RE

Curriculum Overview

Place Partnership

A MULTI-ACADEMY TRUST

Our Vision

At Horbury Primary Academy, we believe that Religious Education plays a vital role in developing pupils' spiritual, moral, social and cultural understanding. Through our vision of **Strong Roots, Growing Minds**, we seek to nurture reflective, respectful and open-minded individuals who appreciate the diversity of beliefs, values and traditions that exist within our local community, across Britain and around the world.

Religious Education provides children with opportunities to explore some of life's most important questions: *What do people believe? Why do beliefs matter? How do faith and values influence the way people live?* Through studying a range of religions and worldviews, pupils develop knowledge, understanding and empathy whilst learning to respect perspectives that may differ from their own.

A key feature of the **Horbury Way** is ensuring that learning is meaningful, memorable and connected to the wider world. We want children to move beyond learning facts about religions and instead develop a genuine understanding of how faith influences identity, community and daily life. Through visits to places of worship, engagement with faith communities and rich first-hand experiences, pupils gain authentic insight into religious beliefs and practices.

Our RE curriculum is delivered through **immersive whole-school RE Drop Down Days**, which are supported by the objectives stated on **the Wakefield Agreed Syllabus**, enabling children to explore religions and worldviews in greater depth than a traditional lesson model. Through exciting experiences, meaningful discussion and opportunities for reflection, pupils develop lasting understanding, respect and curiosity about the diverse world in which they live.

The curriculum is structured around the three key disciplinary strands of the Wakefield Agreed Syllabus: **Believing, Expressing and Living**. Through progressive learning experiences from EYFS to Year 6, pupils develop their understanding of religious beliefs and teachings, explore how faith is expressed through worship and celebration, and consider how beliefs influence the choices, values and lifestyles of individuals and communities.

Through high-quality teaching, purposeful enquiry and ambitious vocabulary instruction, we aim to develop pupils who are curious, respectful and thoughtful citizens who can thrive within a diverse and multicultural society.

When children leave Horbury Primary Academy, we aspire for them to have developed:

- Respect for different faiths, beliefs and worldviews.
- Curiosity about people's beliefs and the world around them.
- A secure understanding of major world religions and their significance.
- The ability to ask thoughtful questions and reflect on their own beliefs and values.
- Appreciation of diversity within both local and global communities.

- Confidence when discussing religion, belief and spirituality using appropriate vocabulary.
- An understanding of how faith and belief can influence individuals, communities and society.

Implementation

Religious Education is delivered through an enquiry-based approach that encourages pupils to think deeply, ask questions and explore different perspectives. Our curriculum follows the Wakefield Agreed Syllabus and is carefully planned to ensure progression in both knowledge and understanding throughout children's time at Horbury Primary Academy.

A distinctive feature of our curriculum is our **immersive whole school RE Drop Down Day model**. Through dedicated learning days, pupils across the academy explore a specific religion or worldview in depth. This approach allows children to engage fully with beliefs, traditions, celebrations, sacred texts, artefacts and places of worship through meaningful and memorable experiences that deepen understanding and strengthen retention.

Each immersive RE Drop Down Day is carefully planned to:

- Revisit prior learning through retrieval activities, helping pupils strengthen long-term memory and make connections between religions, beliefs and key concepts.
- Explicitly teach and revisit key religious vocabulary through Knowledge Mats to support understanding, retention and application.
- Explore significant beliefs, teachings, celebrations, sacred texts and practices associated with different faiths and worldviews.
- Encourage enquiry, reflection and discussion through thought-provoking questions and collaborative activities.
- Provide opportunities for pupils to compare similarities and differences between religions and beliefs.
- Develop understanding of how faith and belief influence individuals, communities and society.
- Conclude with an enquiry question that allows pupils to demonstrate their understanding and reflect upon their learning.

To ensure high-quality Religious Education provision, teachers:

- Have a secure understanding of the key assessment criteria and sticky knowledge linked to each religion or worldview studied.
- Plan purposeful and engaging learning experiences that build progressively upon prior knowledge.

