



Whole school RE curriculum threads

Engage	Enquire	Explore	Evaluate	Express
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EYFS	Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter garden?	What makes every single person unique and precious?	How can we care for our wonderful world?
	Islam Whispering Allah into Baby's ear: Muslim birth custom	Islam The Muslim story of Muhammad caring for the Ants	Sikhism The Sikh story of Guru Har Gobind saving the 52 Princes	Buddhism The Buddhist story of the Monkey King	Hinduism A Hindu festival for brothers and sisters: Raksha Bandhan	Judaism Tu B'shevat –the Jewish holiday for planting trees

KS1	Christianity: Belonging Why is belonging to God and the church family so important to Christians? Include Methodism unit	Judaism: Belonging Why is learning to do good deeds important to Jewish people?	Christianity: Stories and books What did Jesus teach about God in his parables?	Christianity: Prayer and Worship Why do Christians pray to God and worship him?	Christianity: Celebrations How does celebrating Pentecost remind Christians that God is always with them?	Judaism: Leaders and Community Why is the torah such a joy for the Jewish community?
Year 1	<p>ENGAGE with the concept of ‘belonging’ and feeling welcome.</p> <p>ENQUIRE into the practice and importance of Christening / baptism to Christians</p> <p>EXPLORE what happens at a baptism / Christian beliefs about belonging to God’s family / welcoming people in baptism</p> <p>EVALUATE your understanding of why it’s important to Christians to belong to God and the church family</p> <p>EXPRESS your RE learning</p>	<p>ENGAGE with the concept of a mitzvah or good deed</p> <p>ENQUIRE into how Mitzvot make Jewish people feel they belong to God</p> <p>EXPLORE (1) what does this Bible Story say about Mitzvot</p> <p>EXPLORE (2) the mitzvah of welcoming a baby girl in the synagogue</p> <p>EXPLORE (3) the idea of Tikkun Olam in Jewish living</p> <p>EVALUATE your RE learning about the importance of good deeds to Jewish families</p> <p>EXPRESS your RE learning so it can be shared with others</p>	<p>ENGAGE with the concept of a parable</p> <p>ENQUIRE into three of Jesus’ parables and what the teaching about God might be</p> <p>EXPLORE the three parables in detail and consider their inside meanings and teaching about God through creative activities</p> <p>EVALUATE your RE learning</p> <p>EXPRESS your knowledge of Jesus’ parables and the things Jesus taught about God</p>	<p>ENGAGE with the concept of being thankful for food</p> <p>ENQUIRE into what there is to find out about prayer and worship</p> <p>EXPLORE What and how and why Christians pray and what worship means</p> <p>EVALUATE your RE learning about prayer and worship</p> <p>EXPRESS your RE learning so it can be shared with others</p>	<p>ENGAGE with the feelings of the disciples after Jesus ascended to heaven</p> <p>ENQUIRE into the story of Pentecost and why Christians think this story is important</p> <p>EXPLORE all the parts of the Pentecost story and what Christians think is important about it</p> <p>EVALUATE How does celebrating Pentecost remind Christians that God is always with them?</p> <p>EXPRESS our RE Learning</p>	<p>ENGAGE with the concept of joy in relation to the Torah</p> <p>ENQUIRE into the importance of the Torah to the Jewish community</p> <p>EXPLORE (1) the story of Moses, the leader and teacher from the Torah</p> <p>EXPLORE (2) how the Torah is shown respect in the synagogue</p> <p>EXPLORE (3) aspects of the Torah in Jewish daily life</p> <p>EVALUATE your RE learning about the Torah</p> <p>EXPRESS your RE learning about Torah so it can be shared with others</p>

Year 2	Judaism: Believing Why do Jewish families talk about repentance at New Year?	Christianity: Believing Why was Jesus given the name Saviour?	Islam: Compassion How do some Muslims show Allah is compassionate and merciful? Include Methodism unit	Christianity: Symbols and artefacts What are the best symbols of Jesus death and resurrection at Easter	Christianity: Leaders and Community Why do Christians trust Jesus and follow him?	Judaism: Prayer and Worship Why do Jewish families say so many prayers and blessings?
