RE Curriculum Flow

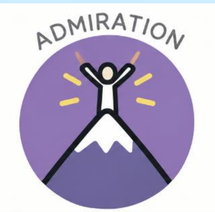
Curriculum Drivers



Curiosity



Communication



Admiration



Worldly









RE

Religious and Worldwide Views is the study of the nature of religion and worldviews, and how they impact individuals, communities, and societies.
This RE curriculum is based on the statement of entitlement:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies ir different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.



The aims of the RE curriculum are to ensure that all pupils:

- Children are able to articulate clearly their deep understanding of religious and worldwide views and make connections between them.
- Children demonstrate that through a progressive, coherent, sequential curriculum, pupils know, remember and can do more.
- Ensure that all pupils have the opportunity to deepen their knowledge in RE over time.
- Children consider deep and meaningful questions that have inspired human thought throughout history, and that still challenge children a alike today.
- Children to have an encounter with Jesus Christ and with the Christian faith and practice in a way which enhances their lives.
- To develop an understanding of the Christian inspiration with regard to wisdom, hope, life together, and dignity
- To develop a deep respect for the integrity of other traditions and beliefs, and for the religious freedom of each person.

Coherent

- *We know that the mind best understands facts when they are woven into a conceptual fabric of the subject. Dan Nichols*
- Data from the last 30 years lead to a conclusion that it is not scientifically challengeable: Thinking well requires knowing facts… *(Why Don't Students Like School?, Daniel Willingham)*
- When we organise facts, they become something broader – knowledge. Organised knowledge with lots of connections is more likely to support successful recall.

A cohesive curriculum is a curriculum that is organised logically into concepts, which supports children to build their understanding and knowledge over time, both within and across those concepts.
The substantive concepts under which the knowledge of religions and worldwide views has been organised are: creation, intermediary, salvation, witness and worship; and afterlife.

This curriculum has been built under concepts which support the learner to be able to tell the story of religions and worldwide views, allowing them to connect, sequence and build the knowledge in different faiths and worldwide views. This in turn builds a body of knowledge within which they can make comparisons and ask deep and meaningful questions.

Focused and Ambitious

This curriculum document sets out what it means 'to get better' at RE and worldwide views. Children are progressing if they are building their substantive and disciplinary knowledge.

- Christianity accounts for 50% of the substantive knowledge, with the essential specific focused knowledge being drawn from the Church of England's Understanding Christianity Curriculum.
- The Abrahamic faiths of Islam and Judaism are taught throughout KS1 and KS2 allowing for comparisons to be made and deep and meaningful questions raised. This is in line with the locally syllabuses.
- The faith of Hinduism is taught during year LKS2 as an example of a different (change to Dharmic) Faith system which makes up part of our multicultural British community.
- Humanism is taught in UKS2 as an example of a non-religious worldwide view.



Rigorous

The curriculum is deigned to be rigorous through embedding the disciplinary knowledge within the substantive knowledge content. The disciplinary concepts aim to support children in exploring religious texts (theology), examining the impact for religious communities (social science) and considering possible connections to themselves and others (philosophy).

- **Text Meaning** – Developing skills of reading and interpretation;
- **Impact** – Examining ways in which people of faith respond to religious texts and teachings, and how they put their beliefs into action in diverse ways.
- **Connections & Worldviews** – Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world through worldviews.

Relevant

This curriculum has been personalised in the knowledge that is pertinent to our context and driven by our vision and values curriculum.

Appropriate

Our curriculum aims to create a pathway for our children to assemble small ideas together, building into concepts which enable children to be confident in their own beliefs and values so that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society. To support them to do this, we recognise that children need to be explicitly taught, notice and be curious as early and novice learners growing into increasing expertise as they make comparisons, question their beliefs and develop their own philosophy.

