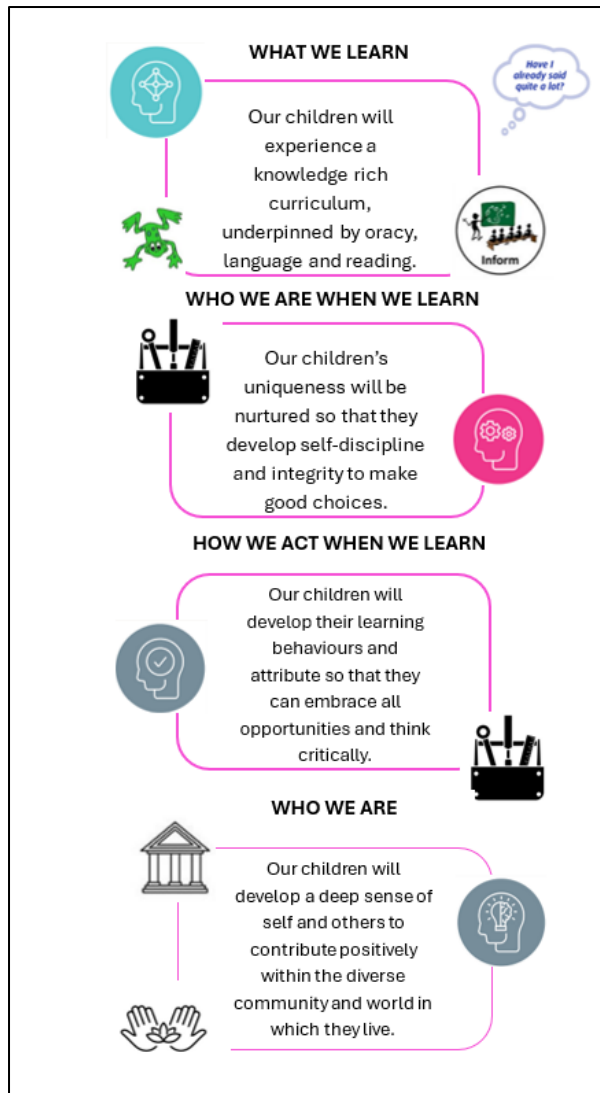


Lifton RELIGIOUS EDUCATION Overview 2024-2025



Our curriculum has been deliberately designed to be ambitious and meet the needs of our children as well as the National Curriculum expectations. Subjects have been planned to immerse the children within their familiar local context before expanding their knowledge nationally and across the world.

Our curriculum design is rooted in developing our pupils as learners under **4 key principles**:

- Developing learners' learning
- Developing learners' character
- Developing learning behaviour
- Developing learners' moral compass

Curriculum intent for RE:

As global citizens, our children will develop a positive sense of self and others through a coherent, knowledge-rich understanding of religion and belief. They will gain an understanding of what people believe and the difference that this makes to the way in which they live. They will express their own ideas in response to material they engage with and be curious to ask increasingly challenging questions. Through these meaningful discussions and reflections, children will develop respect for those of different faiths and beliefs and develop a moral and cultural awareness of what it means to be human in today's diverse world.

Substantive knowledge content



LIFTON
COMMUNITY ACADEMY

	Autumn 1	Autumn 2	Spring 1 Class restructure (R/1/2)	Spring 2	Summer 1	Summer 2
EYFS	F4 Being Special: where do we belong? Christianity, Hinduism and Islam	F2 Why is Christmas special for Christians? Christianity	1.7 Who is Jewish and how do they live? Judaism		F5 What places are special and why? Christianity, Islam, Judaism, Hinduism	F6 Which stories are special and why? Christianity, Islam, Judaism
Year 1	1.10 What does it mean to belong to a faith community? Christianity, Judaism, Islam	1.3 Why does Christmas matter to Christians? Christianity		F3 Why is Easter special to Christians? Christianity	1.2 Who do Christians say made the world? Christianity	1.9 How should we care for the world and for others, and why does it matter? Christianity, Judaism, Non-Religious
Year 2	1.6 Who is a Muslim and how do they live? Islam	1.7 Who is Jewish and how do they live? Judaism	1.1 What do Christians believe God is like? Christianity	1.5 Why does Easter matter to Christians? Christianity	1.4 What is the good news Jesus brings? Christianity	1.8 What makes some places sacred to believers? Christianity, Judaism, Islam, Non-Religious

Year 3 & 4	L2.7 What do Hindus believe God is like? Hinduism	L2.1 What do Christians learn from the creation story? Christianity	L2.2 What is like for someone to follow God? Christianity	L2.9 How do festivals and worship show what matters to a Muslim? Islam	L2.4 What kind of world did Jesus want? Christianity	L2.11 How and why do people mark the significant events of life? Christianity, Hinduism, Non-Religious
Year 5	U2.8 What does it mean to be a Muslim in Britain today? Islam	U2.3 Why do Christians believe Jesus was the Messiah? Christianity	U2.9 Why is the Torah so important to Jewish people? Judaism	U2.1 What does it mean if Christians believe God is holy and loving? Christianity	U2.4 How do Christians decide how to live: 'What would Jesus do?' Christianity	U2.10 What matters most to Humanists and Christians? Christianity, Humanism
Year 6	U2.2 Creation and science: conflicting or complementary? Christianity	U2.13 What can be done to reduce racism? Can religion help? Worldviews	U2.7 Why do Hindus try to be good? Hinduism	U2.5 What do Christians believe Jesus did to 'save' people? Christianity	U2.6 For Christians, what kind of king is Jesus? Christianity	U2.12 How does faith help people when life gets hard? Worldviews

****Torbay and Devon Agreed Syllabus: scheme of work overview, (inc. references to Understanding Christianity material)**

The order of these units may change to suit the needs of the curriculum, but the content will remain in accordance with the Agreed Syllabus.