Key Skills

Pupils will gain the knowledge, understanding and skills needed to tackle questions raised by different beliefs and religions so that they may demonstrate tolerance of their diverse community and wider world.

Religious Education RE skills should be taught when linked to topics where possible to ensure real world application Topics are taught on a 2 year rolling programme



| | EYFS | KS | 51 | LK | 52 | UKS2 | |
|--------------|--|-----------------------|---------------------|-----------------------------------|----------------------|-----------------------------------|---------------------------------------|
| | Nursery & Reception | Year 1 a | & Year 2 | Year 3 & | k Year 4 | Year 5 | & Year 6 |
| | Year A and Year B | Year A | Year B | Year A | Year B | Year A | Year B |
| Making sense | RE is non-statutory for Nursery | Unit 1: What do | Unit 8: What can we | Unit 1: Where, how | Unit 4: What kind | Unit 4: How and why | Unit 9: Justice and |
| of beliefs | children. | Christians believe | learn from sacred | and why do people | of world did Jesus | do some people | poverty: |
| of Delle12 | 4 units to be chosen and taught over | God is like? | books and stories? | worship? | want? | inspire others? | Christian, Muslim, |
| | the year. Units are chosen to meet | Christian | Christian, Muslim, | Christian, Muslim, | Christian | Hindu, Sikh, Jewish, | Non-Religious |
| | the needs of the children. | Identify beliefs, | Jewish | Jewish | Identify beliefs, | Muslim | Explain and give |
| | | describe them simply, | Recall, remember, | Identify beliefs, | describe them | Explain and give | meanings for core |
| | Units are taught around the needs of | give examples and | name and talk about | describe them | simply, give | meanings for core | texts and beliefs, |
| | the children rather than fitted into a | suggest meanings | simple beliefs, | simply, give | examples and | texts and beliefs, | comparing different |
| | rigid timetable each half term. Units | Unit 3: Who is | stories and | examples and | suggest meanings. | comparing different | ideas. |
| | do not need to be taught in any | Jewish? | festivals. | suggest meanings. | Unit 12: How and | ideas. | Unit 10: What will |
| | specific order. | Jewish | Unit 2: Why does | Unit 2: How and why | why do people try | Unit 12: How does | make our community a |
| | Unit 1: Why is the word God so | Identify beliefs, | Christmas matter to | do believers show | to make the world a | faith enable | more respectful |
| | important to Christians? | describe them simply, | Christians? | their commitments | better place? | resilience? | place? |
| | Christian | give examples and | Christian | during the journey | Christian, Muslim, | Christian, Muslim, | Non-Religious, |
| | Unit 2: Why is Christmas special to | suggest meanings | Recall, remember, | of life? | Jewish | Jewish, Hindu | Religious |
| | Christians? | Unit 7: How and why | name and talk about | Christian, Muslim, | Describe beliefs | Explain and give | Explain and give |
| | Christian | do we celebrate | simple beliefs, | Jewish | and concepts, | meanings for core | meanings for core |
| | Unit 3: Why is Easter special for | significant times? | stories and | Describe beliefs and | connecting them to | texts and beliefs, | texts and beliefs, |
| | Christians? | Hindu, Sikh | festivals. | concepts, connecting | texts, suggestion | comparing different | comparing different |
| | Christian | Identify beliefs, | | them to texts, | examples and | ideas. | ideas. |
| | Unit 4: Being special | describe them simply, | Identify beliefs, | suggestion examples | meanings. | Unit 7: What helps | Unit 1: What does it |
| | Christian and other faiths in the year | give examples and | describe them | and meanings. | Unit 7: How is faith | Hindu people as they | mean if Christians |
| | group | suggest meanings | simply, give | Unit 8: How is faith | expressed in Hindu | try to be good? | believe God is holy and |
| | Unit 5: Which places are specially | Unit 5: Why does | examples and | expressed in Sikh | communities and | Hindu | loving? |
| | valued and why? | Easter matter to | suggest meanings. | communities and | traditions? | Describe beliefs and | Christian |
| | Christian and other faiths in the year | Christians? | Unit 4: Who is a | traditions? | Hindu | concepts, connecting | Describe beliefs and |
| | group | Christian | Muslim? | Sikh | Identify beliefs, | them to texts, | concepts, connecting |
| | Unit 6: Which stories are specially | Identify beliefs, | Muslim | Describe beliefs and | describe them | suggestion examples | them to texts, |
| | valued and why? | describe them simply, | Identify beliefs, | concepts, connecting | simply, give | and meanings. | suggestion examples |
| | Christian and other faiths in the year | give examples and | describe them | them to texts, | examples and | Unit 5: How do | and meanings. |
| | group | suggest meanings | simply, give | suggestion examples and meanings. | suggest meanings. | Christians decide how to live? | Unit 6: What do Christians believe |