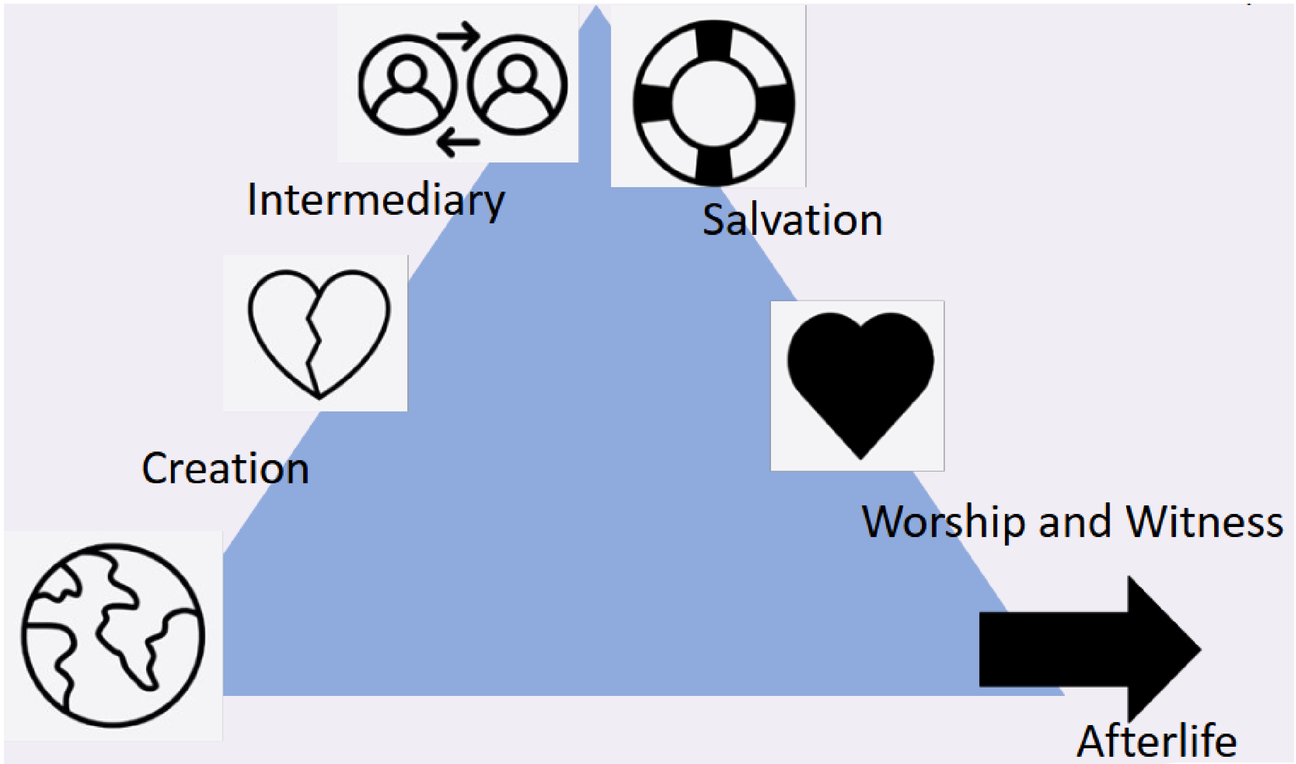
Creation

Intermediary

Salvation

Witness and worship

Afterlife



Early

Through deliberate and structured opportunities, children identify, name and experience examples of the concrete representations of religions and worldwide views. Through these opportunities children will start to notice their own and others' reaction and practices.

Novice

Through deliberate teaching of the religious texts and worldwide view guidance, children notice the link between the text and the resulting beliefs. They notice what is the same and different between their own and other's views and start to question why.

Growing Expertise

Through encountering increasingly more abstract ideas and knowledge, children continue to develop and deepen their conceptual understanding of religious and worldwide views. Children explore and reflect more systematically about the comparisons between religions, their own beliefs and those of others. Children become more critically aware of their own religious and worldwide views.

