

RE INTENT – 2026-27

INTENT Our teaching of RE should enable pupils to...	Develop a broad and balanced understanding of religions/worldviews. Develop and use critical thinking skills. Broaden perspectives of faiths and cultures, encouraging tolerance of diversity. Develop their own personal worldview, identity, values and spirituality. Become positive, participating citizens of the world.					
Taught through learning pathways.	Pathway 1: The Nature of Religion and Belief	Pathway 2: Expressing Belief	Pathway 3: A Good Life	Pathway 4: Personal Journey	Pathway 5: Influence and Authority	Pathway 6: The Big Picture
EYFS Themes	<u>All about Me (A1)</u> <u>Celebrations (A2)</u> <u>Summer (Su2)</u> ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	<u>All about Me (A1)</u> ELG: Talk about the lives of the people around them and their roles in society <u>Celebrations (A2)</u> ELG: Understand the past through	<u>All about Me (A1)</u> <u>AS NECESSARY</u> ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	<u>All about Me (A1)</u> ELG: Talk about the lives of the people around them and their roles in society	<u>All about Me (A1)</u> <u>Celebrations (A2)</u> <u>&Eid (Su2)</u> ELG: Know some similarities and differences between different religious and cultural communities, drawing on their	<u>Celebrations (A2)</u> ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling <u>Growth/Spring (Sum1)</u> <u>Minibeasts/ Summer(Sum2)</u>

		settings, characters and events encountered in books read in class and storytelling	ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly ELG: Show sensitivity to their own and to others' needs		experiences and what has been read in class.	ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.
Year 1 Units	C1.1 What does it mean to belong a community of belief? (Pathway 1)		F1.12 How and why do we care for others? (Pathway 3) F1.11 How do Hindu Stories help believers live their lives? (Pathways 3 and 6)		C1.5 Why are festivals important in a community? (Pathway 5)	C1.6 Which books and stories are important? (Pathway 6) F1.14 How do Bible stories show that God keeps promises? (Pathway 6)
Year 2 Units		C1.2 How are symbols used to welcome new life? (Pathway 2)	C1.3 How can we make good choices? (Pathway 3) F1.15 What did Jesus teach and how did he live? (Pathways 3 and 6)	C1.4 How and why do some people pray? (Pathway 4) F1.13 What do religions/worldviews say about our wonderful world? (Pathways 4 and 6)		
Year 3 Units		CL2.2 How do different people express their spirituality? (Pathway 2)	FL2.12 How does the Bible help Christians to live a good life? (Pathway 3)	FL2.14 How are the stories of Holy Week important to Christians?	CL2.5 How do ancient stories influence modern celebrations? (Pathway 5)	CL2.6 How do Jews use stories to remember God's covenant? (Pathway 6)

						FL2.11 How do creation stories help people understand the world? (Pathway 6)
Year 4 Units	CL2.1 What faiths and beliefs can be found in our country and community? (Pathway 1)		CL2.3 How do the 5 pillars help Muslims to lead a good life? (Pathway 3) FL2.13 Why do people follow inspirational leaders? (Pathways 3 and 5)	CL2.4 Why do the lives of the Gurus inspire Sikh believers? (Pathway 4)		
Year 5 Units	<u>CU2.1</u> What do Hindu people believe about God?	<u>CU2.2</u> How do Sikhs symbolise their commitment? <u>FU2.13</u> Why are rites of passage important?	<u>CU2.3</u> What values do people live by? <u>FU 2.12</u> Should we forgive others?			
Year 6 Units	FU 2.14 How do Buddhists live a meaningful life?			CU 2.4 Why do some people go on a pilgrimage?	CU 2.5 How are why are Jewish festivals celebrated today?	CU 2.6 What do Christian believe about the Old and New Covenants? FU 2.11 What is the significance of Easter, Ascension and Pentecost?