The Federation of Longhorsley St Helen's and Whalton C of E Schools

Love your Neighbour as yourself so we can all aspire, believe and achieve to be the very best that we can be...

Hope - Honesty - Forgiveness - Friendship - Trust - Love

Whalton RE Overview 2026-2027

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.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	*F1 God and Creation* *Why is the word 'God' so important to Christians?* *Harvest*	F2 Incarnation - Why do Christians perform nativity plays at Christmas? Remembrance and Christmas	F4 - Being special - where do we belong?	F3 Salvation Why do some Christians put a cross in an Easter garden? Easter	F5 Which places are special and why?	F6 Which stories are special and why?
Year 1 and 2	1.2 Who do Christians say made the world? *Harvest*	1.3 (part 2) Why does Christmas matter to Christians? Remembrance ad and Christmas	1.4 What is the 'good news' Christians believe Jesus brings?	1.5 Why does Easter matter to Christians? Easter	1.6 Who is a Muslim and how do they live?	

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.

End of Key Stage 1 outcomes

RE should enable pupils to

• *Identify the core concepts and beliefs studied and give a simple description of what they mean*	• *Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities*	• *Think, talk and ask questions about whether the ideas they have been studying have something to say to them*
• *Give examples of how stories show what people believe (e.g. the meaning behind a festival)*	• *Give examples of ways in which believers put their beliefs into action*	• *Give a good reason for the views they have and the connections they make*
• *Give clear, simple accounts of what stories and other texts mean to believers*		• *Talk about what they have learned*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lower Key Stage 2	L2.1 What do Christians learn from the Creation story? *Harvest*	L2.3 What is the Trinity and why is it important for Christians? Remembrance and Christmas	L2.4 What kind of world did Jesus want?	L2.5 Why do Christians call the day Jesus died 'Good Friday'? Easter	L2.7 What does it mean to be a Hindu in Britain today?	L2.9 What are the deeper meanings of festivals?
Upper Key Stage 2 Mr Chambers	U2.1What does it mean if Christians believe God is holy and loving? Harvest	U2.11 What does it mean for a Jewish person to follow God? Remembrance and Christmas	U2.4 Why do Christians believe Jesus was the Messiah?	U2.6 What do Christians believe Jesus did to 'save' human beings? Easter	U2.9 Why do Hindus try to be good?	U2.10 U2.10 What does it mean for Muslims to follow God?

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.

End of Lower Key Stage 2 outcomes

RE should enable pupils to

• *Identify and describe the core beliefs and concepts studied*	• *Make simple links between stories, teachings and concepts studied and how people live, individually and in communities*	• *Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live*
• *Make clear links between texts/sources of authority and the key concepts studied*	• *Describe how people show their beliefs in how they worship and in the way they live*	• *Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly*
• *Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers*	• *Identify some differences in how people put their beliefs into practice*	• *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*

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.

End of Upper Key Stage 2 outcomes

RE should enable pupils to

• *Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions*	• *Make clear connections between what people believe and how they live, individually and in communities*	• *Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)*
• *Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts*	• *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*	• *Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently*
• *Taking account of the context(s), suggest meanings for texts/ sources*		• *Consider and weigh up how ideas studied relate to their own experiences and experiences of the*