

Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

RE Curriculum



Halesowen C of E Curriculum RE Curriculum

School Vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

Our Halesowen Curriculum Vision

At Halesowen C of E we want all children to have access to a meaningful, fun and exciting, curriculum which is rich with first hand experiences and language. We will ensure pupils are given the opportunities to achieve. We believe that:

“A child is like a butterfly in the wind. Some can fly higher than others, but each one flies the best it can. Each one is different, each one is special, each one is beautiful.”

We value all of our children irrespective of background, culture or academic ability and want them all to experience the breadth of curriculum subjects we offer allowing them to develop their own preferences and interests which they can foster and develop as they learn grow and move on to their next phase of education.



Halesowen C of E Curriculum RE Curriculum

Curriculum Intent

STATUTORY REQUIREMENTS AND NON- STATUTORY GUIDANCE	<ul style="list-style-type: none"> • EYFS:- Statutory EYFS framework and Early learning goals. Use of Development Matters 2021- taken predominantly from the Understanding of the World section; whilst also drawing on skills from Communication and Language, and Personal, Social and Emotional Development. • Key stage 1 and 2: - Worcestershire Agreed Syllabus and Understanding Christianity. • Use of additional resources such as (but not limited to) Understanding Christianity, Twinkl, Roots and Fruits, NATRE, RE Online.
PROVISION	<ul style="list-style-type: none"> • RE is taught as a stand-alone subject but staff will make links to the wider immersive thematic approach where appropriate and to PSHE. We ensure the minimum requirement of 36 hours of RE per year for EYFS and Key Stage 1, and 45 hours of RE per year in Key Stage 2 is met. • RE is planned from the Worcester Agreed Syllabus and the Christian units are supplemented with planning from Understanding Christianity. • Children will also learn aspects of RE throughout our whole school worship plan. • In EYFS Religious Education is taught through key worker sessions, adult led activities and enhanced provision. The majority of our work comes through listening to stories and discussing our experiences.
KNOWLEDGE	<ul style="list-style-type: none"> • Children need to know and understand the diverse world in which they live. The Worcester Agreed Syllabus states <i>"The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting their own ideas and ways of living."</i> This helps children to develop and show their key British values of individual liberty; mutual respect and tolerance of those of different faiths/beliefs. • There are 3 key elements of knowledge: making sense of a range of religious and none religious beliefs/ making sense of the text; understanding the impact and significance of differing beliefs; and making connections between religious and none religious beliefs. Each element is covered in every RE unit. • In EYFS the units are predominantly based upon knowledge of Christianity, but links are made to other religions. We also explore a range of different religious and cultural festivals e.g. Eid (Islam), Diwali (Hindu), Chinese New Year. • In KS1 the units are based upon knowledge of Christianity, Judaism and Islam. • In KS2 the units are based upon knowledge of Christianity, Judaism, Islam and Hinduism. • There is a focus on how religion can affect daily life with some exposure to humanistic and none religious views too.



Halesowen C of E Curriculum RE Curriculum

	<ul style="list-style-type: none"> The knowledge in the RE curriculum is intended to be progressive and is designed to build on prior learning but to ensure acquisition deliberately overlaps and is repetitive. Learning from three or four religions across a key stage is demanding: the syllabus does not recommend tackling six religions in a key stage. Depth is more important than overstretched breadth. Within the Understanding Christianity Units, children will learn about the following concepts: EYFS will learn about Creation (God), Incarnation and Salvation KS1 will learn about God, Creation, Incarnation Gospel and Salvation Year 3 and 4 will learn about Creation/ Fall, People of God, Incarnation/God, Gospel, Salvation and Kingdom of God Year 5 and 6 will learn about God, Creation/ Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God There is a focus on retention and this is supported through the spiral RE curriculum where concepts are revisited and explored in more depth as pupils move through the school.
SKILLS	<ul style="list-style-type: none"> There is a planned skills progression through identified key aspects of the subject. (From Worcester Agreed Syllabus 2025, see Appendix) These skills are categorised in the following key areas: investigating, reflecting, expressing, interpreting, empathising, applying, discerning, analysing, synthesising, evaluating, There will be opportunities to practise skills in pure “skills” sessions before applying.
MEANINGFUL START POINTS	<ul style="list-style-type: none"> Children need to know where subjects exist in real life. “We are theologians/ Human and Social Scientists/ Philosophers”. They need to understand what RE is and when we are learning RE within other lessons. Initial learning should link to the child and their part in the subject in real life. In RE each theme or topic should always start with “What do I believe?” In RE learning begins with the theme of “us”, underpinning the connotation of how religious and none religious beliefs impact upon lives.
VOCABULARY AND LANGUAGE	<ul style="list-style-type: none"> Children should build a bank of subject and topic specific vocabulary – understanding meanings and define words then use in the correct context. RE specific language is developed from EYFS, and as children progress through school an emphasis is placed on understanding the meaning of words, defining them using their existing knowledge and using vocabulary in the correct contexts. They should use language to question, enquire, compare, contrast, explain, justify and debate.