	<p>ENGAGE with the concept of saying sorry, changing and forgiveness</p> <p>ENQUIRE into the idea of making new starts through Jewish festival of Rosh Hashanah</p> <p>EXPLORE (1) repentance and forgiveness in the Jewish story of Jonah</p> <p>EXPLORE (2) how teshuvah is put into practice in daily life</p> <p>EXPLORE (3) some ways Jewish people celebrate at Yom Kippur</p> <p>EVALUATE your RE learning about Jewish people showing repentance at new year</p> <p>EXPRESS your RE learning so it can be shared with others</p>	<p>ENGAGE with the concept of rescuing / saving</p> <p>ENQUIRE into the Christmas story and what the characters in the Christmas stories were told about Jesus</p> <p>EXPLORE What Jesus means to Christians; what they say /believe about him / the idea of Jesus coming as a saviour</p> <p>EVALUATE your RE learning about what Christians believe about Jesus</p> <p>EXPRESS your RE learning so it can be shared with others</p> <p>CHRISTMAS WEEK</p>	<p>ENGAGE with the concept of compassion</p> <p>ENQUIRE into Muslim stories about compassion to animals</p> <p>EXPLORE (1) compassion in stories and words from the Quran / Hadith</p> <p>EXPLORE (2) learning compassion through fasting in Ramadan</p> <p>EXPLORE (3) living out compassion at Eid-ul-Fitr</p> <p>EVALUATE your RE learning in this unit</p> <p>EXPRESS your RE learning and share it with others</p> <p>Methodism unit</p>	<p>ENGAGE with the idea of resurrection and part of the Easter story</p> <p>ENQUIRE into the meaning of the 'souvenirs' or symbols and start linking to Easter stories</p> <p>EXPLORE more of the stories of Easter, the feelings associated with this time and symbols of Jesus' resurrection</p> <p>EVALUATE your RE learning about symbols of Jesus' death and resurrection and decide what is the best symbol</p> <p>EXPRESS your RE learning so it can be shared with others</p> <p>EASTER WEEK</p>	<p>ENGAGE with the concept of trusting and being trustworthy</p> <p>ENQUIRE into who Christians say Jesus is and how he called his first followers</p> <p>EXPLORE What Jesus means to his followers; what they say /believe about him and how he influences them</p> <p>EVALUATE your RE learning about Jesus as a leader /teacher and about why people trust / follow him</p> <p>EXPRESS your RE learning so it can be shared with others</p>	<p>ENGAGE with the concept of being thankful</p> <p>ENQUIRE into the idea of thanking / blessing God at Sukkot</p> <p>EXPLORE (1) the idea of thankfulness to God for the day of rest in the Jewish Creation story</p> <p>EXPLORE (2) Tefillah or prayer at home on Shabbat</p> <p>EXPLORE (3) worship and prayer at the synagogue on Shabbat</p> <p>EVALUATE your RE learning about Jewish prayers and blessings</p> <p>EXPRESS your RE learning so it can be shared with others</p>

3	<p>Christianity: Inspirational people How does believing in Jesus is their saviour inspire Christians to save and serve others?</p>	<p>Islam: Religion and the Individual How does a Muslim show their submission to God and Allah?</p>	<p>Hinduism: Religion and the Individual Why do Hindus want to collect Karma?</p>	<p>Christianity: Symbols and religious expression Is the cross a symbol of love, sacrifice or commitment for Christians?</p>	<p>Christianity: Religion, family and community Why do Christians believe they are people on a mission?</p>	<p>Sikhism: Inspirational people How does the teaching of the gurus move Sikhs from darkness to light?</p>
	<p>ENGAGE with the idea and meaning of the words save, saviour and salvation. ENQUIRE into what it means when Christians call Jesus their ‘saviour’ EXPLORE the Christian belief that Jesus brings ‘salvation’, through (i) Biblical narrative EXPLORE the Christian belief that Jesus brings ‘salvation’, through (ii) Church practice EXPLORE the Christian belief that Jesus brings ‘salvation’, through (iii) Christian living EVALUATE our RE learning about Jesus as saviour and how he inspires others to serve EXPRESS your RE learning so it can be shared with others</p>	<p>ENGAGE with idea of willing obedience ENQUIRE into the importance of obedience / submission to Allah for a Muslim EXPLORE (1) ideas about submission and obedience in Muslim stories or in the Qur’an EXPLORE (2) Muslim Community Practice – showing submission / obedience in ritual prayer EXPLORE (3) Muslim Living - aspects of obedience and submission to Allah in everyday life EVALUATE what pupils have learnt about the Muslim concept of SUBMISSION and the key question EXPRESS your RE learning about obedience and submission in Islam so it can be shared with others CHRISTMAS WEEK</p>	<p>ENGAGE with the idea of ‘karma’ through a game ENQUIRE into why karma is important to Hindus EXPLORE Hindu ideas of Karma and Samsara through (i) Hindu story and text EXPLORE ways Hindus encourage good ‘karma’ through (ii) Hindu Community action EXPLORE