



RE Subject Rationale



Year Group	Unit	We teach this because...	We teach this now because...
Reception	Being Special: Where do we belong?	We teach this because it helps children understand that people from different religions value special things, symbols and relationships. By learning about key religious symbols and family celebrations in Christianity, Islam and Hindu Dharma, children begin to recognise ideas of love, welcome and respect.	We teach this now because Reception children are developing their sense of identity and relationships. Reflecting on what is special to them helps children connect with religious beliefs and supports understanding and respect for others.
Reception	Why is Easter special to Christians?	We teach this because it introduces children to the key events of the Christian Salvation story and helps them understand why Easter is important to Christians. Through learning about Jesus' death and resurrection, children begin to understand Christian beliefs about love, hope and forgiveness.	We teach this now because Reception children are learning through stories and symbols that help them make sense of important events. Exploring the signs and symbols of Easter supports their understanding of meaning and belief in an age-appropriate way.
Reception	Which places are special and why?	We teach this because it helps children understand that some places are special and important to people of different religions. By learning about Churches and Mosques, children begin to recognise why these places are holy for Christians and Muslims.	We teach this because it helps children understand that some places are special and important to people of different religions. By learning about Churches and Mosques, children begin to recognise why these places are holy for Christians and Muslims.
Year 1	Who do Christians say made the world?	We teach this because it builds on children's early understanding from Reception by deepening their knowledge of the Christian creation story. Children learn key events and vocabulary, explore different Christian views about creation, and begin to understand why Christians believe they should care for the world and praise God for it.	We teach this now because Year 1 children are ready to move beyond listening to stories towards retelling, comparing texts and beginning to explain beliefs. This unit supports their growing ability to think more deeply about how beliefs influence actions, particularly in caring for the world.
Year 1	Who is Jewish and how do they live?	We teach this because it builds on children's early understanding of different religions by introducing Jewish worldviews and ways of life. Learning about the Torah, the mezuzah, the Shema prayer and Jewish festivals helps children understand how beliefs, texts and symbols guide Jewish life today.	We teach this now because Year 1 children are ready to deepen their understanding of religion by learning about sacred texts, practices and celebrations. Building on Reception learning about special objects and symbols, pupils begin to explore how beliefs shape daily life and important times for Jewish people.
Year 1	How should we care for the world and for others and why does it matter?	We learn this because it helps children understand that all people are unique and valuable, and that Christians and Jews believe God loves and cares for everyone. Through stories from the Bible and the Torah, children learn how beliefs about creation lead to caring for people and the natural world, and how these beliefs inspire actions such as kindness, charity and responsibility for the world.	We learn this now because Year 1 children are ready to build on their early understanding of stories, symbols and special things by making simple links between beliefs and actions. At this stage, children are developing empathy and a sense of responsibility, so exploring why both religious and non-religious people care for others and the world supports their growing ability to reflect on values, choices and how beliefs influence everyday life.
Year 2	Who is a Muslim and how do they live?	We learn this because it helps children develop a deeper understanding of Islam by exploring Muslim beliefs about God, revealed in the Shahadah and the 99 names of Allah, and how these beliefs shape daily life. By learning about the Prophet Muhammad, the Five Pillars of Islam and the importance of prayer, children see how religious beliefs guide behaviour, values and commitment for Muslims around the world.	We learn this now because Year 2 pupils are ready to move beyond recognising religious stories and symbols towards explaining how beliefs influence ways of living. At this stage, children can make clearer links between belief, practice and identity, helping them develop respect, curiosity and understanding of how faith shapes people's lives in both local and global contexts.
Year 2	Why does Easter matter to Christians?	We learn this because it helps children understand that key Christian concepts such as God, Incarnation, Gospel and Salvation are part of one big story within the Bible. By learning about Holy Week and Easter, pupils discover why Christians believe Jesus is their saviour and how these beliefs give meaning to worship, celebration and ideas of hope and salvation.	We learn this now because Year 2 pupils are increasingly able to connect events, beliefs and meanings across a wider narrative. At this stage, children can begin to explore how Christian beliefs about Jesus influence behaviour, worship and hope for the future, supporting their growing ability to reflect on big questions about meaning, forgiveness and hope.