Halesowen C of E Curriculum RE Curriculum

ENRICHMENT OPPORTUNITIES	<ul style="list-style-type: none"> • To bring alive the knowledge aspects of RE children should experience things first hand through trips and visitors. • Further aspects of RE can be developed through the use of technology e.g. using videos to see inside religious buildings we are unable to visit. • Relevant and meaningful opportunities should be provided linked to their local area, individual interests, current affairs or events, culture, community. For example, Christian celebrations in the church – Easter, Christmas. • Making the most of resources available- for example seeing the churchyard and local church as an asset- teaching RE lessons in the church and using the resources within the building. • Using the library service to provide children with artefacts they can hold and look at in detail to grasp a clearer focus of the religion they are studying. • We have very close links with our Church and these are used to support the teachings of Christian beliefs where appropriate. This includes visits from the clergy for collective worship and special celebrations. • Children should experience different festivals and celebrations including whole school focus' in assembly and EYFS experience days to immerse them in their learning. • Children in Years 5 and 6 will also have the opportunity to visit Worcester Cathedral for an enrichment day linked to Understanding Christianity. This will happen every year so all children will be able to experience it. • Visits to other faith buildings e.g. Mosque, synagogue, temple
INDIVIDUAL DEVELOPMENT	<ul style="list-style-type: none"> • Ensure equality so all children can access learning (SEND). Teachers will consider ways children who struggle with English skills can access and present learning, or children with physical impairments can access tools and resources. • Allow opportunities for curiosity and fascination in all subjects and topics- create awe and wonder about the world around them. • Make time for children to be inquisitive and develop learning in their own way- let them own their learning journey and applying skills they have been taught. • Nurture ambitions and aspirations- talk about the variety of careers that could be explored through the church, or uses skills they will have built such as empathy and understanding e.g. charity work or care work. • Develop a curiosity for how everyone's beliefs can be different, and how their views can shape the way they look at the world compared to others.



Halesowen C of E Curriculum
RE Curriculum

RE whole school overview

Year/ Term	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
Autumn First Half Term	Being Special: Where do we belong? (F4) (UC Unit) Celebration focus: Harvest	Year 1 – What does it mean to belong to a faith community? 1.10 Year 2 – Who do Christians say made the world? 1.2 (UC unit)	Year 3 – What is it like for someone to follow God? L2.2 (UC unit) Year 4 –What do Christians learn from the creation story? L2.1 (UC unit)	Year 5 – What does it mean if Christians believe God is holy and loving? U2.1 (UC unit) Year 6 –Creation and science conflicting or complementary? U2.2 (UC unit)
Autumn Second Half Term	Why is Christmas special for Christians? (F2) (can be supplemented with UC unit Why do Christians perform nativity plays at Christmas) Celebration focus: Christingle Advent Christmas	Year 1 – How should we care for others and for the world, and why does it matter? 1.9 <i>RE week: Why does Christmas matter to Christians? 1.3</i> (UC unit) Year 2 – What do Christians believe God is like? 1.1 (<i>Digging Deeper</i> 25-26) <i>RE week: Why does Christmas matter to Christians? Digging Deeper section. 1.3</i> (UC unit)	Year 3 – How and why do people try to make the world a better place? L2.12 <i>RE Week: What is the 'Trinity' and why is it important to Christians? L2.3</i> (UC unit) Year 4 –How and why do people mark the significant events of life? L2.11 <i>RE Week: What is the 'Trinity' and why is it important to Christians? L2.3</i> (UC unit – digging deeper)	Year 5 – What does it mean to be Humanist in Britain today? U2.11 <i>RE Week: Why do Christians believe Jesus was the Messiah? U2.3</i> (UC unit) Year 6 – How does faith help people when life gets hard? <i>RE Week: Why do Christians believe Jesus was the Messiah? U2.3</i> (UC unit – digging deeper)



