

WCPS RE Curriculum Overview 2025-2026

WCPS Curriculum Intent for RE

At Wymondham College Prep School, we want our children to become outstanding global citizens who celebrate the diverse world that we live in. We teach the children to value differences including differences in religion. We use the well sequenced *Norfolk Agreed RE Syllabus* curriculum to teach the children the fundamental values and beliefs of different world religions.

As our pupils move through our school, they will explore concepts and themes of Christianity, Hinduism, Sikhism, Judaism, Islam, Buddhism and Humanism, supporting the children to discover differences and similarities between themselves and others. At WCPS, RE lessons allow the children to question, challenge and develop their thinking to be able to participate in well-balanced conversations about theosophical issues. We want children to be religiously literate using academically informed judgements.

EYFS Statutory Framework RE Related Objectives

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

EYFS RE Curriculum

Core Knowledge

1. Pupils will know that people celebrate special times in different ways
2. Pupils will know that people have different beliefs
3. Pupils will know that some places are special to some people in their community
4. Pupils will know the main celebrations in Christianity are Easter and Christmas
5. Pupils will know one of the most important celebrations in Hinduism is Diwali

Hinterland Knowledge

- Pupils will take part in a nativity play
- Pupils will experience a Christingle celebration
- Pupils will sit and reflect with their Diwali lamps
- Pupils will learn about advent and why we have advent calendars

Skills

- Pupils will be able to retell the Christmas story and Easter story
- Pupils will be able to recognise a Diya lamp
- Pupils will be able to describe what Christmas is about
- Pupils will be able to describe Diwali as the 'festival of light.'

Wonder

- *I wonder why we have presents at Christmas*

WCPS RE Curriculum: EYFS – Year 6

- *I wonder why we give Easter eggs at Easter*
- *I wonder why there are sweets on a Christingle*
- *I wonder why Jesus was born in a stable*

Experiences & Provocations

- Pupils will experience the curriculum by:
- Taking part in a Nativity play
- Taking part in a Christingle celebration
- Children will take part in an Easter bonnet parade

Vocabulary - Tier 3 Subject Specific

Easter, Diya, Diwali, Christmas, Christianity, Hinduism, Christingle, cross, Jesus, worship, belief, community

KS1 Norfolk Agreed Syllabus

In-depth investigation of:

1. Christianity
2. One other principal world religion.

and encountering :

3. At least one other principal religion or worldview reflected in the local context.

Schools should consider the following factors when deciding what to study as 2 and 3:

- Understanding of the beliefs and practices of a 'non-Abrahamic' tradition, e.g. Sikhism.
- Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam.
- The local context. · Provide foundations for KS2

Year 1 RE Curriculum

Spring Term 1 Christianity

What do Christians believe about God?

Core Knowledge

1. Pupils will know that different people have different beliefs and that this is OK.
2. Pupils will know that Christian people believe in a God.
3. Pupils will know the Christian Creation Story (re-tell).
4. Pupils will know how the Creation Story influences how Christians behave.

Spring Term 2 Christianity

Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

Core Knowledge

1. Pupils will know that Jesus is special to Christian people.
2. Pupils will know what makes someone special.
3. Pupils will know how Jesus was welcomed on Palm Sunday.
4. Pupils will know why Jesus was treated like this on Palm Sunday.

5. Pupils will know that Christians believe that God wants them to look after the world. Hinterland Knowledge • Pupils will know how it feels to create something. • Pupils will know how to share their own thoughts and opinions (ex: when considering how they would feel if someone broke what they made). • Pupils will know why it is important to look after our world / the environment. • Pupils will know examples of how to treat the world respectfully. • Pupils will know about the following British Values: Rule of Law, Mutual Respect, Tolerance of those of different faiths and beliefs. Skills • Pupils will develop being able to sequence. • Pupils will develop being able to summarise. • Pupils will develop being able to evaluate. • Pupils will develop being able to empathise. • Pupils will develop being able to reflect. Wonder • <i>I wonder where God is...</i> • <i>I wonder if people can see God...</i> • <i>I wonder if God can create new things even now...</i> • <i>I wonder why some people believe in God and other don't...</i> Experiences & Provocations	5. Pupils will know that after Palm Sunday Jesus died and was resurrected. Hinterland Knowledge • Pupils will know how special people might be treated by others in the modern day (ex: a member of the Royal Family). • Pupils will know key similarities and differences between Jesus arriving on Palm Sunday and a modern welcome for someone special. • Pupils will know that Nazereth is a real place, and show an awareness of how they celebrate Jesus' arrival as part of religious holidays. • Pupils will know about the following British Values: Democracy, Rule of Law, Mutual Respect, Tolerance of those of different faiths and beliefs. Skills • Pupils will develop being able to compare. • Pupils will develop being able to infer. • Pupils will develop being able to justify. • Pupils will develop being able to explain. Wonder • <i>I wonder how Jesus felt when he was welcomed on Palm Sunday...</i> • <i>I wonder what a welcome for a normal person arriving in Nazereth would be like...</i> Experiences & Provocations
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WCPS RE Curriculum: EYFS – Year 6

