

Religious Education

2025-2026

Key Stage	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	Hummingbirds	Woven into the curriculum theme: In This Material World On rotation – Humanities (Refer to Hums LTP)	Woven into the curriculum theme: The Show Must Go On! On rotation – Humanities (Refer to Hums LTP)	Woven into the curriculum theme: Under the Sea To introduce and explore relevant Bible stories, such as the creation story and/or Noah's Ark.	Woven into the curriculum theme: Everybody walk the Dinosaur On rotation – Humanities (Refer to Hums LTP)	Woven into the curriculum theme: A Pirates Life for me! On rotation – Humanities (Refer to Hums LTP)	Woven into the curriculum theme: Thank You for the Music (Festivals) Exploring the music of religion. To explore festivals and the music related to these festivals.
	Robins	Woven into the curriculum theme: In This Material World On rotation – Humanities (Refer to Hums LTP)	Woven into the curriculum theme: The Show Must Go On! On rotation – Humanities (Refer to Hums LTP)	Woven into the curriculum theme: Under the Sea To introduce and explore relevant Bible stories, such as the creation story and/or Noah's Ark.	Woven into the curriculum theme: Everybody walk the Dinosaur On rotation – Humanities (Refer to Hums LTP)	Woven into the curriculum theme: A Pirates Life for me! On rotation – Humanities (Refer to Hums LTP)	Woven into the curriculum theme: Thank You for the Music (Festivals) Exploring the music of religion. To explore festivals and the music related to these festivals.
	Penguins	Woven into the curriculum theme: In This Material World On rotation – Humanities (Refer to Hums LTP)	Woven into the curriculum theme: The Show Must Go On! On rotation – Humanities (Refer to Hums LTP)	Woven into the curriculum theme: Under the Sea To explore Bible Stories in Christianity - Introduce a relevant Bible story, such as the creation story, Noah's Ark, and Jesus calming the storm. Discuss how these stories relate to the beauty and power of the ocean.	Woven into the curriculum theme: Everybody walk the Dinosaur On rotation – Humanities (Refer to Hums LTP)	Woven into the curriculum theme: A Pirates Life for me! On rotation – Humanities (Refer to Hums LTP)	Woven into the curriculum theme: Thank You for the Music (Festivals) Exploring festivals and music. To explore the music in different religions (focus on 3 festivals from 3 religions)
Post 16	The Lodge	Woven into the curriculum theme: In This Material World On rotation – Humanities (Refer to Hums LTP)	Woven into the curriculum theme: The Show Must Go On! On rotation – Humanities (Refer to Hums LTP)	Woven into the curriculum theme: Under the Sea To explore Bible Stories in Christianity - Introduce a relevant Bible story, such as the creation story, Noah's Ark, and	Woven into the curriculum theme: Everybody walk the Dinosaur On rotation – Humanities (Refer to Hums LTP)	Woven into the curriculum theme: A Pirates Life for me!	Woven into the curriculum theme: Thank You for the Music (Festivals)