the Hindu belief in ‘karma’ through (iii) Hindu daily life EVALUATE our RE learning about how karma impacts on a Hindu’s life EXPRESS your RE learning so it can be shared with others TRIP – Hindu temple (year b)</p>	<p>ENGAGE with the idea of ‘sacrifice’ in films / everyday life ENQUIRE into the idea of the cross as a symbol for Christians EXPLORE Christian beliefs about the meaning of the cross through (i) Biblical narrative EXPLORE Christian beliefs about the meaning of the cross through (ii) Church practice EXPLORE Christian beliefs about the meaning of the cross through (ii) Christian living EVALUATE your learning in relation to the initial question and RE Attainment Targets EXPRESS your RE learning so it can be shared with others EASTER WEEK</p>	<p>ENGAGE with the idea of being ‘on a mission’ ENQUIRE into what a Christian means by ‘Mission’ EXPLORE Christian understanding of ‘mission’ through (i) Biblical narrative EXPLORE Christian understanding of ‘mission’ through (ii) Church Practice EXPLORE Christian understanding of ‘mission’ through (iii) Christian living EVALUATE our RE learning in this unit EXPRESS your RE learning so it can be shared with others</p>	<p>ENGAGE with idea of someone moving you from dark to light ENQUIRE into the idea of Nanak as a GURU EXPLORE (1) how Nanak became a Guru (Sikh narrative) EXPLORE (2) how the Granth is a living Guru (Sikh community practice) EXPLORE (3) how Sikhs focus on listening to the true Guru (Sikh living) EVALUATE pupils’ learning about how the Guru’s teaching takes Sikhs from dark to light EXPRESS your RE learning about the Gurus so it can be shared with others</p>

4	<p>Christianity: Religion and the Individual How do Christians show that 'reconciliation' with God and other people is important?</p>	<p>Islam: Inspirational people Why do Muslims call Muhammad the 'seal of the prophets'?</p>	<p>Hinduism: Inspirational people How does the story of Rama and Sita inspire Hindus to follow their dharma? Include Methodism unit</p>	<p>Judaism: Symbols and Religious expression What symbols and stories help Jewish people remember their covenant with God?</p>	<p>Christianity: Beliefs in action in the world What do Christians mean when they talk about the Kingdom of God?</p>	<p>Sikhism: Religion, family and community How do Sikhs put their beliefs about equality into practice?</p>
	<p>ENGAGE with the idea and meaning of 'reconciliation' in everyday life ENQUIRE into the concept of 'reconciliation' in a key Christian story EXPLORE Christian 'reconciliation' through (i) Biblical Narrative EXPLORE Christian 'reconciliation' through (ii) Church Practice EXPLORE Christian 'reconciliation' through (iii) Christian Living EVALUATE our RE learning in this unit about Reconciliation in Christianity EXPRESS your RE learning so it can be shared with others</p>	<p>ENGAGE with idea of prophethood ENQUIRE into the character of Muhammad as the 'seal' of the prophets EXPLORE (1) Muhammad's role as the final prophet in Muslim narrative EXPLORE (2) ideas about prophethood in a mosque / Muslim Community Practice EXPLORE (3) different ideas of respect and love for the Prophet as shown in Muslim living EVALUATE what pupils have learnt about the Muslim concept of PROPHETHOOD and the key question EXPRESS your RE learning about PROPHETHOOD so it can be shared with others</p> <p>CHRISTMAS WEEK</p>	<p>ENGAGE with the idea of duty, roles and responsibilities ENQUIRE into the characters of Rama and Sita EXPLORE Hindu ideas of Dharma through (i) Hindu Narrative (story) EXPLORE the celebration of Rama and Sita's example of dharma in the (ii) Hindu Community EXPLORE the Hindu belief in 'dharma' in (iii) Hindu Living e.g. a wedding EVALUATE our RE learning about dharma EXPRESS your RE learning and share it</p> <p>Methodism Unit</p>	<p>ENGAGE with the idea of symbols / objects helping people remember ENQUIRE into ideas about promises and covenants using stories of Abraham EXPLORE (1) how objects can hold important memories from Jewish Narrative EXPLORE (2) how Passover is a reminder of the covenant in Jewish Community Practice EXPLORE (3) how keeping the covenant with God is the basis of Jewish Living EVALUATE pupils' learning about the Jewish idea of covenant EXPRESS your RE learning about COVENANT so it can be shared with others</p> <p>EASTER WEEK</p>	<p>ENGAGE with the idea of kings and kingdoms ENQUIRE into the Christian belief that Jesus is king EXPLORE Christian ideas about the Kingdom of God in (i) Biblical Narrative EXPLORE Christian ideas about the Kingdom of God in (ii) Church Practice EXPLORE Christian ideas about the Kingdom of God in (iii) Christian Living EVALUATE your learning in relation to the initial question and RE Attainment Targets EXPRESS your RE learning and share it with others</p>	<p>ENGAGE with ideas which underpin the concept of equality ENQUIRE into the importance of EQUALITY to the Sikh community EXPLORE (1) beliefs in equality in Sikh Story or Religion EXPLORE (2) the ways in which equality is practised in the Sikh community EXPLORE (3) how Sikhs experience a sense of equality in their personal lives EVALUATE what pupils have learnt about how Sikhs put their belief in equality into practice EXPRESS your RE learning about equality in Sikhism so it can be shared with others</p>

