

RE

Learning Journey

C- Christian M-Muslim H- Hindu J – Jewish S - Sikh

EYFS

Why is God so important to Christians?
Why do Christians perform nativity plays at Christmas
Why do Christians put a cross in an Easter Garden

Year One

What do my senses tell me about the world of religion and belief? C, H, J
How does a celebration bring a community together? M,C
What do Jewish people remember on Shabbat? J
What does the cross symbolise to Christians? C
How did the universe come to be? C,H

Year Two

Why is light and important symbol? C,J,H
What does the nativity story teach Christians about Jesus? C
How do Christians belong to the faith family? C
How do Jewish people celebrate Passover? J
Why do people have different views about the idea of God? Multi/none

Year Five

Is believing in God reasonable? C
How has belief impacted on music and art through history? Multi, S
How do religious groups contribute to society and culture? H,C
Why is there so much diversity of belief in Christianity? C
What does sacrifice mean? Multi/Humanist

Year Four

Where do religious beliefs come from? C
What do we mean by truth? Is seeing believing? Multi, S
How do/have religious groups contribute to society and culture? H, C
Why is there so much diversity of belief within Christianity? C
What does sacrifice mean? Multi/Humanist

Year Three

How do people express commitment to a religion? J,S C
What is the Trinity? C
What is philosophy? How do people make moral decisions? C,H
What do Muslims believe about God? M
What difference does being a Muslim make to daily life? M

Year Six

How and why does religion bring peace and conflict? Multi
How do Buddhists explain the suffering in the world? B
What does it mean to be human? Is being happy the greatest purpose in life? C,Humanist

Creation or science: conflicting or complementary?
How do beliefs shape identity for Muslims? M



Intent

At St Luke's Park Primary School, we provide pupils with an understanding of diverse religions and world views, fostering respect, tolerance, and critical reflection.

Our RE curriculum promotes spiritual, moral, and cultural development.

Implementation

We follow a scheme of work called Saffron RE which breaks down the requirements of the national curriculum into units of work across key stage one and two.

Children are frequently called on to apply learning about a range of religions to their own developing beliefs and ideas.

RE lessons, taught weekly, are a time in the week where children can both learn about beliefs and practices of others as well as consider their own views.

We hold a range of resources in school to support the teaching of RE, such as artifacts and posters.

Impact

Pupils at St Luke's Park will develop empathy and respect for others' beliefs and values. They will leave with the ability to engage with diverse perspectives, make informed ethical decisions, and reflect on their own beliefs.