RE and Worldwide Views

the study of the nature of religion and worldviews, and how they impact individuals, communities, and societies

Substantive knowledge in key concepts

Creation	Intermediary	Salvation	Witness and worship	Afterlife
Provider and creator Humans as stewards Show love and respect for creation	Bringing guidance, wisdom and knowledge to humans on Earth.	Values, beliefs and living a good life as part of a greater plan to save and protect.	Demonstrating, celebrating and showing love and devotion, building flourishing communities	Belief in future life closer to their creator.

Knowledge of religions and worldwide views



Christianity | Judaism | Islam | Hinduism | Humanism

Disciplinary Knowledge in key concepts

Text Meaning

Developing skills of reading and interpretation. Understanding how people of faith interpret, handle and use their faith texts; making sense of the meanings of texts for them.

Impact

Examining ways in which people of faith respond to sacred texts and teachings, and how they put their beliefs into action in diverse ways within the faith community and in the world

Connections and Worldviews

Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

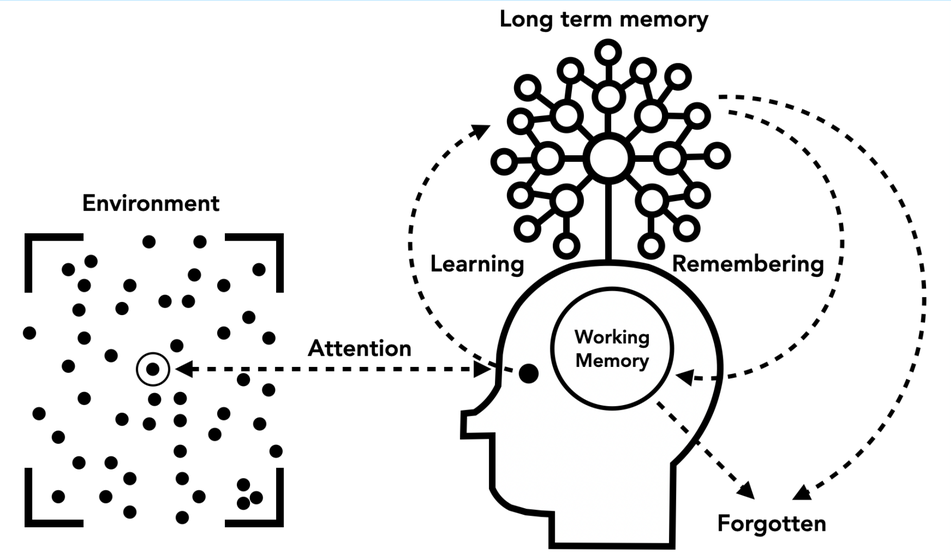
Curriculum Drivers

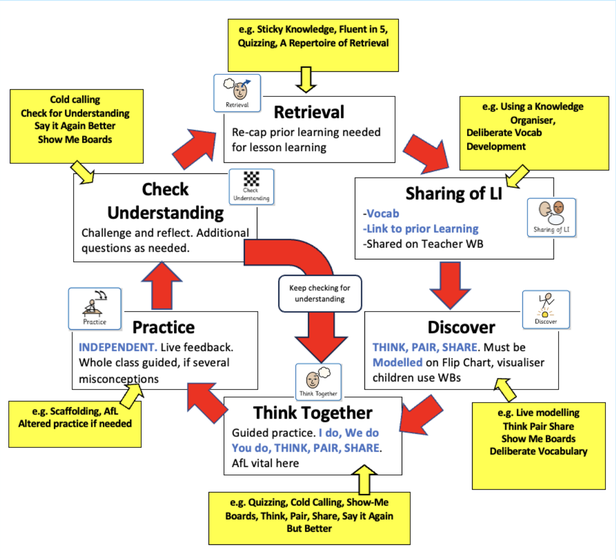
At **Beaminster St Mary's Academy**, we believe that our curriculum should provide children with more than the knowledge and skills set out in the National Curriculum. It should help them to **love each other, learn together and inspire all to succeed**, preparing them not only for the next stage of their education but for life beyond our school.

