

RE & Worldviews (REW) **Bilingual** Curriculum Overview

2024-25 Note

The REW units of study are being rewritten, term by term, this year in line with the new Progression Map and Intent Overview (see Approach below).

Unit coverage in italics below may be subject to minor change as the plans are written.

Rationale	<p>For all children to:</p> <ul style="list-style-type: none"> develop an understanding and appreciation of what people believe develop an understanding and appreciation of how people practise their beliefs consider how people live because of their beliefs consider how people think about life's big questions 		
Approach	<ul style="list-style-type: none"> Early Years pupils have opportunities to think and talk about some of their own family's beliefs, attitudes, customs and traditions; they become aware of some beliefs, attitudes, customs and traditions important to others. KS1 pupils build upon the EY work on Belonging, before exploring rules, key features of worship and outward signs of monotheistic religions - Christianity, Islam and Judaism. These facets are taught through engaging activities, experiences and visits. Once key features of these religions are embedded, pupils then start exploring similarities and differences, making comparisons between the religions introduced. <i>Key approaches: Listen, share, ask questions, begin to describe</i> LKS2 pupils continue to develop and build upon the core monotheistic religions knowledge acquired in KS1, are introduced to polytheism (Hinduism), Sikhism and develop their learning on Rules in Y2 within the Right & Wrong unit <i>Key approaches: Describe, start to explain, develop understanding of comparisons, introduction of the abstract in preparation for UKS2's Life's Big Question approach</i> UKS2 pupils are introduced the Buddhism as the most abstract of the key world religions. The focus of their learning shifts explicitly from 'learning about' to 'learning from' religion as they link religious thinking to social ideas or morality and values in everyday life, then linking these themes to their learning in other humanity subjects about charity, famine, refugees, as well as the development of shared international rights following WW2. The final Y6 unit is developed to support pupils in reflecting upon what grounds them, comforts them and motivates them in preparation moving into secondary school and adolescence. <i>Key approaches: Developing pupils' understanding of abstract concepts, focusing on Life's Big Questions and developing a philosophical understanding of being human.</i> 		
Nursery	<ul style="list-style-type: none"> Describing ways of showing kindness and saying what is right & wrong Practise using words to negotiate and think about what is right & wrong Talk about some of the ways people show love and concern for one another Talk about why it is important to help others Discuss relationships through story telling Explore celebrations in various traditions, for example, Harvest, Christmas, Chinese New Year, Eid-ul-Fitr, Diwali, Easter, Birthdays 		
Reception & RB	<ul style="list-style-type: none"> Describe different life events and how they are celebrated; what special occasions to people celebrate Understand what things are precious to us and to others Begin to understand what things are precious to believers and non-believers Know about some similarities and differences between themselves and others, and among families, communities and traditions Understand that different people have different beliefs, attitudes, customs and traditions Know why it is important to treat people with different beliefs and customs with respect Develop an awareness of some similarities and differences between religious and cultural communities in this country, drawing on his/her experiences and what has been read in class Explore celebrations in various traditions, for example, Harvest, Christmas, Chinese New Year, Eid-ul-Fitr, Diwali, Easter, Birthdays 		
Y1 & 1B	Belonging	Christianity	Islam
	<ul style="list-style-type: none"> Do we all belong to something? How do we know who belongs to a group? How do Christians welcome a new baby? How do Muslims welcome a new baby? How can babies be welcomed into non-religious communities? 	<ul style="list-style-type: none"> Visit a church <i>What do Christians believe about Jesus?</i> <i>How do Christians worship God?</i> <i>What messages does the Bible teach Christians?</i> <i>How do Christians show their faith using signs and symbols?</i> <i>Why is Easter important to Christians?</i> 	<ul style="list-style-type: none"> Visit a Mosque <i>Why is the Prophet Mohamed important to Muslims?</i> <i>What do Muslims believe?</i> <i>Where do Muslims pray and worship?</i> <i>Why is the Qur'an so important to Muslims?</i> <i>What are some significant stories for Muslims?</i>
Y2 & 2B	Rules	Judaism	Sacred Places
	<ul style="list-style-type: none"> Why are rules important? What is the difference between rules and laws? What rules do Muslims follow? What rules do Christians follow? What similarities can we find? What rules are important to me and why? 	<ul style="list-style-type: none"> Visit a Synagogue <i>What is precious to Jewish people?</i> <i>What does a mezuzah remind Jewish people about?</i> <i>How and why do Jewish people celebrate Shabbat?</i> <i>What does the story of Chanukah make us think about?</i> <i>Why is there a Christian Bible and a Hebrew Bible?</i> 	<ul style="list-style-type: none"> <i>Where do I feel safe? Where is a sacred place for believers to go?</i> <i>What do we know about churches, mosques and synagogues?</i> <i>In what ways are they similar and different?</i> <i>Why are places of worship important to our community?</i>

