



Ropsley's RE Curriculum Overview (New Locally Agreed Syllabus 2025)

Ropsley's School Curriculum Overview – RE– Cycle A		
RECEPTION		
<p>Autumn</p> <p>Which people, stories and events are special to me?</p>	<p>Spring</p> <p>What do I know about Easter and Holi?</p>	<p>Summer</p> <p>Why are some places and objects special or sacred?</p>
Religions and worldviews		
<p>Christianity and Hinduism</p> <p>A: Belonging, Identity & Community What it means and how it feels to belong to different groups. Why some people and groups are special. How people come together to celebrate special events, e.g. birth. How schools celebrate special events.</p> <p>B: Beliefs, Influences & Values Why Christmas and Easter are special for Christians. Why Diwali and Holi are special for Hindus. Why people might not belong to a religion.</p> <p>C: Expression, Experience & the Sacred How people celebrate festivals. How stories are expressed through festivals. Why places of worship matter to people. What makes some places, and the things inside them, sacred or holy. How being inside special and sacred places makes people feel.</p> <p>D: Truth, Interpretation & Meaning Why stories are important to Christians and Hindus. What meaning is given to these stories. How symbols and artefacts in places of worship have special meaning for believers.</p>		

Year 1/2		
Autumn What do stories from religious traditions teach about God? (Yr 1 topic) What can we learn from other stories? (Year 1 topic)	Spring What do creation stories teach people about God and human nature? (Yr 1 topic)	Summer What are sacred texts and why do they matter? (Year 2 topic)
Religions and worldviews		
Compulsory: Christianity and Judaism Additional suggestions Stories from other RWs with special meanings.	Compulsory Abrahamic religions: Christianity, Islam, Judaism Non-religious worldview: humanism Additional suggestions Creation stories from other traditions and cultures.	Compulsory Christianity Choice of one other Abrahamic religion: Islam OR Judaism Choice of one Dharmic religion: Buddhism, Hinduism or Sikhi. Reference may be made to other RWs as and when appropriate.
Year 3 /4		
Autumn What does pilgrimage mean to individuals and communities? (Yr 3 topic)	Spring Which RWs communities can we find in our neighbourhood? (yr 3 topic)	Summer School Designed Unit
Religions and worldviews		
Religions and worldviews Compulsory Christianity Choice of one Abrahamic religion: either Judaism OR Islam Dharmic religion: Hinduism	Religions and worldviews Depends on locality: no RW is compulsory. It is likely that a local church will be chosen. Try to achieve a balance of Abrahamic/Dharmic: this may include a virtual study	This is designated as a School Designed Unit (SDU). This will provide teachers with the opportunity to be creative and flexible in putting together a unit that meets the needs of their pupils. It might or might not be directly connected with what has been covered in the

<p>It is not necessary to cover every example of pilgrimage for each RW. Teachers should choose whichever they consider most appropriate.</p>		<p>two previous terms. A planning template can be found in Appendix 3. For teachers who would prefer more direction, there 'ready-made' plans in the same Appendix.</p>
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Year 5 /6

<p>Autumn Combine the following two topics: How do people express their beliefs through worship and caring for others? (Yr 5 topic) What do people believe about caring for the world and others? (Yr 6 topic) How do people use their senses to worship? (Yr 5 topic)</p>	<p>Spring How do people choose between right and wrong? (Yr 6 topic)</p>	<p>Summer Year 5: This is designated as a School Designed Unit (SDU). This will provide teachers with the opportunity to be creative and flexible in putting together a unit that meets the needs of their pupils. It might or might not be directly connected with what has been covered in the two previous terms. A planning template can be found in Appendix 3 along with suggested topics. For teachers who would prefer more direction, there are two 'ready-made' plans in the same Appendix.</p> <p>What is my worldview? (Yr 6 topic)</p>
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Religions and worldviews		
<p>Autumn term Christianity Choice of Abrahamic religion: Islam or Judaism Choice of one Dharmic religion: Buddhism, Hinduism or Sikhi</p> <p>Additional suggestions Refer to other RWs if and when appropriate, e.g. Baha'i, Jainism, Paganism. School Designed Unit: choice of RWs will depend on the topic. No RW is compulsory. For Year 6 content, ensure a balance of Abrahamic and Dharmic religions + non-religious worldviews add philosophical viewpoints and a non-religious worldview.</p>		

Ropsley's School Curriculum Overview – RE– Cycle B

RECEPTION

Autumn

Which people, stories and events are special to me?

Spring

What do I know about Easter and Holi?

Summer

Why are some places and objects special or sacred?

Religions and worldviews

Christianity and Hinduism

A: Belonging, Identity & Community

What it means and how it feels to belong to different groups.

Why some people and groups are special.

How people come together to celebrate special events, e.g. birth.

How schools celebrate special events.

B: Beliefs, Influences & Values

Why Christmas and Easter are special for Christians.

Why Diwali and Holi are special for Hindus.

Why people might not belong to a religion.

C: Expression, Experience & the Sacred

How people celebrate festivals.

How stories are expressed through festivals.

Why places of worship matter to people.

What makes some places, and the things inside them, sacred or holy.

How being inside special and sacred places makes people feel.

D: Truth, Interpretation & Meaning

Why stories are important to Christians and Hindus.

What meaning is given to these stories.

How symbols and artefacts in places of worship have special meaning for believers.

Year 1/2		
How are stories and celebrations linked? (Yr 1 topic)	What do people learn from stories and festivals? (Yr 1 topic)	What do we mean by religion and worldviews? (Yr 2 topic) What beliefs, values and practices are important in religions worldviews? (Yr 2 topic)
Religions and worldviews		
Autumn term Compulsory Abrahamic religions: Christianity, Judaism Additional suggestions Aspects of other RW, symbolism of light	Spring term Compulsory Abrahamic religions: Christianity, Islam, Judaism	Summer term Compulsory Choice of two Abrahamic religions: Christianity, Islam or Judaism Choice of one Dharmic religion: Buddhism, Hinduism OR Sikhi. Non-religious worldview: humanism Additional suggestions Teach the above in some depth but refer to others as and when appropriate, e.g. Baha'i, Jainism.
Year 3 /4		
Autumn How do people welcome new life into the world? (Yr 4 topic) How do people show their commitment to a religion? (Year 4 topic)	Spring How do people celebrate marriage? (Yr 4 topic)	Summer What do people believe about the afterlife? (Yr 4 topic) How is this expressed in funeral practices? (Yr 4 topic)

Religions and worldviews		
Religions and worldviews Compulsory Christianity Choice of Abrahamic religion: Judaism OR Islam Choice of Dharmic religion: Hinduism OR Sikhism Other RWs should be covered where appropriate, e.g. humanist, Pagan ceremonies		
Year 5 /6		
Autumn How do people know who or what to believe? (Yr 6 topic) What do people believe about the existence of God? (Yr 6 topic)	Spring What do people believe about good, evil and suffering? (Yr 6 topic)	Summer What do people believe about peace? (Yr 6 topic) What do we mean by religious and spiritual experiences? (Yr 5 topic)
Religions and worldviews		
Compulsory Christianity Choice of Abrahamic religion: Judaism OR Islam Choice of at least one tradition from Buddhism, Hinduism or Sikhi Humanism Additional suggestions Include philosophical viewpoints.		