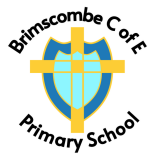


<u>Sequencing of Content</u> At Brimscombe C of E Primary School, RE is taught through the Gloucestershire Agreed Syllabus for RE 2025–2030. The curriculum follows a rolling programme and adopts a religion and worldviews (RW) approach, with religious and non-religious beliefs and thematic units revisited across the key stages.	<u>Deepening Concepts</u> Deeper concepts are developed through the threefold aim of RE: understanding how religious and non-religious worldviews influence people’s lives; engaging with these worldviews in thoughtful and scholarly ways; and developing a better understanding of themselves, others and their own worldviews. The Gloucestershire Agreed Syllabus for RE 2025–2030 adopts a religion and worldviews (RW) approach, helping pupils explore beliefs and ways of living in the context of our changing local, national and global communities. Through key questions, pupils investigate how worldviews shape people’s lives and reflect on how their own perspectives influence their learning. Where possible, visits and visitors from faith communities further deepen understanding.	<u>Retrieval Practice</u> Each lesson highlights the ‘Ways of Knowing’ icons to help pupils consider the tools and methods used to gain knowledge and understanding. Working walls, key vocabulary, knowledge organisers and key questions support learning and retrieval practice. Lessons begin by revisiting prior learning and end with a learning log to recap key knowledge. 	<u>Big Ideas</u> • Understand how religious and non-religious worldviews influence people’s lives. • Engage with religious and non-religious worldviews in thoughtful and scholarly ways. • Develop a better understanding of themselves, others and their own worldviews. • Follow a Religion and Worldviews (RW) approach, enabling pupils to explore how worldviews shape people’s lives, including their own. • Investigate key questions that encourage reflection on the influence of different worldviews. • Study units on Christianity, Judaism, Islam, Hinduism, Humanism and thematic topics. • Explore the key Christian concepts of Creation, God, People of God, Kingdom of God, Incarnation, Gospel and Salvation.
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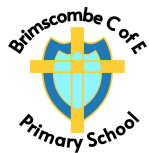


Brimscombe C of E (VA) Primary School
RE Long Term Overview
2025-2030

Year A

Christianity	Judaism	Islam	Hinduism	Humanism	Themed Units
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EYFS and KS1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F3 How might people in Gloucestershire show they belong together?	F2. UC: Why is Christmas special to Christians?	F1. UC: Why is God so important to Christians?	F4 What special times do people celebrate and why might these times be very important?	F6. What stories are important in our school community/local area and why?	F5. What places are special for people living in Gloucestershire and why?
KS1 Year 1/2	UC: God 1.1 What do Christians believe God is like?	1.6 What is it like to be brought up in a Jewish home in the UK today?	1.7 What is it like to be brought up in a Muslim home in the UK today?	UC: Salvation 1.3 Why does Easter matter to Christians, and how do people celebrate it?	1.10 How can someone’s worldview be seen in the choices they make?	
KS2						
LKS2 Year 3/4	UC: Gospel L2.2 What might Christians learn from the Old Testament about how to live?	L2.8 What do Muslims believe about God and how do they respond? UC: Creation	L2.9 What is it like to be a Humanist in the UK today?	L2.5 What beliefs do Hindus hold about the Supreme Being?	L2.10 How and why do people (in three traditions) use ceremonies to show their commitments?	L2.12 What brings people meaning and purpose in life? Case studies from three worldviews (plus pupils’ own)
UKS2 Year 5/6	U2.1 God/Incarnation What influence does believing in the Trinity have on Christian worldviews?	UC: Creation U2.2 Creation and Science: Conflicting or complementary?	U2.6 How does the Torah influence Jewish people today?		U2.9 How do nonreligious people understand and respond to the world and life? Exploring diverse responses, including Humanist.	U2.11 How might someone’s worldview affect how they view and treat the natural world?



Brimscombe C of E (VA) Primary School
RE Long Term Overview
2025-2030

Year B

Christianity	Judaism	Islam	Hinduism	Humanism	Themed Units
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EYFS and KS1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F3 How might people in Gloucestershire show they belong together?	F2. UC: Why is Christmas special to Christians?	F1. UC: Why is God so important to Christians?	F4 What special times do people celebrate and why might these times be very important?	F6. What stories are important in our school community/local area and why?	F5. What places are special for people living in Gloucestershire and why?
KS1 Year 1/2	1.8 What is it like to be part of the Muslim community in the UK (and beyond)?	1.2 Why does Christmas matter to Christians and how do people celebrate it?	1.4 What is like to be brought up in a Christian home in the UK today?	1.5 What is it like to be brought up in a Hindu home in the UK today?	1.9 How do stories and art express worldviews? Christian, Muslim, Hindu, NR/Humanist	
KS2						
LKS2 Year 3/4	L2.6 How do Jews in England celebrate festivals, and how does this show what matters to them?	L2.7 Why is Muhammad important to Muslims today?	L2.1 What do Christians learn from the Creation narrative?	UC: Kingdom of God L2.4 Do all Christians believe and behave in the same way? Exploring diversity.	L2.3 For Christians, what kind of world did Jesus want?	L2.11 What is the ‘golden rule,’ and how might it be put into practice by people from different religious and nonreligious worldviews?
UKS2 Year 5/6	U2.5 Why might Hindus want to be good?	U2.7 How does the Hajj show what matters to Muslims in Britain?	UC: People of God U2.3 How and why do Christians follow the example of Jesus?	UC: Salvation U2.4 Why might the belief that Jesus ‘saved’ people be so important for many Christians?	U2.8 How do Muslims decide what is right and wrong?	U2.10 How do organised and individual worldviews help people when times get hard?