



## Middlewich Primary School Curriculum



At Middlewich Primary School, we follow the Cheshire East Agreed Syllabus for Religious Education (2022). The Religious Education curriculum aims to provide a broad and balanced education that enables pupils to explore the significance of religion and belief in today's world. Rooted in the Cheshire East Agreed Syllabus, our curriculum is designed to equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their own ideas, values, and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse religions and secular and non-religious worldviews. Pupils should gain and deploy the skills needed to understand, interpret, and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values, and experiences while respecting the right of others to differ.

At Middlewich Primary School, we provide daily collective worship to promote children's spiritual, moral and cultural development.

Learning across the school is based on the following key strands:

- God, the world, and self
- Authority
- Personal belief
- Marking life's journey
- Religious/Non-religious Worldview in the wider world
- Belonging

## Curriculum Overview EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>Thread:</b> Belonging <b>Key Question:</b> What makes people special? How do families have special ways of welcoming babies?	<b>Thread:</b> Belonging, Celebration <b>Key Question:</b> Why do Christians perform special nativity plays at Christmas?	<b>Thread:</b> Belonging <b>Key Question:</b> How do people describe God?	<b>Thread:</b> Celebration <b>Key Question:</b> How do celebrations bring Christians together in different ways?	<b>Thread:</b> World Personal Belief & Belonging <b>Key Question:</b> Why is the church special for Christians?	<b>Thread:</b> World Personal Belief & Belonging <b>Key Question:</b> Who and what is special to me? Why should we look after the world?

## Curriculum Overview Key Stage 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>Thread:</b> God, The World and Self <b>Key Question:</b> What do people believe about God? Pupils will talk about stories in the Bible that describe what God is like for Christians and Jews. For example, in the Old Testament, the story of Creation Pupils will be able to identify Jewish and Christian beliefs that God is the creator who cares for all people.	<b>Thread:</b> God, The World and Self <b>Key Question:</b> How do people celebrate special times? Pupils will be able to recall the main events from the Christmas Bible stories linking these stories with Christianity. Eg put six pictures in order to show what happened on the first Christmas.	<b>Thread:</b> Personal Belief. Marking Life's Journey <b>Key Question:</b> How do people decide what is right and wrong? Pupils will begin to talk thoughtfully with respect to a range of spiritual questions.	<b>Thread:</b> Belonging. Celebration <b>Key Question:</b> How do Christians celebrate Easter in church and at home? Pupils will recall the main events from the Easter story and identify how Christians celebrate Easter.	<b>Thread:</b> Belonging. Celebration <b>Key Question:</b> What do Christians mean by the word 'church'? Pupils will be able to recognise the features of a church building and identify at least 3 artefacts found in a church. Pupils will describe what a church leader might do.	<b>Thread:</b> Belonging. <b>Key Question:</b> What can we find about Judaism by exploring a synagogue? Pupils will be able to identify the Torah is a holy book for Jews & how the rules in the Torah can guide a Jew in their lives. Pupils will be able to describe some of what happens at the synagogue & why

		Pupils will be able to identify at least 4 aspects of how Christians celebrate Christmas, explaining why the event might be important to them.			Pupils will be able to describe at least three things a minister/church leader might do.	Shabbat is important to Jews.
<b>Year 2</b>	<b>Thread:</b> Authority, Personal belief <b>Key Question:</b> Why are stories important in different ways? How can they be puzzling? What can people learn from them? Pupils will be able to explain that the Bible is a Christian's holy book and identify different kinds of genre/writing.	<b>Thread:</b> Authority, Personal belief <b>Key Question:</b> Why are stories important in different ways? How can they be puzzling? What can people learn from them? Pupils will be able to recall the main events from the Christmas Bible stories linking these stories with Christianity. Pupils will be able to identify how Christians celebrate Christmas, explaining why the event might be important to them. Pupils will be able to talk about who Christians say Jesus is.	<b>Thread:</b> Authority, Personal belief <b>Key Question:</b> What might people learn from the story of Abraham? Pupils will be able to explain why Abraham is important to Jews, Christians and Muslims. Pupils will begin to show curiosity and ask questions about at least three Christian and three Jewish stories. Pupils will be able to raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints	<b>Thread:</b> Personal belief <b>Key Question:</b> What is puzzling about the Easter story? Pupils will be able to recall the main events from the Easter Bible stories linking these stories with Christianity. Pupils will be able to identify how Christians celebrate Easter, explaining why the event might be important to them. Pupils will be able to explain three reasons why Moses found it difficult to obey God.	<b>Thread:</b> Personal belief <b>Key Question:</b> Why are leaders, symbols, and artefacts important to people? Pupils will be able to describe at least three things a minister/church leader and a Rabbi might do.	<b>Thread:</b> Belonging <b>Key Question:</b> How do religious/non-religious families show they belong? Pupils will be able to identify how Christians celebrate Baptism, explaining why the event might be important to them. Pupils will be able to raise and suggest answers to relevant questions in response to enquiries into religious/nonreligious viewpoints and attempt to support answers using simple reasoning.