Pupils will experience the curriculum by: ○ Making something, to have an appreciation of how this feels and how this creation should be treated. ○ Cross curricular links to science & geography about caring for our planet. Links to practical activities in these subjects (ex: planting and growing). Vocabulary - Tier 3 Subject Specific Religion, Christian, God, Bible, world, creation, care.	Pupils will experience the curriculum by: ○ Drawing on drama to explore this story. ○ Exploring photos and videos (including historic depiction) of the event / places referenced. ○ Being involved in Easter festivities at school and reflecting on the significance and meaning behind these. Vocabulary - Tier 3 Subject Specific Easter, Palm Sunday, palm, welcome, resurrection, Messiah, Nazereth, Jerusalem, hymn
Summer Term 1 Judaism	Summer Term 2 Judaism
<i>Who is God to the Jews?</i> Core Knowledge 1. Pupils will know how to identify a promise and understand that trust is important when making an agreement 2. Pupils will know how some important Jewish beliefs began 3. Pupils will know the story of how Judaism began and say that Jews believe in one God 4. Pupils will know about the Ten Commandments and explain the rules that Jews believe God wants us to live by 5. Pupils will know about Abraham and Moses are why they're important to Jews. Hinterland Knowledge	<i>Is Shabbat important to Jewish children?</i> Core Knowledge • Pupils will know that Shabbat starts on a Friday evening and is observed on a Saturday (the Jewish holy day). • Pupils will know why Jewish people celebrate Shabbat. • Pupils will know what Jewish people might do to celebrate Shabbat. • Pupils will know the names of some items (including food) that would likely be seen on the Shabbat table. • Pupils will know that the synagogue is the Jewish holy building. Hinterland Knowledge • Pupils will know why family time is important to Jewish people at Shabbat.

- Pupils will know why agreements are important and why they should be kept
- Pupils will know that Judaism is one of the oldest world religions.

- Skills
- Pupils will develop being able to empathise.
- Pupils will develop being able to reflect.
- Pupils will develop being able to recall.
- Pupils will develop being able to infer.

Wonder

- *I wonder how Judaism began.*
- *I wonder how it is similar to Christianity.*

Experiences & Provocations

Pupils will experience the curriculum by:

- Create a list of rules to help them to live a happy life
- Through role play and discussions.

Vocabulary - Tier 3 Subject Specific

Jew, Abraham, Moses, commandments, covenant, torah.

- Pupils will know that people may vary in how strict they are with Shabbat rules and practices.
- Pupils will know that different days of the week may have significance in different people's lives depending on their own routines / beliefs / schedules.
- Pupils will know about the following British Values: Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs.

Skills

- Pupils will develop being able to interpret.
- Pupils will develop being able to reflect.
- Pupils will develop being able to recall.
- Pupils will develop being able to evaluate.

Wonder

- *I wonder if people of other religions have different rules to follow...*
- *I wonder if every religion has a special day of the week...*

Experiences & Provocations

Pupils will experience the curriculum by:

- Trying some of the foods on the Shabbat table (ex: Challah bread).
- Experiencing class time together (sharing food) to feel the 'family atmosphere' and community spirit of Shabbat.

Vocabulary - Tier 3 Subject Specific

	Jewish, Shabbat, synagogue, kippah, challah bread, blessing, prayer, kiddush cup, havdalah candle.
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KS1 Norfolk Agreed Syllabus

In-depth investigation of:

1. Christianity
2. One other principal world religion.

and encountering:

3. At least one other principal religion or worldview reflected in the local context.

Schools should consider the following factors when deciding what to study as 2 and 3:

- Understanding of the beliefs and practices of a 'non-Abrahamic' tradition, e.g. Sikhism.
- Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam.
- The local context. · Provide foundations for KS2

- I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world
- I can verbalise and / or express my own thoughts
- I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.
- I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer

Year 2 RE Curriculum

Autumn Term 1 Christianity	Autumn Term 2 Christianity
<i>Is it possible to be kind to everyone all of the time?</i> Core Knowledge 1. Pupils will know what it means to be kind. 2. Pupils will know how they can be a better friend. 3. Pupils will know times when I have been kind to others even when it was difficult. 4. Pupils will know some stories Jesus told about being kind or give an example of when Jesus showed kindness. 5. Pupils will know some ways Christians try to follow Jesus' example by being kind.	<i>Why do Christians believe God gave Jesus to the world?</i> Core Knowledge 1. Pupils will know the Christmas story. 2. Pupils will know why Christians believe Jesus was a gift from God. Hinterland Knowledge • Pupils will know what they can learn from stories from religious traditions? Skills

6. Pupils will know why they should be kind and start to explain how they think they can do this.

7. Pupils will know how they could solve a problem by showing love.

Hinterland Knowledge

- Pupils will know and retell some stories from the Bible that show kindness.
- Pupils will explore how kindness makes Christians behave towards other people.

