	<p><input type="checkbox"/> Listen to the introduction of Judaism.</p> <p><input type="checkbox"/> Discuss Judaism.</p> <p><input type="checkbox"/> Ask questions to find out more about Judaism.</p> <p><input type="checkbox"/> Make links to previous learning about people of faith.</p>	<p><input type="checkbox"/> Look at the religious items.</p> <p><input type="checkbox"/> Talk about what the religious items might be for.</p> <p><input type="checkbox"/> Name some materials used in worship.</p> <p><input type="checkbox"/> Make links to other religious artefacts they know about.</p>	<p><input type="checkbox"/> Listen to the story of Hanukah.</p> <p><input type="checkbox"/> Talk about the characters in the story.</p> <p><input type="checkbox"/> Retell the story.</p> <p><input type="checkbox"/> Use religious vocabulary with support when recalling story.</p>	<p><input type="checkbox"/> Explore the Hanukah items.</p> <p><input type="checkbox"/> Ask questions about the items.</p> <p><input type="checkbox"/> Name the items and describe their purpose.</p> <p><input type="checkbox"/> Explain what the items are used for.</p>
celebrate tradition	Jewish	Kippur yad	Hanukah Menorah	dreidel laktes

RE Key Concepts Progressive Overview

	<i>Knowledge & Understanding of Religions & Worldviews (K&U)</i>	<i>Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)</i>	<i>Gaining & Applying Skills for Studying Religions & Worldviews (G&D)</i>
Year 1	<ul style="list-style-type: none"> Recall, name and talk about materials in RE. Retell stories. 	<ul style="list-style-type: none"> Ask questions and give opinions. 	<ul style="list-style-type: none"> Show curiosity. Offer ideas and agree/ disagree with others ideas.

Learning Overview - RE Year 1

Unit 2 – Theme(s) Celebrations and Festivals

LO: To give an example of a big day in their own lives and talk about what made it special.	LO: To retell the nativity story.	LO: To suggest a meaning of an object used in worship.	LO: To retell a story that lies behind a festival.	LO: To retell a story that lies behind a festival.	LO: To retell a story that lies behind a festival.
<p><input type="checkbox"/> Listen as others talk about Christmas.</p> <p><input type="checkbox"/> Share stories with others about Christmas.</p> <p><input type="checkbox"/> Discuss personal family traditions.</p> <p><input type="checkbox"/> Talk about why their traditions are important and special to them.</p>	<p><input type="checkbox"/> Experience the nativity story.</p> <p><input type="checkbox"/> Name characters from the Christmas story.</p> <p><input type="checkbox"/> Retell the nativity story.</p> <p><input type="checkbox"/> Talk about why Christians believe Jesus is special.</p>	<p><input type="checkbox"/> Recognise some objects.</p> <p><input type="checkbox"/> Find objects used to help celebrate the nativity.</p> <p><input type="checkbox"/> Talk about the use of objects in the nativity.</p> <p><input type="checkbox"/> Give reasons why some objects don't belong to Christmas celebrations.</p>	<p><input type="checkbox"/> Talk about characters in the story.</p> <p><input type="checkbox"/> Retell the story.</p> <p><input type="checkbox"/> Retell the story, naming characters and materials.</p> <p><input type="checkbox"/> Retell the story with information about who Jesus came for.</p>	<p><input type="checkbox"/> Talk about characters in the story.</p> <p><input type="checkbox"/> Retell the story</p> <p><input type="checkbox"/> Retell the story, naming characters and materials.</p> <p><input type="checkbox"/> Retell the story with information about who Jesus came for.</p>	<p><input type="checkbox"/> Talk about characters in the story</p> <p><input type="checkbox"/> Retell the story</p> <p><input type="checkbox"/> Retell the story, naming characters and materials.</p> <p><input type="checkbox"/> Retell the story with information about who Jesus came for.</p>
Christmas celebration	Nativity Christian	God Jesus	Mary Joseph	Wise Men King Herrod	Bethlehem

RE Key Concepts Progressive Overview

	<i>Knowledge & Understanding of Religions & Worldviews (K&U)</i>	<i>Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)</i>	<i>Gaining & Applying Skills for Studying Religions & Worldviews (G&D)</i>
Year 1	<ul style="list-style-type: none"> Recall, name and talk about materials in RE. Retell stories. 	<ul style="list-style-type: none"> Ask questions and give opinions. 	<ul style="list-style-type: none"> Show curiosity. Offer ideas and agree/ disagree with others ideas.

Learning Overview - RE Year 1

Unit 3 - Theme(s) Symbols in religious worship and practice

LO: To know that some places are special.	LO: To know that some belongings are special.	LO: To find out about some features of a Church.	LO: To experience a Church.	LO: To find out about some features of a Synagogue.
<p><input type="checkbox"/> Name a place that is special to them.</p> <p><input type="checkbox"/> Know a Church is special to a Christian and a Synagogue is special to a Jew.</p> <p><input type="checkbox"/> Understand special religious places are holy/sacred.</p> <p><input type="checkbox"/> Respond sensitively to others ideas of special places.</p>	<p><input type="checkbox"/> Name a belonging that is special to them.</p> <p><input type="checkbox"/> Explore Jewish and Christian special belongings.</p> <p><input type="checkbox"/> Show curiosity and ask questions.</p> <p><input type="checkbox"/> Sensitively handle and speak of another's special belonging.</p>	<p><input type="checkbox"/> Look at the features of a church.</p> <p><input type="checkbox"/> Find out about what some of the features are used for.</p> <p><input type="checkbox"/> Use the names for some features.</p> <p><input type="checkbox"/> Talk about how they should be treated.</p>	<p><input type="checkbox"/> Explore a church</p> <p><input type="checkbox"/> Recall some of the features of a church.</p> <p><input type="checkbox"/> Name some of the features.</p> <p><input type="checkbox"/> Reflect on their observations and feelings from their visit.</p>	<p><input type="checkbox"/> Look at the feature of a Synagogue.</p> <p><input type="checkbox"/> Ask questions about the features.</p> <p><input type="checkbox"/> Use the names of some of the features.</p> <p><input type="checkbox"/> Talk about why they are sacred.</p>
Church Synagogue	Bible Torah	pew alter	pulpit font	Ark, bimah.

RE Key Concepts Progressive Overview

	<i>Knowledge & Understanding of Religions & Worldviews (K&U)</i>	<i>Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)</i>	<i>Gaining & Applying Skills for Studying Religions & Worldviews (G&D)</i>
Year 1	<ul style="list-style-type: none"> Recall, name and talk about materials in RE. Retell stories. 	<ul style="list-style-type: none"> Ask questions and give opinions. 	<ul style="list-style-type: none"> Show curiosity. Offer ideas and agree/ disagree with others ideas.

Learning Overview - RE Year 1

Unit 4 - Theme(s) Myself and Caring for Others

LO: To think of ways to show care towards others.	LO: To retell a Christian story about caring.	LO: To retell a non-religious story about caring.	LO: To retell an Islamic story about caring.	LO: To know people who believe different things can still get along.
<p><input type="checkbox"/> List who cares for you.</p> <p><input type="checkbox"/> Talk about who you care for.</p> <p><input type="checkbox"/> Discuss how care is shown.</p> <p><input type="checkbox"/> Describe how we show our values when we care for another.</p>	<p><input type="checkbox"/> Talk about the characters actions in the story.</p> <p><input type="checkbox"/> Discuss the story.</p> <p><input type="checkbox"/> Retell the story.</p> <p><input type="checkbox"/> Respond to the story.</p>	<p><input type="checkbox"/> Talk about the characters actions in the story</p> <p><input type="checkbox"/> Discuss and retell the story.</p> <p><input type="checkbox"/> Compare the story with a Christian story.</p> <p><input type="checkbox"/> Respond to the story.</p>	<p><input type="checkbox"/> Listen to the story</p> <p><input type="checkbox"/> Recount the story</p> <p><input type="checkbox"/> Share ideas about what the story is about.</p> <p><input type="checkbox"/> Respond to the story.</p>	<p><input type="checkbox"/> Listen to other people's ideas.</p> <p><input type="checkbox"/> Share your own ideas.</p> <p><input type="checkbox"/> Agree and disagree politely with others.</p> <p><input type="checkbox"/> Give reasons to back up your ideas.</p>
love care	rejoice	kindness opinion	Muslim Prophet Mohammed (PBUH)	disagree agree

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

	<i>Knowledge & Understanding of Religions & Worldviews (K&U)</i>	<i>Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)</i>	<i>Gaining & Applying Skills for Studying Religions & Worldviews (G&D)</i>
Year 1	<ul style="list-style-type: none"> Recall, name and talk about materials in RE. Retell stories. 	<ul style="list-style-type: none"> Ask questions and give opinions. 	<ul style="list-style-type: none"> Show curiosity. Offer ideas and agree/ disagree with others ideas.

Learning Overview - RE Year 1

Unit 5 - Theme(s) Beliefs and Teachings

LO: To know Christians worship Jesus.	LO: To know Christians believe Jesus was not just a human.	LO: To retell a Christian miracle story.	LO: To know Christians believe Jesus performed miracles.	LO: To respond to the Christian belief that Jesus was God on Earth.
<input type="checkbox"/> Listen to Christian ideas about Jesus. <input type="checkbox"/> Talk about Jesus being important to Christians. <input type="checkbox"/> Ask questions and share your own ideas about Jesus. <input type="checkbox"/> Understand that other faiths do not share the same ideas about Jesus.	<input type="checkbox"/> Listen to the story. <input type="checkbox"/> Talk about what Jesus did. <input type="checkbox"/> Discuss what the story says about Jesus' character. <input type="checkbox"/> Give a personal response to the story.	<input type="checkbox"/> Listen to the story. <input type="checkbox"/> Talk about the characters in the story. <input type="checkbox"/> Retell a miracle story. <input type="checkbox"/> Discuss how Christians would respond to this story.	<input type="checkbox"/> Listen to the story. <input type="checkbox"/> Talk about the characters in the story. <input type="checkbox"/> Retell a miracle story. <input type="checkbox"/> Discuss how Christians would respond to this story.	<input type="checkbox"/> Talk about Jesus. <input type="checkbox"/> Discuss the miracles we have learned about. <input type="checkbox"/> Share your own ideas and questions about Jesus. <input type="checkbox"/> Discover what different religions and world views believe about Jesus.
worship	miracle	blessing	healing	God on Earth

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

	Knowledge & Understanding of Religions & Worldviews (K&U)	Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)	Gaining & Applying Skills for Studying Religions & Worldviews (G&D)
Year 1	<ul style="list-style-type: none"> Recall, name and talk about materials in RE. Retell stories. 	<ul style="list-style-type: none"> Ask questions and give opinions. 	<ul style="list-style-type: none"> Show curiosity. Offer ideas and agree/ disagree with others ideas.

Learning Overview - RE Year 1

Unit 6 - Theme(s) Beliefs and Teachings

LO: To offer ideas about a story.	LO: To offer ideas about a story.	LO: To offer ideas about a story.	LO: To offer ideas about a story.	LO: To know Christians believe Jesus had a special death to help humankind.
<input type="checkbox"/> Listen to the story. <input type="checkbox"/> Talk about what happened. <input type="checkbox"/> Offer ideas about the help given in the story. <input type="checkbox"/> Consider who this story is designed to help.	<input type="checkbox"/> Listen to the story. <input type="checkbox"/> Talk about what happened. <input type="checkbox"/> Offer ideas about the help given in the story. <input type="checkbox"/> Consider who this story is designed to help.	<input type="checkbox"/> Listen to the story. <input type="checkbox"/> Talk about what happened. <input type="checkbox"/> Offer ideas about the help given in the story. <input type="checkbox"/> Consider who this story is designed to help.	<input type="checkbox"/> Listen to the story. <input type="checkbox"/> Talk about what happened. <input type="checkbox"/> Offer ideas about the help given in the story. <input type="checkbox"/> Consider who this story is designed to help.	<input type="checkbox"/> Listen to the story. <input type="checkbox"/> Talk about the story. <input type="checkbox"/> Respond to the story with questions or ideas. <input type="checkbox"/> Discuss what Jesus' death means for today's Christians.
parable New Testament	good neighbour	wealth	heaven	sacrificed Easter

RE Key Concepts Progressive Overview

	Knowledge & Understanding of Religions & Worldviews (K&U)	Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)	Gaining & Applying Skills for Studying Religions & Worldviews (G&D)
Year 2	<ul style="list-style-type: none"> Recall the names of artefacts and talk about their uses. Retell stories discussing their meaning. 	<ul style="list-style-type: none"> Ask questions and share their own ideas with reasons. 	<ul style="list-style-type: none"> Show curiosity connecting learning to prior Religious knowledge. Offer their own ideas with reasons and say why they agree or disagree with another's idea.