Year 2	What makes some places special to believers?	We learn this because it helps children understand that places of worship are important to many believers and that they reflect different traditions and practices. By exploring churches, mosques and synagogues, pupils learn about key features, their uses, and how these buildings support communities both spiritually and practically.	We learn this now because Year 2 pupils are ready to move beyond simply identifying places of worship to comparing similarities and differences. At this stage, children can begin to see how beliefs influence the design and use of spaces, and how these places help people live out their faith and contribute to the wider community.
Year 3	What is the Trinity and why is it important for Christians	We teach this because it helps children understand the baptism of Jesus and where this is found in the Bible. By reading the story in the Bible, the children will find out what it means for Christians today, how Christians show their beliefs about God and the Trinity and how these impact their lives including infant and believer's baptism in the church and what this means for Christians today.	We teach this now because Year 3 pupils are ready to develop their understanding of the significance of Jesus and God to Christians by exploring that the Trinity is The Father, The Son and the Holy Spirit and its symbolism. At this stage, children can identify how the Trinity is represented in worship, Bible stories and art.
Year 3	How do festivals, family life and worship show what matters to Muslims and Jewish people?	We teach this because it helps children identify some beliefs about God in Islam and in Judaism. Through their learning in Islam, children will explore beliefs expressed in Surah 1 making clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. Through their learning in Judaism, children will recap work on Shabbat and deepen it by considering how different Jews today mark it. By exploring the festivals of Rosh Hashanah and Pesach children will build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.	We teach this now because Year 3 are ready to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people. In Judaism, Year 3 pupils are ready to build on their knowledge about Jewish worldviews and way of life.
Year 3	How and why do people try to make the world a better place?	We teach this because it helps children explore how Jewish, Christian, Muslim, and non-religious people try to care for the world. They will find out about the Jewish idea of Tikkun Olam and consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering diversity of views. By learning about their world, children will consider why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and non-religious (e.g Humanist) worldviews	We teach this now because Year 3 children are ready to consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings. At this stage, children will have opportunities to raise their own questions about caring for the world and consider the responsibility that everyone must care for the world.
Year 4	What kind of world did Jesus want?	We teach this because it helps the children understand the concept of 'Gospel' which tells the story of the life and teaching of Jesus. By reading Bible stories, children will learn about the calling of the first disciples and how Christians today try to follow Jesus. By exploring Jesus' actions towards other people, they will understand what example these set for the actions of Christians today.	We teach this now because Year 4 children are ready to move beyond the recognition of symbolism in Bible stories and are ready to make links between the teachings within Bible and what the meaning of Jesus' good news for Christians is and the importance of charity within the lives of many Christian people.
Year 4	What do Hindus believe God is like and what does it mean to be a Hindu in Britain today?	We teach this because it develops the children's understanding of the concepts of Brahman. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman. By learning about Hindu families, festivals, food, worship and daily life helps children understand that Britain is made up of many cultures and religions.	We teach this now in Year 4 as the children are ready to learn about Hinduism and how this guides people through their lives and encourages them to act as philosophers who consider how Hindus might see the world. At this stage, children learn about Hindu beliefs and traditions, learn to respect others, even if they believe something different themselves.
Year 4	How and why do people mark the significant events of life?	We teach this because it helps children to reflect about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people. They will take time to consider the links between ideas of love, commitment and promises within the ceremonies that they study. Pupils will learn about several rites of passage and use their knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones.	We teach this now at Year 4 because the children will be able to explain how rituals and celebrations help people express what they believe is most important in life, making links between belief, practice, and personal meaning. They are ready to raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones. At this stage, the children can begin to make links between ideas of love, commitment and promises in religious and non-religious ceremonies. They can thoughtfully give good reasons why they think ceremonies of commitment are or are not valuable today.

