



Religious Education Curriculum

EYFS to Year 6

Overarching Principles

RE

Subject Vision

‘We have more in common, than that which divides us,’ Jo Cox

At Abingdon Primary School, we are proud that all the major world religions are represented across our school community and within our curriculum. We recognise the fundamental role that Religious Education plays in supporting our children not only to understand their place in our school community, but also their place in society as a whole as well as considering how religion has shaped our history.

‘People of different religions and cultures live side by side in almost every part of the world, and most of us have overlapping identities which unite us with very different groups. We can love what we are, without hating what – and who – we are not. We can thrive in our own tradition, even as we learn from others, and come to respect their teachings.’ Kofi Annan

We follow the Middlesbrough Agreed Syllabus, which principally aims: ‘to engage pupils in enquiring into and exploring questions arising from the study of religion and belief’.

Subject Intent

- ❖ Know that RE is the study of a range of religions from around the world.
- ❖ Know that their faith, or lack of faith, is a defining feature of what makes them unique.
- ❖ Know that different people have different faiths, and this is something which should be celebrated.
- ❖ Know that there is overlap in many religions, especially across the Abrahamic religions and across the Dharmic religions.
- ❖ Know the knowledge in each unit, so that they have a firm foundation for their learning in KS3.
- ❖ Know that religions teach us how to live alongside each other well.

Teaching and Learning Overview

Abingdon Classroom: This is how we do it....		
Behaviour for learning		
Positive relationships • Mutual respect • Emotional support	Effective learning environment • Working walls • Celebration of learning	Engaging and relevant curriculum • Inclusive • Diverse
Effective Teaching and Learning		
Builds on and activates prior knowledge	Questioning	Talk
Vocabulary	Feedback	Sequenced steps to enable new learning
Modelling	Identifying and addressing misconceptions	Assessment for and of learning
Retrieval practice - long term memory	Adapted learning for the needs of individual pupils	Resources – to support, scaffold, challenge

Key Subject Specific Teaching Approaches

Eg

- ❖ Answering and asking questions
- ❖ Reading books, articles, extracts

- ❖ Using artefacts and visual images
- ❖ Subject specific writing to present/organise information and knowledge
- ❖ Using maps to support locational understanding
- ❖ Story-telling, drama, role play
- ❖ Educational visits
- ❖ Investigations

EYFS

Across nursery and reception, *SUBJECT* knowledge and skills are explicitly taught as foundations for the KS1 National Curriculum. The focus is primarily to develop the *SUBJECT* knowledge within the overarching topics using these units of learning as the vehicles of delivery.

INSERT RELEVANT ELG TO SUBJECT

Term	Nursery Theme	Links to KS1 RE
AUT 1	Know that they are part of a bigger 'Abingdon Primary School' community which has some similarities and differences to their family at home.	Belonging to faith communities (Year 1, Autumn).
AUT 2	Know that families celebrate 'special times' together. Know that not all families are the same as their own. Know that people have different ways of doing things, beliefs and religions. Know that we respect the differences between each other and our families.	Celebrations (Year 1, Spring)
SPR 1	Know that home is a place where we are loved and feel safe. Know the names of religious celebrations Christmas and Eid. Know the names for some Special People: Christians and Muslims. Know the names of some Special Places for Christians and Muslims: Church and Mosque.	Places of worship (Year 1, Summer) Celebrations (Year 1, Spring)
SPR 2	Know that Christians celebrate Easter in the Spring - a time for new life. Know this year Muslim's will celebrate Little Eid in the Spring time (30/03/25).	Celebrations (Year 1, Spring)
SUM 1	Know that they can make good choices to look after the world around them.	Belonging to faith communities (Year 1, Autumn)
SUM 2	Know this year Muslims will celebrate Big Eid in the Summer time (07/06/25).	Celebrations (Year 1, Spring)