When designing and developing our curriculum, we consider the **needs of our children and families, our local community, our Christian vision and values, and the distinctive context and opportunities of living and learning in Beaminster and Dorset**. We want every child to develop a strong sense of who they are, their place within their community and their responsibility towards the wider world.

Our curriculum is underpinned by four key drivers: **Curiosity, Admiration, Communication and Worldly**. These drivers help us to identify the experiences, knowledge, skills and opportunities that we want every child to encounter during their time at Beaminster St Mary's. They are woven through our curriculum and wider school life, ensuring that our curriculum is **ambitious, enriching and purposeful**, while reflecting the needs and aspirations of our children.

Learning model and lesson design





Tom Sherrington's learning model underpins our teaching and learning by ensuring that lessons are well-sequenced and structured with clear learning intentions. We prioritise active student engagement, regular retrieval practice and high-quality feedback, allowing students to consolidate and retain knowledge effectively. The model supports teachers in assessing progress through formative assessment and adapting teaching to meet individual needs. A focus on delivering lessons with optimal cognitive load and promoting independent learning, helps students develop a deep understanding of the curriculum and the skills necessary for lifelong learning.

Curiosity



We want our children to be curious about themselves, each other and the world around them. We encourage them to ask questions, investigate, explore and develop a lifelong love of learning.

Communication



We want every child to develop the confidence and skills to express themselves, listen to others and communicate effectively. We place a strong emphasis on vocabulary, reading, speaking and listening, enabling children to participate fully in school, their community and wider society.

Admiration



We want our children to recognise and celebrate excellence, beauty, creativity, courage and achievement in themselves and others. Through our curriculum, children encounter inspiring people, ideas, places, achievements and examples of faith and character.

Worldly



We want our children to understand that they are part of a world much bigger than Beaminster. Our curriculum helps them to appreciate different cultures, communities, places, beliefs and perspectives, while understanding their own responsibilities towards others and the world we share.

RE at Beaminster St Mary's

National Curriculum

KS1

- Explore a range of religious and non-religious worldviews, including Christianity.
- Recall, name and talk about what different people believe.
- Retell religious stories and recognise the meanings they may hold for believers.
- Identify special people, places, books, times and symbols within different worldviews.
- Talk about the ways people express their beliefs through worship, celebrations and daily life.
- Explore how beliefs influence actions and how people try to live good lives.
- Begin to express personal ideas, feelings and opinions about what they have learned.
- Ask questions about belonging, belief, meaning and values.
- Recognise similarities and differences between their own experiences and those of people from different worldviews.

KS2

- Study a range of religious and non-religious worldviews, including Christianity, and make connections between beliefs, expressions and actions.
- Describe and explain what people from different worldviews believe about God, humanity, the world, life and death.
- Explore and explain the significance of sacred texts, stories, teachings, symbols, places, festivals and practices.
- Investigate how beliefs influence lifestyles, choices, commitment and ways of living.
- Explore similarities and differences within and between religious and non-religious worldviews.
- Use enquiry, questioning and discussion to investigate religious and philosophical ideas.
- Consider different viewpoints and explain a range of possible responses to important questions.
- Make informed connections between what they learn and their own experiences, values and developing worldview.
- Reflect on how beliefs, values and actions can influence individuals, communities and society.

Our Big Ideas that link the learning: Substantive

- Creation
- Intermediaries
- After - Life
- Salvation
- Witness and Worship

Second Order Concepts: Disciplinary

- Text Meaning
- Impact
- Connections and Worldviews

Our Big Ideas

Creation

Creation explores how different religions and worldviews explain the origins of the universe, humanity and the natural world. Through studying creation, children encounter some of the most fundamental questions humans have asked throughout history:

Where did we come from?

Why are we here?

What responsibilities do humans have towards the world?