Learning Overview - RE Year 2

Unit 1 - Theme(s) Stories from the Old Testament and the Nativity (a)

LO: To ask and answer questions about Judaism using prior knowledge.	LO: To know how the Torah began and to know some of the Jewish rules.	LO: To know how the Torah began and to know some of the Jewish rules.	LO: To discuss the meaning within a religious story.	LO: To discuss the meaning within a religious story.
<p><input type="checkbox"/> Recall the names of some Jewish items.</p> <p><input type="checkbox"/> Talk about the uses of Jewish items.</p> <p><input type="checkbox"/> Ask and answer questions about Judaism.</p> <p><input type="checkbox"/> Express an understanding of the important role these items play.</p>	<p><input type="checkbox"/> Recognise that the Torah is a holy book special to Jewish people.</p> <p><input type="checkbox"/> Know that Jewish people have rules that help them live well.</p> <p><input type="checkbox"/> Consider which of the ten commandments you believe are important for a happy life.</p> <p><input type="checkbox"/> Listen and respond considerately to the ideas of others.</p>	<p><input type="checkbox"/> Recognise that the Torah is a holy book special to Jewish people.</p> <p><input type="checkbox"/> Ask questions about the Torah.</p> <p><input type="checkbox"/> Give reasons why the Torah is sacred and Holy to Jewish people.</p> <p><input type="checkbox"/> Consider the influence the Torah has on the life of a Jewish person.</p>	<p><input type="checkbox"/> Retell the story with detail.</p> <p><input type="checkbox"/> Talk about Gods role in the story.</p> <p><input type="checkbox"/> Discuss the meaning of the story responding to the ideas of others.</p> <p><input type="checkbox"/> Reflect on the message and make links to other stories they have learned from the Jewish and Christian tradition.</p>	<p><input type="checkbox"/> Retell the story with detail.</p> <p><input type="checkbox"/> Talk about Gods role in the story.</p> <p><input type="checkbox"/> Discuss the meaning of the story responding to the ideas of others.</p> <p><input type="checkbox"/> Reflect on the message and make links to other stories they have learned from the Jewish and Christian tradition.</p>
artefact Star of David	commandments Moses	Hebrew ark	rescue Jew	protect protection

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

	Knowledge & Understanding of Religions & Worldviews (K&U)	Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)	Gaining & Applying Skills for Studying Religions & Worldviews (G&D)
Year 2	<ul style="list-style-type: none"> Recall the names of artefacts and talk about their uses. Retell stories discussing their meaning. 	<ul style="list-style-type: none"> Ask questions and share their own ideas with reasons. 	<ul style="list-style-type: none"> Show curiosity connecting learning to prior Religious knowledge. Offer their own ideas with reasons and say why they agree or disagree with another's idea.

Learning Overview - RE Year 2

Unit 2 – Theme(s) Stories from the Old Testament and the Nativity (b)

			Christian Nativity Story		
LO: To discuss the meaning within a religious story.	LO: To discuss the meaning within a religious story.	LO: To discuss the meaning within a religious story.	LO: To retell stories discussing their meaning.	LO: To retell stories discussing their meaning.	LO: To retell stories discussing their meaning.
<p><input type="checkbox"/> Retell the story with detail.</p> <p><input type="checkbox"/> Talk about Gods role in the story.</p> <p><input type="checkbox"/> Discuss the meaning of the story responding to the ideas of others.</p> <p><input type="checkbox"/> Reflect on the message and make links to other stories they have learned from Jewish and Christian traditions.</p>	<p><input type="checkbox"/> Retell the story with detail.</p> <p><input type="checkbox"/> Talk about Gods role in the story.</p> <p><input type="checkbox"/> Discuss the meaning of the story responding to the ideas of others.</p> <p><input type="checkbox"/> Reflect on the message and make links to other stories they have learned from Jewish and Christian traditions.</p>	<p><input type="checkbox"/> Retell the story with detail.</p> <p><input type="checkbox"/> Talk about Gods role in the story.</p> <p><input type="checkbox"/> Discuss the meaning of the story responding to the ideas of others.</p> <p><input type="checkbox"/> Reflect on the message and make links to other stories they have learned from Jewish and Christian traditions.</p>	<p><input type="checkbox"/> Retell the story naming characters and materials.</p> <p><input type="checkbox"/> Discuss the meaning behind the different groups of people that visited.</p> <p><input type="checkbox"/> Explain the meaning of the story demonstrating who Jesus was and who he came for.</p> <p><input type="checkbox"/> Describe why Christians believe Jesus' birth was such an important event.</p>	<p><input type="checkbox"/> Retell the story naming characters and materials.</p> <p><input type="checkbox"/> Discuss the meaning behind the different groups of people that visited.</p> <p><input type="checkbox"/> Explain the meaning of the story demonstrating who Jesus was and who he came for.</p> <p><input type="checkbox"/> Describe why Christians believe Jesus' birth was such an important event.</p>	<p><input type="checkbox"/> Retell the story naming characters and materials.</p> <p><input type="checkbox"/> Discuss the meaning behind the different groups of people that visited.</p> <p><input type="checkbox"/> Explain the meaning of the story demonstrating who Jesus was and who he came for.</p> <p><input type="checkbox"/> Describe why Christians believe Jesus' birth was such an important event.</p>
forgiveness forgive	message	characteristics	Son of God	nativity	Saviour

RE Key Concepts Progressive Overview

	Knowledge & Understanding of Religions & Worldviews (K&U)	Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)	Gaining & Applying Skills for Studying Religions & Worldviews (G&D)
Year 2	<ul style="list-style-type: none"> Recall the names of artefacts and talk about their uses. Retell stories discussing their meaning. 	<ul style="list-style-type: none"> Ask questions and share their own ideas with reasons. 	<ul style="list-style-type: none"> Show curiosity connecting learning to prior Religious knowledge. Offer their own ideas with reasons and say why they agree or disagree with another's idea.

Learning Overview - RE Year 2

Unit 3 – Theme(s) Belonging

LO: To discuss where you belong.	LO: To know that Christians can grow their faith when they belong to a faith group.	LO: To consider how people can live peacefully together.	LO: To know the story of Jesus' baptism.	LO: To understand what happens at a christening or believers baptism.
<p><input type="checkbox"/> Talk about different social groups.</p> <p><input type="checkbox"/> Talk about how being part of a family or school makes them feel.</p> <p><input type="checkbox"/> Consider all the different groups that you belong to.</p> <p><input type="checkbox"/> Express why feeling like you belong matters.</p>	<p><input type="checkbox"/> Know people of faith can find belonging with other people of faith.</p> <p><input type="checkbox"/> Talk about activities/events Christians may share.</p> <p><input type="checkbox"/> Give opinions about why having other Christians around may be helpful.</p> <p><input type="checkbox"/> Reflect on how sharing values can aid a friendship.</p>	<p><input type="checkbox"/> Recite the 'Golden rule'.</p> <p><input type="checkbox"/> Explain what the 'Golden rule' means.</p> <p><input type="checkbox"/> Ask and answer questions about how the Golden rule makes people behave in real life.</p> <p><input type="checkbox"/> Give reasons for agreeing or disagreeing with the Golden rule.</p>	<p><input type="checkbox"/> Retell the story of Jesus' baptism.</p> <p><input type="checkbox"/> Discuss the symbolism of being baptised.</p> <p><input type="checkbox"/> Share ideas about what the story is telling us about Jesus.</p> <p><input type="checkbox"/> List reasons why Jesus wanted to be baptised.</p>	<p><input type="checkbox"/> Talk about what happens at a christening.</p> <p><input type="checkbox"/> Understand some of the symbolism of a christening.</p> <p><input type="checkbox"/> Ask and answer questions about why people get themselves or their children christened.</p> <p><input type="checkbox"/> Consider who christenings matter to most... babies? God? Jesus? Parents? Church people?</p>
belonging	fellowship	Golden rule	symbolism	christening baptism

RE Key Concepts Progressive Overview

	Knowledge & Understanding of Religions & Worldviews (K&U)	Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)	Gaining & Applying Skills for Studying Religions & Worldviews (G&D)
Year 2	<ul style="list-style-type: none"> Recall the names of artefacts and talk about their uses. Retell stories discussing their meaning. 	<ul style="list-style-type: none"> Ask questions and share their own ideas with reasons. 	<ul style="list-style-type: none"> Show curiosity connecting learning to prior Religious knowledge. Offer their own ideas with reasons and say why they agree or disagree with another's idea.

Learning Overview - RE Year 2

Unit 4 - Theme(s) Leaders

LO: To ask questions about leadership and suggest answers.	LO: To discuss the meaning of Moses' story.	LO: To share ideas about Moses' leadership.	LO: To know who St Peter was and consider why he was chosen to lead the church.	LO: To understand what makes a leader.
<p><input type="checkbox"/> Identify leaders in and out of school.</p> <p><input type="checkbox"/> Talk about the responsibilities of a leader.</p> <p><input type="checkbox"/> Ask questions and give reasons for their own ideas about leaders.</p> <p><input type="checkbox"/> Describe the qualities of a good leader.</p>	<p><input type="checkbox"/> Recall the story of Moses.</p> <p><input type="checkbox"/> Think about what Gods role was in Moses' story.</p> <p><input type="checkbox"/> Share your own ideas about the meaning behind the story of Moses.</p> <p><input type="checkbox"/> Respond respectfully to the ideas of others.</p>	<p><input type="checkbox"/> Talk about some of the things Moses did.</p> <p><input type="checkbox"/> Talk about the help Moses had.</p> <p><input type="checkbox"/> Explain why you agree and disagree with statements about Moses leadership.</p> <p><input type="checkbox"/> Respond to others ideas supporting them or disproving them.</p>	<p><input type="checkbox"/> Listen to the stories of Saint Peter.</p> <p><input type="checkbox"/> Discuss why some would have thought Peter was an unlikely leader.</p> <p><input type="checkbox"/> Explain why he was chosen for the job.</p> <p><input type="checkbox"/> Respond to the idea that Peter was guided by God.</p>	<p><input type="checkbox"/> Talk about some key characteristics of leaders.</p> <p><input type="checkbox"/> Refer to the characteristics of leaders studied.</p> <p><input type="checkbox"/> Consider which characteristics are the most important.</p> <p><input type="checkbox"/> Give an example of a great leader and back up with evidence.</p>
leader	faithful	qualities	deny	traits

RE Key Concepts Progressive Overview

	Knowledge & Understanding of Religions & Worldviews (K&U)	Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)	Gaining & Applying Skills for Studying Religions & Worldviews (G&D)
Year 2	<ul style="list-style-type: none"> Recall the names of artefacts and talk about their uses. Retell stories discussing their meaning. 	<ul style="list-style-type: none"> Ask questions and share their own ideas with reasons. 	<ul style="list-style-type: none"> Show curiosity connecting learning to prior Religious knowledge. Offer their own ideas with reasons and say why they agree or disagree with another's idea.