Skills

- Pupils will develop being able re-tell Bible stories that show kindness.
- Pupils will develop being able to explore how kindness makes Christians behave towards other people.

Wonder

- *I wonder if it's possible to be kind all of the time?*
- *I wonder what ways I could be kind today?*
- *I wonder what problems the world faces?*
- *I wonder what superhero power I would like and why?*

Experiences & Provocations

Pupils will experience the curriculum by:

- o Introduction of Sofia Owl who will ask the big RE questions.
- o Circle Time Activities
- o Use of puppets

- Pupils will develop being able to reflect on the Christmas story and the reasons for Jesus' birth
- Pupils will develop being able to tell you why Christians think God gave Jesus to the World.

Wonder

- *I wonder how Christmas is celebrated in other countries.*
- *I wonder what ways I can show love to the world?*

Experiences & Provocations

- Pupils will experience the curriculum by:
- Nativity props / advent calendar
- Circle Time Activities
- Use of puppets
- Drama and role play
- Bible stories

Vocabulary - Tier 3 Subject Specific

Christian, Christmas, Saved, saviour, rescue,

- o Drama and role play - o Bible stories Vocabulary - Tier 3 Subject Specific Respect, tolerance, individual liberty, kindness, parable	
Spring Term 1 Sikhism	Spring Term 2 Sikhism
<i>Who is God to Sikhs?</i> Core Knowledge 1. Pupils will talk about important people in my life and explain what makes them special 2. Pupils will retell the story of Guru Nanak and share a key message from the story about how Sikhs believe people should live 3. Pupils will explain what the Guru Granth Sahib is and why it is special to Sikhs 4. Pupils will explain 3 things Sikhs believe about God 5. Pupils will re-tell a story of the Sikh religion and begin to explain what Sikhs believe about God 6. Pupils will say how Sikh beliefs can help them try and live a better life Hinterland Knowledge	<i>Why do Sikhs admire their Gurus?</i> Core Knowledge 1. Pupils will recognise a leader and identify some of the responsibilities a leader might have. 2. Pupils will identify the special qualities in Guru Nanak and share what made him a special leader 3. Pupils will identify the ten Gurus and share how their beliefs or actions contributed to the Sikh religion 4. Pupils will share how Guru Gobind Singh contributed to the Sikh religion and how his actions impact Sikhs today 5. Pupils can talk about the Sikh Gurus and share some of their beliefs 6. Pupils will reflect on Guru teachings and say why these teachings may still be important to Sikhs today Hinterland Knowledge

- Pupils will understand how to treat people that are special to me and can talk about how what people believe can help them to try and live a better life
- Pupils will talk about what they believe in or what is important to me

Skills

- Pupils will develop being able to retell stories from different religions.
- Pupils will develop being able to explore similarities and differences between their beliefs and other people's beliefs.
- Pupils will develop being able to recall key information about Sikhism.

Wonder

- *What do I believe about working hard and sharing?*
- *Are there any special books which have taught me about kindness?*

Experiences & Provocations

- Pupils will experience the curriculum by:
- Using resources from Jigsaw RE
- Circle Time Activities
- Use of puppets
- Drama and role play
- Bible stories

Vocabulary - Tier 3 Subject Specific

Guru Granth Sahib, Holy book, Waheguru, rumala, Chaur Sahib, prayer, Gurdwara, Sewa, Amrit Ceremony

- Pupils will say some qualities that they think make a good leader
- Pupils will celebrate and value the special qualities of leaders around me

Skills

- Pupils will develop being able to interpret the actions of the different Gurus.
- Pupils will develop being able to recognise key qualities of a leader.

Wonder

- *I wonder how the Gurus became so important.*
- *I wonder whether there are any important figures and role models in my life.*
- *I wonder about the benefits and negatives of having a leader.*

Experiences & Provocations

- Pupils will experience the curriculum by:
- Using resources from Jigsaw RE
- Circle Time Activities
- Use of puppets
- Drama and role play
- Bible stories

Vocabulary - Tier 3 Subject Specific

The names of the 10 Gurus, Guru, leader, beliefs, impact, actions, responsibility.

KS2 Norfolk Agreed Syllabus

In-depth investigation of:

1. Christianity
 2. Two other principal world religions.
- and encountering:
3. At least one other religion, or worldview.