Term	Reception Theme	Links to KS1 RE
AUT 1	Which people are special and why? (believing) All about me – know who is special to them and special within their community. Know about the Harvest festival. (Talk about the lives of the people around them and their roles in society – ELG)	Belonging to faith communities (Year 1, Autumn)
AUT 2	Which times are special and why? (expressing) Celebrations – Know about Diwali, Christmas, Eid and Hannukah. Learning and performing the Nativity (Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class – ELG)	Celebrations (Year 1, Spring)
SPR 1	Which times are special and why? (expressing) Ramadan, Eid, and Chinese New Year – Know how people celebrate these key festivals. (Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class – ELG)	Celebrations (Year 1, Spring)
SPR 2	Which places are special and why? (Expressing) Our local area – Know that there are places of worship in my local area. Mother's Day and Easter. (Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class – ELG)	Places of worship (Year 1, Summer)
SUM 1	Eid – Know the significance and cultural customs of Eid. (Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class – ELG)	Celebrations (Year 1, Spring)
SUM 2	Father's Day – Know the cultural customs of Father's Day. (Talk about the lives of the people around them and their roles in society – ELG)	Celebrations (Year 1, Spring)

* Many religious festivals are subject to change each year, but will be covered when appropriate.

*Being special: where do we belong? (living)

* What is special about our world? (living)

Throughout – Which stories are special and why?

Long Term Map

	Autumn	Spring	Summer
Year 1	What does it mean to belong to a faith community? (Living) Recognising what it means to belong, e.g. families, schools, clubs and understanding that some people belong to religious communities.	Who are Muslims and what do they believe? (Believing) Text and scriptures, the importance of places of worship, name of God - Allah, main festivals, symbols, prayer, halal diet.	What makes some places sacred? (Expressing) Recognising places of worship through their key features. How and why do we celebrate special and sacred times? (Expressing)
Year 2	What is a Christian and what do they believe? (Believing) Text and scriptures, the importance of places of worship, name of God, main festivals, symbols, prayer.	What makes some places sacred? (Expressing) Places of worship in Christianity/Islam/Sikhi. How and why do we celebrate special and sacred times? (Expressing) Festivals and significant times in Christianity/Islam/Buddhism/Sikhi. What can we learn from sacred books? (Believing) Recap Christian holy book, Qur'an, Guru Granth Sahib.	How should we care for others and the world, and why does it matter? (Living) What do we need to do to take care of other people? Being kind, respectful, helpful, bring in the Abingdon ARCH. Being a good neighbour. Why are these things important? What do we need to do to take care of the world? Recycling, taking care of the oceans, looking after our local environment. Why are these things important? What does Islam/ Christianity/ Sikhi/ Buddhism say about these things.
Year 3	What does it mean to be Hindu in Britain today? (Living) Text and scriptures, the importance of places of worship, name of God(s), main festivals, symbols, prayer, diet,	Why are festivals important to religious communities? (Expressing) Recap key religious festivals in Hinduism, Islam, Christianity, Siki and Buddhism; the purpose of festivals and celebrations (to remember key events in the religion), and providing community. How do people from religious and non-religious communities celebrate key festivals? (Expressing) Comparing Christmas and Easter celebrations between Christian and atheist/agnostic households. Compare Christian and Orthodox Christian celebrations of Christmas and Easter.	What does it mean to be a Christian in Britain today? (Living) Why is the Bible so important for Christians today? (Believing) Why is Jesus inspiring to some people? (Believing) The importance of prayer, church and community. How does the bible guide, teach and inspire Christians? Look at a selection of bible stories which support this. Jesus's teachings and his actions, and what they teach (love and compassion). Jesus as the son of God in Christianity. Different types of Christianity – orthodox, Catholic, Church of England, Baptist (focus on the cohort).
Year 4	KS1 - Who is Jewish and what do they believe? (Living) Text and scriptures – including the ten commandments, symbols, prayer, prophets – link to Islam, the Messiah – a messiah will come and usher in an age of peace. How do family life and festivals show what matters to Jewish people? (Living) Kosher diet, key celebrations and how they are celebrated.	What do different people believe about God? (Believing) Compare monotheistic (Abrahamic religion and Sikhi), polytheistic (Hindu) and non-theistic religions (Buddhism); God as light, God as love, God as creator, God as Father. Why do people pray? (Expressing) The purpose of prayer; why do Buddhist people not pray? Use of meditation in place and the role of this.	What can we learn from religions about learning what is right and wrong? (Living) Recap the rules in Christianity/ Islam/Judaism. Look at stories from Christianity/ Islam/ Judaism. Key figures, e.g. Muhammed in Islam. Jesus in Christianity and the role they play. Why do some people think that life is a journey and what significant experiences mark this? (Expressing) Introduce the concept.

