

Religious Education contributes dynamically to pupils' and students' education in schools by provoking challenging questions about meaning and purpose in life, beliefs (religious and non-religious), issues of right and wrong and what it means to be human. In RE they learn about and from worldviews, including Christianity and other principal religions and beliefs (including non-religious perspectives such as Humanism) in local, national and global contexts, to discover, explore and consider different answers to these questions. The term 'worldviews' is frequently used in this syllabus and the supporting materials to refer to the way in which someone views the world, which will include beliefs, practices and ways of life and reflect diversity in people's lived experience. Pupils and students learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip them with systematic knowledge and understanding of a range of worldviews, beliefs, concepts and practices, enabling them to develop their ideas, values and identities (personal knowledge). Religious Education should also develop in pupils and students an aptitude for dialogue so that they can participate positively in our society with its diversity of beliefs. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences, whilst respecting the right of others to differ. Religious Education supports pupils and students in developing their sense of identity and belonging and enables them to flourish individually within their communities and as citizens in a diverse world.

Teachers will refer to the Surrey Agreed Syllabus ([Surrey Syllabus](#)) for more detailed plans for each of the topics below:

	Autumn		Spring		Summer	
EYFS	Area of EYFS: Understanding the world Communication and language					
	Key skills and knowledge: Know who they are and where they belong Know why we have celebrations Say what makes a place special					
	ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.					
	Opportunities across the year: Church assembly Looking at the joy of life across the year – Christmas story, new life in spring, as siblings are born					
	Who am I and where do I belong?	Why do we have celebrations?	What makes a place special?	What can we learn from stories?	What makes our world wonderful?	What makes something special?
Communication: Observation:						
Milestones for Y1 & Y2						
Y1	CHRISTIANITY: Why do Christians call God 'creator'? 'Create' / 'creation' / 'creator' • Biblical creation story • God as 'creator' of the world & in other parts of the Bible • Celebration of Harvest	CHRISTIANITY: What is the 'Nativity' and why is it important to Christians? 'Nativity' as the birth of Jesus • Other important people in the Nativity • Why did angels announce Jesus' birth? • Diversity of Nativity sets across the world • Christmas as focus of worship of Jesus	CHRISTIANITY: What do Christians learn from stories of Jesus? Stories about Jesus, baby → man • Jesus human 'like us' and divine, 'like God' • Jesus' stories ('parables') & miracles • Christians as 'followers' of Jesus • End with Easter story and symbols	JUDAISM: What is the Torah and why is it so important to Jewish families? What makes a book special? • Torah is special as it contains God's words & rules for living (mitzvot) • How Jewish people show the Torah is special in how it's treated & where it 'lives	JUDAISM: Why do Jewish families celebrate the gift of Shabbat? Shabbat as a special gift of rest • Links with creation story • Friday night meal & symbols; Saturday night ceremony as start of new week	Golden Thread Why should we look after the world? Link to ideas from prior learning about creation • Caring about the world from non-religious perspective – we all share our world • Tu B'Shvat (Jewish tree-planting festival)