Schools should consider the following factors when deciding what to study as 2 and 3:

- Understanding of the beliefs and practices of a Dharmic tradition, e.g. Hinduism.
- Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam.
- The local context.
- Build upon learning at KS1, provide foundations for KS3

Year 3 RE Curriculum

Spring Term 1
Christianity

Theme: Jesus' miracles

Spring Term 2
Christianity

Theme: Easter – Forgiveness

Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Core Knowledge 1. Pupils will know that we all get ill and that there are ways to help ourselves feel better. 2. Pupils will know the story of the blind man in the bible along with other bible stories about miracles. 3. Pupils will know that Christians believe that Jesus is God in human body so he has the power of God and can do anything to heal people. 4. Pupils will know that the world miracle means something outside the usual rules of nature. 5. Pupils will know that stories don't have to be true to be meaningful. Hinterland Knowledge Pupils will know about the British values of mutual respect and tolerance of others. Pupils will know about the spiritual SMSC. Skills Pupils will develop to be able to be empathetic. Pupils will develop being able to investigate. Pupils will develop being able to reflect. Pupils will develop being able to apply their learning in different ways. Wonder <i>I wonder whether Jesus could perform miracles.</i> <i>I wonder why it's in the bible if he can't perform miracles.</i> <i>I wonder whether Jesus really healed people or if they just got better.</i>	Key Question: What is 'good' about Good Friday? Core Knowledge 1. Pupils will know the Easter story including the Last Supper and the symbolism of the bread and wine. 2. Pupils will know that the bible suggests that Jesus knew he was going to die. 3. Pupils will know that Jesus' death was part of God's plan to show people can be forgiven and start again. 4. Pupils will know why Jesus said 'Father, forgive them' before he died. 5. Pupils will know that Jesus resurrected to prove to Christians that there is life after death in heaven. Hinterland Knowledge • Pupils will know about the British values of individual liberty, mutual respect and tolerance of others. • Pupils will know about the spiritual and moral SMSC. Skills • Pupils will develop being able to interpret. • Pupils will develop being able to investigate. • Pupils will develop being able to apply. • Pupils will develop being able to analyse. • Pupils will develop being able to reflect. Wonder
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Experiences & Provocations Use of drama and bible stories to help children understand the stories. Use of debate to develop speaking and listening skills and forming opinions. Vocabulary - Tier 3 Subject Specific Miracle, illness, incarnation, heal, power, God, messiah, Saviour, sins.	• <i>I wonder why Jesus died and God didn't save him.</i> • <i>I wonder why some people hated Jesus.</i> • <i>I wonder how Jesus came back to life.</i> • <i>I wonder why Jesus said about his blood and his body.</i> Experiences & Provocations • Get a vicar in school to describe the symbolism of Good Friday and the bread and wine. • Watch video clips about the Easter story. Vocabulary - Tier 3 Subject Specific The Last Supper, symbolism, body, blood, wine, bread, sacrifice, resurrection, crucifix, Palm Sunday, Maundy Thursday, Good Friday, plan, God, death, forgiven, forgiveness, heaven
Summer 1 Hinduism/ Sanatana Dharma	Summer Term 2 Hinduism/ Sanatana Dharma
Theme: Pilgrimage to the River Ganges	Key Question: What do some deities tell Sanatanis about God? Core Knowledge

Key Question: Would visiting the River Ganges make a person a better Sanatani?

Core Knowledge

1. Pupils will know that the River Ganges is an important river to Hindus.
2. Pupils will know that the River Ganges is important to residents and pilgrims.
3. Pupils will know some of the different things that Hindus do at the river.
4. Pupils will know that people bathe in the River Ganges in order to wash away the wrong things to be pure and cleansed again.
5. Pupils will know that Hindus believe Brahman is in the water helping them to get clean.
6. Pupils will know why some non-Hindu people might choose to go there.

Hinterland Knowledge

- Pupils will know about the British values of rule of law, mutual respect and tolerance of others.
- Pupils will know that the River Ganges has rules about what can and can't happen there to keep it sacred.
- Pupils will know about the spiritual and cultural SMSC.

Skills

- Pupils will develop being able to reflect.
- Pupils will develop being able to evaluate.
- Pupils will develop being able to explain.

1. Pupils will explain how people show different aspects of their personalities
2. Pupils will explain the Sanatani belief that Brahman is one supreme deity with different aspects
3. Pupils will explain what some Sanatanis might believe about Ganesha
4. Pupils will explain what some Sanatanis might believe about Lakshmi
5. Pupils will describe different deities and explain why they may be important to Sanatanis
6. Pupils will explain why or how these deities might tell Sanatanis more about God

Hinterland Knowledge

- Pupils will know about the British values of rule of law, mutual respect and tolerance of others.
- Pupils will know about the spiritual SMSC.

Skills

- Pupils will develop being able to interpret.
- Pupils will develop being able to investigate.
- Pupils will develop being able to explain.
- Pupils will develop being able to express themselves.