By engaging with the creation narratives and explanations found in Christianity, Judaism, Islam, Hinduism and Humanism, children develop an understanding that beliefs about origins often shape values, ethics and daily choices. This concept provides a foundation for comparing how different worldviews understand humanity's relationship with the world and their responsibilities within it

Intermediaries

Intermediaries explore how guidance, wisdom and religious knowledge are communicated between the divine, sacred texts, significant figures and humanity. Across religions and worldviews, people often look to prophets, teachers, gurus, disciples, holy texts or community leaders to help them understand important truths and beliefs.

By studying intermediaries, children learn how messages are transmitted, interpreted and preserved over time. This concept enables pupils to compare the role of figures such as Jesus, Moses, Muhammad, Abraham, gurus and teachers across different traditions, while considering how authority and guidance influence the lives of believers.

Salvation

Salvation explores how religions and worldviews understand human difficulties, suffering, wrongdoing and the possibility of hope, restoration or improvement. Different faiths offer different answers to questions such as:

What has gone wrong with the world?

How should people live?

Is it possible to be restored, healed or transformed?

Children encounter ideas such as forgiveness, redemption, karma, duty, enlightenment and ethical living. This concept provides a powerful framework for comparing how different religions and worldviews explain what it means to live a good life and how people can improve themselves and their communities

Witness and Worship

Witness and Worship explore how people express, celebrate and live out their beliefs. Beliefs are not simply ideas; they influence actions, communities, traditions and ways of life.

Through studying worship, festivals, prayer, sacred spaces, rituals and acts of service, children see how faith and worldview are expressed in everyday life. This concept allows pupils to compare how different communities demonstrate commitment to their beliefs and how beliefs impact on individuals, families and wider society.

After – Life

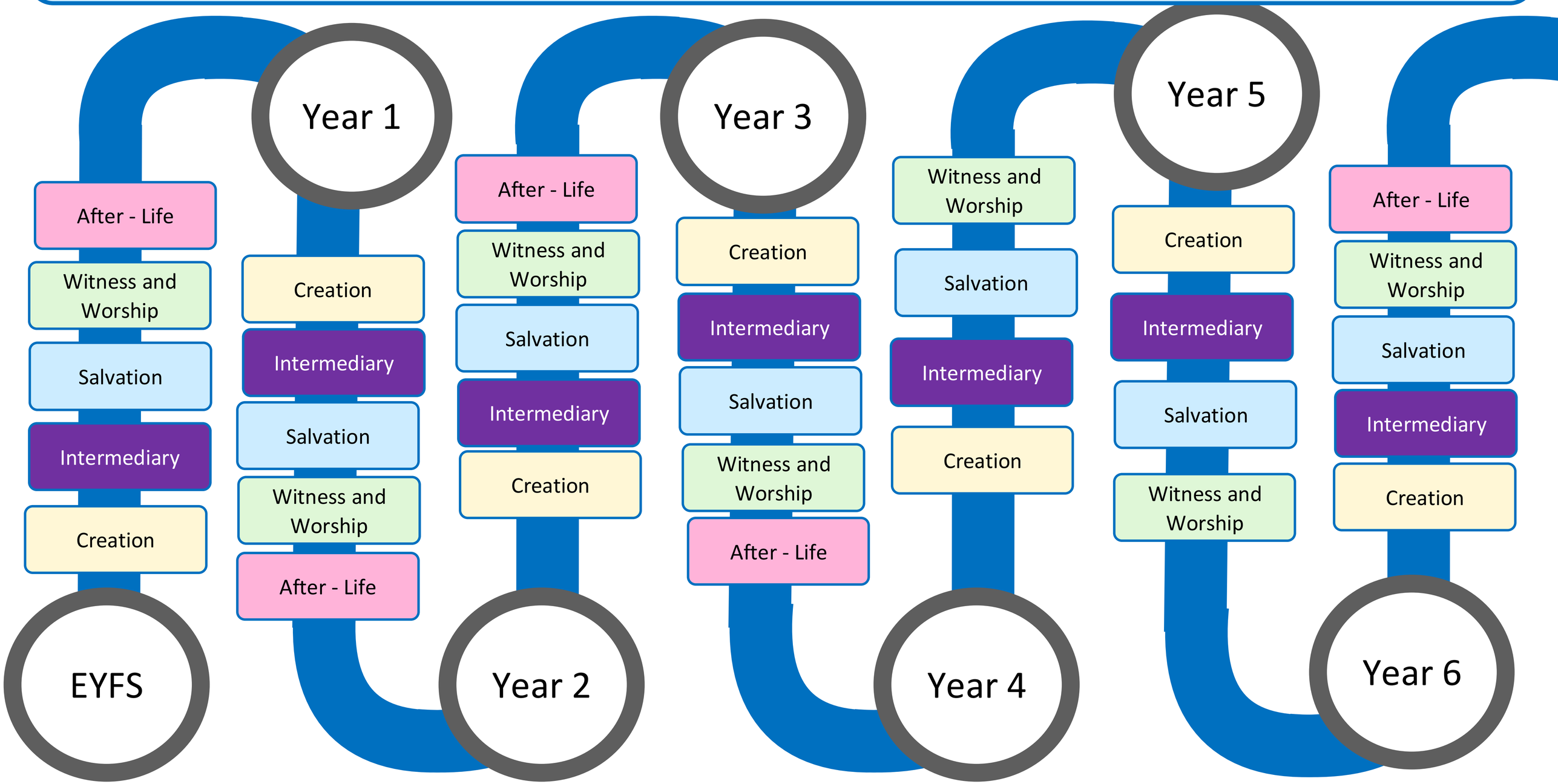
Afterlife explores what different religions and worldviews believe happens after death and how these beliefs influence the way people live their lives. Questions about death, purpose, legacy and what comes next have shaped human thinking across cultures and throughout history.