Learning Overview - RE Year 2

Unit 5 - Theme(s) Believing (a)

LO: To talk about what is most important to you.	LO: To realise that God is important to Jews and consider your own ideas of God.	LO: To recognise beauty in the world and consider your own ideas about how it came to be there.	LO: To know that Jews believe in one God who created the world.	LO: To consider how Jews and other people of faith feel about caring the Earth.
<p><input type="checkbox"/> Name important people/ things in your life.</p> <p><input type="checkbox"/> Consider what makes someone/ thing important to you.</p> <p><input type="checkbox"/> Discuss prioritising the most important thing in your life.</p> <p><input type="checkbox"/> Express an understanding that each person's answers are unique to them.</p>	<p><input type="checkbox"/> Know that Jews love God.</p> <p><input type="checkbox"/> Ask and answer questions about what people of faith believe God to be like.</p> <p><input type="checkbox"/> Talk about their own ideas of God.</p> <p><input type="checkbox"/> Respond to the ideas of others thoughtfully and respectfully.</p>	<p><input type="checkbox"/> Notice detail in nature.</p> <p><input type="checkbox"/> Talk with others about the delicate design of natural items.</p> <p><input type="checkbox"/> Ask questions about how things came to be.</p> <p><input type="checkbox"/> Try to seek answers to your questions by discussing with others.</p>	<p><input type="checkbox"/> Listen to the creation story.</p> <p><input type="checkbox"/> Retell the creation story.</p> <p><input type="checkbox"/> Suggest a meaning for the story.</p> <p><input type="checkbox"/> Recognise that different people see different meanings in the story.</p>	<p><input type="checkbox"/> Know Jews believe God created the Earth.</p> <p><input type="checkbox"/> Know Jews and Christians feel responsible for the Earth.</p> <p><input type="checkbox"/> Give your own reasons for why Jews and Christians feel responsible for the earth.</p> <p><input type="checkbox"/> Express how people with and without faith feel about the Earth.</p>
prioritise	Creator	accident designed	creation story	responsible Earth

RE Key Concepts Progressive Overview

	Knowledge & Understanding of Religions & Worldviews (K&U)	Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)	Gaining & Applying Skills for Studying Religions & Worldviews (G&D)
Year 2	<ul style="list-style-type: none"> Recall the names of artefacts and talk about their uses. Retell stories discussing their meaning. 	<ul style="list-style-type: none"> Ask questions and share their own ideas with reasons. 	<ul style="list-style-type: none"> Show curiosity connecting learning to prior Religious knowledge. Offer their own ideas with reasons and say why they agree or disagree with another's idea.

Learning Overview - RE Year 2

Unit 6 – Theme(s) Believing (b)

LO: To know Jews observe Shabbat and that it is linked to the creation story.	LO: To know some of the things Jews do when observing Shabbat.	LO: To know that some people talk to God through prayer.	LO: To know the story of Abram and his relationship with God.	LO: To explore and name features in a synagogue.
<p><input type="checkbox"/> Recall some events in Shabbat.</p> <p><input type="checkbox"/> Share ideas about the meaning behind some of the rituals of Shabbat.</p> <p><input type="checkbox"/> Link Shabbat to the creation story.</p> <p><input type="checkbox"/> Talk about why Shabbat is important to Jewish people.</p>	<p><input type="checkbox"/> Talk about what happens at Shabbat.</p> <p><input type="checkbox"/> Name some of the items used in Shabbat and discuss their uses.</p> <p><input type="checkbox"/> Talk about why things happen at Shabbat and link them to the creation story.</p> <p><input type="checkbox"/> Consider the effects of Shabbat on Jews and their relationship with God.</p>	<p><input type="checkbox"/> Know that people use prayer to talk to God.</p> <p><input type="checkbox"/> Ask questions about prayer.</p> <p><input type="checkbox"/> Ponder what people talk to God about.</p> <p><input type="checkbox"/> Think about how speaking with God makes people feel.</p>	<p><input type="checkbox"/> Listen to the story of Abraham.</p> <p><input type="checkbox"/> Dramatize the story.</p> <p><input type="checkbox"/> Talk about the message of trust in the story.</p> <p><input type="checkbox"/> Conclude what you learned about God from the story.</p>	<p><input type="checkbox"/> Explore features of a synagogue.</p> <p><input type="checkbox"/> Name some features of a synagogue.</p> <p><input type="checkbox"/> Talk about the uses of features in a synagogue.</p> <p><input type="checkbox"/> Explain why some features are holy/ sacred.</p>
Shabbat	challah blessing	prayer	God's will	sacred important

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

	<i>Knowledge & Understanding of Religions & Worldviews (K&U)</i>	<i>Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)</i>	<i>Gaining & Applying Skills for Studying Religions & Worldviews (G&D)</i>	
Year 3	<ul style="list-style-type: none"> Describe religions and worldviews. 	<ul style="list-style-type: none"> Thoughtfully respond to an idea/story/artefact. 	<ul style="list-style-type: none"> Carefully consider answers to big questions for themselves. Listen and respond to the viewpoints of others. 	
Learning Overview - RE Year 3				
Unit 1 - Theme(s) Prayer				
LO: To describe Christian and Muslim ideas of God.	LO: To respond to the 'Big Question' does God answer prayers?	LO: To understand the meaning behind the Lord's prayer for Christians.	LO: To understand the importance and meaning behind praying 5 times a day for Muslims.	LO: To find similarities between how Muslims and Christians approach God through prayer.
<p>[] Know Christians and Muslims believe in one God.</p> <p>[] Explore the characteristics of God (from Christianity and Islam).</p> <p>[] Describe Christian and Muslim impressions of God.</p> <p>[] Respond thoughtfully to ideas of God expressing your own ideas.</p>	<p>[] Know that people of faith believe God can answer prayer.</p> <p>[] Listen and respond to the viewpoints of others.</p> <p>[] Carefully consider your own answer to the big question.</p> <p>[] Explain how God can influence a believer's life through prayer.</p>	<p>[] Experience the words of the Lord's Prayer.</p> <p>[] Understand the purpose of the Lord's prayer as a 'wagoll.'</p> <p>[] Conclude the purpose of the words.</p> <p>[] Reflect on if there is anything else that could be included in a prayer.</p>	<p>[] Know that Muslims must pray 5 times a day.</p> <p>[] List reasons why Muslims pray 5 times a day.</p> <p>[] Explain how praying 5 times a day impacts on the daily life of a Muslim.</p> <p>[] Consider the priorities of a Muslim and compare them to your own.</p>	<p>[] Listen to some prayers.</p> <p>[] Consider the purpose of the words in 2 prayers.</p> <p>[] Find similarities in the purpose of the words.</p> <p>[] Consider the reasons why there is so many similarity.</p>
Islam	praise repent yield	Lord's Prayer	Koran Arabic	salah Allah
Writing Across the Curriculum	Wk 4 ~ INFORMAL LETTER as a Muslim child to tell a non-Muslim child about prayer and what it means to them.			

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

	Knowledge & Understanding of Religions & Worldviews (K&U)	Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)	Gaining & Applying Skills for Studying Religions & Worldviews (G&D)
Year 3	<ul style="list-style-type: none"> Describe religions and worldviews. 	<ul style="list-style-type: none"> Thoughtfully respond to an idea/story/artefact. 	<ul style="list-style-type: none"> Carefully consider answers to big questions for themselves. Listen and respond to the viewpoints of others.
Learning Overview - RE Year 3			
Unit 2 – Theme(s) Beliefs and Questions			
LO: To explore the Jewish/Christian creation story alongside others.	LO: To know Christians believe God became human at Christmas.	LO: To know Christians believe that their sins were forgiven at Easter time.	LO: To know that Christians believe the spirit of God came to them at Pentecost.
<p><input type="checkbox"/> Experience some creation stories.</p> <p><input type="checkbox"/> Talk about key points within the stories.</p> <p><input type="checkbox"/> Carefully consider an answer to the Big Question ‘How did the world begin?’</p> <p><input type="checkbox"/> Respectfully respond to ideas of others even if different from your own.</p>	<p><input type="checkbox"/> Retell the Christmas story.</p> <p><input type="checkbox"/> Understand, to Christians Jesus is God.</p> <p><input type="checkbox"/> Describe the Christian idea of God on Earth.</p> <p><input type="checkbox"/> Express own ideas of the deeper meaning of Christmas to Christians.</p>	<p><input type="checkbox"/> Discuss the main events in the Easter story.</p> <p><input type="checkbox"/> Identify the important message in the story of Easter.</p> <p><input type="checkbox"/> Thoughtfully respond to the story of Jesus’ sacrifice.</p> <p><input type="checkbox"/> Reflect on what effect the forgiveness of sins has on the life and death of a Christian.</p>	<p><input type="checkbox"/> Retell the story of Pentecost.</p> <p><input type="checkbox"/> Discuss the power the holy spirit brought to the disciples.</p> <p><input type="checkbox"/> Describe who and what the holy spirit is to Christians.</p> <p><input type="checkbox"/> Express the place of the Holy Spirit in the holy trinity.</p>
<p>evolution</p> <p>creation</p>	<p>incarnation</p> <p>Messiah</p>	<p>resurrection</p>	<p>Pentecost</p> <p>Trinity</p>
Writing Across the Curriculum	Wk 1 ~ PERSONAL VIEWPOINT to answer the Big Question of <i>How did the world begin?</i> Try to persuade others to agree to viewpoint.		

RE Key Concepts Progressive Overview

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Year 3	<ul style="list-style-type: none"> Describe religions and worldviews. 	<ul style="list-style-type: none"> Thoughtfully respond to an idea/story/artefact. 	<ul style="list-style-type: none"> Carefully consider answers to big questions for themselves. Listen and respond to the viewpoints of others. 	
Learning Overview - RE Year 3				
Unit 3 – Theme(s) Inspirational People (a)				
LO: To know that Judaism, Christianity and Islam have shared roots.	LO: To explore the role of Moses in the Exodus.	LO: To explore the role of Moses in the festival Pesach.	LO: To explore the role of Moses as Law giver- ten commandments. (Jewish tradition)	LO: To know Christians believe Jesus was God on Earth. (Miracle Stories)
<p>[] Talk about the promise God made Abraham.</p> <p>[] Know that Abraham is the ‘patriarch’ of 3 faiths.</p> <p>[] Describe how God’s relationship with Abraham features in Judaism, Christianity and Islam.</p> <p>[] Reflect on how all 3 faiths fit together.</p>	<p>[] Recall the role Moses played in the Exodus.</p> <p>[] Know Moses did not work alone.</p> <p>[] Respond to how Moses was used for this task.</p> <p>[] Conclude how Moses may have felt about having this role.</p>	<p>[] Know Pesach celebrates the Jews being lead out of slavery by Moses.</p> <p>[] Explain what each item symbolises on the seder Plate.</p> <p>[] Describe the influence Moses had on the lives of Jewish people.</p> <p>[] Consider why Moses was chosen to lead the Jews out of slavery.</p>	<p>[] Know that Moses was led by God to reveal the 10 commandments.</p> <p>[] Explain what the 10 rules are.</p> <p>[] Answer the Big Question - What would happen without rules?</p> <p>[] Reflect on whether these commandments are relevant to your life today.</p>	<p>[] Know that Miracle Stories were written to show ‘signs’ that Jesus was no ordinary human.</p> <p>[] Talk about how Jesus used God’s powers to perform miracles.</p> <p>[] Respond thoughtfully to the purpose of the signs/miracles.</p> <p>[] Consider how effective miracles were as one of Jesus’ teaching tools.</p>
patriarch Abraham	exodus	seder plate Pesach	law giver	signs divinity
Writing Across the Curriculum	Wk 3 ~ DIARY of a Jewish child about the festival of Pesach. Ensure reference made to Moses and his role.			