- Explicitly teach and revisit ambitious religious vocabulary.
- Promote respectful discussion, reflection and debate.
- Provide opportunities to study sacred texts, stories and significant religious figures.
- Enrich learning through visits to places of worship and engagement with faith communities.
- Celebrate a range of religious festivals and cultural traditions.
- Promote British Values, mutual respect and tolerance.
- Encourage pupils to reflect on their own beliefs, values and experiences.
- Apply disciplinary RE skills by asking thoughtful questions, making comparisons, explaining beliefs and practices, and evaluating different religious and non-religious viewpoints.
- Create inclusive learning environments where all beliefs and viewpoints are respected and valued.

In the Early Years Foundation Stage, children begin developing their understanding of different beliefs, cultures and traditions through stories, celebrations, first-hand experiences and discussion. These experiences provide strong foundations for future Religious Education learning and help children develop curiosity about the diverse world around them.

Impact

Through our Religious Education curriculum, pupils develop the knowledge, understanding and respect needed to thrive within a diverse and multicultural society. They become reflective learners who are able to consider different viewpoints, ask thoughtful questions and engage respectfully with beliefs that may differ from their own.

By the time they leave Horbury Primary Academy, pupils will:

- Demonstrate enthusiasm, curiosity and engagement in Religious Education.
- Have a secure understanding of Christianity and other major world religions and worldviews.
- Recognise the significance of key religious figures, beliefs, celebrations and traditions.
- Use subject-specific vocabulary accurately and confidently.
- Show respect, tolerance and understanding towards people of different faiths and beliefs.
- Understand how religion and belief influence individuals, communities and societies.
- Reflect thoughtfully on their own values, beliefs and experiences.
- Ask perceptive questions and engage in meaningful discussion and debate.
- Meet or exceed age-related expectations within the subject.
- Be prepared to contribute positively to life in modern Britain and beyond.

Through our commitment to **Strong Roots, Growing Minds**, pupils leave Horbury Primary Academy with a deep appreciation of diversity, a strong sense of respect for others and the confidence to engage thoughtfully with the rich variety of beliefs and cultures that shape our world.

National Curriculum aims for Religious Education
Through the teaching of Religious Education, pupils will: • Develop knowledge and understanding of Christianity and other principal religions represented in Britain. • Explore beliefs, teachings, practices and ways of life within different religions and worldviews. • Understand how beliefs influence the lives of individuals and communities. • Ask questions about meaning, purpose, truth and identity. • Develop respect for different faiths, cultures and worldviews. • Reflect on their own beliefs, values and experiences. • Use religious vocabulary accurately to discuss and communicate ideas.

Believing

(Religious beliefs, teachings, questions of meaning and sources of wisdom)

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge	Know that some stories are special. Recognise Bible, Qur'an and religious stories. Know that people believe different things about God. *(F1, F2)*	Know that Christians believe in God and follow Jesus. Begin to learn about other faiths. Recognise sacred books. *(1.1, 1.2)*	Know that sacred books guide believers. Understand key beliefs of Christians and other faith communities. *(1.2, 1.3, 1.4)*	Know different beliefs about God in Christianity, Hindu Dharma and Islam. Understand the Bible as a source of wisdom. *(L2.1, L2.2)*	Understand why Jesus inspires Christians and how teachings influence believers. *(L2.3)*	Explore reasons people believe or do not believe in God. Understand Christian teachings about Jesus and morality. *(U2.1, U2.2)*	Understand beliefs about suffering, death, the afterlife and meaning. Compare religious and non-religious worldviews. *(U2.3, U2.7)*
Skills	Talk about stories, ask simple questions and describe ideas.	Retell stories and identify beliefs.	Explain what stories teach believers and compare simple beliefs.	Describe beliefs and use evidence from stories and texts.	Make links between beliefs and actions. Explain significance.	Compare viewpoints and justify opinions using evidence.	Evaluate different responses to life's big questions and present reasoned conclusions.

