



Whalton RE Overview 2025-2026

The Diocese of Newcastle and Durham Syllabus Link to planning: [RE Planning and Resources](#)

In this syllabus, RE teaching and learning should enable pupils to

A. Make sense of a range of religious and non-religious concepts and beliefs.	B. Understand the impact and significance of religious and non-religious beliefs.	C. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.
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End of Key Stage 1 outcomes

RE should enable pupils to

<ul style="list-style-type: none"> Identify the core concepts and beliefs studied and give a simple description of what they mean 	<ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities 	<ul style="list-style-type: none"> Think, talk and ask questions about whether the ideas they have been studying have something to say to them
<ul style="list-style-type: none"> Give examples of how stories show what people believe (e.g. the meaning behind a festival) 	<ul style="list-style-type: none"> Give examples of ways in which believers put their beliefs into action 	<ul style="list-style-type: none"> Give a good reason for the views they have and the connections they make
<ul style="list-style-type: none"> Give clear, simple accounts of what stories and other texts mean to believers 		<ul style="list-style-type: none"> Talk about what they have learned

4-5s Reception	Children will encounter Christian and other worldviews represented in the local area.
5-7s Key Stage 1	Christians for at least 50% of study time and Muslims and Jews. Pupils may also learn from other religions and non-religious worldviews in thematic units.
7-11s Key Stage 2	Christians for at least 50% of study time and Hindus, Jews, Muslims and Sikhs. Pupils may also learn from other religions and non-religious worldviews in thematic units.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
EFYS	F1 God and Creation Why is the word 'God' so important to Christians? Links to planning FS	F2 Incarnation - Why do Christians perform nativity plays at Christmas?	F4 - Being special - where do we belong? Thematic Unit	F3 Salvation Why do some Christians put a cross in an Easter garden?	F5 Which places are special and why? Thematic Unit	F6 Which stories are special and why? Thematic Unit
Year 1 and 2 Link to Diocese syllabus Durham Newcastle RE Syllabus 2024 final (March 2024).pdf	Celebrating religions in our Local Area	1.3 Why does Christmas matter to Christians? 4-6 hours and Additional events and learning -Remembrance & Christmas	1.7 Who is Jewish and how do they live? 10-12 hours	1.9 What makes some places sacred to believers? 8-10 hours (continue) Additional events and learning -Easter	1.9 What makes some places sacred to believers? 8-10 hours (continued)	1.8 Who am I? What does it mean to belong to a faith community? 6-8 hours
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Lower Key Stage 2	2.2 What is it like for someone to follow	2.11 How and why do people try to make the world	2.8 What does it mean to be a Sikh in Britain today?	2.6 For Christians, What was the impact of	2.10 How and why do people mark significant events of life?10-12 hours	

	God? 6-8 hours Additional events and learning - Harvest	a better place? 6-8 hours Additional events and learning - Remembrance & Christmas	10-12 hours	Pentecost? 6-8 hours Additional events and learning - Easter	
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End of Lower Key Stage 2 outcomes

RE should enable pupils to

<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied 	<ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities 	<ul style="list-style-type: none"> Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
<ul style="list-style-type: none"> Make clear links between texts/sources of authority and the key concepts studied 	<ul style="list-style-type: none"> Describe how people show their beliefs in how they worship and in the way they live 	<ul style="list-style-type: none"> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
<ul style="list-style-type: none"> Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> Give good reasons for the views they have and the connections they make Talk about what they have learned and if they have changed their thinking

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End of Upper Key Stage 2 outcomes

RE should enable pupils to

<ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions 	<ul style="list-style-type: none"> Make clear connections between what people believe and how they live, individually and in communities 	<ul style="list-style-type: none"> Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
<ul style="list-style-type: none"> Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts 	<ul style="list-style-type: none"> Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently
<ul style="list-style-type: none"> Taking account of the context(s), suggest meanings for texts/sources 		<ul style="list-style-type: none"> Consider and weigh up how ideas studied relate to their own experiences and experiences of the

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Upper Key Stage 2	U2.2 Creation and science: conflicting or complementary? 6-8 hours	U2.5 How do Christians decide how to live? 'What would Jesus do?' 6-8 hours Additional events and learning - Remembrance and Christmas	U2.8 For Christians, what kind of King is Jesus? 6-8 hours	U2.6 What do Christians believe Jesus did to 'save' human beings? [Y5] 6-8 hours U2.7 What difference does the Resurrection make for Christians? [Y6]? (2 cycle unit) 6-8 hours Additional events and learning -Easter	U2.12 What matters most to Humanists and Christians? 6-8 hours	U2.14 Why is pilgrimage important to some religious believers? 6-8 hours