Wonder

- *I wonder how Brahman can be everywhere.*
- *I wonder why they have so many deities.*
- *I wonder what the difference is between the deities.*

Wonder • <i>I wonder why the River Ganges is important to Hindus.</i> • <i>I wonder why non-Hindus would visit there.</i> • <i>I wonder how a person would feel different once they'd been there.</i> Experiences & Provocations • Someone who has visited the Ganges comes in to talk about their experience. • Find videos online of people visiting the river. • Drama imagining that they were at the river. Vocabulary - Tier 3 Subject Specific River Ganges, river, Hindus, residents, pilgrims, offerings, life and death, funeral, pure, cleansed, life source, Brahman, sacred.	Experiences & Provocations • Video clips, drama, discussion. Vocabulary - Tier 3 Subject Specific Deity, Brahman, forms, Lakshmi, Ganesha, temple, Puja, tri-murti, Shiva, Vishnu, omnipresent, Gods.
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In-depth investigation of:

3. Christianity
4. Two other principal world religions.

and encountering:

3. At least one other religion, or worldview.

Schools should consider the following factors when deciding what to study as 2 and 3:

- Understanding of the beliefs and practices of a Dharmic tradition, e.g. Hinduism.
- Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam.
- The local context.
- Build upon learning at KS1, provide foundations for KS3

Year 4 RE Curriculum

Autumn Term 1 Buddhism

Is it possible for everyone to be happy?

Core Knowledge

1. Pupils will know key parts of the story of the Buddha
2. Pupils will know that Buddha went on a spiritual journey and changed the things that they valued most.

Autumn Term 2 Christianity

What is the most significant part of the nativity story for Christians today?

Core Knowledge

1. Pupils will know how symbols are used in the Christmas story.
2. Pupils will know explain what Christmas symbols might refer to the Christian story of Jesus' birth
3. Pupils will know explain what parts of the Nativity story might be meaningful to some Christians

3. Pupils will know the story of the Buddha and share a key message from the story about how many Buddhists believe people should live
4. Pupils will know the story of the Buddha and explain which they think is the most important part
5. Pupils will recall some key parts of the Buddha's life and talk about them

Hinterland Knowledge

- Pupils will know what it means to be happy and can talk about the feelings that happiness brings
- Pupils will know how it feels to be spoken to politely and I understand that what people say is important

Skills

- Pupils will develop being able to recount the story of Buddha.
- Pupils will develop being able to empathise with others about what is important to them.

identify / recognise / describe / observe / recall / compare / contrast / infer / sequence / summarise / categorise / reason / interpret / synthesise / explain / justify / conclude / judge / evaluate / critique / empathise / hypothesise

Wonder

- *I wonder what is the most important thing to me.*

4. Pupils will know the symbolism within a Christingle
5. Pupils will know some of the symbolism of Christmas and explain a Christian belief about Jesus.

Hinterland Knowledge

- Pupils will know that different people will have different parts of the Nativity story that is most important to them.
- Pupils will know how the Christingles are made and how they're used in church.

Skills

- Pupils will develop being able to describe the different symbols in the Nativity story.
- Pupils will develop being able to summarise what the different parts of the christingle represent.

identify / recognise / describe / observe / recall / compare / contrast / infer / sequence / summarise / categorise / reason / interpret / synthesise / explain / justify / conclude / judge / evaluate / critique / empathise / hypothesise

Wonder

- *I wonder what symbols are meaningful to me?*
- *I wonder when the Christingle became something that was made by Christians?*

Experiences & Provocations

- Pupils will experience the curriculum by:

<i>I wonder whether different people have different things that are important to them.</i> Experiences & Provocations - Pupils will experience the curriculum by: - Explore the learning through drama, role play and discussions. - Have respectful conversations about difference. - To use Jigsaw RE resources. Vocabulary - Tier 3 Subject Specific Siddhartha Gautama, Buddha, enlightenment, Dukkha (suffering).	- Create Christingles. - Use resources from Jigsaw RE. - Use of circle time for discussions. - Use of role play and drama. Vocabulary - Tier 3 Subject Specific Incarnation, Christingle, Christian, Jesus, Nativity.
Summer Term 1 Buddhism	Summer Term 2 Christianity
Can the Buddha's teachings make the world a better place? Core Knowledge - Pupils will know that the world is a wonderful place for some people and not as wonderful for others. - Pupils will know that Anicca (change) might bring about Dukkha (suffering) for some people - Pupils will know a Buddhist story and explain its meaning - Pupils will know a Buddhist story and explain how it shows compassion - Pupils will know how the teachings of Buddha might impact on the life of a Buddhist today	Do people need to go to church to show they are Christians? Core Knowledge - Pupils will know the feelings they associate with a special place - Pupils will know some events or services that might happen at a church (with a focus on Baptism) - Pupils will know some events or services that might happen at a church (with a focus on Holy Communion) - Pupils will know how a church might support a Christian with prayer and worship in their lives today.