			Religious milestones, i.e. Jewish Bar/Bat Mitzvahs and Hindu Samskaras. How viewing life as a journey could make people better.
Year 5	What does it mean to be a Muslim in Britain today? Recap the five pillars and the importance of these (link to KS1), The Qur'an, the Hadith (sayings and actions of the Prophet), Community and the Mosque, living in a multicultural society and the pressures and problems linked to that.	What would Jesus do? Can people live by the values of Jesus in the 21st Century? (Believing) Think about the main characteristics of Jesus and how people can put these into practice: compassion; humility; love; forgiveness; courage.	Why do some people believe God exists? (Believing) Personal experiences – things that could happen in life which might bring a person to believe. Life after death/that there is more to life. Upbringing. If God is everywhere, why go to a place of worship? (Expressing)
Year 6	What matters most to Christians and Humanists? (Learning) Understand and articulate that some people do not hold any traditional religious beliefs, i.e. atheistic and humanist, and that some people are undecided on religion, i.e. agnostic.	What do religions say to do when life gets hard? (Believing) How might the following help someone going through a difficult time in their life: prayer? Holy books and sacred texts? Community? Traditions?	What can be done to reduce racism? Can religion help? (Expressing) Understand that we live in a religiously diverse society and recognising the benefits and challenges of living in such a society.

End Point/Key Questions book

	Autumn	Spring	Summer
Year 1	What does it mean to belong to a faith community? (Learning)	Who are Muslims and what do they believe?	What makes some places sacred? How and why do we celebrate special and sacred times? (Expressing)
Year 2	What is a Christian and what do they believe? (Believing)	What makes some places sacred? How and why do we celebrate special and sacred times? (Expressing) What can we learn from sacred books? (Believing)	How should we care for others and the world, and why does it matter? (Learning)
Year 3	What does it mean to be Hindu in Britain today? (Learning)	Why are festivals important to religious communities? (Expressing) How do people from religious and non-religious communities celebrate key festivals? (Expressing)	What does it mean to be a Christian in Britain today? Why is the Bible so important for Christians today? Why is Jesus inspiring to some people?
Year 4	KS1 - Who is Jewish and what do they believe? (Living) How do family life and festivals show what matters to Jewish people? (Living)	What do different people believe about God? (Believing) Why do people pray? (Expressing)	What can we learn from religions about learning what is right and wrong? (living) Why do some people think that life is a journey and what significant experiences mark this? (Expressing)
Year 5	What does it mean to be a Muslim in Britain today?	What would Jesus do? Can people live by the teachings of Jesus in the 21 st Century? (Believing)	Why do some people believe God exists? (Believing) If God is everywhere, why go to a place of worship? (Expressing)
Year 6	What matters most to Christians and Humanists? (Learning)	What do religions say to do when life gets hard? (Believing)	What can be done to reduce racism? Can religion help? (Expressing)

Progression of Core Knowledge What the children will know and remember to support their future learning. The knowledge to be learned is over a unit and not to be seen as individual lessons.

	Autumn	Spring	Summer
Year 1	• Know that people in a faith community believe in something special. • Know that faith communities have special practices and traditions. • Know that belonging to a faith community means being part of a group. • Know that people in a faith community follow rules or values that help them make good choices.	• Know that Muslims believe in one God called Allah. • Know that Muslims follow the religion of Islam. • Know that Muslims have a special book called the Qur'an. • Know that Muslims pray to Allah and try to be kind and helpful.	• Know that some places are special because people go there to pray and feel close to God or their beliefs. • Know that sacred places are treated carefully and respectfully by people who believe in them. • Know that people celebrate special times to remember important events or people in their religion. • Know that celebrations can include singing, dancing, eating special food, or spending time with family and friends.
Year 2	• Know that Christians follow the religion called Christianity. • Know that Christians believe in one God and that Jesus is God's son. • Know that Christians read the Bible, their special holy book. • Know that Christians go to church to pray and learn about God.	• Know that some places are sacred because people believe they are special homes of God or important in their religion. • Know that people celebrate special and sacred times to remember important events and show their beliefs with family and friends. • Know that sacred books have stories and teachings that help people understand how to live and be kind to others. • Know that celebrations and stories from sacred books help people feel connected to their faith and community.	• Know that caring for others means being kind, helpful, and respectful to people around us. • Know that looking after the world means protecting animals, plants, and nature. • Know that many religions teach that we should care for others and the environment because everything is connected and important. • Know that caring for others and the world helps make life better for everyone now and in the future.