**Halesowen C of E Curriculum
RE Curriculum**

Spring First Half Term	<p>Why is the word God special to Christians?(F1)</p> <p>Celebration focus:</p>	<p>Year 1 – Who is Jewish and how do they live? 1.7a</p> <p>Year 2 – Who is Jewish and how do they live? 1.7b</p>	<p>Year 3 –What do Hindus believe God is like? L2.7</p> <p>Year 4 –What does it mean to be Hindu in Britain today? L2.8</p>	<p>Year 5 – How do Christians decide how to live? ‘What would Jesus do?’ U2.4 (UC unit)</p> <p>Year 6 –For Christians, what kind of king is Jesus? U2.6 (UC unit)</p>
Spring Second Half Term	<p>Why is Easter so special to Christians? (F3) (can be supplemented with UC unit Why do Christians put a cross in an Easter garden)</p> <p>Celebration focus: Mother’s Day Easter Ramadan (2026) Eid-al-Fitr (2026)</p>	<p>Year 1 – Why does Easter matter to Christians? 1.5 (UC unit)</p> <p>Year 2 – Why does Easter matter to Christians? 1.5 (UC unit- digging deeper)</p>	<p>Year 3 – Why do Christians call the day Jesus died ‘Good Friday’? L2.5 (UC unit)</p> <p>Year 4 – Why do Christians call the day Jesus died ‘Good Friday’? L2.5 (UC unit – digging deeper)</p>	<p>Year 5 – What do Christians believe Jesus did to ‘save’ people? U2.5 (UC unit KS2b7)</p> <p>Year 6 – What difference does the resurrection make to Christians? UC Unit 2B.7</p>
Summer First Half Term	<p>Which stories are special and why? (F6)</p> <p>Celebration focus:</p>	<p>Year 1 – Who is a Muslim and how do they live. 1.6a</p> <p>Year 2 – Who is a Muslim and how do they live. 1.6b</p>	<p>Year 3 –What kind of world did Jesus want? L2.4 (UC unit)</p> <p>Year 4 –For Christians, what was the impact of Pentecost? L2.6 (UC unit)</p>	<p>Year 5 – What does it mean to be a Muslim in Britain today? U2.8</p> <p>Year 6 –Why is the Torah so important to Jewish people? U2.9</p>



**Halesowen C of E Curriculum
RE Curriculum**

Summer Second Half Term	<p>Which places are special and why? (F5)</p> <p>Celebration focus: Eid-al-Adha (2026)</p>	<p>Year 1 – What is the ‘good news’ Christians believe Jesus brings?1.4 (UC unit)</p> <p>Year 2 –What makes some places sacred to believers? 1.8 (UC unit)</p>	<p>Year 3 – How do festivals and worship show what matter to Muslims? L2.9</p> <p>Year 4 –How do festivals and family life show what matters to Jewish people? L2.10</p>	<p>Year 5 – Why do Hindus want to be good? U2.7</p> <p>Year 6 –What matters most to Humanists, Christians? U2.10</p>
--------------------------------	---	--	--	--



Halesowen C of E Curriculum RE Curriculum

Developing knowledge, skills and attitudes in RE

Progress in RE involves the application of general educational skills and processes in handling subject knowledge. This, in turn, strengthens the skills and deepens understanding and knowledge. The following skills are important in RE, and are reflected in many agreed syllabus programmes and approaches. You should plan to enable pupils to make progress with these skills, as appropriate in each key stage.