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

	Knowledge & Understanding of Religions & Worldviews (K&U)	Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)	Gaining & Applying Skills for Studying Religions & Worldviews (G&D)
Year 3	<ul style="list-style-type: none"> Describe religions and worldviews. 	<ul style="list-style-type: none"> Thoughtfully respond to an idea/story/artefact. 	<ul style="list-style-type: none"> Carefully consider answers to big questions for themselves. Listen and respond to the viewpoints of others.

Learning Overview - RE Year 3

Unit 4 - Theme(s) Inspirational People (b)

LO: To explore the Christian belief of Jesus as God on Earth through his parables.	LO: To consider the impacts of the Easter story for the lives of Christians.	LO: To explore the story of The Prophet Muhammed receiving the Koran.	LO: To know that Ramadan commemorates the revealing of the first Koran.	LO: To explore the stories of the prophet Muhammed (PBUH) in the Hadith.	LO: To know some similarities between Moses, Jesus and The Prophet Muhammed (PBUH).
<p><input type="checkbox"/> Know that parables are stories Jesus told for people to know what God is like.</p> <p><input type="checkbox"/> Consider the concept of Jesus as God on Earth, as a leader.</p> <p><input type="checkbox"/> Thoughtfully respond to the effect of Jesus' parables on followers.</p> <p><input type="checkbox"/> Respectfully express your views about Jesus as God on Earth.</p>	<p><input type="checkbox"/> Know the Easter story is one of sacrifice.</p> <p><input type="checkbox"/> Understand that Christians believe everything changed that day for the better.</p> <p><input type="checkbox"/> Describe the purpose of the sacrifice of Jesus from a Christian point of view.</p> <p><input type="checkbox"/> Reflect on what this means for Christians in life and in death.</p>	<p><input type="checkbox"/> Listen to the story of Muhammed receiving of the Holy Koran.</p> <p><input type="checkbox"/> Understand that for Muslims The Prophet Muhammed (PBUH) is a special messenger.</p> <p><input type="checkbox"/> Describe the characteristics of The Prophet (PBUH) that made him chosen for the job.</p> <p><input type="checkbox"/> Express how his example has influenced the world today.</p>	<p><input type="checkbox"/> Know that Ramadan is observed by Muslim's.</p> <p><input type="checkbox"/> Discuss how Ramadan is observed.</p> <p><input type="checkbox"/> Describe the purpose of Ramadan.</p> <p><input type="checkbox"/> Reflect on how participating in Ramadan impacts on the spiritual life of Muslims.</p>	<p><input type="checkbox"/> Listen to Islamic stories.</p> <p><input type="checkbox"/> Talk about the meaning of the stories.</p> <p><input type="checkbox"/> Thoughtfully respond to what the story teaches Muslims about The Prophet (PBUH) and Allah.</p> <p><input type="checkbox"/> Express how these examples influence the daily life of Muslims.</p>	<p><input type="checkbox"/> Know that Moses, Jesus and The Prophet Muhammed (PBUH) are all messengers of God.</p> <p><input type="checkbox"/> Compare the ways each received the words of God.</p> <p><input type="checkbox"/> Respond to the views of others describing what each messenger has in common.</p> <p><input type="checkbox"/> Reflect on what it is that God is trying to achieve.</p>
parable	sacrifice	Prophet Muhammed (PBUH)	Ramadan fasting	Hadith	Messenger prophet
Writing Across the Curriculum	Wk 4 ~ NEWS REPORT as if it is the start of Ramadan to explain to the readers what it is and what Muslims will be doing.				

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

	<i>Knowledge & Understanding of Religions & Worldviews (K&U)</i>	<i>Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)</i>	<i>Gaining & Applying Skills for Studying Religions & Worldviews (G&D)</i>
Year 3	<ul style="list-style-type: none"> Describe religions and worldviews. 	<ul style="list-style-type: none"> Thoughtfully respond to an idea/story/artefact. 	<ul style="list-style-type: none"> Carefully consider answers to big questions for themselves. Listen and respond to the viewpoints of others.

Learning Overview - RE Year 3

Unit 5 – Theme(s) Worship and Sacred Places (a)

LO: To know religious communities have need of a space to worship together and act out their living faith.	LO: To know Christian churches can vary.	LO: To know some features of a traditional Christian church and describe their uses.	LO: To name some features of a mosque and describe their uses.	LO: To connect some key features of a Mosque to the worship that happens there.
<p><input type="checkbox"/> List some events that happen in a place of worship.</p> <p><input type="checkbox"/> Know that different ceremonies and events require different uses of space.</p> <p><input type="checkbox"/> Describe the benefit to worshippers of meeting with others of the same faith.</p> <p><input type="checkbox"/> Discuss how the facilities can help and hinder a place of worship.</p>	<p><input type="checkbox"/> Find features of churches.</p> <p><input type="checkbox"/> Notice differences between churches.</p> <p><input type="checkbox"/> Thoughtfully respond to how the environment in church may affect its use.</p> <p><input type="checkbox"/> Express a personal preference between church buildings giving reasons.</p>	<p><input type="checkbox"/> Identify 4 key features of a traditional church.</p> <p><input type="checkbox"/> Explain what the features are used for.</p> <p><input type="checkbox"/> Connect the feature of the building to religious beliefs.</p> <p><input type="checkbox"/> Reflect on how important the features are to worship.</p>	<p><input type="checkbox"/> Identify 4 key features of a Mosque.</p> <p><input type="checkbox"/> Explain what some of the features are used for.</p> <p><input type="checkbox"/> Name and describe the features.</p> <p><input type="checkbox"/> Reflect on how important the features are in worship.</p>	<p><input type="checkbox"/> Describe some practises that happen in a Mosque.</p> <p><input type="checkbox"/> Explain why special facilities are needed to assist with different practises.</p> <p><input type="checkbox"/> Connect the features of the building to religious beliefs.</p> <p><input type="checkbox"/> Consider the most important features that are integral to worship.</p>
congregants worshippers	lectern chalice	communion	mihrab minaret	call to prayer
Writing Across the Curriculum	Wk 4 ~ RECOUNT of an imaginary visit to a mosque. Include description of features.			

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

	Knowledge & Understanding of Religions & Worldviews (K&U)	Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)	Gaining & Applying Skills for Studying Religions & Worldviews (G&D)	
Year 3	<ul style="list-style-type: none"> Describe religions and worldviews. 	<ul style="list-style-type: none"> Thoughtfully respond to an idea/story/artefact. 	<ul style="list-style-type: none"> Carefully consider answers to big questions for themselves. Listen and respond to the viewpoints of others. 	
Learning Overview - RE Year 3				
Unit 6 – Theme(s) Worship and Sacred Places (b)				
LO: To know some key beliefs and practises of the Hindu faith.	LO: To recognise key features of a Hindu Mandir and what they are used for.	LO: To respond thoughtfully to the needs of a worshipping community.	LO: To respond thoughtfully to the needs of a worshipping community.	LO: To ask and answer questions about the requirements of a worshipping community.
<p>[] Know Hindu's believe in one God - Brahman who is often depicted in different forms.</p> <p>[] Understand Hindus believe part of Brahman is present in all things.</p> <p>[] Thoughtfully respond to some key values (Niyamsa) of Hinduism.</p> <p>[] Reflect on the 5 Niyamas and consider how they compare to your own values.</p>	<p>[] Identify 4 key features of a Mandir.</p> <p>[] Explain what the features are used for.</p> <p>[] Refer to the features by their name.</p> <p>[] Reflect on how important the features are in worship.</p>	<p>[] Share ideas about what should be included.</p> <p>[] Explain why some features are essential.</p> <p>[] Consider which features may be shared and which will be specific to just one faith.</p> <p>[] Reflect on your design and include inspiration from the designs of others.</p>	<p>[] Work as a team to create a part of the multifaith centre.</p> <p>[] Include details specific to the needs of a faith.</p> <p>[] Ensure all multi-faith areas are inclusive.</p> <p>[] Reflect on how well you have fulfilled the needs of all.</p>	<p>[] Listen respectfully to the ideas from the designs of others.</p> <p>[] Ask questions to better understand their design.</p> <p>[] Highlight the details that work best.</p> <p>[] Evaluate your design and suggest improvements for your own team.</p>
Murti	Mandir	multifaith	inclusive	community
Writing Across the Curriculum	Wk 2 ~ BLOG from a Hindu child to explain what a Mandir is and what it's used for. Could pretend to be part of a regular blog from the child to its audience/followers.			

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

	Knowledge & Understanding of Religions & Worldviews (K&U)	Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)	Gaining & Applying Skills for Studying Religions & Worldviews (G&D)
Year 4	<ul style="list-style-type: none"> Describe religions and worldviews making links between them. 	<ul style="list-style-type: none"> Express what impact a story /idea/ item/ artefact/ quote/ has on them. 	<ul style="list-style-type: none"> Join in with thoughtful discussions on big questions listening and refining their ideas. Listen and respond to the viewpoints of others giving clear well thought our responses.

Learning Overview - RE Year 4

Unit 1 - Theme(s) The Journey of Life and Death

LO: To describe how life is seen as a journey by some people.	LO: To understand that Christianity has initiation ceremonies.	LO: To describe what happens at a bar/bat mitzvah ceremony.	LO: To describe Hindu beliefs about the journey of life.	LO: To know about the initiation ritual of Upanayana.	LO: To discuss similarities and differences in beliefs about life after death.
<p>[] List the milestones in your life so far.</p> <p>[] Identify people who have been an important part of your life journey.</p> <p>[] Consider what your future may hold, refining your ideas as you discuss with others.</p> <p>[] Understand that there are many paths you could choose.</p>	<p>[] Identify 2 promises believers make at a ceremony.</p> <p>[] Describe what happens at the ceremony.</p> <p>[] Describe the responsibilities that come with Baptism/confirmation.</p> <p>[] Explain the similarities and differences between baptisms and believers baptisms.</p>	<p>[] Identify 2 promises believers make at a ceremony.</p> <p>[] Describe what happens at the ceremony.</p> <p>[] Describe the responsibilities that come with Bar/Bat Mitzvah.</p> <p>[] Describe the challenges faced by a person committing to faith.</p>	<p>[] Listen to accounts of reincarnation.</p> <p>[] Talk about the process of rebirth.</p> <p>[] Explain the effect of karma on rebirth for Hindu's.</p> <p>[] Explain what moksha means for Hindu's.</p>	<p>[] Know that the ritual brings new responsibilities.</p> <p>[] Explain what the responsibilities are.</p> <p>[] Express the ways in which this marks a rebirth for the believer.</p> <p>[] Reflect on the lifelong implications of the ceremony.</p>	<p>[] Recall some of the beliefs around life after death.</p> <p>[] Explain 4 beliefs of what happens when we die.</p> <p>[] Join in with a discussion, listening and refining your ideas about life after death.</p> <p>[] Draw on world views when presenting your ideas.</p>
milestone	confirmation	Bar Mitzvah Bat Mitzvah	karma dharma	Hindu Upanayana	ceremony
Writing Across the Curriculum	Wk 3 ~ DIARY as a Jewish child who has had their bar/bat mitzvah ceremony.				