Expressing

(Identity, diversity, worship, symbols, festivals and sacred places)

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge	Know that some places, objects and times are special. Recognise celebrations and places of worship. *(F3, F4)*	Know that people worship in churches, mosques and synagogues. Understand that festivals are important. *(1.5, 1.6)*	Know how Christians and other faith groups celebrate key festivals. Understand some meanings behind celebrations. *(1.6, 1.7)*	Understand prayer in different religions. Know why festivals matter to believers. *(L2.4, L2.5)*	Understand rites of passage and significant life journeys. Explore deeper meanings of festivals. *(L2.5, L2.6)*	Understand the purpose of places of worship. Explore religious expression through worship and community life. *(U2.4, U2.5)*	Evaluate how beliefs are expressed through art, architecture, charity and action. *(U2.5, U2.9)*
Skills	Talk about special places and celebrations.	Describe symbols and sacred places. Ask questions during visits.	Compare celebrations and sacred spaces.	Explain symbols, rituals and worship.	Compare how beliefs are expressed through worship and celebrations.	Explain significance and impact of worship practices.	Analyse and evaluate different forms of religious expression.

Living

(Values, commitments, belonging, ethics and ways of life)

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge	Know that people belong to families and communities. Understand that caring for others is important. *(F5, F6)*	Understand belonging within faith communities. Know that religions teach people to care for others. *(1.7, 1.8)*	Know some religious teachings about right and wrong. Understand why people help others. *(1.8)*	Understand what it means to live as a Christian today. Learn how Jewish and Christian teachings influence behaviour. *(L2.7, L2.10)*	Understand what it means to be a Hindu today. Explore religious guidance for making moral decisions. *(L2.8, L2.9)*	Understand what it means to be a Muslim in Britain. Explore the Five Pillars and commitment to faith. *(U2.6)*	Compare religious and non-religious values. Explore community, justice, equality and environmental responsibility. *(U2.7, U2.8, U2.10)*
Skills	Talk about kindness, belonging and caring.	Give examples of caring actions.	Explain how beliefs influence actions.	Make links between beliefs and actions.	Discuss ethical questions and justify views.	Explain how religious commitment affects daily life.	Evaluate moral issues and apply learning to contemporary life.

Hinduism drop-down day

Year Group	Knowledge/Skill Covered	Strand	Linked Wakefield Unit
EYFS	Recognise that some people celebrate Diwali.	Expressing	F4 Being Special: Where do we belong?
Y1	Know that Diwali is celebrated by Hindus and explore why light is important.	Expressing	1.7 What does it mean to belong to a faith community?
Y2	Retell the story of Rama and Sita and explain why it is important to Hindus.	Believing	1.4 What can we learn from sacred books?
Y3	Describe Hindu beliefs about God and how these beliefs are shown in worship.	Believing	L2.6 Why do some people think God exists?
Y4	Explain how Hindus worship at home and in the mandir.	Expressing	L2.7 What does it mean to be a Hindu in Britain today?
Y5	Explain how Hindu beliefs influence daily life and decision making.	Living	L2.7 What does it mean to be a Hindu in Britain today?
Y6	Evaluate how Hindu beliefs and practices impact followers' lives.	Living	U2.7 Why do Hindus want to be good?

Judaism drop-down day

Year Group	Knowledge/Skill Covered	Strand	Linked Wakefield Unit
EYFS	Recognise that some people celebrate Hanukkah and have special traditions.	Expressing	F4: Which places are special and why?
Y1	Know that Jewish people celebrate Hanukkah and that light has special meaning.	Expressing	1.6: How and why do we celebrate special and sacred times?
Y2	Know that the Torah is a special book for Jewish people and contains important teachings.	Believing	1.4: What can we learn from sacred books?
Y3	Explain how stories from the Torah help Jewish people understand their beliefs.	Believing	L2.3: What is the Torah and why is it so important to Jewish people?
Y4	Describe worship in a synagogue and explain why it is important to Jewish people.	Expressing	L2.3: What is the Torah and why is it so important to Jewish people?
Y5	Explain how Jewish beliefs and traditions influence everyday life, including Shabbat and festivals.	Living	L2.9: How do festivals and family life show what matters to Jewish people?