RE teaching is intended to develop these skills:	Examples of progression from 5–16: Pupils will be increasingly able to:
Investigating – in RE this includes abilities such as: <ul style="list-style-type: none"> asking relevant questions knowing how to use different types of sources as ways of gathering information knowing what may constitute evidence for understanding religion(s). 	<ul style="list-style-type: none"> Ask increasingly deep and complex questions about religion. Use a widening range of sources to pursue answers. Focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity. Evaluate a range of responses to the questions and issues they study.
Reflecting – in RE this includes abilities such as: <ul style="list-style-type: none"> reflecting on religious beliefs and practices and ultimate questions reflecting upon feelings, relationships, and experiences thinking and speaking carefully about religious and spiritual topics. 	<ul style="list-style-type: none"> Describe how action and atmosphere makes them feel. Experience the use of silence and thoughtfulness in religion and in life. Take increasing account of the meanings of experience and discern the depth of questions religion addresses. Respond sensitively and with insight to religious and spiritual phenomena and their meanings.
Expressing – in RE this includes abilities such as: <ul style="list-style-type: none"> explaining concepts, rituals and practices identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media. 	<ul style="list-style-type: none"> Explain what words and actions might mean to believers. Articulate their own reactions and ideas about religious questions and practices. Clarify and analyse with growing confidence aspects of religion which they find valuable or interesting or negative. Explain in words and other ways their own responses to matters of deep conviction.
Interpreting – in RE this includes abilities such as: <ul style="list-style-type: none"> drawing meaning from, for example artefacts, works of art, poetry and symbols interpreting religious language suggesting meanings of religious texts. 	<ul style="list-style-type: none"> Say what an object means, or explain a symbol. Use figures of speech or metaphors to speak creatively about religious ideas. Understand increasingly the diverse ways in which religious and spiritual experience can be interpreted. Clarify and express the role of interpretation in religion and life.
Empathising – in RE this includes abilities such as: <ul style="list-style-type: none"> considering the thoughts, feelings, experiences, attitudes, beliefs and values of others developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. 	<ul style="list-style-type: none"> See with sensitivity how others respond to their actions, words or behaviour. Connect their feelings, both positive and negative, with those of others, including those in religious stories and contexts. Imagine with growing awareness how they would feel in a different situation from their own. Identify thoughtfully with other people from a range of communities and stances for life.



Halesowen C of E Curriculum RE Curriculum

RE teaching is intended to develop these skills:	Examples of progression from 5–16: Pupils will be increasingly able to:
Applying – in RE this includes abilities such as: <ul style="list-style-type: none"> • using RE learning in new situations • making the association between religions and individual community, national and international life • identifying key religious values and their connections with secular values. 	<ul style="list-style-type: none"> • Recognise religious materials and take note of their details and style. • See links and simple connections between aspects of religions. • Make increasingly subtle and complex links between religious material and their own ideas. • Apply learning from one religious context to new contexts with growing awareness and clarity. • Synthesise their learning from different religious sources and their own ideas.
Discerning – in RE this includes abilities such as: <ul style="list-style-type: none"> • developing insight into personal experience and religion • exploring the positive and negative aspects of religious and secular beliefs and ways of life • relating learning to life • making thoughtful judgements about the personal value of religious beliefs and practices. 	<ul style="list-style-type: none"> • Experience the awe and wonder of the natural world and of human relations. • Be willing to look beyond the surface at underlying ideas and questions. • Weigh up the value religious believers find in their faith with insight, relating it to their own experience. • Discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living.
Analysing – in RE this includes abilities such as: <ul style="list-style-type: none"> • distinguishing between opinion, belief and fact • distinguishing between the features of different religions • recognising similarities and distinctiveness of religious ways of life. 	<ul style="list-style-type: none"> • See what kinds of reasons are given to explain religious aspects of life. • Join in discussion about issues arising from the study of religion. • Use reasons, facts, opinions, examples and experience to justify or question a view of a religious issue. • Analyse the religious views encountered with fairness, balance, empathy and critical rigour.
Synthesising – in RE this includes abilities such as: <ul style="list-style-type: none"> • linking significant features of religion together in a coherent pattern • connecting different aspects of life into a meaningful whole • making links between religion and human experience, including the pupil's own experience. 	<ul style="list-style-type: none"> • Notice similarities between stories and practices from religions. • Use general words to describe a range of religious practice and teaching. • Make links between different aspects of one religion, or similar and contrasting aspects of two or more religions. • Explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings.
Evaluating – in RE this includes abilities such as: <ul style="list-style-type: none"> • debating issues of religious significance with reference to experience, evidence and argument • weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience • drawing conclusions which are balanced, and related to evidence, dialogue and experience. 	<ul style="list-style-type: none"> • Talk about what makes people choose religious ways of life. • Describe how religious people show the importance of symbols, key figures, texts or stories. • Weigh up with fairness and balance the value they see in a range of religious practices. • Evaluate skilfully some religious responses to moral issues, and their own responses.