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

	Knowledge & Understanding of Religions & Worldviews (K&U)	Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)	Gaining & Applying Skills for Studying Religions & Worldviews (G&D)	
Year 4	<ul style="list-style-type: none"> Describe religions and worldviews making links between them. 	<ul style="list-style-type: none"> Express what impact a story /idea/ item/ artefact/ quote/ has on them. 	<ul style="list-style-type: none"> Join in with thoughtful discussions on big questions listening and refining their ideas. Listen and respond to the viewpoints of others giving clear well thought our responses. 	
Learning Overview - RE Year 4				
Unit 2 – Theme(s) Symbols and Religious Expression (a)				
LO: To know that a pilgrimage is a spiritual journey.	LO: To understand the importance of Hajj for a Muslim.	LO: To understand the symbolism within the Hajj for Muslims.	LO: To express how Hajj can impact on the life of a Muslim.	LO: To understand why Christians gather in church for midnight mass/ Christmas morning.
<input type="checkbox"/> Discuss special journeys. <input type="checkbox"/> Think about why people take these journeys. <input type="checkbox"/> Consider the effect a special journey has on a person. <input type="checkbox"/> Consider if there is a journey you would like to go on to help you recharge or refocus.	<input type="checkbox"/> Talk about Hajj as a journey. <input type="checkbox"/> Describe some events that take place during Hajj. <input type="checkbox"/> Explore why Hajj is important for Muslims. <input type="checkbox"/> Explain how a pilgrimage is a rite of passage and how people feel after making a journey.	<input type="checkbox"/> Talk about Hajj. <input type="checkbox"/> Know that parts of the Hajj journey memorialise stories from The Koran. <input type="checkbox"/> Describe the symbolism behind some of the rituals of Hajj. <input type="checkbox"/> Explain how reliving these stories can build a Muslim’s faith.	<input type="checkbox"/> Listen to how Muslim’s feel about their Hajj. <input type="checkbox"/> Know that some of their values are highlighted during Hajj. <input type="checkbox"/> Express how a Haji’s life if altered by the experiences of pilgrimage. <input type="checkbox"/> Consider why living hajj strengthens daily faith.	<input type="checkbox"/> Know that Christmas is a celebration of Christ’s birth for Christians. <input type="checkbox"/> Talk about ways Christians keep Christ at the heart of Christmas. <input type="checkbox"/> Express why Christians wish to dedicate Christmas Eve to Christ. <input type="checkbox"/> Reflect on what matters to you most at Christmas.
pilgrimage	Hajj	Kaaba temptation	Mecca	Christ mass
Writing Across the Curriculum	Wk 4 ~ INFORMAL LETTER to a friend to describe their experience of Hajj and the impact that it had on them.			

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

	<i>Knowledge & Understanding of Religions & Worldviews (K&U)</i>	<i>Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)</i>	<i>Gaining & Applying Skills for Studying Religions & Worldviews (G&D)</i>	
Year 4	<ul style="list-style-type: none"> Describe religions and worldviews making links between them. 	<ul style="list-style-type: none"> Express what impact a story /idea/ item/ artefact/ quote/ has on them. 	<ul style="list-style-type: none"> Join in with thoughtful discussions on big questions listening and refining their ideas. Listen and respond to the viewpoints of others giving clear well thought our responses. 	
Learning Overview - RE Year 4				
Unit 3 – Theme(s) Symbols and Religious Expression (b)				
LO: To understand the importance of the pilgrimage to the Holy Land for Christians.	LO: To know about the importance of Lord Shiva and his role in the creation of the river Ganges in Hindu tradition.	LO: To understand the importance of the pilgrimage to Varanasi to Hindus.	LO: To understand the value of a pilgrimage.	LO: To understand the value of a pilgrimage.
<p><input type="checkbox"/> Talk about visiting The Holy Land as a pilgrimage for Christians.</p> <p><input type="checkbox"/> Know Christians visit The Holy Land to feel closer to God and Jesus.</p> <p><input type="checkbox"/> Discuss why the trip helps them feel closer to Jesus.</p> <p><input type="checkbox"/> Talk about how a pilgrimage impacts the daily life of a believer long after the trip is over.</p>	<p><input type="checkbox"/> Talk about the story of Shiva and the Ganges.</p> <p><input type="checkbox"/> Talk about the relevance of the Ganges' origin in the story</p> <p><input type="checkbox"/> Explain why the Ganges is a sacred river for Hindus.</p> <p><input type="checkbox"/> Explain how the story of Shiva and the Ganges influences Hindus lives today.</p>	<p><input type="checkbox"/> Talk about visiting Varanasi as a pilgrimage for Hindus.</p> <p><input type="checkbox"/> Know Hindus visit Varanasi to feel closer to God Lord Shiva.</p> <p><input type="checkbox"/> Discuss the importance of purification and scattering ashes at Varanasi.</p> <p><input type="checkbox"/> Explain how pilgrimage is a rite of passage and how a Hindu may feel after making the journey.</p>	<p><input type="checkbox"/> Talk about pilgrimage as a spiritual/wellbeing journey.</p> <p><input type="checkbox"/> Explain what pilgrims hope to get out of their pilgrimage.</p> <p><input type="checkbox"/> Give examples of how a pilgrimage may change a person's life.</p> <p><input type="checkbox"/> Express reasons for a pilgrimage of your own design.</p>	<p><input type="checkbox"/> Talk about pilgrimage as a spiritual/wellbeing journey</p> <p><input type="checkbox"/> Explain what pilgrims hope to see or do on their pilgrimage.</p> <p><input type="checkbox"/> Describe how a pilgrimage may change a person's life.</p> <p><input type="checkbox"/> Make connections between practises used on pilgrimages.</p>
Jerusalem Holy Land tomb	River Ganges Lord Shiva	reincarnation cremation	spirituality	pilgrimage
Writing Across the Curriculum	Wk 5 ~ HOLIDAY BROCHURE style to persuade someone to visit one of the sites of pilgrimage. TO BE REVIEWED.			

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

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Year 4	<ul style="list-style-type: none"> Describe religions and worldviews making links between them. 	<ul style="list-style-type: none"> Express what impact a story /idea/ item/ artefact/ quote/ has on them. 	<ul style="list-style-type: none"> Join in with thoughtful discussions on big questions listening and refining their ideas. Listen and respond to the viewpoints of others giving clear well thought our responses. 	
Learning Overview - RE Year 4				
Unit 4 – Theme(s) Religion, Family, Community, Worship, Celebration, Ways of Living (a)				
LO: To reflect upon their own knowledge of the Hindu faith.	LO: To understand the role of Brahman and Gods, Goddesses and murtis in Hindu worship.	LO: To thoughtfully respond to the Hindu idea of Karma.	LO: To understand how a family shrine helps focus worship.	LO: To understand the Hindu concept of dharma.
<p><input type="checkbox"/> Look back and discuss previous work about Hinduism.</p> <p><input type="checkbox"/> Discuss your knowledge and understanding of Hindu worship.</p> <p><input type="checkbox"/> Thoughtfully reflect and discuss what you would like to know more about.</p> <p><input type="checkbox"/> Communicate misunderstandings and ways to learn more.</p>	<p><input type="checkbox"/> Know Hindu's believe in only one God-Brahman.</p> <p><input type="checkbox"/> Understand that the Gods and Goddesses represent Brahman's different qualities.</p> <p><input type="checkbox"/> Describe how murtis are used in Hinduism, making links to other faiths.</p> <p><input type="checkbox"/> Openly discuss challenges to learning and help others overcome theirs.</p>	<p><input type="checkbox"/> Know Hindu's believe in reincarnation.</p> <p><input type="checkbox"/> Understand Hindus believe your actions in this life effect the next life (karma)</p> <p><input type="checkbox"/> Respond thoughtfully to the idea of karma and reincarnation.</p> <p><input type="checkbox"/> Reflect on how the idea of moksha compares with your own beliefs.</p>	<p><input type="checkbox"/> Know Hindus worship at home and in the mandir.</p> <p><input type="checkbox"/> Talk about how a Hindu chooses to worship God.</p> <p><input type="checkbox"/> Describe how worship impacts the life of the worshiper.</p> <p><input type="checkbox"/> Respond thoughtfully to the value worshipping has for the Hindu believer.</p>	<p><input type="checkbox"/> Understand that Hindus have a duty.</p> <p><input type="checkbox"/> Discuss different dharmas.</p> <p><input type="checkbox"/> Express how a person's dharma changes as they move through their life.</p> <p><input type="checkbox"/> Reflect on your own views of the concept of dharma.</p>
artefacts	murtis	moksha	mandir shrine	dharma
Writing Across the Curriculum	Wk 5 ~ REFLECTIVE PIECE as if they are an elderly Hindu looking back over their life and explaining how dharma has changed for them throughout their life.			

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

	<i>Knowledge & Understanding of Religions & Worldviews (K&U)</i>	<i>Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)</i>	<i>Gaining & Applying Skills for Studying Religions & Worldviews (G&D)</i>	
Year 4	<ul style="list-style-type: none"> Describe religions and worldviews making links between them. 	<ul style="list-style-type: none"> Express what impact a story /idea/ item/ artefact/ quote/ has on them. 	<ul style="list-style-type: none"> Join in with thoughtful discussions on big questions listening and refining their ideas. Listen and respond to the viewpoints of others giving clear well thought our responses. 	
Learning Overview - RE Year 4				
Unit 5 – Theme(s) Religion, Family, Community, Worship, Celebration, Ways of Living (b)				
LO: To express deeper meanings behind the celebration of Diwali.	LO: To talk about the deeper meanings behind the Hindu celebration of Holi.	LO: To compare and contrast the celebrations of Holi and Diwali and the deeper meanings behind them.	LO: To compare and contrast the deeper meaning behind Hindu celebrations with big days from your own experience.	LO: To understand that there are a range of different families and partnerships in society.
<p><input type="checkbox"/> Retell the story of Rama and Sita.</p> <p><input type="checkbox"/> Understand the story is a message of good triumphing over evil.</p> <p><input type="checkbox"/> Express the impact the story and theme of Good versus evil has on you.</p> <p><input type="checkbox"/> Consider if good always wins.</p>	<p><input type="checkbox"/> Retell the story of Prahlad and Holika</p> <p><input type="checkbox"/> Discuss the moral of the story.</p> <p><input type="checkbox"/> Describe how God is celebrated at Holi, making links to other festivals you know.</p> <p><input type="checkbox"/> Reflect on how this message impacts on the lives of believers.</p>	<p><input type="checkbox"/> Talk about what happens at both celebrations.</p> <p><input type="checkbox"/> Discuss the meaning behind the activities that happen at Holi and Diwali.</p> <p><input type="checkbox"/> Find similarities and differences in the deeper meaning between 2 or more festivals.</p> <p><input type="checkbox"/> Think about the symbolism that appears in both celebrations.</p>	<p><input type="checkbox"/> Talk about how big days are celebrated.</p> <p><input type="checkbox"/> Find similarities and differences in how big days are celebrated.</p> <p><input type="checkbox"/> Compare similarities and differences in the deeper meaning of celebrations.</p> <p><input type="checkbox"/> Reflect on why some of the deep meanings are shared across faiths and secular celebrations.</p>	<p><input type="checkbox"/> Talk about what's important to your family.</p> <p><input type="checkbox"/> Describe some things that people in families do to make their family life happy and healthy.</p> <p><input type="checkbox"/> Listen and respond thoughtfully to the ideas of other families contrasting them to your own.</p> <p><input type="checkbox"/> Reflect on the type of family you aspire to build for yourself.</p>
Diwali diva lamps Rama and Sita	Holi Prahlad	contrast moral	secular	partnership
Writing Across the Curriculum	Wk 1 ~ STORY REVIEW of the story of Rama and Sita. Summarise the story and include the theme of Good v Evil.			

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

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Year 4	<ul style="list-style-type: none"> Describe religions and worldviews making links between them. 	<ul style="list-style-type: none"> Express what impact a story /idea/ item/ artefact/ quote/ has on them. 	<ul style="list-style-type: none"> Join in with thoughtful discussions on big questions listening and refining their ideas. Listen and respond to the viewpoints of others giving clear well thought our responses.

Learning Overview - RE Year 4

Unit 6 – Theme(s) Spiritual Expression – What can we learn from Christian spirituality and worship?