Children encounter a range of perspectives including heaven, resurrection, paradise, reincarnation, moksha and Humanist views that focus on living well in this life. Studying afterlife encourages pupils to examine how beliefs about the future can influence values, behaviour and decision-making in the present.

RE Curriculum Overview

	Autumn		Spring		Summer	
EYFS	Creation	Intermediary	Salvation	Salvation / Witness and Worship	Witness and Worship	After - Life
Year 1	Creation	Intermediary	Salvation	Salvation / Witness and Worship	Witness and Worship	After - Life
Year 2	Creation	Intermediary	Salvation	Salvation / Witness and Worship	Witness and Worship	After - Life
Year 3	Creation	Intermediary	Salvation	Salvation / Witness and Worship	Witness and Worship	After - Life
Year 4	Creation	Intermediary	Salvation	Salvation	Witness and Worship	Witness and Worship
Year 5	Creation	Intermediary	Salvation	Salvation	Witness and Worship	Witness and Worship
Year 6	Creation	Intermediary	Salvation	Salvation / Witness and Worship	Witness and Worship	After - Life

RE at Beaminster St Mary's



Our second order concepts shape the questions we ask

Text Meaning

- What happens in this story?
- What is the main message?
- Why might this story be important?
- What does this text teach believers?
- What does this story tell us about God/the creator?
- What can we learn about the beliefs of this religion from this text?
- Which words or actions are important?
- Why do believers continue to tell this story?
- What might different believers understand from this text?
- What does this teach people about how to live?

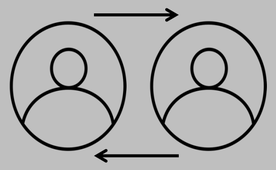
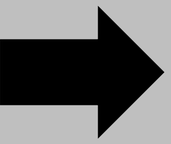
Impact

- What happens in this story?
- What is the main message?
- Why might this story be important?
- What does this text teach believers?
- What does this story tell us about God/the creator?
- What can we learn about the beliefs of this religion from this text?
- Which words or actions are important?
- Why do believers continue to tell this story?
- What might different believers understand from this text?
- What does this teach people about how to live?