Year 3	• Know that Hindus in Britain follow the Hindu dharma. • Know that Hindu families celebrate special festivals like Diwali to remember their beliefs. • Know that Hindus in Britain may go to a place called a Mandir to pray and be with their community. • Know that being Hindu means respecting all living things and trying to be kind and helpful.	• Know that festivals help religious communities remember important events or stories from their faith. • Know that festivals bring people together to celebrate with special food, music, and traditions. • Know that both religious and non-religious people celebrate festivals to share joy and connect with others. • Know that festivals can teach people about their beliefs, values, and the history of their community.	• Know that being a Christian means following the teachings of Jesus and trying to live a kind and loving life. • Know that the Bible is important to Christians because it tells stories about God, Jesus, and how to live well. • Know that Jesus is inspiring to many people because of his kindness, forgiveness, and helping others. • Know that Christians in Britain today express their faith through prayer, going to church, and helping others.
Year 4	• Know that Jewish people follow the religion of Judaism and believe in one God called Yahweh. • Know that the Torah is the most important Jewish holy book, teaching laws and stories about their faith. • Know that family life is very important to Jewish people and they celebrate special times together to show love and faith. • Know that Jewish festivals like Passover and Hanukkah help remember important events and teach values like freedom and hope.	• Know that different religions have different beliefs about God or gods — some believe in one God, others believe in many, and some don't believe in God at all. • Know that people believe God is powerful, loving, and caring in many faiths, but ideas about God can vary. • Know that people pray to communicate with God, ask for help, say thank you, or feel peaceful. • Know that prayer can be done alone or with others, using words, silence, or actions, depending on the religion.	• Know that religions teach rules and stories that help people understand what is right and wrong. • Know that many religions encourage kindness, honesty, and respect as part of living a good life. • Know that life is often seen as a journey with important moments called rites of passage, such as birth, marriage, and death. • Know that these significant experiences help people and communities celebrate, remember, and grow.
Year 5	• Know that being a Muslim means following the teachings of Islam and believing in one God called Allah. • Know that Muslims pray five times a day to connect with Allah and follow the example of the Prophet Muhammed (PBUH). • Know that many British Muslims try to live by values such as kindness, charity, and respect for others .	• Know that Jesus taught love and kindness. • Know that forgiveness was very important to Jesus. • Know that Jesus stood up for what was right. • Know that people can still follow Jesus' teachings today.	• Know that some people believe in God because of what they have been taught by their family or religion. • Know that people may believe in God because they feel a special connection during prayer or in nature. • Know that holy books like the Bible, Qur'an, or Torah teach that God is real and active in the world.

	• Know that Muslims in Britain celebrate important festivals like Eid to come together with family and community.		• Know that belief in God gives some people comfort, hope, and purpose in life.
Year 6	• Know that Christians believe in loving God and loving others, following the teachings of Jesus. • Know that the Bible is important to Christians and teaches them how to live a good and loving life. • Know that Humanists do not believe in God but believe it's important to be kind, fair, and help others. • Know that both Christians and Humanists care about treating people well and making the world a better place.	• Know that many religions teach people to pray or meditate when life is difficult. • Know that religious people often turn to their holy books or stories for comfort and guidance. • Know that most religions encourage people to talk to others and ask for help when they are struggling. • Know that religious teachings often remind people to have hope, be patient, and believe that hard times will pass.	• Know that racism is unfair treatment of people because of their skin colour, background, or race, and it is wrong. • Know that we can reduce racism by learning about different people, treating everyone equally, and standing up for fairness. • Know that many religions teach that all people are valuable and should be treated with kindness and respect. • Know that religious leaders and groups have often spoken out against racism and worked for justice and peace.