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## Curriculum Overview Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<b>Thread:</b> God the World & the Self <b>Key Question:</b> How do religious & non-religious people talk about God? Pupils will be able to explore the Christian, Jewish and Muslim understanding of God. Pupils will understand the impact of the fall in Christian thinking. Pupils will be able to make links with other views about God in Buddhism, Humanism, and other non-religious worldviews.	<b>Thread:</b> Authority <b>Key Question:</b> How do people decide what they believe is right or wrong? Pupils will explore the ideas of infant and believers baptism. Pupils will understand the different ways religious/non-religious people welcome babies. Pupil will understand the importance of the nativity being repeated each year. Pupils will be able to explain how many Christians see Jesus as saviour.	<b>Thread:</b> Wider world. <b>Key Question:</b> Why is Muhammad (PBUH) important to many Muslims in the UK? Pupils will understand that not all Muslims have the same view of God. Pupils will study the life of a particular Muslim and be able to express their view about God. Pupils will be able to explain Muhammad (PBUH) is important to the majority of Muslims.	<b>Thread:</b> Marking Life's journey <b>Key Question:</b> Why do Christians believe God rescued people? Pupils will examine why most Christians believe God sent Jesus as a saviour to rescue people.	<b>Thread:</b> The Self, Authority <b>Key Question:</b> How do beliefs shape identity? Pupils will be able to identify reasons why the disciples followed Jesus. Pupils will be able to recall ways people show their Christian faith in daily life. Pupils will be able to explain how Jesus' message of love and forgiveness is shown through the Bible stories and how this impacts a Christian's life.	<b>Thread:</b> Belonging <b>Key Question:</b> What does it mean to be a part of a religion or worldview? Pupils will recall the events of a bar or bat mitzvah. Pupils will be able to explain why certain religions celebrate coming of age. Pupils will be able to explain why Passover/Pesach is an important festival in the Jewish calendar. Pupils will be able to recall the events of the Passover festival including the elements of the Seder plate.