Hinterland Knowledge • Pupils will know about changes in their lives and how these might bring positive outcomes for them • Pupils will know about stories that they enjoy that show compassion and meaning Skills • Pupils will develop being able to compare and contrast different Buddha stories and the messages they give. • Pupils will develop being able to recall some of the Buddhist stories. identify / recognise / describe / observe / recall / compare / contrast / infer / sequence / summarise / categorise / reason / interpret / synthesise / explain / justify / conclude / judge / evaluate / critique / empathise / hypothesise Wonder • <i>I wonder what I could learn from the stories that Buddha told.</i> • <i>I wonder how I could be a more positive influence on other people.</i> Experiences & Provocations • Pupils will experience the curriculum by: ○ Using drama, role play and discussion. ○ Using resources from Jigsaw RE.	5. Pupils will know some of the ways Christians use Churches to worship and pray or celebrate important events and services such as Baptisms and Holy Communion Hinterland Knowledge • Pupils will know why some people might choose to go to church. • Pupils will know some of the ways that people can follow Christianity without going to church. Skills • Pupils will develop being able to justify why some people go to church and others don't. • Pupils will develop being able to describe what happens at different Christian events in church. identify / recognise / describe / observe / recall / compare / contrast / infer / sequence / summarise / categorise / reason / interpret / synthesise / explain / justify / conclude / judge / evaluate / critique / empathise / hypothesise Wonder • <i>I wonder why people might go to church.</i> • <i>I wonder what happens when people are Baptised.</i> Experiences & Provocations • Pupils will experience the curriculum by: ○ Explore the different events that take place in churches.
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○ Using circle time to have respectful conversations. Vocabulary - Tier 3 Subject Specific Annika (everything changes), Siddhartha Gautama, Buddha, enlightenment, Dukkha (suffering).	○ Speak to someone who has been baptised or taken Holy Communion. ○ Use Jigsaw RE. ○ The use of drama and role play. Vocabulary - Tier 3 Subject Specific Sacraments, saints, Eucharist, communion, baptism, church, priest, vicar.
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KS2 Norfolk Agreed Syllabus

In-depth investigation of:

5. Christianity

6. Two other principal world religions.

and encountering:

3. At least one other religion, or worldview.

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- Understanding of the beliefs and practices of a Dharmic tradition, e.g. Hinduism.
- Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam.
- The local context.

- Build upon learning at KS1, provide foundations for KS3

Year 5 RE Curriculum

Autumn Term 1 Sikhism	Autumn Term 2 Christianity
Theme: <i>Belief into action</i> Key Question: <i>How far would a Sikh go for their religion?</i> Core Knowledge - Pupils will know the 5 key Sikh beliefs. - God is in everything (Sikhs see God as an energy source rather than as a physical entity) - It is a Sikh's duty to serve others (sewa) - All people should be treated as equals - Sikhs should share what they can with others - Sikhs should earn their living honestly - Pupils will know the importance of the concept of Langar. - Pupils will know the founder of Sikhism is Guru Nanak. - Pupils will know how Langar takes place and why. - Pupils will know how a Sikh's beliefs impact their daily life. - Treating everyone equally - Challenging inequality and injustice Hinterland Knowledge - Pupils will know the SMSC – Spiritual and cultural. - Pupils will know the British values – rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.	Theme: <i>Christmas</i> Concept: <i>Incarnation</i> Key Question: <i>Is the Christmas story true?</i> Core Knowledge - Pupils will know the bible records the important events in the life of Jesus in the Gospels. - Pupils will know the Gospels were probably not written as events happened. They would have been told and retold before recording, therefore specific dates and times may have become unknown (or irrelevant) - Pupils will know the fixing of a festival date to commemorate an event does not necessarily have to happen on the actual date of the event (e.g. The Scouting/Guiding movement chose the birthday of the founders, not the actual date they first started the movement). - Pupils will know the Gospels which retell the birth of Jesus agree on the main points and disagree on nothing. - Pupils will know the Christmas story is a basis for belief for millions of Christians across the world and has been widely believed by the Christian Church for millennia.

