



love the journey

Curriculum Implementation 2025-26

Primary

LCA Strand	Humanities
Subject	RE

What are the key concepts taught?	Religious Education provides children with challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. Children also learn not only <i>about</i> , but also <i>from</i> religions and worldviews in local, national as well as in a global context. This enables them to explore and consider different answers to these questions. They learn to develop and express their own beliefs, but also to agree or disagree respectfully. RE equips pupils with knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and personal identities.
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What is the sequencing of units?	EYFS - Throughout the year the children will learn about different religions, views and values through special places, books, people and objects. R.E. will be taught through stories and practical activities and children will explore religion. The subject 'R.E – Religious Education, links to the EYFS curriculum through PSED AND UTW. Chapter 1: Kapow • Unit 1 – How did the world begin? • Unit 2 – What do some people believe God looks like? • Unit 3 – What is God's job? • Unit 4 – Why should we care for the world? • Unit 5 – How do we know that babies are special? • Unit 6 – Why should we care for others? Chapter 2: Kapow • Unit 1 – Why do we need to give thanks? • Unit 2 – What do candles mean to some people? • Unit 3 – How do we know some people were chosen early in life? • Unit 4 – What is a prophet? • Unit 5 – How do some people talk to God? • Unit 6 – Where do some people talk to God?
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Chapter 3: Opening Worlds

- **Unit 1** – A Hindu Story (What does the story of Rama and Sita mean to Hindu peoples?)
- **Unit 2** – More Hindu Stories (What do Hindus learn from Vishnu's stories and symbols?)
- **Unit 3** – Living with Hindu Traditions (How do Hindus show their devotion?)
- **Unit 4** – The Hebrew Bible (Why is the Promised Land so important in Judaism?)
- **Unit 5** – Joseph, Moses and the Exodus (Why do Jews celebrate the festival of Passover?)
- **Unit 6** – The Kings, the Temple and Living as a Jew (How do Jews today show the importance of the Jewish Temple and the kingdom of Israel?)

Chapter 4: Opening Worlds

- **Unit 1** – Family of Jesus (Why is the idea of 'Messiah' so important to Christians?)
- **Unit 2** – Birth of Jesus (How do Christians express their beliefs about Jesus at Christmas time?)
- **Unit 3** – Life and Teachings of Jesus (How does the life and teaching of Jesus affect how Christians live?)
- **Unit 4** – Easter (What do the death and resurrection of Jesus mean in Christian traditions?)
- **Unit 5** – The message of Jesus spreads (How did Christianity develop in the early Church and how do we know?)
- **Unit 6** – Islam 1 (What does Ramadan mean to Muslims today?)

Chapter 5: Opening Worlds

- **Unit 1** – Islam 2 (What do Muslims learn from the prophets as role models?)
- **Unit 2** – Islam 3 (What lies behind the traditions of hajj?)
- **Unit 3** – Christian traditions and practices (How are Christian beliefs and practices around the world similar and different?)
- **Unit 4** – Christianity 7
- **Unit 5** – Buddhism 1 (How does the life and teaching of Siddhartha Gautama affect how Buddhists live?)
- **Unit 6** – Buddhism 2 (What do Buddhist stories teach Buddhists about enlightenment?)

Chapter 6: Opening Worlds

- **Unit 1** – Sikhism 1 (How do Sikhs use their stories and sayings in their everyday lives?)
- **Unit 2** – Sikhism 2
- **Unit 3** – Christianity 8
- **Unit 4** – Holy spaces and places
- **Unit 5** – Stories which point to the truth
- **Unit 6** – Reason and revelation

How do we encourage pupils to see the links between different units and concepts?	The children begin their learning by considering their own beliefs, alongside the beliefs of those around them, as well as being introduced to a range of faiths and significant individuals within the Kapow curriculum. In Key Stage 2, the Opening Worlds curriculum continues to ensure clear, sequenced links throughout a child's journey from Year 3 – Year 6. Each unit is broad and balanced and builds upon previous learning and knowledge; this is cumulative, ensuring that children do not lose previous knowledge when a new topic begins, but instead use this to inform new learning.
What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?	All lessons are differentiated accordingly, ensuring that all children can access the lessons, at their current ability level. Children who require additional scaffolding are given this, and those who require additional challenge, are given reduced scaffolding or additional questions to further stretch their understanding of the topic. Children are given access to key vocabulary from the beginning of the topic, but this is often duplicated for the task at hand, to ensure children with writing (more specifically spelling) difficulties are not disadvantaged and can access the tasks.
What are the planned opportunities for retrieval and reflection by pupils?	In each lesson, children begin by reviewing learning from the previous lesson and often find links to other topics, either in other subjects or other religious units. Learning objectives are given to each child for each lesson, with the final task of each lesson enabling the child to reflect on their progress towards achieving that learning objective. Synoptic tasks are available to teachers to use where appropriate.
What are the opportunities for feed-forward by the teacher post-assessment outcomes?	Despite there being no formal assessment in religious education, at the end of each lesson, each child's book is marked with specific targets or next step for future lessons, enabling them to see which skills they must focus on as they continue through the unit and into the next.
What are the planned opportunities for developing Reading?	Within each unit, and each lesson, there is an opportunity for the children to revisit and review previous teaching and learning, through the use of the Opening Worlds topic textbooks; each lesson is accompanied by a chapter, which provides opportunities for short bursts of reading in each lesson.
What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?	Literacy: Correct spelling of topic-specific terminology and vocabulary is given to and taught to pupils throughout the lessons. Numeracy: Links can be made to numeracy through the introduction of key dates in each faith as well as through recognition of the main festivals celebrated throughout the year.

Oracy: Children are given a myriad of opportunities to discuss their personal beliefs, as well as share their views on a range of information gained during lessons.

SMSC: Links are made to culture throughout the RE curriculum. Each year group learns about and from a range of religions, with the children encouraged to speak about their faiths; religious education enables children to develop their spirituality and be reflective too.