| imple beliefs, stories and festivals. Identify beliefs, describe them simply, give examples and suggest meanings. matters to Jewish people? comparing different ideas. Unit 11: Who is an inspiring person? Christian, Muslim, Jewish Recall, remember, name and talk about simple beliefs, stories and festivals. Identify beliefs, describe them simply, give examples and suggest meanings. ideas. EYFs KS1 LKS2 UKS2 | Nursery & Reception | у у | / | Year 3 d | k Year 4 | Year 5 | å Year 6 |
|---|--|---|--|---|--|---|--|
| stories and festivals. Unit 11: Who is an inspiring person? Christian, Muslim, Jewish Recall, remember, name and talk about simple beliefs, stories and festivals. Identify beliefs, describe them simply, give examples and suggest meanings. | | | | | | | |
| give examples and suggest meaningsexamples and suggest meanings.describe them simply, giveChristiansUnit 3: WhatUnit 11: Why do some people believe in God and some people not?Unit 9: How do we show care for others?Unit 9: How do we show care for others?simply, giveIdentify beliefs, simply, givematters most to Humanists and Christians?Duit 11: Why do some people believe in God and some people not?Unit 9: How do show care for others?Unit 9: How do suggest meanings.simply, giveChristians?Christian, Muslim, Non-ReligiousJewish Recall, remember, name and talk aboutRecall, remember, MuslimUnit 6: How do festivals and family MuslimExplain and give meanings for core texts and beliefs, comparing different | | suggest meanings | suggest meanings. Unit 9: How do we show care for others? Christian, Muslim, Jewish Recall, remember, name and talk about simple beliefs, stories and festivals. Unit 11: Who is an inspiring person? Christian, Muslim, Jewish Recall, remember, name and talk about simple beliefs, stories and festivals. Identify beliefs, describe them simply, give examples and suggest meanings. | simply, give examples and suggest meanings. Unit 9: How do festivals and worship show what matters to Muslims? Muslim Identify beliefs, describe them simply, give examples and suggest meanings. | Identify beliefs, describe them simply, give examples and suggest meanings. Unit 6: How do festivals and family life show what matters to Jewish people? Jewish Identify beliefs, describe them simply, give examples and suggest meanings. | matters most to Humanists and Christians? Christian, Non- Religious Explain and give meanings for core texts and beliefs, comparing different ideas. | people believe in God and some people not? Christian, Muslim, Non-Religious Explain and give meanings for core texts and beliefs, comparing different ideas. |
| | ELGs for Personal, social and emotional development and understanding of the world. RE also supports Communication and language, Expressive arts and design, | show we care for the Earth? Christian, Muslim, Jewish Identify beliefs, | suggest meanings. Unit 12: What is the good news Christians believe Jesus brings? | Christians call the day Jesus died "Good Friday"? Christian Describe beliefs and | the deeper meanings of Festivals? Christian, Muslim. Jewish, Hindu, Sikh | Describe beliefs and concepts, connecting them to texts, suggestion examples and meanings. | people? Christian Describe beliefs and concepts, connecting them to texts, |
| emotional development and understanding of the world.Earth?Unit 12: What is the good newsday Jesus died "Good Friday"?meanings of Festivals?concepts, connecting them to texts,ChristianRE also supports Communication andJewishOhristians believeChristianChristianChristianChristian | All units sit very firmly within the | Unit 10: How do we | examples and | Unit 5: Why do | Unit 11: What are | Christian | Jesus did to save |

| | | Year 1 | & Year 2 | | | | |
|---------------|--|------------------------|----------------------|-------------------------|-------------------|------------------------|---------------------|
| | Year A and | Year A | Year B | Year A | Year B | Year A | Year B |
| | Year B | | | | | | |
| Understanding | RE is non-statutory for Nursery | Unit 1: What do | Unit 8: What can we | Unit 1: Where, how | Unit 4: What | Unit 4: How and why | Unit 9: Justice and |
| the impact | children. | Christians believe | learn from sacred | and why do people | kind of world did | do some people inspire | poverty |
| me impact | 4 units to be chosen and taught over | God is like? | books and stories? | worship? | Jesus want? | others? | Christian, Muslim, |
| | the year. Units are chosen to meet | Christian | Christian, Muslim, | Christian, Muslim, | Christian | Hindu, Sikh, Jewish, | Non-Religious |
| | the needs of the children. | Give examples of | Jewish | Jewish | Connect stories, | Muslim | Use evidence and |
| | | what difference it | Observe, notice and | Give examples of what | teaching, | Connect stories, | examples to show |
| | Units are taught around the needs of | makes to belong to | recognise simple | difference it makes to | concepts and | teaching, concepts and | how and why belief: |
| | the children rather than fitted into a | and believe in a | aspects of religion | belong to and believe | texts with how | texts with how | make a difference |