Year 5	Christianity: Teachings and authority Why is the gospel such good news for Christians?	Islam: Teachings and authority What does the Qur'an reveal about Allah and his guidance?	Hinduism: teachings and authority What spiritual pathways to Moksha are written about in Hindu scriptures?	Judaism: Worship, pilgrimage and sacred places What is holiness for Jewish people: a place, a time, an object or something else?	Christianity: Worship, pilgrimage and sacred places What is the great significance of the Eucharist for Christians?	Buddhism: Symbols and religious expression How did Buddha teach his followers to find enlightenment?
	<p>ENGAGE with the idea of 'good news' and how and why people want to share it</p> <p>ENQUIRE into why Jesus is good news for Christians</p> <p>EXPLORE Christian ideas about the GOSPEL in (i) Biblical Narrative</p> <p>EXPLORE how Christians value the GOSPEL in (ii) Church Practice</p> <p>EXPLORE Christian ideas about the importance of the GOSPEL in (iii) Christian Living</p> <p>EVALUATE our RE learning about a Christian understanding of GOSPEL</p> <p>EXPRESS your RE learning about Gospel so you can share it</p>	<p>ENGAGE with the meaning and uses of the word 'reveal' and 'revelation'</p> <p>ENQUIRE into Muslim belief in the Qur'an as revelation</p> <p>EXPLORE (1) ideas about revelation in Muslim Narrative / text</p> <p>EXPLORE (2) ideas about revelation in Muslim Community Practice</p> <p>EXPLORE (3) aspects of revelation in Muslim Living</p> <p>EVALUATE what pupils have learnt about the Muslim concept of REVELATION and the key question</p> <p>EXPRESS your RE learning about REVELATION so it can be shared</p> <p>CHRISTMAS WEEK</p>	<p>ENGAGE with the idea of different pathways to the same goal</p> <p>ENQUIRE into a dilemma about choosing the right pathway in a Hindu holy book</p> <p>EXPLORE (1) ideas about different pathways to moksha in Hindu Narrative</p> <p>EXPLORE (2) bhakti yoga as a pathway to moksha in Hindu Community Practice</p> <p>EXPLORE (3) following the pathway of love and devotion as part of Hindu Living</p> <p>EVALUATE what pupils have learnt about Hindu belief in different pathways to Moksha</p> <p>EXPRESS your RE learning so it can be shared with others</p>	<p>ENGAGE with the idea of holiness</p> <p>ENQUIRE into the idea of holy ground</p> <p>EXPLORE (1) ideas about holiness in a key story from the Torah</p> <p>EXPLORE (2) 'holy time' for the Jewish community</p> <p>EXPLORE (3) the idea of being responsible for living holy lives</p> <p>EVALUATE what pupils have learnt about the Jewish concept of Holiness and the key question</p> <p>EXPRESS your RE learning about HOLINESS so it can be shared with others</p> <p>EASTER WEEK</p>	<p>ENGAGE with the idea of thankfulness and thanksgiving</p> <p>ENQUIRE into the importance of Eucharist or 'giving thanks' to God for Christians</p> <p>EXPLORE Christian ideas about the Eucharist in (i) Biblical Narrative</p> <p>EXPLORE Christian ideas about the Eucharist in (ii) Church Practice</p> <p>EXPLORE Christian ideas about the Eucharist in (iii) Christian Living</p> <p>EVALUATE what pupils have learnt about Christian belief and practice in relation to Eucharist and the key question</p> <p>EXPRESS your RE learning so it can be shared with others</p>	<p>ENGAGE with the meaning of enlightenment</p> <p>ENQUIRE into how the Buddha found enlightenment</p> <p>EXPLORE (1) enlightenment in Buddhist texts / stories</p> <p>EXPLORE (2) the impact of Buddha's enlightenment on the Buddhist community</p> <p>EXPLORE (3): the search for enlightenment in Buddhist Living</p> <p>EVALUATE pupils' learning about Enlightenment in Buddhism and the key question</p> <p>EXPRESS your RE learning so it can be shared with others</p>

Year 6	Islam: Beliefs and questions How does tawhid create a sense of belonging to the Muslim community?	Christianity: Beliefs and questions How do Christians show their beliefs that Jesus is incarnate?	Hinduism: Beliefs and questions How do questions about Bhraman and atman influence the way Hindus live?	Christianity: Journey of life and death Should believing in the resurrection change how Christians view life and death? Include methodism unit	Humanism: Journey of life and death Why do Humanists say happiness is the goal of life?	Buddhism: Journey of life and death How does the Triple Refuge help Buddhists in their journey through life?