<b>Year 4</b>	<p><b>Thread:</b> Personal belief  <b>Key Question:</b> How do beliefs shape people's lives?  Pupils will be able to explore how the Bible is used in the local church by Christians for guidance, devotion and inspiration.  Pupils will be able to describe and explain how Christians live their life as disciples.  Pupils will be able to make links between: New Testament Bible stories/ beliefs and church worship.</p>	<p><b>Thread:</b> God, the World &amp; Self  <b>Key Question:</b> What do different Christians believe God is like?  Why do some people not believe in God?  Pupils will be able to explore the Christian view of God.  Pupils will be able to compare and contrast the idea of the Trinity with other religious/ non-religious worldviews.</p>	<p><b>Thread:</b> Religions &amp; Worldviews in wider world  <b>Key Question:</b> Is Muhammad important to all Muslims?  Pupils will be able to recognise the Qu'ran and identify it with Islam.  Pupils will be able to explain how and why Muslims treat it with respect and believe it to be the exact words of Allah (God).  Pupils will be able to make a link between Muslim artefacts.  Pupils will be able to recognise some Muslims who have contributed to historical achievement.  Pupils will be able to identify the contribution of religious groups in society.</p>	<p><b>Thread:</b> Religions &amp; Worldviews in wider world  <b>Key Question:</b> Where do religious ideas come from?  Pupils will be able to explain what it means to make a covenant and covenants made to people in the Bible.  Pupils will be able to understand that Jewish people are still waiting for the fulfilment of the promise of the Messiah.  Pupils will know that Jews believe the Torah is inspired by God and how it is stored.  Pupils will be able to describe how Moses received the 10 Commandments.</p>	<p><b>Thread:</b> God the World &amp; Self.  Personal Worldview in wider world.  <b>Key Question:</b> What kind of world do we want to live in?  Pupils will be able to describe how people of religious/ non-religious worldviews respond to world poverty.  Pupils will be able to identify what motivates people to give to charity.  Pupils will be able to consider the complexity of giving to charity.  Pupils will be able to consider whether it is always right to give to charity.</p>	<p><b>Thread:</b> God the World &amp; Self.  Personal Worldview in wider world.  <b>Free Choice Key -</b>  What kind of world do we want to live in?  Pupils will be able to describe how people of religious/ non-religious worldviews respond to caring for the planet.  Pupils will be able to identify what motivates people to be involved in climate change action.  Pupils will be able to consider the complexity of caring for the earth.</p>
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<b>Year 5</b>	<p><b>Thread:</b> God, World, Self</p> <p><b>Key Question:</b> How do Hindus make sense of their world? Why is light important?</p> <p>Pupils will be able to identify key Hindu symbols and their meaning.</p> <p>Pupils will be able to describe various forms of Hindu worship.</p> <p>Pupils will be able to outline some of the stories of Vishnu, Rama and Sita.</p> <p>Pupils will be able to describe how some Hindus may celebrate Diwali and Holi.</p>	<p><b>Thread:</b> Authority. Personal Belief</p> <p><b>Key Question:</b> How does the Bible help Christians to live?</p> <p>Pupils will be able to explain the Christian idea of the 'Kingdom of God' and how Christians seek to advance the Kingdom on Earth.</p>	<p><b>Thread:</b> Personal Beliefs</p> <p><b>Key Question:</b> Why is Muhammad (pbuh) important to Muslim people? Why are there so many prophets in Islam?</p> <p>Pupils will begin to understand why the Qu'ran is important to many Muslims.</p> <p>Pupils will understand that Muslims believe the Prophets who came before Muhammad (PBUH) all taught the same message.</p> <p>Pupils will understand that almost all Muslims believe that to have 'inner peace with God' humans must follow Allah's guidance.</p>	<p><b>Thread:</b> Religion/Worldviews in wider world</p> <p><b>Key Question:</b> Does worship make people happy?</p> <p>Pupils will be able to discuss relevant questions about religious artefacts used in worship.</p> <p>Pupils will understand the key elements involved in Christian worship.</p> <p>Pupils will be able to make links between different types of worship.</p> <p>Pupils will know that worship can be expressed and manifested in a variety of ways.</p>	<p><b>Thread:</b> Personal belief/ Marking life's journey</p> <p><b>Key Question:</b> What is peace? How do people achieve it?</p> <p>Pupils will be able to investigate by gathering or selecting information about religious/ non-religious viewpoints.</p> <p>Pupils will choose acts of peace to carry out themselves.</p>	<p><b>Thread:</b> Are journeys important? Is life a journey?</p> <p><b>Key Question:</b> Are pilgrimage journeys important? How have they changed over time?</p> <p>Pupils will understand that a pilgrimage is a scared journey undertaken for spiritual purposes.</p> <p>Pupils will explore and investigate the places pilgrims visit and why.</p> <p>Pupils will understand how a pilgrimage affects lives and a relationship with God.</p>
<b>Year 6</b>	<p><b>Thread:</b> God the world the self</p> <p><b>Key Question:</b> What might affect the way a Hindu lives their life?</p>	<p><b>Thread:</b> Religious/non-religious worldview in the wider world</p> <p><b>Key Question:</b> How religious/ non-</p>	<p><b>Thread:</b> Personal belief</p> <p><b>Key Question:</b> How do the five pillars support and challenge Muslims to live?</p>	<p><b>Thread:</b> Personal belief/Authority – How do my personal beliefs affect the way life is lived?</p>	<p><b>Threads:</b> God the world self; Personal Belief.</p> <p><b>Key Question:</b> How do beliefs shape a person's identity?</p>	<p><b>Threads:</b> God the world self; Personal Belief.</p> <p><b>Key Question:</b> What makes a hero?</p>

	<p>Pupils will be able to describe how and suggest why Hindus celebrate Diwali and Holi. Pupils will be able to analyse what most Hindus believe about reincarnation. Pupils will be able to explain the Hindu idea of 'karma'.</p>	<p>religious people explain suffering? Pupils will be able to explore the Old Testament prophecies speak about Jesus. Pupils will be able to investigate the idea of suffering from religious/non - religious viewpoints.</p>	<p>Pupils will be able to connect Islamic belief with specific lives of Muslims and to see diversity. Pupils will be able to explain how all Muslims are part of 'Ummah'. Pupils will be able to identify, describe and explain Muslim key beliefs. Pupils will be able to describe three ways in which Muslim worship and show devotion to Allah.</p>	<p><b>Key Question:</b> What difference does the resurrection make for Christians? Where are the signs of salvation in churches? Pupils will be able to examine two of the Christian resurrection stories. Pupils will identify similarities and differences between the stories. Pupils will learn about ways people can interpret the resurrection story. Pupils will consider if you need to believe in resurrection to be a Christian and what happens when you die.</p>	<p>Pupils will define what a worldview is. Pupils will explore what influences religious/non-religious worldview and how they can change over time. Pupils will explain what some, many, most adherents believe about birth and family customs. Pupils will consider their own worldview.</p>	<p>Pupils will explore the role of heroes and saints in different faiths. Pupils will explore what motivates them to act as they do. Pupils will measure the impact of their life and actions on society in relation to anti racism.</p>
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Parents may withdraw their children from RE lessons and the school has a duty to supervise them. However, schools do not have to provide additional teaching which may incur extra cost. Where the pupils have been withdrawn, the law does say alternative arrangements can be made based on the kind of Religious Education the parents want the pupil to receive. If practical, RE should be provided at the pupil's own school; a cluster school or in another nearby school in the same area. If neither option is available a pupil may receive external RE teaching as long as the withdrawal does not significantly impact on the child's attendance.