Curriculum Progression Religious Education



Heartwood Federation Curriculum Intent

Together, we place children at the heart; nurturing love, respect and life-long learning.

At Heartwood Federation, our curriculum is designed to ensure that every child, regardless of background, starting point or need, thrives academically, socially and personally. Rooted in our core values of **Love, Respect and Perseverance**, we provide a rich, ambitious and inclusive education that prepares children to flourish in an ever-changing world.
We believe that every child deserves access to powerful knowledge, meaningful experiences and high expectations. Our curriculum is carefully sequenced to develop secure knowledge, skills and understanding over time, enabling children to achieve highly across all areas of learning and to be fully prepared for the next stage of their education. We foster curiosity, critical thinking, creativity and a genuine love of learning that will remain with our pupils throughout their lives. The curriculum is designed to build both substantive knowledge and the ability to apply learning with confidence in a range of contexts.

In line with our commitment to **Love**, we create nurturing environments where children feel safe, valued and known as individuals. We place relationships at the heart of learning and ensure that pupils develop emotional literacy, empathy and compassion for themselves and others. Through a curriculum that reflects diverse experiences, cultures and perspectives, children learn to appreciate the richness of the communities in which they live and the wider world beyond them.
Through **Respect**, we promote inclusivity, equality and belonging. We are committed to ensuring that all children, including those with SEND, disadvantaged pupils and those facing additional barriers, have equitable opportunities to succeed. High-quality teaching, early identification of need and carefully tailored support enable every child to access, participate in and achieve within the full curriculum. We work closely with families and external partners to remove barriers to learning and wellbeing, ensuring that all pupils can thrive.

Through **Perseverance**, we develop resilient, confident learners who are prepared to tackle challenge, embrace mistakes as opportunities for growth and take pride in their achievements. We explicitly teach children the habits, attitudes and learning behaviours that contribute to long-term success, supporting them to become independent learners who aspire highly for themselves and others.

Beyond academic success, our curriculum supports pupils' wider development as responsible, respectful and active citizens. Children learn how to stay physically and mentally healthy, keep themselves safe, contribute positively to their communities and understand their responsibilities in modern Britain. We promote wellbeing, positive relationships and personal responsibility, helping pupils to develop the character, confidence and moral purpose needed to make a positive contribution to society. Safeguarding, inclusion and personal development are woven throughout our curriculum and school culture, ensuring that children are equipped to navigate life safely and successfully.
Across all Heartwood Federation schools, our curriculum provides a shared commitment to excellence whilst responding to the unique context of each community we serve. Through our collective vision of *'placing children at the heart'*, we nurture knowledgeable, compassionate and resilient young people who embody *Love, Respect and Perseverance* and leave us ready to contribute positively to the world around them.

Subject Intent:

At Heartwood Federation, our Religious Education curriculum reflects our vision: *"Together, we place children at the heart, nurturing love, respect and life-long learning."* Rooted in our core values of **Love, Respect and Perseverance**, RE is designed to ensure that every child, regardless of background, starting point or need, develops the knowledge, understanding and skills to thrive in a diverse and ever-changing world.

Through the study of religious and non-religious world views, pupils learn how beliefs, values and experiences shape people's lives, including their own. RE encourages children to think deeply, ask meaningful questions, engage respectfully with different perspectives and develop a greater understanding of themselves, others and the world around them.

In line with the Gloucestershire Agreed Syllabus, our RE curriculum enables pupils to:

- Understand how religious and non-religious world views influence people's lives.
- Engage with world views in thoughtful and scholarly ways.
- Develop a deeper understanding of themselves, others and their own personal world views.

Through RE, we nurture curious, reflective and respectful learners who are well-equipped to contribute positively and flourish in society.

Our units are planned around the National Statement of Entitlement for Religious Education, and the appropriate sections of the NSE are indicated in our RE plan below with letter names.

Subject Implementation:

Units on Christianity are shown in purple; Hinduism shown in orange; Islam shown in green; Judaism shown in blue; non-religious worldviews or Humanism shown in pink.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F3 How might people in Gloucestershire show they belong together?	F2 Why is Christmas special to Christians?	F1 Why is God so important to Christians?	F4 What special times do people celebrate and why might these times be very important?	F6 What stories are important in our school community/local area and why?	F5 Which places are special for people living in Gloucestershire and why?
NSE strand	a e h	a e f	a d	a b c	a c d e	
Y1	1.1 What do Christians believe God is like?	1.2 Why does Christmas matter to Christians and how do people celebrate it?	1.7 What is it like to be brought up in a Muslim home in the UK today?	1.5 What is it like to be brought up in a Hindu home today?	1.9 How do stories and art express worldviews? Christian, Muslim, Hindu, non-religious/ Humanist	
NSE strand	b d f g I j	a b h i	a c e g h	a c e	a d e	
Y2	1.8 What is it like to be part of the Muslim community in the UK (and beyond)?	1.6 What is it like to be brought up in a Jewish home today?	1.4 What is it like to be brought up in a Christian home today?	1.3 Why does Easter matter to Christians and how do people celebrate it?	1.10 How can someone's worldview be seen in the choices they make?	
NSE Strand	a c e g h	a c e h	a c e	a b	d e a	