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					Jesus calming the storm. Discuss how these stories relate to the beauty and power of the ocean.		On rotation – Humanities (Refer to Hums LTP)	Exploring festivals and music. To explore the music in different religions (focus on 3 festivals from 3 religions).	
Birch Wood Vale	Transition	DH - Transition	<u>Being Special: Where do we belong?</u> To explore and understand who we are and the importance of treating others with respect and kindness. Students will also explore religious stories to help make connections to personal experiences.	<u>Why does Christmas matter to Christians?</u> To explore the importance of Christmas to Christians and themselves including friends and family. To explore the real meaning of Christmas.	<u>Which stories are special and why?</u> Explore religious stories and discuss the meaning of importance. Students will be given opportunities to understand why they are important to believers.	<u>Why does Easter matter to Christians?</u> To explore the importance of Easter to Christians and themselves including friends and family. To explore the real meaning of Easter.	<u>Which places are special and why?</u> Explore different places of worship around the world that are visited by worshippers.		
	Nurture	IGB	Woven into the curriculum theme: In This Material World On rotation – Humanities (Refer to Hums LTP)	Woven into the curriculum theme: The Show Must Go On! On rotation – Humanities (Refer to Hums LTP)	Woven into the curriculum theme: Under the Sea To introduce and explore relevant Bible stories, such as the creation story and/or Noah's Ark.	Woven into the curriculum theme: Everybody walk the Dinosaur On rotation – Humanities (Refer to Hums LTP)	Woven into the curriculum theme: A Pirates Life for me! On rotation – Humanities (Refer to Hums LTP)	Woven into the curriculum theme: Thank You for the Music (Festivals) Exploring the music of religion. To explore festivals and the music related to these festivals.	
		Year 7	<u>Who do Christians say made the world?</u> Explore religious stories of Christianity and discuss the meaning of importance. Students will be given opportunities to understand why they are important to believers.	<u>Who is a Muslim and how do they live?</u> Explore the key beliefs of Islam and the way they live.	<u>What does it mean to belong to a faith community?</u> To explore how it feels to 'belong' and feel part of a community and a faith community.	<u>What makes some places sacred to believers?</u> Explore different places of worship around the world that are visited by worshippers. Students will have a focus on Christianity and Islam.	<u>Who is Jewish and how do they live?</u> Explore the religious of Judaism. To understand the core beliefs and values of the religion and place of worship.		
		Year 8	<u>What do Christians learn from the Creation story?</u> Explore the religious of Christianity. To understand the beliefs and values of the religion and the importance to Christian people. Students to focus on the Creation Story and the importance of this story to Christians.	<u>Why is the Torah so important to Jewish people?</u> This unit allows students to expand on their knowledge on Judaism. To explore the Torah and the importance of this to Jewish people.	<u>How do festivals and worship show what matters to Muslims?</u> Explore the religious of Islam. To understand the beliefs and values of the religion and the importance to Muslim people. Students will explore festivals celebrated by Muslims and the importance of each.		<u>What matters most to Humanists and Christians?</u> To explore religious and non-religious groups. To explore and understand their beliefs and values. Students to begin thinking about their own beliefs and making connections to personal experiences.		
		Year 9	<u>Good, bad; right, wrong: how do I decide?</u>	<u>The Buddha: how and why do his experiences and teachings</u>	<u>How are Sikh teachings on equality and service put into practice today?</u> Explore the religious of Sikhism. To understand the beliefs and values of the religion and the importance to Sikhs.		<u>What difference does it make to be non-religious in Britain today?</u>		



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			To explore how some religious and non-religious ideas, beliefs and teachings guide people in making moral decisions.	have meaning for people today? Explore the religious of Buddhism. To understand the beliefs and values of the religion and the importance to Buddhists.			To explore non-religious views and how they live life in Britain today.
KS4	Year 10	ASDAN Beliefs and Values Module 1: Values, beliefs and decision making To develop an understanding of personal qualities, values and beliefs, and the role they play in decision making. It provides opportunities to learn about how these values contribute to our diverse a multicultural society.		ASDAN Beliefs and Values Module 1: Values, beliefs and decision making To develop an understanding of personal qualities, values and beliefs, and the role they play in decision making. It provides opportunities to learn about how these values contribute to our diverse a multicultural society.	ASDAN Beliefs and Values Module 2: Environment To develop an understanding of the significant impact that we have on the environment and how we take responsibility for our actions. It provides opportunities to learn about issues such as sustainability, animal rights and renewable energy. Explore religious views on environments.	ASDAN Beliefs and Values Module 2: Environment To develop an understanding of the significant impact that we have on the environment and how we take responsibility for our actions. It provides opportunities to learn about issues such as sustainability, animal rights and renewable energy. Explore religious views on environments.	
	Year 11	ASDAN Beliefs and Values Module 2: Environment To develop an understanding of the significant impact that we have on the environment and how we take responsibility for our actions. It provides opportunities to learn about issues such as sustainability, animal rights and renewable energy. Explore religious views on environments.	ASDAN Beliefs and Values Module 3: Crime and punishment To develop an understanding of what it means to be a responsible citizen and the laws necessary for society to function justly and fairly. It provides opportunities to learn about issues such as bullying, prejudice, discrimination and persecution. Explore religious views. What do these religions say about crime and punishment?	ASDAN Beliefs and Values Module 3: Crime and punishment To develop an understanding of what it means to be a responsible citizen and the laws necessary for society to function justly and fairly. It provides opportunities to learn about issues such as bullying, prejudice, discrimination and persecution. Explore religious views. What do these religions say about crime and punishment?	ASDAN Beliefs and Values Module 4: Peace and conflict To develop an understanding of the value of peace in society and the impact of conflict. It provides opportunities to learn about issues such as the role of the armed forces, pacifism and weapons of mass destruction. Explore religious views. What do these religions say about peace and conflict?	ASDAN Beliefs and Values Module 4: Peace and conflict To develop an understanding of the value of peace in society and the impact of conflict. It provides opportunities to learn about issues such as the role of the armed forces, pacifism and weapons of mass destruction. Explore religious views. What do these religions say about peace and conflict?	
BW College	Post 16	BVC A	Units of work covered in ASDAN Personal Development Programmes. Examples include; Wider World, Environment, Community and Beliefs and Values units.				
		BVC N + R	Units of work covered in ASDAN Personal Development Programmes. Examples include; Wider World, Environment, Community and Beliefs and Values units.				
Autism Provision	KS2	The Yard	Who do Christians say made the world? Explore religious stories of Christianity and discuss the meaning of importance. Students will be given opportunities to understand why they are important to believers.	Who is a Muslim and how do they live? Explore the key beliefs of Islam and the way they live.	What does it mean to belong to a faith community? To explore how it feels to 'belong' and feel part of a community and a faith community.	What makes some places sacred to believers? Explore different places of worship around the world that are visited by worshippers. Students will have a focus on Christianity and Islam.	Who is Jewish and how do they live? Explore the religious of Judaism. To understand the core beliefs and values of the religion and place of worship.
	KS3	The Den	Good, bad; right, wrong: how do I decide?	How can people express the spirituality through the arts?			What difference does it make to be non-religious in Britain today?