Islam drop-down day

Year Group	Knowledge/Skill Covered	Strand	Wakefield Syllabus Link
EYFS	Recognise that some people celebrate Hanukkah and have special traditions.	Expressing	F4: Which places are special and why?
Y1	Know that Jewish people celebrate Hanukkah and that light has special meaning.	Expressing	1.6: How and why do we celebrate special and sacred times?
Y2	Know that the Torah is a special book for Jewish people and contains important teachings.	Believing	1.4: What can we learn from sacred books?
Y3	Explain how stories from the Torah help Jewish people understand their beliefs.	Believing	L2.3: What is the Torah and why is it so important to Jewish people?
Y4	Describe worship in a synagogue and explain why it is important to Jewish people.	Expressing	L2.3: What is the Torah and why is it so important to Jewish people?
Y5	Explain how Jewish beliefs and traditions influence everyday life, including Shabbat and festivals.	Living	L2.9: How do festivals and family life show what matters to Jewish people?
Y6	Compare Jewish beliefs, values and practices with those of other religions and worldviews.	Living	U2.10: What matters most to Humanists and Christians? and wider comparative worldview work

Christianity drop-down day

Year Group	Knowledge/Skill Covered	Strand	Wakefield Syllabus Link
EYFS	Recognise that Christians celebrate Easter and that it is a special time for many people.	Expressing	F4: Which places are special and why?
Y1	Know that Easter is a Christian festival and retell parts of the Easter story.	Expressing	1.6: How and why do we celebrate special and sacred times?
Y2	Know that the Bible is a special book for Christians and contains stories about Jesus.	Believing	1.4: What can we learn from sacred books?
Y3	Explain why Jesus is important to Christians and how his teachings influence believers today.	Believing	L2.4: What kind of world did Jesus want?
Y4	Describe the events of Holy Week and explain why Easter is the most important Christian festival.	Expressing	L2.5: Why do Christians call the day Jesus died 'Good Friday'?
Y5	Explain how Christian beliefs about Jesus' death and resurrection influence the lives of Christians today.	Living	U2.5: What do Christians believe Jesus did to 'save' people?
Y6	Evaluate the significance of Jesus' life, death and resurrection for Christians and compare different interpretations of his impact.	Believing	U2.5: What do Christians believe Jesus did to 'save' people?

Buddhism drop-down day

Year Group	Knowledge/Skill Covered	Strand	Wakefield Syllabus Link
EYFS	Recognise that some people celebrate Vesak (Buddha Day) and have special celebrations.	Expressing	F4: Which places are special and why?
Y1	Know that Buddha was an important teacher and that Buddhists celebrate Vesak.	Believing	1.3: Who is Jewish and how do they live? *(comparison of faith founders and significant people)*
Y2	Know that Buddhists learn from the teachings of Buddha and use stories to guide their lives.	Believing	1.4: What can we learn from sacred books? *(using stories and teachings as sources of wisdom)*
Y3	Describe who Buddha was and explain some key Buddhist beliefs and teachings.	Believing	L2.10: How and why do people try to make the world a better place?
Y4	Explain why meditation and mindfulness are important to Buddhists.	Expressing	L2.10: How and why do people try to make the world a better place?
Y5	Explain how Buddhist teachings influence the way Buddhists live their lives today.	Living	L2.10: How and why do people try to make the world a better place?
Y6	Evaluate how Buddhist beliefs about compassion, suffering and wisdom affect the lives of Buddhists and compare these with other worldviews.	Living	U2.10: What matters most to Humanists and Christians? *(comparative worldview work)*