Y3	L2.2 What might Christians learn from the Old Testament about how to live?	L2.7 Why is Muhammad important to Muslims today?	L2.9 What is it like to be a Humanist in the UK today?	L2.4 Do all Christians believe and behave in the same way? Exploring diversity	L2.10 How and why do people (in three traditions) use ceremonies to show their commitments?	L2.11 What is the "golden rule" and how might it be put into practice by people from different religious and non-religious worldviews?
NSE strand	e f i j	c d e f g h	a b d e	a b c g	a b d e	b c e
Y4	L2.6 How do Jews in England celebrate festivals and how does this show what matters to them?	L2.8 What do Muslims believe about God and how do they respond?	L2.1 What do Christians learn from the creation narrative?	L2.5 What beliefs do Hindus hold about the Supreme Being?	L2.3 For Christians, what kind of world did Jesus want?	L2.12 What brings people meaning and purpose in life? Case studies from three worldviews plus pupils' own
NSE strand	a d e j	a b d	a d e i	a d	b e f i	a f j
Y5	U2.1 What influence does believing in the Trinity have on Christian worldviews?	U2.7 How does Hajj show what matters to Muslims in Britain?	U2.6 How does the Torah influence Jewish people today?	U2.4 Why might the belief that Jesus "saved" people be important for many Christians?	U2.9 How do non-religious people understand and respond to the world and life? Exploring diverse responses, including Humanist	U2.10 How do organised and individual worldviews help people when times get hard?
NSE strand	a d e	a c e g h	a b e	d e f	b d f l k	b d e f
Y6	U2.2 Creation and Science: Conflicting or complementary?	U2.3 How and why do Christians follow the example of Jesus?	U2.5 Why might Hindus want to be good?		U2.8 How do Muslims decide what is right and wrong?	U2.11 How might someone's worldview affect how they view and treat the natural world?
NSE strand	a d e f j	a b e f h	a d e f		b c e f	a d e

Knowledge, Skills and Progression

Each unit of work in the Gloucestershire agreed syllabus draws on a number of The National Statement of Entitlement, referred to by letter in the question overview. Each unit contributes to pupils overarching understanding of elements of the NSE, and thus their understanding of how world views work and how they influence human life, including their own. (Gloucestershire Agreed Syllabus p14)

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Threefold Aims	Understand how religious and non-religious worldviews influence people's lives Engage with religious and non-religious worldviews in thoughtful and scholarly ways Know themselves, and others, and their personal worldviews better	Understand how religious and non-religious worldviews influence people's lives Engage with religious and non-religious worldviews in thoughtful and scholarly ways Know themselves, and others, and their personal worldviews better	Understand how religious and non-religious worldviews influence people's lives Engage with religious and non-religious worldviews in thoughtful and scholarly ways Know themselves, and others, and their personal worldviews better	Understand how religious and non-religious worldviews influence people's lives Engage with religious and non-religious worldviews in thoughtful and scholarly ways Know themselves, and others, and their personal worldviews better
Key Questions	F1. UC: Why is God so important to Christians? **a d** F2. UC: Why is Christmas special to Christians? **a e f** F3. How might people in Gloucestershire show they belong together? **a e h** F4. What special times do people celebrate and why might these times be very important? **a b c** F5. Which places are special for people living in Gloucestershire and why? **a c d**	1.1 What do Christians believe God is like? **b d f g i j** 1.2 Why does Christmas matter to Christians and how do people celebrate it? **a b h i** 1.3 Why does Easter matter to Christians, and how do people celebrate it? **a b i**	L2.1 What do Christians learn from the Creation story? **d a e i** L2.2 What might Christians learn from the Old Testament about how to live? **e f i j** L2.3 UC: For Christians, what kind of world did Jesus want? **e f b i** L2.4 Do all Christians believe and behave in the same way? Exploring diversity. **a b c g**	U2.1 What influence does believing in God as Trinity have on Christian worldviews? **d b f i k** U2.2 Creation and Science: conflicting or complementary? **d a b i** U2.3 How and why do Christians follow the example of Jesus? **e a b f h** U2.4 Why might the belief that Jesus 'saved' people be so important for many Christians? **d e f i**