Year 5	Why is the Torah so important for Jewish people?	We teach this because the children will build on their learning about the Jewish worldview and way of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews. They will investigate the centrality of Torah through examining how a Sefer Torah is constructed, its place within the synagogue and how different Jews may interpret the Torah in diverse ways. They will consider how interpretation of Torah influences dietary choices. Finally, they will reflect on how Jewish practice is being adapted in the light of current thinking on gender and climate.	We teach this now in Year 5 because the children are moving beyond their understanding of the impact of festivals and worship on Jewish life. By engaging with Jewish stories, commandments and festivals linked to Jewish children, they are ready to explore how the Torah influences Jewish ethics and behaviour, shaping attitudes towards charity, community, justice, and respect for others. By the end of the unit, pupils gain a deeper appreciation for the value of sacred texts and how they influence believers' lives. They reflect on their own values and consider why sacred writings matter across different faiths, supporting religious understanding and empathy.
Year 5	Creation and science, conflicting or complimentary?	We teach this because the children find out about the importance of creation within the 'Big Story' of the Bible and find out about how different Christians may interpret this text in different ways. Pupils will spend time discussing and weighing up whether Genesis 1 is conflicting or complementary with what science says. Pupils will also encounter scientists who are religious and those who are not, and discuss how they may or may not find science and faith compatible. They will encounter different theological theories that some Christians use to interpret the creation story, suggesting why these may be helpful for believers.	We teach this now in Year 5 because children can begin to understand that whilst some people see science and religion as opposites, others do not. By comparing different viewpoints, including those of Christian scientists, atheists, and people who hold non-religious worldviews, pupils develop skills in critical thinking, interpretation, and respectful dialogue. At this stage, they are encouraged to express their own ideas on truth, belief, and evidence, and to consider how both science and religion offer valuable insights into life's big questions.
Year 5	What matters most to Humanists and Christians?	We teach this because the children will be encouraged to think carefully about actions, sources of authority, values, religious and non-religious worldviews. They will make links with sources of authority that tell people how to be good. Pupils will spend time thinking about the similarities and differences between Christian and Humanist ideas about being good and how people live. They will consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult. Through their work, this unit enhances understanding of Christianity, Humanism, and the role of belief systems in guiding human behaviour.	We teach this now in Year 5 because children are ready to reflect on how both Christians and Humanists make decisions about what is right and wrong, and how conscience, community, and personal values play a role. Through stories, real-life examples, and ethical dilemmas, pupils are encouraged to analyse the similarities and differences in how these groups approach moral questions and live out their beliefs. This unit supports pupils' religious literacy by developing their ability to compare religious and non-religious worldviews, express their own ideas respectfully, and consider how shared human values promote a better society.
Year 6	Christians and how to live: what would Jesus do?	We teach this because the children will learn about and understand the context of the four gospels and the Christian tradition that Matthew, Mark and Luke wrote using eyewitness accounts to the life and teachings of Jesus whereas John used some different sources and includes long reflections on Jesus' teaching. They will learn about the differences between Jesus' direct teaching and his teaching through parables and other stories that he told. Pupils will talk about the meanings of different biblical texts and what they mean for Christians today. They will focus on what Christians believe the 'good news' of Jesus is, giving examples of the example of Jesus' behaviour that Christians try to follow.	We teach this now in Year 6 because the children can now reflect, debate, and respond creatively to moral dilemmas, encourages aging them to express their own ideas about right and wrong, while showing respect for Christian perspectives. Pupils are invited to compare Christian responses with those from other worldviews and their own ethical thinking. At this stage, this unit supports religious literacy by helping pupils grasp how faith influences behaviour. It strengthens their understanding of Christian discipleship, moral choices, and the impact of spiritual belief on personal and social ethics.
Year 6	Why do some people believe in God and some not? How does faith help people when life gets hard?	We teach this because the children will build on their understanding of the idea of God from some of the previous units. They will put this in the context of both global and local beliefs. They will examine the rising number of people who identify as religion and learn to use the terms atheist, agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.	We teach this now in Year 6 because children will develop their knowledge and understanding, reflecting on and articulating some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. At this stage, children can consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. Children can make connections between belief and behaviour in their own lives, in the light of their learning.