| | rigid timetable each half term. Units | religion. | in their own | in a religion. | religious people | religious people live, | to life. |
| | do not need to be taught in any | | communities. | Unit 2: How and why | live, celebrate | celebrate and worship. | Unit 10: What will |
| | specific order. | Observe, notice and | Unit 2: Why does | do believers show | and worship. | | make our communit |
| | Unit 1: Why is the word God so | recognise simple | Christmas matter to | their commitments | Unit 12: How and | Use evidence and | a more respectful |
| | important to Christians? | aspects of religion in | Christians? | during the journey of | why do people | examples to show how | place? |
| | Christian | their own | Christian | life? | try to make the | and why beliefs make a | Non-Religious, |
| | Unit 2: Why is Christmas special to | communities. | Observe, notice and | Christian, Muslim, | world a better | difference to life. | Religious |
| | Christians? | Unit 3: Who is | recognise simple | Jewish | place? | Unit 12: How does | Use evidence and |
| | Christian | Jewish? | aspects of religion | Give examples of what | , Christian, | faith enable | examples to show |
| | Unit 3: Why is Easter special for | Jewish | in their own | difference it makes to | Muslim, Jewish | resilience? | how and why belief |
| | Christians? | Give examples of | communities. | belong to and believe | Give examples of | Christian, Muslim, | make a difference |
| | Christian | what difference it | | in a religion. | what difference | Jewish, Hindu | to life. |
| | Unit 4: Being special | makes to belong to | Give examples of | Unit 8: How is faith | it makes to | Use evidence and | Unit 1: What does i |
| | Christian and other faiths in the year | and believe in a | what difference it | expressed in Sikh | belong to and | examples to show how | mean if Christians |
| | group | religion. | makes to belong to | communities and | believe in a | and why beliefs make a | believe God is holy |
| | Unit 5: Which places are specially | 5 | and believe in a | traditions? | religion. | difference to life. | and loving? |
| | valued and why? | Observe, notice and | religion. | Sikh | Unit 7: How is | | Christian |
| | Christian and other faiths in the year | recognise simple | Unit 4: Who is a | Connect stories, | faith expressed | Use evidence and | Use evidence and |
| | group | aspects of religion in | Muslim? | teaching, concepts and | in Hindu | examples to show how | examples to show |
| | Unit 6: Which stories are specially | their own | Muslim | texts with how | communities and | and why beliefs make a | how and why belief |
| | valued and why? | communities. | Observe, notice and | religious people live, | traditions? | difference to life. | make a difference |
| | Christian and other faiths in the year | Unit 7: How and why | recognise simple | celebrate and worship. | Hindu | Unit 7: What helps | to life. |
| | group | do we celebrate | aspects of religion | Unit 5: Why do | Connect stories, | Hindu people as they | Unit 6: What do |
| | 9 P | significant times? | in their own | Christians call the day | teaching, | try to be good? | Christians believe |
| | | Hindu, Sikh | communities. | Jesus died "Good | concepts and | Hindu | Jesus did to save |
| | All units sit very firmly within the | Observe, notice and | communities. | Friday"? | texts with how | Use evidence and | people? |
| | ELGs for Personal, social and | recognise simple | | Christian | religious people | examples to show how | Christian |
| | emotional development and | aspects of religion in | Give examples of | Connect stories, | live, celebrate | and why beliefs make a | Use evidence and |
| | understanding of the world. | their own | what difference it | teaching, concepts and | and worship. | difference to life. | examples to show |
| | RE also supports Communication and | communities. | makes to belong to | texts with how | Unit 11: What | Unit 5: How do | how and why belief. |
| | language, Expressive arts and design, | Unit 5: Why does | and believe in a | religious people live, | are the deeper | Christians decide how | make a difference |
| | Literacy and Maths. | Easter matter to | religion. | celebrate and worship. | meanings of | to live? | to life. |
| | | Christians? | Unit 12: What is the | Unit 10: For | Festivals? | Christian | TO THE. |
| | | Christian | good news | Christians, what was | Christian, | Use evidence and | Connect stories, |
| | | Chinistian | | chinistians, what was | Muslim. Jewish, | examples to show how | teaching, concepts |

