



RE Curriculum

2025-26

Our Intent for R.E. at Roundhill Primary School

“Religions are different roads converging to the same point. What does it matter that we take different roads as long as we reach the same goal. In reality, there are as many different religions as there are individuals.” – Gandhi

At Roundhill, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. Children will have the opportunity to explore how individuals and communities make meaning and sense of their lives through the study of major religions around the world. This enables pupils to know about, understand and respond to the important and ultimate questions of life. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain, to appreciate the way that religious beliefs shape life and behaviour and to develop the ability to make reasoned and informed judgements about religious and moral issues. RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. Importance is placed on the development of the whole child: spiritually, morally, socially, culturally and intellectually.

We hope that the broader knowledge imparted, discussed and explored will expand and enrich children’s learning. We intend pupils to develop tolerance and appreciation of difference; to understand how religious education promotes and supports a deeper understanding of their fellow humans and helps pupils to approach challenging situations more confidently in their daily and future lives.

Implementation

Our sequenced and progressive R.E. curriculum is taught through a series of units, from RE Today, allowing pupils opportunities to build on prior learning and make connections. In EYFS and Key Stage One, children focus on three key religions: Christianity, Judaism and Islam. As the children progress through to Key Stage Two, they continue to review and build their knowledge of these religions, but then move on to Hinduism, Humanism and Non-Religious groups. These are taught in discrete lessons, but are also enhanced in whole school assemblies, through PSHE lessons and by visitors from the local church.

Unit Overview – 2025-26

	Autumn	Spring	Summer
	Reception		
Year R	Which stories are special and why? Which people are special and why?	Which places are special and why? Which times are special and why?	Where do we belong? What is special about our world?
	Years 1 and 2		
Year 1	Who is Christian and what do they believe? Why does Christmas matter to Christians?	Who is a Muslim and what do they believe? Why does Easter matter to Christians?	Who is Jewish and what do they believe? What can we learn from sacred books?
Year 2	What makes some places sacred? Why does Christmas matter to Christians? (+Deepen it)	How and why do we celebrate special and sacred times? Why does Easter matter to Christians? (+Deepen it)	What does it mean to belong to a faith community? How should we care for others and the world?
	Years 3 and 4		
Year 3	What do different people believe about God? What is the 'Trinity' and why is it important for Christians?	Why is the bible important to Christians? Why is the day Jesus died called Good Friday?	Why is Jesus inspiring to some people? Why do people pray?
Year 4	Why are festivals important to religious communities? Why do some people think life is a journey?	What does it mean to be Christian in Britain today? What is the impact of Pentecost for Christians?	What does it mean to be Hindu in Britain today? What can we learn from religions about what is right and wrong?
	Years 5 and 6		
Year 5/6 Cycle A	Why do some people believe God exists? What would Jesus do? Can we live by the values of Jesus in the 20 th century?	What kind of King is Jesus? What do Christians believe Jesus did to save human beings?	What do religions say to us when life gets hard? If God is everywhere, why go to a place of worship?
Year 5/6 Cycle B	What does it mean to be a Muslim in Britain today? Why do Christians believe Jesus was the Messiah?	What matters most to Christians and Humanists? Creation and science: conflicting or complementary?	What difference does it make to believe in ahimsa, grace and ummah? Is it better to express your religion in arts and architecture or in charity and generosity?

Progression of religions taught

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 /6 Cycle A	Year 5 / 6 Cycle B
Christianity	✓	✓	✓	✓	✓	✓	✓
Judaism	✓	✓	✓		✓	✓	✓
Islam	✓	✓	✓	✓	✓	✓	✓
Hinduism				✓	✓		✓
Humanism				✓	✓	✓	✓
Non-religions						✓	✓