Connections and Worldviews

- How does this belief affect the way people live?
- How does this belief influence behaviour?
- Why might this belief be important in daily life?
- How do believers put this teaching into action?
- How does this belief affect families or communities?
- What practices have developed because of this belief?
- What choices might a believer make because of this teaching?
- How do people demonstrate commitment to this belief?
- How does this belief influence celebrations and traditions?
- What impact does this belief have on society?

	Creation	Intermediary	Salvation	Witness and Worship	Afterlife
Early Years	God and Allah	Jesus, Mohammed and Abraham	How does God show he cares?	Naming places of worship	Life is special
Year 1 Christianity and Islam	Who is the creator?	What are the intermediaries?	What were the creator's message?	What is witnessing?	What happens when you die?
Year 2 Christianity and Judaism	What is creation?	Who are the creator's intermediaries?	Why did the creator need to send messages?	What is worship?	Is dying the end?
Year 3 Christianity and Hinduism	What did the creator do with their creation?	How did the intermediaries share the creator's message?	Why did the creator need a rescue plan?	How can we repair when things go wrong?	Why does it matter how we live?
Year 4 Christianity and Judaism	What did the creator ask Humans to do with the creation?	How did the word of the intermediaries spread?	What was the creator's rescue plan?	Why do we repair when things go wrong?	
Year 5 Christianity and Islam	How should humans be custodians of the creation?	How do the intermediaries help us?	How did the creator's rescue plan show their love?	How do we seek guidance when challenged?	
Year 6 Christianity and Humanism	Why should humans be custodians of creation?	Why do intermediaries guide us?	Was the rescue plan needed?	Why did we seek guidance when challenged?	Do we need to invest in our after life?

Creation	Intermediary	Salvation	Witness & Worship	After Life
				
How world was created and the separation of the deity and humans	Interaction between the deity and humans	How does deity reconnect with the god	Showing love to the deity and others	What comes next
God created the world and humans to look after it and each other	Humans stopped listening to God and looking after each other and the world	God sent Jesus as the saviour to show humans the way	Jesus' death and resurrection restored the relationships between God and humans	Christians seek to follow Jesus' example, inspired and empowered by the holy spirit	Christians will enter the Kingdom of Heaven
God created the world and humans to look after it and each other	Humans stopped listening to God and looking after each other and the world	Jewish people are waiting for God to appear to them.	Moses teaches Jews how to interpret the word of God through the 10 Commandments	Jewish people can identify as Jewish through Batmizvah and practice beliefs in daily life.	Jews do not have a simple view of the afterlife.
Allah is the creator, and humans are the supervisors of the world.	The original word of Allah had become distorted and inaccurate.	Muhammed was chosen to return to original faith and messages.	Muhammed teaches Muslims of how to interpret the word of Allah through the 5 pillars of Islam as set out in the Qu'ran.	Muslims live out 5 pillars throughout the calendar year and declare their faith through events like Ramadan and Eid.	Allah will decide based on beliefs and practices shown through a Muslims life if they are permitted to enter paradise.
Brahman is the creator and is present in all living things.	The Trimurti show the way.	Hindus achieve Moksha where they realise their true nature as part of Brahman.	Karma is how a Hindu lives a good life and deeds determine what form it takes in the next life.	Hindus must follow one of three paths – duty, knowledge, devotion	Hindus believe in a cycle of death and rebirth called Samsara
There is are scientific explanations for the origins of the universe and life on Earth, with no divine creator.	Knowledge and guidance comes from human reasoning & evidence about the world and humanity	Humanists strive for personal growth, happiness, and the well-being of others through ethical living, education, and social progress.	Humanists celebrate human achievements, values, and experiences. They do not worship a deity.	Humanists believe in making the most of their one life on earth, leaving a positive legacy (no after life).