LO: To consider what spirituality is and where and when people find it.	LO: To consider varied answers to questions about why music matters in human life and in religious life.	LO: To express reasons why particular pieces of music are spiritual for them.	LO: To explain similarities and differences between examples of the music Christians use in traditional and contemporary worship.	LO: To describe beliefs and themes within Christian worship music.	LO: To explore how Christians use words and themes from the bible within their worship music.
<p>[] Talk about what spirituality is and isn't.</p> <p>[] Talk about places people may feel a connection or sense of awe.</p> <p>[] Join in with thoughtful discussions about experiences of a sense of awe and connection.</p> <p>[] Express how your spirituality may change over a lifetime.</p>	<p>[] Experience a variety of music and consider your response.</p> <p>[] Thoughtfully express your response to different pieces of music.</p> <p>[] Express what impact music has on yourself and others.</p> <p>[] Consider the why different people have different responses to music.</p>	<p>[] Listen to spiritual music chosen by others.</p> <p>[] Make selections of music that speaks to you spiritually.</p> <p>[] Express the effect some music has on you.</p> <p>[] Consider why different people have different responses to music.</p>	<p>[] Experience different types of worship music.</p> <p>[] Thoughtfully respond to each type.</p> <p>[] Explain similarities and differences between the examples.</p> <p>[] Consider the views of others and how they may respond to the music.</p>	<p>[] Experience worship music.</p> <p>[] Talk about how the music is supposed to make the worshiper respond.</p> <p>[] Describe the beliefs and ideas contained in the music.</p> <p>[] Respond to the ideas of others with clarity.</p>	<p>[] Listen for the meaning of the music.</p> <p>[] Discuss the possible meaning of the lyrics.</p> <p>[] Make links between the lyrics to the story of Jesus' life and death.</p> <p>[] Give thoughtful explanations of links to Jesus' story and Christian beliefs.</p>
awe connection	express impact	spiritual	worship music hymns	contemporary	passages scripture
Writing Across the Curriculum	Wk 2 ~ INTERVIEW Write an interview with a friend to collect their opinions about the music and its impact on them.				

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

	Knowledge & Understanding of Religions & Worldviews (K&U)	Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)	Gaining & Applying Skills for Studying Religions & Worldviews (G&D)
Year 5	<ul style="list-style-type: none"> Use understanding to make connection between practises and ideas, giving well thought out explanations. 	<ul style="list-style-type: none"> Thoughtfully compare and contrast their own values and ideals to those of another. 	<ul style="list-style-type: none"> Hold thoughtful discussion about big questions drawing on their embedded learning about worldviews. Considerately reflect on how their point of view may differ from another's.

Learning Overview - RE Year 5

Unit 1 - Theme(s) What matters to Christians?

LO: To understand that Christian's believe God sent some of himself to Earth as a human so people could know Him better.	LO: To connect the Jewish ideas of sacrifice to Jesus' death on the cross.	LO: To compare the Christian belief in the Holy Spirit to your own belief.	LO: To understand the Christian belief that Jesus is alive today and will one day return to Earth.	LO: To make connections between the Eucharist service and the last supper.	LO: To recap the core beliefs of Christianity.
<p><input type="checkbox"/> Know Christians believe Jesus is the Messiah.</p> <p><input type="checkbox"/> Talk about the trinity as 3 in one.</p> <p><input type="checkbox"/> Ask/ answer questions and share your barriers to understanding this concept.</p> <p><input type="checkbox"/> Explain the concept of the trinity to others.</p>	<p><input type="checkbox"/> Discuss what a sacrifice is.</p> <p><input type="checkbox"/> Understand that sacrifice was a common occurrence over 2000 years ago.</p> <p><input type="checkbox"/> Understand that Christians believe Jesus was the final sacrifice.</p> <p><input type="checkbox"/> Explain how Christians believe that they can be closer to God because of Jesus' sacrifice.</p>	<p><input type="checkbox"/> Retell the story of the arrival of the holy spirit.</p> <p><input type="checkbox"/> Discuss what the 'Holy Spirit' is to Christians.</p> <p><input type="checkbox"/> Thoughtfully compare and contrast your own beliefs to Christian beliefs about the Holy Spirit.</p> <p><input type="checkbox"/> Express how the Holy Spirit may influence a Christian's daily life.</p>	<p><input type="checkbox"/> Talk about the story of Jesus at ascension.</p> <p><input type="checkbox"/> Consider if Jesus is dead or alive.</p> <p><input type="checkbox"/> Hold a thoughtful discussion about the Christian idea that Jesus is still alive.</p> <p><input type="checkbox"/> Respond respectfully to questions and ideas about the second coming.</p>	<p><input type="checkbox"/> Retell what happens at a Eucharist service.</p> <p><input type="checkbox"/> Explain why communion is a remembrance service.</p> <p><input type="checkbox"/> Link the Eucharist service to the story of the last supper.</p> <p><input type="checkbox"/> Explain the benefits gained by Christians when they take communion.</p>	<p><input type="checkbox"/> Name some of the beliefs in Christianity.</p> <p><input type="checkbox"/> Explain some of the core beliefs in Christianity.</p> <p><input type="checkbox"/> Consider how the core beliefs influence a Christians' life.</p> <p><input type="checkbox"/> Compare and contrast Christian belief to your own beliefs.</p>
creed Messiah	sins forgiveness	Pentecost	ascension	Eucharist Holy Communion	core beliefs
Writing Across the Curriculum	Wk 4 ~ PROCEDURES to take someone through the stages of the Eucharist Service ~ making connections to the Last Supper.				

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

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Year 5	<ul style="list-style-type: none"> Use understanding to make connection between practises and ideas, giving well thought out explanations. 	<ul style="list-style-type: none"> Thoughtfully compare and contrast their own values and ideals to those of another. 	<ul style="list-style-type: none"> Hold thoughtful discussion about big questions drawing on their embedded learning about worldviews. Considerately reflect on how their point of view may differ from another's.

Learning Overview - RE Year 5

Unit 2 - Theme(s) Beliefs and Questions - How do people's beliefs about God and the world have impact on their lives?

LO: To understand the importance of the 5 pillars of Islam to Muslims.	LO: To explore and respond thoughtfully to Islamic beliefs.	LO: To find out about Hindu ideas of God.	LO: To explore and respond thoughtfully to Hindu beliefs about God.	LO: To describe the impact of religious teachings about harmlessness (ahimsa).	LO: To hold a thoughtful discussion about beliefs.
<p>[] Talk about some of the pillars of Islam.</p> <p>[] Explain about some of the pillars of Islam.</p> <p>[] Consider why these 5 things are important to Muslims.</p> <p>[] Reflect on how the pillars compare against your own values.</p>	<p>[] Explore Islamic beliefs.</p> <p>[] Discuss Islamic beliefs.</p> <p>[] Respectfully respond with your own views.</p> <p>[] Back up your responses with reasons or experiences.</p>	<p>[] Listen to descriptions of Brahman, the trimurti and other avatars.</p> <p>[] Talk about the oneness of Brahman and the use of Gods/goddesses as helpful reminders of all his attributes.</p> <p>[] Understand that all prayers to any Gods/Goddesses are ultimately prayers to Brahman.</p> <p>[] Decide if Hinduism is a monotheistic faith.</p>	<p>[] Talk about daily worship in Hinduism.</p> <p>[] Discuss the symbolism in the acts of worship.</p> <p>[] Explain the connections between the symbolism and practises in worship.</p> <p>[] Explain your responses using reasons and experiences.</p>	<p>[] Explain the meaning of ahimsa.</p> <p>[] Talk about how ahimsa is practised by Hindus.</p> <p>[] Explain what the value of ahimsa looks like in everyday life.</p> <p>[] Describe the impact of ahimsa on the world if it was accepted by all.</p>	<p>[] Listen to the views of others.</p> <p>[] Express your own views thoughtfully.</p> <p>[] Compare your views to another respectfully.</p> <p>[] Express clear reasons for your views.</p>
5 Pillars Allah	Shahada Sawm	Brahman Atman	shrine	ahimsa Tri-Murti	atheist agnostic
Writing Across the Curriculum	Wk 4 ~ REPORT for a school magazine about daily worship in Hinduism, including symbolism and acts of worship.				

RE Key Concepts Progressive Overview

	<i>Knowledge & Understanding of Religions & Worldviews (K&U)</i>	<i>Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)</i>	<i>Gaining & Applying Skills for Studying Religions & Worldviews (G&D)</i>	
Year 5	<ul style="list-style-type: none"> Use understanding to make connection between practises and ideas, giving well thought out explanations. 	<ul style="list-style-type: none"> Thoughtfully compare and contrast their own values and ideals to those of another. 	<ul style="list-style-type: none"> Hold thoughtful discussion about big questions drawing on their embedded learning about worldviews. Considerately reflect on how their point of view may differ from another's. 	
Learning Overview - RE Year 5				
Unit 3 - Theme(s) Belief in Action in the World - How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? (a)				
LO: To express your own thoughts and feelings about some special places and listen to those of others.	LO: To consider, discuss and weigh up different views about why mosques are important.	LO: To show understanding of the value of art in sacred spaces.	LO: To describe and make connections between examples of religious art.	LO: To express own views about the style and design of religious architecture.
<input type="checkbox"/> Carefully consider your own thoughts and feelings. <input type="checkbox"/> Acknowledge views that align with your own. <input type="checkbox"/> Appreciate the diverse views of others. <input type="checkbox"/> Respectfully consider reasons behind diverse views.	<input type="checkbox"/> Reflect on a range of views. <input type="checkbox"/> Consider if you agree or disagree with the views of others. <input type="checkbox"/> Rank the views of others to fit with your own views. <input type="checkbox"/> Express views confidently backing them up with reasons.	<input type="checkbox"/> Encounter religious art and talk about it. <input type="checkbox"/> Think about your own response to religious art. <input type="checkbox"/> Share your own and others responses to religious art. <input type="checkbox"/> Discuss how art may enhance a person's spiritual experience.	<input type="checkbox"/> Experience religious art and discuss it. <input type="checkbox"/> Reflect on religious art, including the thoughts it inspires within you. <input type="checkbox"/> Reflect on religious art for yourself and consider the perspective of a follower of the faith. <input type="checkbox"/> Express ideas about the intention of the artist.	<input type="checkbox"/> Consider different types of architecture. <input type="checkbox"/> Consider the function of religious buildings. <input type="checkbox"/> Explain your preference of the functionality of a religious building. <input type="checkbox"/> Explain why some may not agree with your views.
diverse	prioritise	responses	reflection perspective	architecture
Writing Across the Curriculum	Wk 2 ~ DISCUSSION around why mosques are important.			

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

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Year 5	<ul style="list-style-type: none"> Use understanding to make connection between practises and ideas, giving well thought out explanations. 	<ul style="list-style-type: none"> Thoughtfully compare and contrast their own values and ideals to those of another. 	<ul style="list-style-type: none"> Hold thoughtful discussion about big questions drawing on their embedded learning about worldviews. Considerately reflect on how their point of view may differ from another's.
Learning Overview - RE Year 5			
Unit 4 - Theme(s) Belief in Action in the World - How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? (b)			
LO: To suggest reasons why some believers see generosity and giving to charity as their duty to God.	LO: To consider how Jesus' teachings on poverty influences Christian giving.	LO: To suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important and valuable, alongside charity and generosity.	LO: To experience diverse places of worship and observe how art and social action are incorporated into worship. <i>(Nottingham Places of Worship Trip)</i>
<p><input type="checkbox"/> Know that giving to charity is part of being Muslim.</p> <p><input type="checkbox"/> Consider different ways to give to others.</p> <p><input type="checkbox"/> Explain how giving Zakat fulfils a Muslims duty to Allah.</p> <p><input type="checkbox"/> Use quotes from the Koran and Hadith to explain the importance of giving Zakat.</p>	<p><input type="checkbox"/> Know that giving to charity is important to Christians.</p> <p><input type="checkbox"/> Respond to biblical quotes on the theme of giving.</p> <p><input type="checkbox"/> Discuss how Jesus' teaching is put into action in Christian charities.</p> <p><input type="checkbox"/> Use bible passages to explain your answer.</p>	<p><input type="checkbox"/> Understand that there is a conflict between both spending on Art and social action.</p> <p><input type="checkbox"/> Consider both points of view.</p> <p><input type="checkbox"/> Provide arguments from both sides.</p> <p><input type="checkbox"/> Consider where a compromise could be made.</p>	<p><input type="checkbox"/> Experience places of worship.</p> <p><input type="checkbox"/> Recognise physical features and practises.</p> <p><input type="checkbox"/> Respond personally to the architecture/ art and social action.</p> <p><input type="checkbox"/> Consider the place of worship from the point of view of a worshipper.</p>
Zakat generosity	charity poverty	Opinion conflicting	social action
Writing Across the Curriculum	Wk 2 ~ PERSON'S VIEWPOINT explain - as a Christian - why giving to charity is important.		