3B	Sacred Texts	Hinduism
2 REW units	<ul style="list-style-type: none"> • What are sacred texts? • Why is the Bible important to Christians? • Why is the Quran important to Muslims? • Why is the Tanakh and Torah important to Jews? • In what way are the sacred texts we have studied similar and different? • Why are Sacred Texts relevant today? 	<ul style="list-style-type: none"> • What is special about Braham? • What is the importance of the Hindu life cycle? • Where do Hindus worship? • What are some important Hindu celebrations? • How is Hinduism different from the religions we have studied so far?

Y4 & 4B	Right & Wrong	Sikhism	Pilgrimages
	<ul style="list-style-type: none"> • How did Archbishop Tutu's faith help him to act bravely? • What is the universal golden rule? How is it important? • What does Christianity say about how to live a good life? • How do people decide right and wrong without God's help? • What can we learn from a religious story about temptation? 	<ul style="list-style-type: none"> • Who was Guru Nanak and why is he so important to Sikhs? • What are the 5Ks and what do they symbolise? • Where are some significant Sikh sites and communities around the world? • How do Sikhs demonstrate their values? 	<ul style="list-style-type: none"> • What is a pilgrimage? Where would your special place be? • Why is Jerusalem such an important place of pilgrimage for Christians and Jews? • Choice and obligation: What is the importance of Hajj for Muslims? • Pilgrimage and nature: Why is the Ganges so important to Hindus? • What is the difference between tourism and pilgrimage? • Why would non-believers go on a pilgrimage?
Y5 & 5B	Why do you judge me?	Buddhism	What makes us human?
	<ul style="list-style-type: none"> • What is a stereotype? • How does prejudice lead to discrimination? • What is equality, why is it important, how is it supported in law? • How can we try to understand one another better; how can we be bridge builders? 	<ul style="list-style-type: none"> • Who was the Buddha and what influenced him? • What are the 4 Noble Truths and what can we learn from them? • How do Buddhists overcome suffering and what can we learn from their approach? • How do Buddhists live their lives? • Is Buddhism a religion or a way of life? 	<ul style="list-style-type: none"> • What makes a person special? • Does our identity stay the same through our life? • Are humans different to other animals? If so how? • What does it mean to be 'happy'? • What is my 'good life'?
Y6 & 6B	Humanism	Why is there suffering?	Journey through life
	<ul style="list-style-type: none"> • What can we learn from values? • What is a worldview? • What is Humanism? • Do rules matter? • Why do we have a Universal Declaration of Human Rights and why is it so important? • How does humanism relate to other world views and to my own worldview? 	<ul style="list-style-type: none"> • What types of suffering are in the world? • What do some religions and worldviews say about why suffering happens? • How do some religions and worldviews make sense of suffering? • How can a good God allow suffering? • How far are humans able to overcome suffering? 	<ul style="list-style-type: none"> • What are the significant milestones of life's journey? • What is the value and meaning of ceremonies which mark milestones in life? • What do different religions and worldviews believe about life after death; how do they mark the end of life? • Is a religion or worldview like a 'map of life'? • What might be the signposts, guidebooks, stopping points or traffic jams in my life?