Skills • Pupils will develop being able to describe. • Pupils will develop being able to summarise. • Pupils will develop being able to explain. • Pupils will develop being able to justify. Wonder • <i>I wonder how a Sikh's way of living is affected by their beliefs.</i> • <i>I wonder how this religion links in with British values and SMSC.</i> Experiences & Provocations • Pupils will experience the curriculum by: ○ Watching videos to show a Sikh's experience. ○ Asking and answering philosophical questions. Vocabulary - Tier 3 Subject Specific Guru, Amrit, Khalsa, Karah Prashad, 5 Ks, Kirpan, Kesh, Kara, Kangha, Kachera, Guru Granth Sahib, Langar, Golden Temple of Amritsar, Guru Nanak, Harmadir Sahib	6. Pupils will know that having four biblical accounts of Jesus' life, including two of his birth, is seen as being incredibly enriching to a Christian's understanding of what happened and what it means. Hinterland Knowledge • Pupils will know the definition of "true" would depend on the writer, and the understanding of the person reading the account, as well as on a person's definition of 'truth'. • Pupils will know the SMSC – Spiritual and moral. • Pupils will know the British Values – mutual respect and tolerance of those of different faiths and beliefs. Skills • Pupils will develop being able to compare. • Pupils will develop being able contrast. • Pupils will develop being able critique. • Pupils will develop being able interpret. Wonder • <i>I wonder how true the Christmas story is.</i> • <i>I wonder how relevant the Christmas story is if it isn't true.</i> Experiences & Provocations • Pupils will experience the curriculum by: ○ Questioning ○ Comparing and contrasting scriptures. ○ Thinking philosophically.
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	Vocabulary - Tier 3 Subject Specific Pupils will know the definition of “true” would depend on the writer, and the understanding of the person reading the account, as well as on a person’s definition of ‘truth’.
Summer Term 1 Sikhism	Summer Term 2 Christianity
Theme: <i>Beliefs and Moral Values</i> Key Question: How are sacred teachings and stories interpreted by Sikhs today? Core Knowledge - Pupils will know that Sikhs still respect and learn from traditional stories like those provided in the enquiry - Guru Nanak and the Jasmine Flower - Bhai Lalo and Malik Bhago - equality and honesty. - Vaisakhi - Birth of the Khalsa - Guru Nanak and the Cobra - Pupils will know the tenth Guru, Guru Gobind Singh, said that there would be no other living Gurus after him so Sikhs should look to their holy scriptures for guidance instead. - Pupils will know the Guru Granth Sahib is treated as the living Guru of the Sikhs. - Pupils will know the book contains poems and hymns about the nature of God. It stresses the importance of meditation as well as laying down guidance on ethics and morality.	Theme: <i>Beliefs and Practices</i> Concept: <i>Faith</i> Key Question: What is the best way for a Christian to show commitment to God? Core Knowledge - Pupils will know the 10 commandments. - Pupils will know Jesus’ commandments to love God and love your neighbour. (Golden Rule) - Pupils will know that Jesus did not change or discard the original 10 Commandments. His teaching made it easier to understand that in essence the first 3 Commandments are about loving God and the other 7 are about loving your neighbour - Pupils will know that many Christians will choose to be confirmed (received into the Church as an adult) and in this ceremony, the gifts of the Holy Spirit are prayed to be conferred on them. - Pupils will know how Christians pray. - Pupils will know that many Christians will regularly attend church to publicly demonstrate their commitment to God and their religion. They may also carry out service here.

5. Pupils will know that Sikhs believe everyone has the right to choose their religion – they are often involved in inter-faith activities
6. Pupils will know that Sikhs live life by the moral code laid out in the Holy Book and by following the example of the Gurus

Hinterland Knowledge

- Pupils will know that the Guru Granth Sahib contains writings from people of other faiths too as it recognises that wisdom can come from many different places.
- Pupils will know the SMSC – Spiritual and moral.
- Pupils will know the British values – rule of law, mutual respect and tolerance of different faiths and beliefs.

Skills

- Pupils will develop being able to explain.
- Pupils will develop being able to summarise.
- Pupils will develop being able to describe.
- Pupils will develop being able to hypothesise.

Wonder

- I wonder why Sikh's have other religions in their special book.

Experiences & Provocations

- Pupils will experience the curriculum by:
 - Comparing religions.
 - Discussing stories that are special to Sikhs.

Vocabulary - Tier 3 Subject Specific

Hinterland Knowledge

- Pupils will know the SMSC – Spiritual and cultural.
- Pupils will know the British Values – rule of law, mutual respect, individual liberty and tolerance of those of different faiths and beliefs.

Skills

- Pupils will develop being able to explain.
- Pupils will develop being able to critique.
- Pupils will develop being able to empathise.
- Pupils will develop being able to recognise.

Wonder

- *I wonder how Christians show commitment to God.*
- *I wonder whether you have to go to church to be a Christian.*

Experiences & Provocations

- Pupils will experience the curriculum by:
 - Questioning
 - Answering philosophical questions.

Vocabulary - Tier 3 Subject Specific

Ten Commandments, Confirmation, Prayer, Gifts of the Spirit, Lord's Prayer

WCPS RE Curriculum: EYFS – Year 6

Guru, Guru Granth Sahib, Guru Nanak, Khalsa, Chauri	
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KS2 National Curriculum

In-depth investigation of:

1. Christianity
2. Two other principal world religions.
and encountering:
3. At least one other religion, or worldview.

Schools should consider the following factors when deciding what to study as 2 and 3:

- Understanding of the beliefs and practices of a Dharmic tradition, e.g. Hinduism.
- Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam.
- The local context.
- Build upon learning at KS1, provide foundations for KS3

Year 6 RE Curriculum

Autumn Term 1 Islam	Autumn Term 2 Christianity
<i>What is the best way for a Muslim to show commitment to God?</i>	<i>Is anything ever eternal?</i>
Core Knowledge 1. Pupils will know how expressing commitment to something is a good thing.	Core Knowledge 1. Pupils will know the concept of eternity. 2. Pupils will know what the bible explains about life after death.