| | | Give examples of what difference it makes to belong to and believe in a religion. Unit 10: How do we show we care for the Earth? Christian, Muslim, Jewish Observe, notice and recognise simple aspects of religion in their own communities. Unit 6: What makes some places significant? Christian, Muslim, Jewish Observe, notice and recognise simple aspects of religion in their own communities. | Christians believe Jesus brings? Christian Observe, notice and recognise simple aspects of religion in their own communities. Unit 9: How do we show care for others? Christian, Muslim, Jewish Observe, notice and recognise simple aspects of religion in their own communities. Unit 11: Who is an inspiring person? Christian, Muslim, Jewish Observe, notice and recognise simple aspects of religion in their own communities. Unit 11: Who is an inspiring person? Christian, Muslim, Jewish Observe, notice and recognise simple aspects of religion in their own communities. Give examples of what difference it makes to belong to and believe in a religion. | the impact of Pentecost? Christian Connect stories, teaching, concepts and texts with how religious people live, celebrate and worship. Unit 9: How do festivals and worship show what matters to Muslims? Muslim Connect stories, teaching, concepts and texts with how religious people live, celebrate and worship. | Hindu, Sikh Connect stories, teaching, concepts and texts with how religious people live, celebrate and worship. Unit 3: What is the trinity and why is it important for Christians? Christians? Christians? Christians Connect stories, teaching, concepts and texts with how religious people live, celebrate and worship. Unit 6: How do festivals and family life show what matters to Jewish people? Jewish Connect stories, teaching, concepts and taxis people? Jewish Connect stories, teaching, concepts and texts with how religious people live, celebrate and worship. | and why beliefs make a difference to life. Unit 2: Creation and science: conflicting or complementary: Christian, Non- Religious Use evidence and examples to show how and why beliefs make a difference to life. Unit 3: What matters most to Humanists and Christians? Christian, Non- Religious Use evidence and examples to show how and why beliefs make a difference to life. | and texts with how religious people live, celebrate and worship. Unit 8: How is faith expressed in Islam? Muslim Use evidence and examples to show how and why beliefs make a difference to life. Connect stories, teaching, concepts and texts with how religious people live, celebrate and worship. Unit 11: Why do some people believe in God and some people not? Christian, Muslim, Non-Religious Use evidence and examples to show how and why beliefs make a difference to life. |
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| | EYFS Nursery & Reception | Ke Vear 1 d | 51 & Year 2 | LKSa Year 3 & | 2 Vear 4 | UKS Year 5 & | |
| | Year A and | Year A | Year B | Year A | Year B | Year 5 a Year A | Year B |
| | Year B | 31 | | | | | |
| Making | RE is non-statutory for Nursery children. | Unit 1: What do Christians believe | Unit 8: What can we learn from sacred | Unit 1: Where, how and why do people | Unit 4: What kind of world did | Unit 4: How and why do some people inspire | Unit 9: Justice and poverty |

| Units are taught around the needs of | Begin to find out | Begin to find out | Suggest and link | answers, | Suggest and link | views to the |
|--|------------------------|------------------------|---|------------------------------------|--|---------------------------------------|
| the children rather than fitted into a | about and link | about and link | guestions and answers, | including their | guestions and answers, | religions and beliefs |
| | | | the second se | own ideas about | and the second | _ |
| rigid timetable each half term. Units | religions and beliefs. | religions and beliefs. | including their own | | including their own | they study, |
| do not need to be taught in any | | Unit 2: Why does | ideas about the | the differences | ideas about the | developing insights |
| specific order. | Think, talk and ask | Christmas matter to | differences religion | religion makes to | differences religion | Unit 10: What will |
| Unit 1: Why is the word God so | questions about | Christians? | makes to life. | life. | makes to life. | make our community |
| important to Christians? | religion and belief | Christian | Unit 2: How and why | Unit 12: How and | Unit 12: How does | a more respectful |
| Christian | for themselves. | Begin to find out | do believers show | why do people | faith enable | place? |
| Unit 2: Why is Christmas special to | Unit 3: Who is | about and link | their commitments | try to make the | resilience? | Non-Religious, |
| Christians? | Jewish? | religions and beliefs. | during the journey of | world a better | Christian, Muslim, | Religious |
| Christian | Jewish | | life? | place? | Jewish, Hindu | Connect their own |
| Unit 3: Why is Easter special for | Begin to find out | Think, talk and ask | Christian, Muslim, | Christian, | Suggest and link | reflections and |
| Christians? | about and link | questions about | Jewish | Muslim, Jewish | questions and answers, | views to the |
| Christian | religions and beliefs. | religion and belief | Suggest and link | Suggest and link | including their own | religions and beliefs |
| Unit 4: Being special | | for themselves. | questions and answers, | questions and | ideas about the | they study, |
| Christian and other faiths in the year | Think, talk and ask | Unit 4: Who is a | including their own | answers, | differences religion | developing insights. |