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			To explore how some religious and non-religious ideas, beliefs and teachings guide people in making moral decisions.	To explore how people express spirituality in different ways (e.g. through art, music, activism).	What is good and what is challenging about being a Muslim teenager in Britain today? To revisit and explore Muslim beliefs. To explore connections between Muslim beliefs and the good and challenges Muslims may experience in Britain/Leicestershire today.		To explore non-religious views and how they live life in Britain today.
KS4	The Nook	<p>Year 10 ASDAN Beliefs and Values Module 1: Values, beliefs and decision making</p> <p>To develop an understanding of personal qualities, values and beliefs, and the role they play in decision making. It provides opportunities to learn about how these values contribute to our diverse a multicultural society.</p> <p>Year 11 ASDAN Beliefs and Values Module 2: Environment</p> <p>To develop an understanding of the significant impact that we have on the environment and how we take responsibility for our actions. It provides opportunities to learn about issues such as sustainability, animal rights and renewable energy. Explore religious views on environments.</p>	<p>Year 10 ASDAN Beliefs and Values Module 1: Values, beliefs and decision making</p> <p>To develop an understanding of personal qualities, values and beliefs, and the role they play in decision making. It provides opportunities to learn about how these values contribute to our diverse a multicultural society.</p> <p>Year 11 ASDAN Beliefs and Values Module 3: Crime and punishment</p> <p>To develop an understanding of what it means to be a responsible citizen and the laws necessary for society to function justly and fairly. It provides opportunities to learn about issues such as bullying, prejudice, discrimination and persecution. Explore religious views. What do these religions say about crime and punishment?</p>	<p>Year 10 ASDAN Beliefs and Values Module 2: Environment</p> <p>To develop an understanding of the significant impact that we have on the environment and how we take responsibility for our actions. It provides opportunities to learn about issues such as sustainability, animal rights and renewable energy. Explore religious views on environments.</p> <p>Year 11 ASDAN Beliefs and Values Module 3: Crime and punishment</p> <p>To develop an understanding of what it means to be a responsible citizen and the laws necessary for society to function justly and fairly. It provides opportunities to learn about issues such as bullying, prejudice, discrimination and persecution. Explore religious views. What do these religions say about crime and punishment?</p>	<p>Year 10 ASDAN Beliefs and Values Module 2: Environment</p> <p>To develop an understanding of the significant impact that we have on the environment and how we take responsibility for our actions. It provides opportunities to learn about issues such as sustainability, animal rights and renewable energy. Explore religious views on environments.</p> <p>Year 11 ASDAN Beliefs and Values Module 4: Peace and conflict</p> <p>To develop an understanding of the value of peace in society and the impact of conflict. It provides opportunities to learn about issues such as the role of the armed forces, pacifism and weapons of mass destruction. Explore religious views. What do these religions say about peace and conflict?</p>		