Key Vocabulary

Words in bold are the core vocabulary expectations for new arrivals.

	Autumn	Spring	Summer
Rec			
Year 1	belonging faith community worship	Islam Muslim Mosque prayer	sacred temple festival respect
Year 2	Christian Jesus church bible	holy celebration text	care responsibility kindness creation
Year 3	Hinduism Diwali mandir dharma	ritual symbol faith inclusivity	discipleship scripture role model values
Year 4	Jewish Torah Shabbat Pesach (Passover)	belief God prayer worship	morality ethics rites of passage journey
Year 5	Ummah (community) Salah (prayer) Zakat (charity) Halal Tawhid Iman Ibadah akhlaq	parable forgiveness kindness service	omnipresent theism devotion hallowed
Year 6	compassion morality justice respect	perseverance mediation scripture spirituality	equality prejudice tolerance inclusion

Key Dates

Autumn 2026

11–13 Sept 2026 – Jewish: Rosh Hashanah. The Jewish New Year, a time for reflection, prayer and new beginnings.

20–21 Sept 2026 – Jewish: Yom Kippur. The Day of Atonement, when Jewish people seek forgiveness and reflect on their actions.

22 Sept 2026 – Pagan: Mabon / Autumn Equinox. A harvest observance marking equal hours of daylight and darkness.

25 Sept–2 Oct 2026 – Jewish: Sukkot. A harvest festival recalling the Israelites' journey through the wilderness.

11–20 Oct 2026 – Hindu: Navaratri and Dussehra. Festivals celebrating devotion and the victory of good over evil.

8 Nov 2026 – Hindu, Sikh and Jain: Diwali / Bandi Chhor Divas. Festivals of light celebrating hope, freedom and the triumph of good.

24 Nov 2026 – Sikh: Guru Nanak Gurburab. Celebrates the birth and teachings of Guru Nanak, the founder of Sikhi.

4–12 Dec 2026 – Jewish: Hanukkah. An eight-day Festival of Lights remembering the rededication of the Temple in Jerusalem.

25 Dec 2026 – Christian: Christmas Day. Celebrates the birth of Jesus Christ.

Spring 2027

7 Jan 2027 – Orthodox Christian: Christmas Day. Celebrates the birth of Jesus according to the calendar used by many Orthodox churches.

6 Feb 2027 – Chinese: Lunar New Year. Welcomes a new lunar year with family gatherings, traditions and hopes for good fortune.

8 Feb 2027* – Islamic: Ramadan begins. The start of a month of fasting, prayer, reflection and charity for Muslims.

9 Mar 2027* – Islamic: Eid al-Fitr. Celebrates the end of Ramadan with prayer, food, gifts and community.

22 Mar 2027 – Hindu: Holi. A colourful spring festival celebrating love, renewal and the victory of good over evil.

26 Mar 2027 – Christian: Good Friday. Remembers the crucifixion and death of Jesus.

28 Mar 2027 – Christian: Easter Sunday. Celebrates the resurrection of Jesus and the Christian hope of new life.

14 Apr 2027 – Sikh: Vaisakhi. A harvest festival that also marks the founding of the Khalsa Sikh community.

22–29 Apr 2027 – Jewish: Pesach (Passover). Remembers the Israelites' freedom from slavery in Egypt.

Summer 2027

2 May 2027 – Orthodox Christian: Easter Sunday. Celebrates Jesus' resurrection according to the date used by many Orthodox churches.

16 May 2027* – Islamic: Eid al-Adha. Remembers Prophet Ibrahim's obedience to God and encourages prayer, sharing and charity.

20 May 2027 – Buddhist: Vesak / Buddha Day. Commemorates the Buddha's birth, enlightenment and death.

6 Jun 2027* – Islamic: Al-Hijra / Islamic New Year. Marks the beginning of the Islamic lunar year and recalls the Prophet Muhammad's migration to Madinah.

11–12 Jun 2027 – Jewish: Shavuot. Celebrates the giving of the Torah and the early harvest.

21 Jun 2027 – Pagan: Litha / Summer Solstice. Marks the longest day of the year and celebrates the power of the sun and nature.