| group | questions about | Muslim? | ideas about the | including their | makes to life. | Unit 1: What does it |
| Unit 5: Which places are specially | religion and belief | Muslim | differences religion | own ideas about | Unit 7: What helps | mean if Christians |
| valued and why? | for themselves. | Begin to find out | makes to life. | the differences | Hindu people as they | believe God is holy |
| Christian and other faiths in the year | Unit 7: How and why | about and link | Unit 8: How is faith | religion makes to | try to be good? | and loving? |
| group | do we celebrate | religions and beliefs. | expressed in Sikh | life. | Hindu | Christian |
| Unit 6: Which stories are specially | significant times? | | communities and | Unit 7: How is | Connect their own | Connect their own |
| valued and why? | Hindu, Sikh | Think, talk and ask | traditions? | faith expressed | reflections and views | reflections and |
| Christian and other faiths in the year | Begin to find out | questions about | Sikh | in Hindu | to the religions and | views to the |
| group | about and link | religion and belief | Think, talk and ask | communities and | beliefs they study, | religions and beliefs |
| | religions and beliefs. | for themselves. | questions about | traditions? | developing insights | they study, |
| | Unit 5: Why does | Unit 12: What is the | religion and belief for | Hindu | Unit 5: How do | developing insights |
| All units sit very firmly within the | Easter matter to | good news | themselves. | Think, talk and | Christians decide how | Unit 6: What do |
| ELGs for Personal, social and | Christians? | Christians believe | Unit 5: Why do | ask questions | to live? | Christians believe |
| emotional development and | Christian | Jesus brings? | Christians call the day | about religion | Christian | Jesus did to save |
| understanding of the world. | Begin to find out | Christian | Jesus died "Good | and belief for | Connect their own | people? |
| RE also supports Communication and | about and link | Begin to find out | Friday"? | themselves. | reflections and views | Christian |
| language, Expressive arts and design, | religions and beliefs. | about and link | Christian | Unit 11: What | to the religions and | Connect their own |
| Literacy and Maths. | | religions and beliefs. | Suggest and link | are the deeper | beliefs they study, | reflections and |
| | Think, talk and ask | | questions and answers, | meanings of | developing insights. | views to the |
| | questions about | Think, talk and ask | including their own ideas about the | Festivals? | Unit 2: Creation and | religions and beliefs |
| | religion and belief | questions about | | Christian, | science: conflicting or | they study, |
| | for themselves. | religion and belief | differences religion | Muslim. Jewish, | complementary. | developing insights. |
| | Unit 10: How do we | for themselves. | makes to life. Unit 10: For | Hindu, Sikh | Christian, Non- | Unit 8: How is faith |
| | show we care for the | Unit 9: How do we | | Suggest and link | Religious Connect their own | expressed in Islam? |
| | Earth? | show care for | Christians, what was | questions and | | Muslim |
| | Christian, Muslim, | others? | the impact of | answers, | reflections and views | Suggest and link |
| | Jewish | Christian, Muslim, | Pentecost? Christian | including their own ideas about | to the religions and | questions and |
| | Begin to find out | Jewish | | the differences | beliefs they study, developing insights. | answers, including their own ideas |
| | about and link | | Suggest and link questions and answers, | me un renees | developing insights. | about the |
| | religions and beliefs. | | questions una answers, | | | |

| Unit 6: What makes some places significant? Christian, Muslim, Jewish Begin to find out about and link religions and beliefs. | Begin to find out about and link religions and beliefs. Unit 11: Who is an inspiring person? Christian, Muslim, Jewish Begin to find out about and link religions and beliefs. | including their own ideas about the differences religion makes to life. Unit 9: How do festivals and worship show what matters to Muslims? Muslim Think, talk and ask questions about religion and belief for themselves. | religion makes to life. Unit 3: What is the trinity and why is it important for Christians? Christians? Christians Suggest and link questions and answers, including their own ideas about the differences religion makes to life. Unit 6: How do festivals and family life show what matters to Jewish people? Jewish Think, talk and ask questions about religion and belief for themselves. | Unit 3: What matters most to Humanists and Christians? Christian, Non- Religious Suggest and link questions and answers, including their own ideas about the differences religion makes to life. | differences religion makes to life. Unit 11: Why do some people believe in God and some people not? Christian, Muslim, Non-Religious Connect their own reflections and views to the religions and beliefs they study, developing insights. |
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