

RE

Our TRUST Curriculum Principles

A Kaleidoscope Schools curriculum has been designed to enable children to develop wide knowledge/ skills and become well rounded and confident individuals who are curious and want to learn. Schools design and develop their own curriculums but encapsulate the following which are linked to the Kaleidoscope 5C's.



Intent

Becket and Hutton's curriculum for Religious Education (RE) helps children explore big questions about life, faith, and what it means to be human. We follow the guidance of the **Bath and Wells Diocese** and the **National Curriculum** to make sure our teaching is thoughtful, inclusive, and inspiring.

Our aim is to:

- Help children learn about Christianity and other world religions in a respectful and engaging way.
- Encourage children to ask questions, think deeply, and share their own ideas and beliefs.
- Support children to grow in kindness, respect, and understanding of others.
- Give children the chance to reflect on their own values and how they can make a positive difference in the world.
- Celebrate the diversity of beliefs in our school, community, and beyond, including Humanism.
- RE at our school is creative, fun, and meaningful. It helps children develop their thinking, their sense of identity, and their understanding of the world around them.

Implementation

At our school, RE is taught through a carefully planned curriculum RE syllabus. We make sure lessons are age-appropriate, engaging, and meaningful for all children. We implement our RE curriculum by:

- Teaching weekly RE lessons that explore Christianity and other world faiths through stories, celebrations, symbols, and key beliefs.
- Using a variety of teaching methods, including drama, art, music, discussion, and visits to places of worship, to bring learning to life.
- Encouraging children to ask questions, share their thoughts, and listen respectfully to others.
- Linking RE to our school values and wider curriculum, helping children make connections between what they learn and their own lives.
- Providing opportunities for reflection and spiritual development, both in lessons and through collective worship.
- Ensuring teachers have access to high-quality resources and training, supported by the Diocese and local networks.

RE National Curriculum Milestones (Trust Milestones)

Key Theme	Reception	KS1 (Y1–Y2)	KS2 (Y3–Y4)	KS2 (Y5–Y6)
Authority and influence		<p>Be able to talk about the importance of Jesus to Christians</p> <p>Name examples from the bible about God’s promises</p>	<p>Discuss Guru Nanuk’s influence today</p> <p>Discuss Mohammad’s influence today</p>	<p>Explain who Buddha was and what is his impact today</p>
Continuity, Change and Diversity		<p>Be able to talk about how a new child is welcomed into both Christian and non-faith families</p> <p>Talk about why places are used for worship</p>	<p>Understand how ancient stories influence modern celebrations</p>	<p>Discuss the joys and challenges of being a Muslim in Britain</p> <p>Explain why people go on pilgrimages</p> <p>List how our country is changing</p>
Expressing Belief		<p>Talk about how stories are used for understanding of belief</p> <p>Talk about how stories celebrate the natural world</p>	<p>Understand how art used to express religion and belief</p>	<p>Name examples of reconciliation and forgiveness around the world</p>



				Discuss the importance Brahman holds on Hindus today
Meaning and Purpose		Talk about how Hindu's use stories to teach about the world Be able to talk about how different people believe the world started	Discuss how different communities celebrate growing up	Discuss what Khalsa mean to Sikhs today
Nature of Religion and Belief		Talk about the use of prayer and reflection in talking to God	Know what the bible say about Holy Week Know what dharma teaches us about our planet	Explain why remembering helps with the Jewish identity
Values and morality		Talk about different stories that show how we care Talk about different rules in religion	Understand how Muslims find harmony Name examples of how Jesus shows compassion to 'outcasts'	Discuss how Jesus used truth to influence others



Overview

	Autumn	Spring	Summer
Reception			
Year 1	<p>How is a new child welcomed?</p> <p>Jesus, why is he so important to Christians?</p>	<p>Communities – what does it mean to belong?</p> <p>How do stories Inspire Actions?</p>	<p>How do different people finds deeper meanings?</p> <p>Places of worship – what makes them sacred?</p>
Year 2	<p>The bible – what does it say about God’s promise?</p> <p>Festivals – How do we celebrate the natural world?</p>	<p>What do Hindu stories tell us about life and the world?</p> <p>Choices – do we need rules to live by?</p>	<p>The world – how do different people explain how it started?</p> <p>Prayer – Is it possible to speak to God?</p>
Year 3	<p>Muslims: how does prayer and fasting help Muslims find harmony?</p> <p>Festivals: How do ancient stories influence modern celebrations?</p>	<p>Pesach – How do Jews remember God’s covenant?</p> <p>Holy Week: what do the stories say and what is their meaning?</p>	<p>Rites of passage: How do communities mark growing up?</p> <p>Spirituality – How does dance and music express belief?</p>
Year 4	<p>Sikhs – how does guru Nanak inspire Sikhs today?</p> <p>Hindus - What does dharma teach about the planet?</p>	<p>Jesus – how does his treatment of outcasts speak to Christians today?</p> <p>Prophet Mohammad – how does he inspire Muslims today?</p>	<p>Pilgrimage – why might some people visit Jerusalem, Karbala or Mecca?</p> <p>Spirituality – How is art used in religions and beliefs?</p>



Year 5	<u>How does remembering maintain Jewish identity</u> <u>Jesus – how did He speak truth to power?</u>	<u>Forgiveness – is reconciliation possible?</u> <u>Muslims – what are the joys and challenges of being a Muslim in Britain</u>	Humanists – How can you live a happy and meaningful life? <u>Buddha -who was Buddha and what did he mean for Buddhists?</u>
Year 6	<u>Hindus – how do Hindus see Brahman?</u> <u>Sikhs =what does Khalsa mean to Sikhs today?</u>	<u>Pilgrimage – why are people still drawn to ancient places?</u> The Church – has there always been diversity?	Ethics – how do we decide what is good? <u>World Views – how is our country and community changing?</u>