2. Pupils will know some of the ways that Muslims show commitment to God like the 5 pillars.
3. Pupils will know different practices that Muslims use to show commitment to God and that some of these are more important than others.
4. Pupils will know that different people will show different degrees of commitment to their religion and this will affect their actions.
5. Pupils will know that some Muslims go on pilgrimage and will know the reasons that others may not.
6. Pupils will know that some Muslims fast during Ramadan to show their commitment.

Hinterland Knowledge

- Pupils will know that through the media and extremist views, some religions are given a bad name. Pupils will know what the values are of the Islamic religion.
- Pupils will know the SMSC – spiritual and cultural.
- Pupils will cover British values – rule of law, mutual respect and tolerance of other faiths.

Skills

- Pupils will develop being able to justify the different ways that Muslims show commitment.
- Pupils will be able to compare this to the ways that Christians show commitment to their religion.

Wonder

3. Pupils will know the links between different Christian beliefs and eternity.
4. Pupils will know the link between leading a good life on Earth and wanting to go to heaven after death.
5. Pupils will know the Christian link between following the ten commandments and going to heaven after death.
6. Pupils will know that Christians believe that God, heaven and Jesus are eternal.

Hinterland Knowledge

- Pupils will know scientific facts about things being eternal and things dying.
- Pupils will think about things in their lives that they would like to be eternal.
- Pupils will know the SMSC – spiritual and moral.
- Pupils will know the British values – mutual respect and tolerance of different faiths.

Skills

- Pupils will develop being able to justify giving reasons for their opinions.
- Pupils will develop being able to explain why Christians believe in eternal life.

Wonder

- *I wonder what eternal life would look like.*
- *I wonder why following the ten commandments and repenting my sins could make me live an eternal life.*

WCPS RE Curriculum: EYFS – Year 6

• <i>I wonder what the Islamic God is like.</i> • <i>I wonder why Muslims choose to show commitment through fasting.</i> Experiences & Provocations • Pupils will experience the curriculum by: ○ Class discussions ○ Research ○ Videos to show examples of Muslim commitment. ○ Questions being asked through the RE owl. Vocabulary - Tier 3 Subject Specific Zakar, Ramadan, pilgrimage, fast, mosque, prayer, 5 pillars, Muslim, Islam.	Experiences & Provocations • Pupils will experience the curriculum by: ○ Debate ○ Class discussions ○ Research ○ Questions being asked through the RE owl. Vocabulary - Tier 3 Subject Specific Sins, eternal, commitment, ten commandments repent.
Spring Term 2 Christianity	Spring Term 2 Humanism
<i>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</i> Core Knowledge 1. Pupils will know the reasons that some people believe it's a strong religion – religious festivals, people going to church, large number of believers. 2. Pupils will know the reasons against it being a strong religion e.g., Christmas lost its meaning and less churches.	<i>How do Humanists lead good lives?</i> Core Knowledge 1. Pupils will know what Humanists believe in – Science. 2. Pupils will know how people who don't believe in God still show empathy. 3. Pupils will know why people who don't believe in God make good choices anyway – British values, laws etc.

3. Pupils will know that Christian charities around the world still help.
4. Pupils will know that the 10 commandments are linked very closely to our laws and values.

Hinterland Knowledge

- Pupils will know that Christianity is a religion celebrated in different places in the world, not just the UK.
- Pupils will know SMSC – social and cultural.
- Pupils will focus on all areas of British values.
- Pupils will know how Christianity has changed over the last 2000 years.

Skills

- Pupils will develop being able to debate different sides of an argument.
- Pupils will be able to justify their opinion using evidence.
- Pupils will be able to explain both sides of the argument.

Wonder

- *I wonder why people still believe in Christianity.*
- *I wonder how Christianity has changed over the last 2000 years.*

Experiences & Provocations

- Pupils will experience the curriculum by:
 - Research
 - Drama and debate
 - Questions asked by the RE owl.

Vocabulary - Tier 3 Subject Specific

4. Pupils will know how charities can be run by people who aren't doing it for religious reasons.
5. Pupils will know the key humanist values and beliefs.

Hinterland Knowledge

- Pupils will know some world leaders/activists who don't believe in God but make a difference to the world.
- Pupils will know the SMSC – Moral, social and cultural.
- Pupils will know all British values.

Skills

- Pupils will develop being able to justify why people who don't follow religions can show good values.
- Pupils will compare and contrast Christianity with humanist beliefs and values.

Wonder

- *I wonder what's the difference about humanist beliefs and Christian beliefs.*

Experiences & Provocations

- Pupils will experience the curriculum by:
 - Debate
 - Class discussions
 - Research
 - Questions being asked through the RE owl.
 - Comparing and contrasting beliefs.

WCPS RE Curriculum: EYFS – Year 6

Christianity, decline, charities, festivals, 10 commandments, laws, morals, British values	Vocabulary - Tier 3 Subject Specific Humanist, beliefs, values, British values, democracy, laws, Christianity, equality.
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