17 Aug 2027 – Hindu: Raksha Bandhan. Celebrates bonds of care and protection between siblings and loved ones.

**Islamic dates are expected dates and may vary by a day according to moon sighting.*

Glossary

Word	Definition
Akhlaq	Good character, behaviour, and moral conduct in Islam.
Belief	Something that a person accepts as true.
Belonging	Feeling accepted as part of a group or community.
Bible	The holy book of Christianity.
Care	Looking after people, animals, and the world.
Celebration	A special event or occasion marked with joy and gratitude.
Christian	A person who follows Christianity.
Church	A Christian place of worship and the community of Christians.
Community	A group of people who live, work, or worship together.
Compassion	Showing understanding, care, and concern for others who are suffering.
Creation	The belief that God made the world and everything in it.
Devotion	Deep commitment and dedication to a religious belief or practice.
Dharma	A Hindu concept meaning duty, right living, and moral responsibility.
Diwali	The Hindu Festival of Lights, celebrating the victory of good over evil.
Discipleship	Following and learning from the teachings of a religious leader, especially Jesus.
Equality	The belief that all people should have the same rights and opportunities.
Ethics	Principles that help people decide how to behave.
Faith	Strong belief and trust in a religion or spiritual teaching.
Festival	A special celebration linked to religious beliefs or traditions.
Forgiveness	Choosing to let go of anger and offering understanding after someone has done wrong.
God	The supreme being worshipped in many religions.
Halal	Something that is permitted according to Islamic teachings.
Hallowed	Made holy, sacred, or greatly respected.
Hinduism	One of the world's oldest religions, originating in India.
Holy	Sacred or connected to God.
Ibadah	Acts of worship and obedience to God.
Iman	Faith or belief in God and Islamic teachings.
Inclusion	Ensuring everyone is welcomed, valued, and able to participate.
Inclusivity	Making sure everyone feels welcomed, valued, and included.
Islam	A world religion based on the teachings of the Prophet Muhammad.
Jesus	The central figure of Christianity, believed by Christians to be the Son of God.

Journey	A trip or experience that may involve learning, change, or personal growth.
Jewish	A person who follows Judaism.
Justice	Fair treatment and fairness in making decisions.
Kindness	Showing care, generosity, and consideration towards others.
Mandir	A Hindu place of worship.
Mediation	Helping people resolve disagreements by encouraging discussion and understanding.
Morality	Understanding and applying principles of right and wrong behaviour.
Mosque	A place of worship for Muslims.
Muslim	A person who follows Islam.
Omnipresent	Present everywhere at all times.
Parable	A short story used to teach a moral or religious lesson.
Perseverance	Continuing to work towards a goal despite difficulties.
Pesach (Passover)	A Jewish festival remembering the Israelites' escape from slavery in Egypt.
Prayer	Communicating with God through words, thoughts, or actions.
Prejudice	Unfair opinions or attitudes about people before knowing them.
Responsibility	A duty or job that a person is expected to do.
Respect	Treating people, beliefs, and things with care, consideration, and fairness.
Rites of Passage	Ceremonies that mark important stages in a person's life.
Ritual	A set of actions performed in a particular order, often during worship.
Role Model	A person whose behaviour is a good example for others.
Sacred	Something considered holy and special.
Salah	The five daily prayers performed by Muslims.
Scripture	Sacred writings or holy books that guide religious belief and practice.
Service	Helping others and contributing to the community.
Shabbat	The Jewish day of rest, beginning on Friday evening and ending on Saturday evening.
Spirituality	Personal beliefs and experiences about meaning, purpose, and connection beyond the physical world.
Symbol	An object, sign, or image that represents an idea or belief.
Tawhid	The belief that there is only one God.
Temple	A building used for worship in some religions.
Text	A piece of writing, especially a religious writing.
Theism	Belief in the existence of God or gods.
Tolerance	Respecting and accepting beliefs, cultures, and opinions that differ from your own.
Torah	The most important sacred text in Judaism.

Ummah	The worldwide community of Muslims.
Values	Principles and beliefs that guide people's actions and decisions.
Worship	Showing love, honour, praise, and respect to God or a deity.
Zakat	Giving money or support to those in need as an act of charity in Islam.