



Religious Education Curriculum Overview

Intent:

At St Francis CE Primary School, our Religious Education curriculum is rooted in our Christian vision that “**Every person matters, every person helps, every person succeeds,**” enabling all children to **live life in all its fullness** (John 10:10).

Our intent is to provide a high-quality RE curriculum that engages pupils with meaningful questions about **faith, belief, and values**, helping them develop a deeper understanding of themselves, others, and the world around them. Using the **Cornwall Agreed Syllabus** alongside **Understanding Christianity**, children explore the richness of Christianity while gaining knowledge and insight into a range of other world religions and beliefs.

Through RE, pupils are encouraged to develop **critical thinking, reflection, and empathy**, exploring ethical and moral issues, and considering how beliefs and values shape lives. The curriculum fosters curiosity, respect, and open-mindedness, helping children to appreciate diversity and to engage thoughtfully with big questions.

RE at St Francis actively promotes our Christian values:

- **Courage** – asking challenging questions and expressing personal views respectfully
- **Peace** – reflecting on personal beliefs and considering others’ perspectives
- **Thankfulness** – valuing the diversity of beliefs and cultures in our community
- **Trust** – developing confidence to discuss beliefs and engage in dialogue
- **Friendship** – showing respect and kindness when exploring similarities and differences
- **Hope** – fostering aspiration to live ethically, compassionately, and responsibly

Our intent is that all pupils leave St Francis CE Primary School with a **deep respect for different beliefs, a strong understanding of Christianity, and the ability to reflect thoughtfully** on their own values and actions. Through RE, they develop spiritual, moral, social, and cultural understanding that prepares them to contribute positively to society and to truly **live life in all its fullness**.

Implementation: Early Years

In the Early Years at St Francis CE Primary School, the impact of RE is seen in children who are curious, reflective, and respectful of themselves, others, and the world around them. RE is taught in ways that **support the EYFS framework** and align with **Development Matters**, particularly in the areas of **Understanding the World – People, Culture and Communities** and **Personal, Social, and Emotional Development**.

Children explore simple questions about themselves, their families, and communities, and are introduced to stories, celebrations, and practices from Christianity and other faiths. They develop early **understanding of values, beliefs, and moral choices**, while learning to show respect and kindness. Activities are interactive, reflective, and often linked to real-life contexts, fostering **courage** in expressing ideas, **friendship** in working and sharing with others, and **peace** in listening and reflecting.

Children also develop a sense of **thankfulness** and **hope** as they learn about helping others, caring for the environment, and celebrating the world’s diversity. By the end of the Early Years, children have a secure foundation in **spiritual awareness, moral understanding, and cultural respect**, preparing them to engage confidently with RE in Key Stage 1 and beyond, supporting them to **live life in all its fullness**.

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Implementation:

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Who do Christians say made the world?	Why does Christmas matter to Christians?	Who is Jewish and how do they live?	What do Christians believe God is like?	What does it mean to belong to a faith community?	How should we care the others and the world and why does it matter?
Year 2	What is the 'good news' Christians believe Jesus brings?	Who is a Muslim and how do they live?	Who is a Muslim and how do they live? Part 2.	Why does Easter matter to Christians?	What is the 'good news' Christians believe Jesus brings?	What makes some people and places in Cornwall sacred?
Year 3	What do Christians learn from the Creation story?	What is it like for someone to follow God?	How do Festivals and Worship show what matters to a Muslim?	How do festivals and family life show what matters to Jews?	What is the trinity and why is it important to Christians?	How and why do people try to make the world a better place?
Year 4	What kind of world did Jesus want?	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	When Jesus left, what was the impact of Pentecost?	How and why do people mark significant events in life?
Year 5	What does it mean if Christians believe God is holy and loving?	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah?	Why is the torah so important to Jewish people?	How do Christians decide how to live? 'What would Jesus do?'	What matters most to Humanists and Christians?
Year 6	Creation and science: conflicting or complementary?	What does it mean to be a Humanist in Britain today?	Why Do Hindus want to be good?	What do Christians believe Jesus did to 'save' people?	For Christians, What Kind Of King Is Jesus?	How does faith help people in Cornwall when life gets hard?

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Progression Map

End of phase outcomes

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them.

Below are the end of phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end of phase outcome

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
Element 1: Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	<ul style="list-style-type: none">• identify core beliefs and concepts studied and give a simple description of what they mean• give examples of how stories show what people believe (e.g. the meaning behind a festival)• give clear, simple accounts of what stories and other texts mean to believers	<ul style="list-style-type: none">• identify and describe the core beliefs and concepts studied• make clear links between texts/ sources of authority and the core concepts studied• offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	<ul style="list-style-type: none">• identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions• describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts• give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
Element 2: Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	<ul style="list-style-type: none">• give examples of how people use stories, texts and teachings to guide their beliefs and actions• give examples of ways in which believers put their beliefs into practice	<ul style="list-style-type: none">• make simple links between stories, teachings and concepts studied and how people live, individually and in communities• describe how people show their beliefs in how they worship and in the way they live• identify some differences in how people put their beliefs into practice	<ul style="list-style-type: none">• make clear connections between what people believe and how they live, individually and in communities• 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

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Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
Element 3: Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	<ul style="list-style-type: none">think, talk and ask questions about whether the ideas they have been studying, have something to say to themgive a good reason for the views they have and the connections they make	<ul style="list-style-type: none">make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearlyraise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and livegive good reasons for the views they have and the connections they make	<ul style="list-style-type: none">make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differentlyconsider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

Impact:

At **St Francis CE Primary School**, the impact of our RE curriculum is seen in pupils who are **curious, thoughtful, and respectful** of different beliefs, and confident in expressing their own ideas about faith, values, and the world around them. Through a combination of the **Cornwall Agreed Syllabus** and **Understanding Christianity**, children make strong progress in their knowledge, skills, and understanding of Christianity alongside a range of world religions.

Pupils can articulate their understanding of key concepts, describe the beliefs and practices of different faiths, and reflect on how these shape individuals and communities. They demonstrate **empathy, respect, and critical thinking**, applying their learning to real-life contexts and ethical

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questions. Children are able to make thoughtful connections between beliefs, values, and their own lives, showing a deepening understanding of spiritual, moral, social, and cultural issues.

Our Christian values are evident in pupils' attitudes and learning:

- **Courage** – asking challenging questions and exploring personal beliefs
- **Peace** – reflecting thoughtfully on themselves and others
- **Thankfulness** – valuing diversity and appreciating the beliefs of others
- **Trust** – participating confidently in discussions and collaborative learning
- **Friendship** – showing respect, kindness, and consideration in dialogue
- **Hope** – inspiring children to live ethically and make a positive difference in the world

By the time pupils leave St Francis CE Primary School, they are able to **engage respectfully and thoughtfully with a range of religious and non-religious worldviews**, understand the role of faith in society, and are equipped with the knowledge, skills, and attitudes to continue to grow spiritually, morally, and socially, fully prepared to **live life in all its fullness**.

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