



BECKSTONE
PRIMARY

RELIGIOUS
EDUCATION



R.E. Objectives:

In our religious teaching and learning, we aim for our children to leave Beckstone Primary school with...

- A high level of 'religious literacy' – being able to hold balanced and well-informed conversations about religious and non-religious world views.
- The ability to ask and begin to find the answers to significant questions about religion and beliefs.
- A strong and coherent understanding of how the beliefs, values, practices and ways of life within a religion link together.
- Independence; the ability to think for themselves, posing questions, carrying out investigations and research to find answers and evaluate their existing ideas.
- The ability to make sense of religion and worldviews around them and begin to understand the complex world which they live in.
- The curiosity to study the idea that religion isn't fixed and is constantly changing and evolving.
- The knowledge to be able to talk confidently about their own personal worldview.



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A year 4 child's artistic interpretation of Pentecost



In a recent pupil survey, learners said:

'I am proud of my artwork on the Pentecost.' (Y4 child)

'I enjoy learning about the different stories in the Bible.' (Y1 child)

'I would like to learn more about other religions.' (Y2 child)




Pupils work is assessed through the completion of learning tasks and through assessment activities which are completed at the end of each half-termly topic over the course of the year.

EYFS use tapestry and photos to evidence their learning.


KS1 classes use floor books to evidence their learning.

KS2 classes use individual pupil books to evidence their learning.

 **RE KS2 (Year B)**
2024-25

[+ View & enter pupil assessments](#) [Edit curriculum](#) [Edit curriculum objectives](#)

Subject: Religious education Years: 3, 4, 5, 6

 **RE KS1 (Year B)**
2024-25

[+ View & enter pupil assessments](#) [Edit curriculum](#) [Edit curriculum objectives](#)

Subject: Religious education Years: 1, 2

AUT 1 - How do festivals and family life show what matters to Jewish people?			Hover over Information ma
Build on prior knowledge of Jewish worldviews and ways of life	0%	→	<input type="text"/>
Recall information learnt about Shabbat and consider how different Jews mark it today	0%	→	<input type="text"/>
Understand that Jews are diverse and begin to use the language of Orthodox and Progressive	0%	→	<input type="text"/>
Recall information about Shabbat, Rosh Hashanah, Yom Kippur and Pesach to develop and understanding of festivals and the key values of forgiveness, remembering and freedom	0%	→	<input type="text"/>



The ability to ask and begin to find the answers to significant questions about religion and beliefs:

Our new long term plan outlines each of the topics covered within the age phases. Each topic title is posed as a question, to support learners in asking questions to further develop their understanding. Using a question as a focus allows learners to recap and reflect on their learning, considering how their answers may have changed as they have continued to develop their knowledge of a particular topic or religious community.

Hold balanced and well-informed conversations about religious and non-religious world views:

Discussion is encouraged within RE lessons in order to help learners develop their own personal worldview. In upper KS2, non-religious worldviews such as Humanism are explored. The topic



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYF5	Unit 1 (UC) Why is the word 'God' so important to Christians? Christianity	Unit 2 (UC) - Why do Christians perform the nativity at Christmas? Christianity	Unit 3 – Where do we belong? Christianity, Hinduism and Islam	Unit 4 (UC) - Why do some Christians put an Easter cross on their gardens? Christianity	Unit 5 – Which places are special and why? Islam	Unit 6 –Which stories are special and why? Christianity, Islam and Judaism
KS1A	Unit 10 (UC) (Y1): What do Christians believe God is like? Christianity	Unit 8 (UC) (Y1) Why does Christmas matter to Christians? Incarnation	Unit 15 (Y2) Who is a Muslim and how do they live? (part 1) Islam	Unit 12 (Y1) How should we care for the world and for others? Why does it matter? Thematic	Unit 13 (UC) (Y2) What is the good news Christians believe Jesus brings? (Part 1) Gospel	Unit 18 (Y2) What makes some places special to believers? Thematic
KS1B	Unit 9 (Y1) Who is Jewish and how do they live? Judaism	Unit 17 (Y2) Who is a Muslim and how do they live? (Part 2) Islam	Unit 11 (Y1) What does it mean to belong to a faith community? Thematic	Unit 16 (Y2) Why does Easter matter to Christians? Salvation	Unit 7 (Y1)(UC) Who do Christians say made the world? Creation	Unit 14 (UC) (Y2) What is the good news Christians believe Jesus brings? (Part 2) Gospel
LS2A	Unit 19 (UC) (Y3) What is it like for someone to follow God? People of God	Unit 27 (Y4) What do Hindus believe God is like? Hinduism	Unit 20 (UC) (Y3) What is the Trinity and why is it important for Christians? Incarnation/God	Unit 26 (UC) (Y4) For Christians, when Jesus left; what was the impact of Pentecost? Kingdom of God	Unit 29 (Y4) What does it mean to be a Hindu in Britain today? Hinduism	Unit 21 (Y3) How do festivals and worship show what matters to a Muslim? Islam
LS2B	Unit 22 (Y3) How do festivals and family life show what matters to Jewish people? Judaism	Unit 23 (UC) (Y3) What do Christians learn from the creation story? Creation/fall	Unit 25 (UC) (Y4) What kind of world did Jesus want? Gospel	Unit 28 (UC) (Y4) Why do Christians call the day that Jesus died 'Good Friday'? Salvation	Unit 24 (Y3) How and why do people try to make the world a better place? Thematic	Unit 30 (Y4) How and why do people mark the significant events of life? Thematic
UKS2A	Unit 31 (UC) (Y5) What does it mean if Christians believe God is Holy and loving? God	Unit 41 (UC) (Y6) For Christians, what kind of King is Jesus? Kingdom of God	Unit 32 (Y5) What does it mean to be a Muslim in Britain today? Islam	Unit 39 (Y6) Why do Hindus want to be good? Hinduism	Unit 33 (Y5) Why is the Torah so important to Jewish people? Judaism	Unit 37 (UC) (Y6) Christians and how to live: What would Jesus do? Gospel
UKS2B	Unit 34 (UC) (Y5) Creation and Science, conflicting or complimentary? Creation/fall	Unit 38 (UC) (Y6) Why do Christians believe that Jesus was the Messiah? Incarnation	Unit 35 (UC) (Y5) How can following God bring freedom and justice? People of God	Unit 40 (UC) (Y6) What difference does the resurrection make to Christians? Salvation	Unit 36 (Y5) What matters most to Humanists and Christians? Humanism/Christianity	Unit 42 (Y6) Why do some people believe in God and some not? How does faith help people when life gets hard? Thematic