	<p>ENGAGE with the idea that one thing can have an affect which spreads</p> <p>ENQUIRE into the idea that Tawhid is at the centre of Muslim faith</p> <p>EXPLORE (1) ideas about Tawhid in Muslim stories or Quranic text: the establishment of the Kaaba</p> <p>EXPLORE (2) ideas about Tawhid in Muslim Community Practice: The Five Pillars of Islam</p> <p>EXPLORE (3) aspects of Tawhid in Muslim Living: going for Hajj / the fifth pillar</p> <p>EVALUATE what pupils have learnt about TAWHID and about the key question</p> <p>EXPRESS your RE learning so it can be shared with others</p>	<p>ENGAGE with the idea and meaning of the word 'incarnation' for Christians</p> <p>ENQUIRE into how and why Christians portray Jesus as God in human form (incarnate) and what questions this raises</p> <p>EXPLORE the Christian belief in 'incarnation' through (i) Biblical narrative</p> <p>EXPLORE the Christian belief in 'incarnation' through (ii) Church practice</p> <p>EXPLORE the Christian belief in 'incarnation' through (iii) Christian living</p> <p>EVALUATE our RE learning about the Christian belief that Jesus is the incarnation of God</p> <p>EXPRESS your RE learning about the Christian belief in Incarnation so it can be shared with others</p> <p>CHRISTMAS WEEK</p>	<p>ENGAGE with a dilemma for some Hindu monks</p> <p>ENQUIRE into Hindu ideas about God, the world and living beings</p> <p>EXPLORE (1) different ideas about Brahman / Atman in Hindu Narrative</p> <p>EXPLORE (2) ideas about God in Hindu community practice</p> <p>EXPLORE (3) how Hindu Living is affected by the idea of Brahman / Atman</p> <p>EVALUATE what pupils have learnt about Hindu belief and practice in relation to Brahman / Atman</p> <p>EXPRESS your RE learning so it can be shared with others</p>	<p>ENGAGE with the meaning of the word 'resurrection'</p> <p>ENQUIRE into how believing in the Resurrection changes things for Christians</p> <p>EXPLORE Christian ideas about the Resurrection in (i) Biblical Narrative</p> <p>EXPLORE Christian ideas about the Resurrection in (ii) Church Practice</p> <p>EXPLORE Christian ideas about the Resurrection in (iii) Christian Living</p> <p>EVALUATE what pupils have learnt about Christian belief and practice in relation to the key question about Resurrection</p> <p>EASTER WEEK</p> <p>Methodist Unit</p>	<p>ENGAGE with idea of happiness of happiness for a Humanist</p> <p>ENQUIRE into the importance of happiness for a Humanist</p> <p>EXPLORE (1) Humanist beliefs in texts or quotations</p> <p>EXPLORE (2) ideas about happiness in relation to Humanist life ceremonies</p> <p>EXPLORE (3) aspects of happiness in Humanist decision-making</p> <p>EVALUATE what pupils have learnt about the Humanist concept of happiness and the key question</p> <p>EXPRESS your RE learning about HAPPINESS so it can be shared with others</p>	<p>ENGAGE with the meaning of refuge</p> <p>ENQUIRE into the idea of taking refuge in Buddhism</p> <p>EXPLORE (1) the idea of taking refuge in the Buddha in Buddhist text / story</p> <p>EXPLORE (2) taking refuge in the Dharma as part of Buddhist life</p> <p>EXPLORE (3): taking refuge in the Sangha or Buddhist community</p> <p>EVALUATE learning about the Buddhist idea of REFUGE</p> <p>EXPRESS your RE learning about 'refuge' for Buddhists so it can be shared with others</p>