Religious Education
at Heartwood Federation



"The principal aim for religious education in Gloucestershire is for pupils to understand how worldviews influence people's lives, including their own, through the study of religious and non-religious worldviews, so that they better understand themselves and the world around them, and become better equipped to contribute to and flourish in society."

Gloucestershire Agreed Syllabus 2025-2030



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

cross our Federation, children are at the heart of everything we do. We are committed to ensuring that every child feels safe, valued and loved, enabling them to grow in confidence, develop a sense of belonging and thrive as unique individuals.

Sequencing of Content

At Heartwood, the content of RE is based upon the Agreed Syllabus for Gloucestershire 2025-2030 and the Understanding Christianity resources.

The subject content is spiral with theological concepts and religions studied being revisited across the Key Stages**.**

Big ideas

- Making sense of belief.
- Understanding the impact.
- Making connections.
- Theological concepts in Christianity of: Creation, God, People of God, Kingdom of God, Incarnation, Gospel and Salvation.
- Learning based around the faiths of Christians, Jews, Muslims and Hindus, and of the Humanist and non-religious worldviews.

Deepening Concepts

Deeper thinking is encouraged through making links between learning about different faiths, finding similarities and differences. Reflection on learning in light of one's own beliefs is also encouraged.

Visits to and visitors from faith communities are used as a way of deepening understanding where possible.

Retrieval Practice

Working walls and a "big question" are used and revisited for retrieval practice.

Lessons start with links back to previous learning and end with the completion of a learning log, recapping learning in each lesson.

Key vocabulary is emphasised in every lesson.

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EYFS & Key Stage 1

	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?
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	
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?	
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?

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Key Stage 2

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 Ultimate Reality?	L2.10 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
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 What is it like to live as a Jew in the UK today?	U2.4 Why might the belief that Jesus "saved" people be important for many Christians?	L2.9 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?
Y6	U2.2 Creation and science: conflicting or complementary?	U2.3 How and why do Christians follow the example of Jesus?	U2.5 What might ideas about samsara mean for Hindus?		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?