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

	Knowledge & Understanding of Religions & Worldviews (K&U)	Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)	Gaining & Applying Skills for Studying Religions & Worldviews (G&D)
Year 5	<ul style="list-style-type: none"> Use understanding to make connection between practises and ideas, giving well thought out explanations. 	<ul style="list-style-type: none"> Thoughtfully compare and contrast their own values and ideals to those of another. 	<ul style="list-style-type: none"> Hold thoughtful discussion about big questions drawing on their embedded learning about worldviews. Considerately reflect on how their point of view may differ from another's.
Learning Overview - RE Year 5			
Unit 5 - Theme(s) Inspirational People in Today's World (a)			
LO: To consider which people, ideas and values inspire your own life and how they contrast to the ideals of another.	LO: To find out more about an inspirational leader and what makes them inspiring. <i>(Mother Teresa)</i>	LO: To find out more about an inspirational leader and what makes them inspiring. <i>(Ghandi)</i>	LO: To consider the similarities and differences between two inspirational leaders from differing worldviews.
<input type="checkbox"/> Name people you respect and look up to. <input type="checkbox"/> Consider what characteristics your role model has that you aspire to. <input type="checkbox"/> Compare and contrast your ideals with another's. <input type="checkbox"/> Critically consider if these are positive influences on your life.	<input type="checkbox"/> Consider the work of an inspirational leader. <input type="checkbox"/> Talk about their commitment and vision for the world. <input type="checkbox"/> Talk about how their values support their work and if these match your own. <input type="checkbox"/> Consider where the inspirational leader found their own inspiration.	<input type="checkbox"/> Consider the work of an inspirational leader. <input type="checkbox"/> Talk about their commitment and vision for the world. <input type="checkbox"/> Talk about how their values support their work and if these match your own. <input type="checkbox"/> Consider where they found their inspiration.	<input type="checkbox"/> Talk about the work done by two inspirational people. <input type="checkbox"/> Find similarities in the work done by two inspirational people. <input type="checkbox"/> Find similarities and differences in vision and values of inspirational leaders. <input type="checkbox"/> Consider the reasons for the similarities/ differences in vision and values.
emulate inspirational	leaders missionary Saint	philosophy civil rights	in common
Writing Across the Curriculum	Wk 6 ~ IMAGINARY INTERVIEW with Mother Teresa and Gandhi. Referencing similarities and differences.		

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

	<i>Knowledge & Understanding of Religions & Worldviews (K&U)</i>	<i>Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)</i>	<i>Gaining & Applying Skills for Studying Religions & Worldviews (G&D)</i>
Year 5	<ul style="list-style-type: none"> Use understanding to make connection between practises and ideas, giving well thought out explanations. 	<ul style="list-style-type: none"> Thoughtfully compare and contrast their own values and ideals to those of another. 	<ul style="list-style-type: none"> Hold thoughtful discussion about big questions drawing on their embedded learning about worldviews. Considerately reflect on how their point of view may differ from another's.
Learning Overview - RE Year 5			
Unit 6 – Theme(s) Inspirational People in Today’s World (b)			
LO: To study an inspirational leader of faith and their motivations.	LO: To thoughtfully express your own ideas about the leader that is being studied.	LO: To understand how inspirational religious leaders are living examples of religious teachings.	LO: To consider which people, ideas and characteristics inspire you and compare your views with another's.
<input type="checkbox"/> Research an inspirational leader <input type="checkbox"/> Learn about the work they have done. <input type="checkbox"/> Consider why the leader felt inspired to this work. <input type="checkbox"/> Consider what characteristics they have that made them successful.	<input type="checkbox"/> Name an inspirational leader and talk about their work. <input type="checkbox"/> Talk about the qualities and actions of the leader. <input type="checkbox"/> Explain how their actions may inspire others. <input type="checkbox"/> Consider how people of other world views can be inspired by the work of this leader.	<input type="checkbox"/> Talk about the work of the leader and their faith. <input type="checkbox"/> Explain which religious teachings motivate the leader. <input type="checkbox"/> Explain how religious leaders live as examples of their faith ideals. <input type="checkbox"/> Explain how having guidance has helped them in their work.	<input type="checkbox"/> Consider the characteristics you find inspirational. <input type="checkbox"/> Consider if your chosen role models support your values and aspirations. <input type="checkbox"/> Compare and contrast your ideals to another person's. <input type="checkbox"/> Express how your actions may influence others.
role model influence	activist	interview empathise	philosophy motivation
Writing Across the Curriculum	Wk 5 ~ PERSUASION to inform people about what/who inspires you and try to get them to take inspiration from it/them too.		

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

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Year 6	<ul style="list-style-type: none"> Explain the impact of religious/ spiritual experiences and practises on religious people. 	<ul style="list-style-type: none"> Explain diverse ideas and viewpoint clearly. 	<ul style="list-style-type: none"> Investigate big questions about key concepts, expressing their findings thoughtfully. Thoughtfully respond to diverse ideas explaining why all views matter. 		
Learning Overview - RE Year 6					
Unit 1 – Theme(s) Religion, World Views, Family and Community					
LO: To respond to religious diversity in their community and the wider community of Nottinghamshire.	LO: To know places of worship found in my community and describe how they are used.	LO: To identify what it means to live in a multi-faith Community and to live in a community where almost everyone is similar.	LO: To consider what is important to individuals and how peaceful families and communities can be built.	LO: To explore what is special to religiously diverse groups and other community groups.	LO: To investigate how people from different faiths and worldviews make our community stronger.
<p>[] Identify some religions represented in the locality. <input type="checkbox"/> Consider a locality where many faiths live side by side. <input type="checkbox"/> Thoughtfully respond to how religious diversity can be beneficial to a community. <input type="checkbox"/> Reflect on the influence religious collaborations can have on their communities and government.</p>	<p>[] Give some ways a place of worship is used. <input type="checkbox"/> Compare how two places of worship (from different faiths) are used. <input type="checkbox"/> Explain why similarities are found. <input type="checkbox"/> Use the right words to show the benefits of diversity.</p>	<p>[] Talk about what single faith and multi-faith communities are. <input type="checkbox"/> Discuss benefits of living in a singular and multi-faith community. <input type="checkbox"/> Discuss how well people of different faith and no faith live side by side. <input type="checkbox"/> Consider the challenges that may present themselves.</p>	<p>[] Say what is special to you and why. <input type="checkbox"/> Consider how your own identity is built. <input type="checkbox"/> Thoughtfully express how the identity of others can be protected. <input type="checkbox"/> Explain why all people and views matter.</p>	<p>[] Talk about what matters to diverse groups. <input type="checkbox"/> Raise questions about things that are special to others. <input type="checkbox"/> Explain what is special to religiously diverse groups of people. <input type="checkbox"/> Relate your ideas of what is special to those ideas of another.</p>	<p>[] Identify similar practises between diverse groups. <input type="checkbox"/> Explain why unity is important in communities. <input type="checkbox"/> Consider how people may live in harmony. <input type="checkbox"/> Express why all people in society deserve to be included.</p>
community neighbourhood	culture service	multifaith society	identity	tolerance harmony	interfaith
Writing Across the Curriculum	Wk 4 ~ PERSUASION to write a campaign speech to persuade people to be more respectful towards others so that peaceful families and communities can be built.				
RE Key Concepts Progressive Overview					
	<i>Knowledge & Understanding of Religions & Worldviews (K&U)</i>	<i>Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)</i>	<i>Gaining & Applying Skills for Studying Religions & Worldviews (G&D)</i>		

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

Year 6	<ul style="list-style-type: none"> Explain the impact of religious/ spiritual experiences and practises on religious people. 	<ul style="list-style-type: none"> Explain diverse ideas and viewpoint clearly. 	<ul style="list-style-type: none"> Investigate big questions about key concepts, expressing their findings thoughtfully. Thoughtfully respond to diverse ideas explaining why all views matter.
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Learning Overview - RE Year 6

Unit 2 - Theme(s) Wisdom and Authority - What can we learn from reflecting on words of wisdom from religion and world views? (a)

LO: To know how sources of wisdom for religious people can be accessed today.	LO: To respond thoughtfully to sources of wisdom on the theme of money. <i>(Source: the Vedas)</i>	LO: To respond thoughtfully to sources of wisdom on the theme of creation. <i>(Source: the Koran)</i>	LO: To respond thoughtfully to sources of wisdom on the theme of love. <i>(Source: the Bible)</i>	LO: To know how Islamic sources of wisdom are used today. <i>(Sabah Amedi- 'The Young Imam')</i>	LO: To know how Christian sources of wisdom are used today.
<p><input type="checkbox"/> Name some holy books as sources of wisdom.</p> <p><input type="checkbox"/> Talk about holy books as holding guidance for life.</p> <p><input type="checkbox"/> Explain how the sources are accessed and used today.</p> <p><input type="checkbox"/> Express ideas about what it is that makes a text wise.</p>	<p><input type="checkbox"/> Talk about different attitudes to wealth.</p> <p><input type="checkbox"/> Consider the purpose of money with consideration to diverse teachings.</p> <p><input type="checkbox"/> Explain diverse ideas and viewpoints about wealth.</p> <p><input type="checkbox"/> Compare and contrast ideas from sources of wisdom to the ideals of consumerism.</p>	<p><input type="checkbox"/> Think about who is responsible for the taking care of the world.</p> <p><input type="checkbox"/> Consider reasons from an Islamic point of view and other world views for why the world should be looked after.</p> <p><input type="checkbox"/> Respond thoughtfully and express own ideas about our responsibility for the world.</p> <p><input type="checkbox"/> Consider if a person with no faith is as responsible as a person with faith for taking care of the world.</p>	<p><input type="checkbox"/> Discuss what love means to you.</p> <p><input type="checkbox"/> Consider the Christian types of love.</p> <p><input type="checkbox"/> Respond thoughtfully expressing your own ideas on each of the four types of love.</p> <p><input type="checkbox"/> Consider the impact of storge or agape on the life of a Christian.</p>	<p><input type="checkbox"/> Understand the value of Islamic sources of wisdom to Muslims.</p> <p><input type="checkbox"/> Name the main sources for Islamic wisdom.</p> <p><input type="checkbox"/> Describe how Islamic sources of wisdom are used today by modern Muslims.</p> <p><input type="checkbox"/> Explain the value this adds to a person's life.</p>	<p><input type="checkbox"/> Understand the value of Christian sources of wisdom to Christian</p> <p><input type="checkbox"/> Name the main sources of wisdom.</p> <p><input type="checkbox"/> Describe how Christian sources of wisdom are used today by modern Christians.</p> <p><input type="checkbox"/> Explain the value that this adds to a person's life.</p>
source of wisdom philosopher	consumer righteousness	steward	storge	surah Imam	
Writing Across the Curriculum	Wk 3 ~ LETTER from the world to tell people who is responsible for looking after it.				