	F6. What stories are important in our school community/ local area and why? a d e	1.4 What is it like to be brought up in a Christian home in the UK today? a c e h 1.5 What is it like to be brought up in a Hindu home in the UK today? a c e h 1.6 What is it like to be brought up in a Jewish home in the UK today? a c e h 1.7 What is it like to be brought up in a Muslim home in the UK today? a c e g h 1.8 What is it like to be part of the Muslim community in the UK (and beyond)? a b c h j 1.9 How do stories and art express worldviews? d e a i Christian, Muslim, NR Humanist (double unit) 1.10 How can someone's worldview be seen in the choices they make? d e a f h (double unit)	L2.5 What beliefs do Hindus hold about the Supreme Being? d a h i L2.6 How do Jews in England celebrate festivals, and how does this show what matters to them? a d e h j L2.7 Why is Muhammad important to Muslims today? c d e f g h L2.8 What do different Muslims believe about God and how do they respond? a c d i L2.9 What is it like to be Humanist in the UK today? a b d e h L2.10 What is the significance of commitment ceremonies? a b d e L2.11 What is the 'golden rule', and how might it be put into practice by people from different religious and non-religious worldviews? e c b L2.12 What brings people meaning and purpose in life? Case studies from three worldviews (plus pupils' own) d a f h j	U2.5 Why might Hindus want to be good? a d e f j U2.6 How does the Torah influence Jewish people today? a b e h U2.7 How does Hajj show what matters to Muslims in Britain? a c e g h U2.8 How do Muslims decide what is right and wrong? b c e f i U2.9 How do non-religious people understand and respond to the world and life? Exploring diverse responses, including Humanist a d e h U2.10 How do organised and individual worldviews help people when times get hard? b c d f h U2.11 How might someone's worldview affect how they view and treat the natural world? a d e f i U2.12 End of U6 open question. Pupils choose their own question, way of knowing. Find out and present. Do they know how to know in RE?

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God		1.1 UC: God What do Christians believe God is like? (A1)		L2.2 UC: Gospel What might Christians learn from the Old Testament about how to live? (A1)		U2.1 UC: God/Incarnation What influence does believing in the Trinity have on Christian worldviews? (A1)	
	F2. UC: Why is Christmas special to Christians? (A2)	1.2 UC: Incarnation Why does Christmas matter to Christians and how do people celebrate it? (A2)					
	F1. UC: Why is God so important to Christians? (Sp1)		1.4 What is it like to be brought up in a Christian home in the UK today? (Sp1)		L2.1 UC: Creation What do Christians learn from the Creation narrative? (Sp1)		U2.3 UC: People of God How and why do Christians follow the example of Jesus? (A2)
			1.3 UC: Salvation Why does Easter matter to Christians, and how do people celebrate it? (Sp 2)	L2.4 Do all Christians believe and behave in the same way? Exploring diversity. (Sp2)		U2.4 UC: Salvation Why might the belief that Jesus 'saved' people be so important for many Christians? (Sp2)	U2.2 UC: Creation Creation and Science: conflicting or complementary? (A1)
					L2.3 UC: Kingdom of God For Christians, what kind of world did Jesus want? (Su1)		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hinduism Samsara/Moksha Brahman/atman Karma/Dharma							U2.5 Why might Hindus want to be good? (Sp1)
		1.5 What is it like to be brought up in a Hindu home in the UK today? (Sp2)			L2.5 What beliefs do Hindus hold about the Supreme Being? (Sp2)		
Judaism God Torah The People and the Land					L2.6 How do Jews in England celebrate festivals, and how does this show what matters to them? (A1)		
			1.6 What is it like to be brought up in a Jewish home in the UK today? (A2)				
						U2.6 How does the Torah influence Jewish people today? (Sp1)	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Islam God/Tawhid Revelation Iman (faith) Ibadah (worship) Akhlaq (virtue, morality)			1.8 What is it like to be part of the Muslim community in the UK (and beyond)? (A1)				
				L2.7 Why is Muhammad important to Muslims today? (A2)	L2.8 What do Muslims believe about God and how do they respond? (A2)	U2.7 How does the Hajj show what matters to Muslims in Britain? (A2)	
		1.7 What is it like to be brought up in a Muslim home in the UK today? (Sp1)					
							U2.8 How do Muslims decide what is right and wrong? (Su1)
Non-Religious Freedom, agency, reason	F3 How might people in Gloucestershire show they belong together? (A1)	1.9 How do stories and art express worldviews? (Su1 and Su2)	1.10 How can someone's worldview been seen in the choices they make? (Su1 and Su2)	L2.9 What is it like to be a Humanist in the UK today? (Sp1)	L2.12 What bring people meaning and purpose in life? Case studies from three worldviews. (Su2)	U2.9 How do non-religious people understand and respond to the world and life? Exploring diverse responses, including Humanist. (Su1)	U2.11 How might someone's worldview affect how they view and treat the natural world?
	F4 What special times do people celebrate and why might these times be very important? (Sp2)						
	F6 What stories are important in our school community/local area and why? (Su1)			L2.10 How and why do people (in three traditions) use ceremonies to show their commitments? (Su1)			
	F5 What places are special for people living in			L2.11 What is the golden rule and how might it be put into			

	Gloucestershire and why? (Su2)			practice by people from different religions and non-religious worldviews? (Su2)			