<p>Y2</p>	<p>What is God like for Christians?</p> <ul style="list-style-type: none"> • Build on idea of God as creator • Images of God from the Bible: shepherd, parent, King • Ideas in art / story / song 	<p>Why is giving important for Christians?</p> <ul style="list-style-type: none"> • Why / when do we give to others? • Christians (as 'Church') give in different ways e.g. 'service', food bank • Commandments to 'love God & love others' • Giving at Christmas because God gave 	<p>What is important for Muslim families?</p> <ul style="list-style-type: none"> • Muhammad (pbuh) is the most important Prophet (messenger) for Muslims • Muslims learn from his life & example • Qur'an contains the holy words of Allah 	<p>Why do Christians call Jesus Saviour?</p> <ul style="list-style-type: none"> • 'Saving' others; Jesus as 'Saviour' • Jesus changing lives e.g. Zacchaeus • Salvation in Easter story, symbols in an Easter garden 	<p>Who is Allah and how do Muslims worship him?</p> <ul style="list-style-type: none"> • Muslims believe in One God, Allah • 99 beautiful names express what Allah is like, including 'Al-Khaliq' (creator) • Prayer is part of worship of Allah (ibadah) 	<p>Golden Thread</p> <p>Is giving better than receiving? Why do we give? And receive?</p> <ul style="list-style-type: none"> • Giving & receiving through festivals e.g. Harvest festivals / Christmas / Easter / Eid • Gifts of Creation / Shabbat / Torah / Qur'an / Jesus • How do Sikhs give and why? • Giving from a non-religious perspective
<p>Y3 & Y4</p>	<p>In KS1, pupils will have explored religion and worldviews through encountering the practices, artefacts, stories and beliefs of some Christian, Jewish and Muslim people, as well as developing an understanding that other people might call themselves 'non-religious'. It is hoped that through the KS1 units of work, pupils will have gained these insights through a rich range of resources such as art & music, and by meeting people from different faith & belief communities through carefully planned visits, or by having visitors in to school. The LKS2 units of work build on these experiences. Please refer to the KS1 section of the syllabus for further information and curriculum overviews. During Lower Key Stage 2, pupils will: extend their knowledge and understanding of the beliefs and lived experience of some Christian, Jewish and Muslim people and be introduced to the importance of equality to Sikhs, and the Golden Rule to Humanists, recognising the impact of religion and belief on people's worldviews, locally (including within their own school), nationally and globally. They will also make connections across their learning in the thematic units and deepen their understanding of concepts within and across religions / beliefs. be encouraged to become more self-reflective in the way that they understand their own personal worldview and the things that may have influenced it. They will also continue to develop important subject-specific and cross-curricular skills. As well as the statutory content, each unit of work in the syllabus also contains elements to help teachers to deliver RE in a way that ensures a balance of multi-disciplinary approaches. This is achieved through the use of key questions to help shape the learning and indications of expected outcomes for the unit of work. These may need adjusting to suit the ages and abilities of your pupils.</p> <p>Through their learning experiences in LKS2, pupils will develop their understanding of the Golden Threads of 'God' 'Community' & 'Identity' and be encouraged to:</p> <ul style="list-style-type: none"> • build on their understanding of some core concepts & beliefs about God for Christian, Jewish and Muslim people, and explore those of Sikhi & non-religious people; • explore a variety of sacred texts and other sources and consider their meanings and impact; • extend their range and use of subject specific vocabulary; • make connections between aspects of worldviews, religion and belief and consider how people express these in everyday life; • recognise diversity in religions & beliefs, and consider the impact of this on people's lived experience; • understand the importance of asking questions and encountering different viewpoints; • reflect on their own 'personal knowledge' and that of others in the light of their learning; • develop an understanding of what might influence and shape a person's worldview, attitude, or behaviour, including their own. 					
<p>Y3</p>	<p>CHRISTIANITY: How can artists help us to understand what Christians believe and do?</p>	<p>CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians?</p>	<p>JUDAISM: What are important times for Jewish people?</p>	<p>CHRISTIANITY: How did Jesus change lives – and how is it 'good news'?</p>	<p>SIKHI: What do Sikhs value?</p>	<p>The Golden Thread - Are Words More Important than actions?</p>
<p>Y4</p>	<p>CHRISTIANITY: What did God promise to his people?</p>	<p>CHRISTIANITY: What did Jesus say about God's kingdom & why is it 'good news'?</p>	<p>HUMANISM: How do non-religious people celebrate new life?</p>	<p>CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?</p>	<p>ISLAM: How does 'ibadah' (worship) show what's important to Muslims?</p>	<p>The Golden Thread - How do people try to make the world a fairer place?</p>
<p>Y5 & Y6</p>	<p>In LKS2, pupils should have extended their knowledge and understanding of the beliefs and lived experience of some Christian, Jewish and Muslim people and been introduced to the importance of equality to Sikhs, and the Golden Rule to Humanists, recognising the impact of religion and belief on people's worldviews, locally (including within their own school), nationally and globally. They will also have made connections across their learning in thematic units, deepened their understanding of concepts within and across religions / beliefs & begun to explore their own personal worldview and the things that may have influenced it. Please refer to the LKS2 section of the syllabus for further information and curriculum overviews. During Upper Key Stage 2, pupils will: further develop their understanding of the beliefs and lived experience of some Christian, Jewish, Muslim & non-religious people, and be introduced to Hindu (Sanatana) Dharma and Buddhism. As learning develops across this phase, pupils will increasingly become aware of the factors that might account for diversity within and across communities, including opportunities to consider how some sacred texts can be interpreted in different ways e.g. creation stories. continue to explore their own personal worldview and begin to articulate some of the factors that may have influenced it, also applying their thinking to help them to understand the worldviews of others. As well as the statutory content, each unit of work in the syllabus also contains elements to help teachers to deliver RE in a way that ensures a balance of multidisciplinary approaches. This is achieved through the use of key questions to help shape the learning and indications of expected outcomes for the unit of work. These may need adjusting to suit the ages and abilities of pupils.</p> <p>In UKS2, pupils will extend their understanding of the Golden Threads of 'God' 'Community' & 'Identity' and express their ideas / findings in different ways, through being given opportunities to:</p> <ul style="list-style-type: none"> • deepen their understanding of some core concepts & beliefs about God for some Christian, Jewish, Muslim & non-religious people and explore those of some Hindu (Sanatana) Dharma & Buddhist people; • explore a wider 					

	range of sacred texts and other sources and consider their meanings and impact for different people; • consider how different people might interpret some core texts in different ways; • describe connections between aspects of religion and belief and consider how people express these in everyday life; • explore diversity within and between religions & beliefs, and evaluate the impact on people's lived experience; • consider the importance of communities in shaping people's worldviews; • identify relevant information in answer to 'big' questions about being human, or living life, selecting examples and giving reasons for their choices; • recognise the challenges involved in living life according to a set of principles and reflect on what influences these; • explore how the search for meaning and 'truth' might be a part of human existence.					
Y5	CHRISTIANITY: How did the Church begin, and where is it now?	CHRISTIANITY: Why is the idea of 'rescue' so important to Christians?	JUDAISM: What does it mean to be part of a synagogue community?	HINDU (SANATANA) DHARMA: What helps Hindus (Santanis) to worship?	CHRISTIANITY: What do Christians believe about creation?	Golden Thread - How did all begin?
Y6	CHRISTIANITY: How is God Three – and yet One?	CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news?	ISLAM: What helps Muslims to live a good life?	CHRISTIANITY: For Christians, what difference does it make to belong to God's Kingdom?	BUDDHISM: What is the 'Buddhist way of life'?	Golden Thread - Who am I and where do I belong?