RE Key Concepts Progressive Overview

Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

	<i>Knowledge & Understanding of Religions & Worldviews (K&U)</i>	<i>Expressing & Communicating Ideas Related to Religions & Worldviews (E&C)</i>	<i>Gaining & Applying Skills for Studying Religions & Worldviews (G&D)</i>	
Year 6	<ul style="list-style-type: none"> Explain the impact of religious/ spiritual experiences and practises on religious people. 	<ul style="list-style-type: none"> Explain diverse ideas and viewpoint clearly. 	<ul style="list-style-type: none"> Investigate big questions about key concepts, expressing their findings thoughtfully. Thoughtfully respond to diverse ideas explaining why all views matter. 	
Learning Overview - RE Year 6				
Unit 3 - Theme(s) Wisdom and Authority - What can we learn from reflecting on words of wisdom from religion and world views? (b)				
LO: To consider the value of secular advice/sources of wisdom.	LO: To thoughtfully select examples of wise words that mean something to you.	LO: To look at moral codes of conducts and express what works well for your own worldview.	LO: To compare and contrast worldviews and say why all views matter.	LO: To consider a moral code of conduct for modern Britain.
<p><input type="checkbox"/> Explore some secular quotes.</p> <p><input type="checkbox"/> Talk about their meaning.</p> <p><input type="checkbox"/> Explain your own response to secular sources.</p> <p><input type="checkbox"/> Discuss what it takes for a source to be considered wise.</p>	<p><input type="checkbox"/> Explore wise quotes.</p> <p><input type="checkbox"/> Express preferences for quotes from a variety of sources.</p> <p><input type="checkbox"/> Thoughtfully express why some wise words mean more to you.</p> <p><input type="checkbox"/> Link your preferred quotes to your own personal values and experiences.</p>	<p><input type="checkbox"/> Talk about commandments that stand out to you.</p> <p><input type="checkbox"/> Choose commandments that you believe everyone should live by.</p> <p><input type="checkbox"/> Give reasons why you do not agree with some commandments.</p> <p><input type="checkbox"/> Explain what life would be like living by these commandments.</p>	<p><input type="checkbox"/> Talk about commandment for different worldviews.</p> <p><input type="checkbox"/> Notice similarities and differences between commandments from different worldviews.</p> <p><input type="checkbox"/> Explain why all views, even contrasting views matter.</p> <p><input type="checkbox"/> Explain how including all views provides challenge.</p>	<p><input type="checkbox"/> Select commandments based on your own views and beliefs.</p> <p><input type="checkbox"/> Choose a set of commandments that will work for diverse Britain.</p> <p><input type="checkbox"/> Explain how your selection considers diverse views.</p> <p><input type="checkbox"/> Explain why all views matter.</p>
secular non-religious	wisdom wise	wise words	worldview	diverse
Writing Across the Curriculum	Wk 5 ~ INSTRUCTIONS/ PROCEDURES Write the commandments as a procedure of how to conduct yourself in a modern world.			

RE Key Concepts Progressive Overview

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Year 6	<ul style="list-style-type: none"> Explain the impact of religious/ spiritual experiences and practises on religious people. 	<ul style="list-style-type: none"> Explain diverse ideas and viewpoint clearly. 	<ul style="list-style-type: none"> Investigate big questions about key concepts, expressing their findings thoughtfully. Thoughtfully respond to diverse ideas explaining why all views matter.

Learning Overview - RE Year 6

Unit 4 – Theme(s) Belief in Action in the World -

How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? (a)

LO: To understand what Muslims teach about ummah. <i>(using own choice of art mediums and paper)</i>	LO: To understand what Hindu's teach about ahimsa. <i>(using own choice of art mediums and paper)</i>	LO: To understand what Christians teach about agape. <i>(using own choice of art mediums and paper)</i>	LO: To understand the teachings and practises behind looking after the planet for different faiths.	LO: To debate viewpoints.	LO: To debate viewpoints.
<p><input type="checkbox"/> Know community is important in Islam.</p> <p><input type="checkbox"/> Explain the concept of ummah.</p> <p><input type="checkbox"/> Explain how the concept of ummah can be seen in practise.</p> <p><input type="checkbox"/> Explain thoughtfully your own ideas about the concept of ummah and equality.</p>	<p><input type="checkbox"/> Know that gentleness is important to Hindus.</p> <p><input type="checkbox"/> Describe the concept of ahimsa</p> <p><input type="checkbox"/> Explain how ahimsa effects a person's choices.</p> <p><input type="checkbox"/> Explain thoughtfully your own views about the concept of ahimsa.</p>	<p><input type="checkbox"/> Know that love of humankind is important to Christians.</p> <p><input type="checkbox"/> Describe the concept of agape.</p> <p><input type="checkbox"/> Explain the concept of agape with examples.</p> <p><input type="checkbox"/> Explain thoughtfully your own ideas about the concept of agape.</p>	<p><input type="checkbox"/> Talk about the responsibilities humans have to the planet.</p> <p><input type="checkbox"/> Talk about why people of faith may feel duty bound in caring for the planet.</p> <p><input type="checkbox"/> Talk about the responsibility to look after the planet with references to religious concepts of ummah, ahimsa and agape.</p> <p><input type="checkbox"/> Explain your own views backing up your argument with reasons.</p>	<p><input type="checkbox"/> Share views on the environment with the class.</p> <p><input type="checkbox"/> Back up your views with reason.</p> <p><input type="checkbox"/> Reference religious concepts.</p> <p><input type="checkbox"/> Make links between the points of view of different faiths and atheists.</p>	<p><input type="checkbox"/> Share views on social justice with the class.</p> <p><input type="checkbox"/> Back up your views with reason</p> <p><input type="checkbox"/> Reference .religious concepts.</p> <p><input type="checkbox"/> Make links between the points of view of different faiths and atheists.</p>
ummah charity	ahimsa	agape	ecological crisis		

Writing Across the Curriculum

Wk 6 ~ BALANCED ARGUMENT Set the argument around charity and whether it is the responsibility of charities and their supporters to help in a particular situation (e.g. earthquake / war / homelessness).

RE Key Concepts Progressive Overview

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Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

Year 6	<ul style="list-style-type: none"> Explain the impact of religious/ spiritual experiences and practises on religious people. 	<ul style="list-style-type: none"> Explain diverse ideas and viewpoint clearly. 	<ul style="list-style-type: none"> Investigate big questions about key concepts, expressing their findings thoughtfully. Thoughtfully respond to diverse ideas explaining why all views matter.
Learning Overview - RE Year 6			
Unit 5 – Theme(s) Belief in Action in the World -			
How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? (b)			
LO: To understand what marriage should and should not be within the laws of the UK.	LO: To apply the idea of justice and fairness.	LO: To explain your own ideas about some of the charity work done by religious and non-religious groups. <i>(over 2/3 lessons)</i>	LO: To explain how religious and secular groups respond to global and environmental issues.
<p><input type="checkbox"/> Know that some people choose to get married or have a civil partnership.</p> <p><input type="checkbox"/> Understand a marriage/ civil partnership is a commitment.</p> <p><input type="checkbox"/> Explain when a marriage should and should not take place.</p> <p><input type="checkbox"/> Express your own feelings of marriage and civil partnerships.</p>	<p><input type="checkbox"/> Discuss what is fair.</p> <p><input type="checkbox"/> Understand all humans have rights.</p> <p><input type="checkbox"/> Express how justice and fairness is upheld in different scenarios.</p> <p><input type="checkbox"/> Identify religious and non-religious concepts in justice and fairness.</p>	<p><input type="checkbox"/> Explore the work of 2 or more charity groups.</p> <p><input type="checkbox"/> Talk about the work of 2 or more charity groups.</p> <p><input type="checkbox"/> Explain similarities and differences between 2 or more global aid charities.</p> <p><input type="checkbox"/> Express reasons for the similarities and differences - referring to religious and non-religious concepts.</p>	<p><input type="checkbox"/> Know about some of the social action work that is done.</p> <p><input type="checkbox"/> Talk about the intentions of religious and non-religious groups.</p> <p><input type="checkbox"/> Explain the underlying principles that support this work.</p> <p><input type="checkbox"/> Use references and quotes from previous research.</p>
marriage civil partnership	justice human rights	Christian Aid / Islamic Relief / Sewa International / Save the Children	social action
Writing Across the Curriculum	Wk 4 ~ PERSUASION Write a promotional piece for a charity organization, encouraging people to support their work.		

RE Key Concepts Progressive Overview			
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Blidworth & Rainworth Primary School Partnership
RE Subject Pathway 2025-2026

Year 6	<ul style="list-style-type: none"> Explain the impact of religious/ spiritual experiences and practises on religious people. 	<ul style="list-style-type: none"> Explain diverse ideas and viewpoint clearly. 	<ul style="list-style-type: none"> Investigate big questions about key concepts, expressing their findings thoughtfully. Thoughtfully respond to diverse ideas explaining why all views matter. 		
Learning Overview - RE Year 6					
Unit 6 – Theme(s) Belief in Action in the World What was the Kinder-transport? Who resisted and rescued? How can we be upstanders today?					
LO: To know about the impact of persecution and discrimination on Jewish people in 1930's Germany.	LO: To understand the story of a survivor of Nazi hatred. <i>(Visit to Holocaust Centre)</i>	LO: To understand the response by Jewish people to Nazi hatred.	LO: To understand the importance of providing refuge to persecuted people including the role of the Kinder transport.	LO: To explain the role of Holocaust centres and express why 'never again' is an important concept.	LO: To understand the impact of both bystanders and upstanders on hatred.
<p><input type="checkbox"/> Know that Jews were persecuted in the 1930's.</p> <p><input type="checkbox"/> Know that the impact of persecution was catastrophic to Jewish lives in 1930's Germany.</p> <p><input type="checkbox"/> Explain that persecution of Jews was racism.</p> <p><input type="checkbox"/> Consider groups of people in the UK and rest of the world who suffer now from persecution.</p>	<p><input type="checkbox"/> Experience the Journey Exhibition.</p> <p><input type="checkbox"/> Engage with the story within the Journey Exhibition.</p> <p><input type="checkbox"/> Explain the cost to Jews of hatred and persecution.</p> <p><input type="checkbox"/> Thoughtfully express your own feeling and response to hatred.</p>	<p><input type="checkbox"/> Know one way of escape for children was via the Kindertransport.</p> <p><input type="checkbox"/> Talk about a few ways the Jews responded to hatred.</p> <p><input type="checkbox"/> Explain the view point of Jews and some choices they made.</p> <p><input type="checkbox"/> Express your own thoughts about the decisions made.</p>	<p><input type="checkbox"/> Understand that the Kindertransport saved thousands of children's lives.</p> <p><input type="checkbox"/> Express why it was important to offer help.</p> <p><input type="checkbox"/> Explain why it is still important to provide safety for refugees.</p> <p><input type="checkbox"/> Consider how the provision of refuge fits with our own values.</p>	<p><input type="checkbox"/> Know remembrance is important so that we do not repeat the same mistakes.</p> <p><input type="checkbox"/> Express how remembrance can make us vigilant in protecting others in the future.</p> <p><input type="checkbox"/> Explain how we can use the lessons learned from the study of the holocaust today and every day.</p> <p><input type="checkbox"/> Consider which groups need protection and action now.</p>	<p><input type="checkbox"/> Know people can choose to be a persecutor, bystander or upstander.</p> <p><input type="checkbox"/> Explain how doing nothing is doing something- when witnessing persecution.</p> <p><input type="checkbox"/> Consider how they may choose to respond to real life everyday situations.</p> <p><input type="checkbox"/> Consider the risks and consequences of being a bystander and upstander.</p>
refugee discrimination persecution	Holocaust / Kindertransport / prejudice / remembrance			bystander upstander	
Writing Across the Curriculum	AFTER TRIP (Linked to 5 th LO of Unit 4) ~ REVIEW Write a review of the National Holocaust Centre, looking at its role in helping people to not forget about what happened and why it should never happen again.				