



The Rivers
C.of E. Academy Trust

Religious Education

Curriculum Overview and Guidance Handbook

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This is internal guidance for Rivers schools.

Our curriculum reflects the Sandwell and Worcestershire agreed syllabi.

We follow the agreed syllabi for both areas as we understand the importance of our children's knowledge of the local context of their communities. In Dudley, we use the Sandwell agreed syllabus as the demographics of this area are closer to Sandwell than Worcestershire.

This document is for all schools in the trust and where there are differences in the agreed syllabi, these are reflected in this document.

Guidance is taken from:

RE Learning and Living. The Sandwell Agreed Syllabus for RE 2024-2029

Worcestershire Agreed Syllabus for RE 2025-2030, RE Today

Yearly Overviews

- *General Guidance*
- *Using published resources*
- *Worcestershire Schools*
- *Sandwell Schools*
- *Dudley Schools*

Worcestershire Agreed Syllabus 2025-2030

The new agreed syllabus was launched in April 2025.

This has given us the opportunity to reflect as a group of schools on our approach to long term planning in RE.

As a group of church and community schools, we have considered various models and structures.

Having discussed thoroughly during the launch day, we made the decision to design a yearly overview with flexibility for local empowerment. (e.g. movement of units within a year, trips and visitors)

The overview meets the RE statement for entitlement as well as SIAMS requirements.

Incarnation and Salvation (Christmas and Easter)

The regularity and progression in these units are integral to our pupils' understanding of Christianity. Therefore, in years R,1,3,5 pupils core learning units will be taught. In years 2,4,6, there are opportunities for shorter digging deeper units.

Depending on the weeks in each half term, the length of units will need to be considered each year at a local level.

Worcestershire Agreed Syllabus 2025-2030

One of the differences in the new agreed syllabus is the focus on 'Ways of Knowing'.

These are some of the tools or methods or 'ways of knowing' pupils use in this syllabus:



ASK QUESTIONS



**CONSTRUCTING
ARGUMENTS**



**CREATING
SURVEYS**



**ETHICAL
THINKING**



**EVALUATING
ARGUMENTS**



**EXAMINING
TEXT**



**EXPLORING
CASE STUDIES**



**INTERPRETING
ART AND IMAGES**



**LOOKING
AT DATA**



**LOOKING AT
INTERVIEWS**



**LOOKING AT
STORIES**



OBSERVATION



**EXPRESSING
IDEAS**



**REFLECTING ON
YOUR OWN
POSITION**



**COMING TO
CONCLUSIONS**

Please see pages 25-26 of the syllabus for clarification about this approach and links to RE disciplines.

Using the NATRE Primary RE resources

All resources as part of published schemes should be a **starting point** for planning for your class. Depth of learning in particular will require extra thinking.

The resources that we have purchased consist of the following for all units for Worcestershire schools and some units for the Sandwell and Dudley schools.

- Learning pathways for each unit to be annotated according to how you plan for your class.
- Knowledge organisers
- Sticky knowledge powerpoints for years 3-6
- 6 lesson powerpoints as starting points for each unit.
- Optional assessment sheets
- Extra resource sheets where needed

All of these resources have been downloaded onto the Rivers Curriculum area of All Rivers Staff.

Please remember to save before you amend.

The resources are labelled as per year group rather than phase. If you are using a unit in Year 4 written for Year 3 you will need to adapt. Remember to adapt the depth of response you expect rather than amount of work etc. We are always happy to help with adapting content so please do get in touch if you are unsure.

RE Yearly Overview

Worcestershire Yearly Cycle

	Autumn Term		Spring Term		Summer Term	
EYFS	Being Special: Where do we be- long? 	Why do Christians perform Nativity Plays at Christmas ? 	Why is the word 'God' so important to Christians? 	Why do Christians put a cross in an Easter garden? 	Which places are special and why? 	Which stories are special and why? 
Year 1	What does it mean to belong to a faith or belief community? 	Why does Christmas matter to Christians? (Core Learning) 	Who is Jewish and how do they live? 	Why does Easter matter to Christians? (Core Learning) 	What do Christians believe God is like? 	How should we care for the world and for others and why does it matter? 
Year 2	Who is a Muslim and how do they live? 	Why does Christmas matter to Christians? (Digging deeper) 	Who do Christians say made the world? 	Why does Easter matter to Christians? (Digging Deeper) 	What is the good news Jesus brings? 	What makes some places sacred to believers? 
Year 3	What do Chris- tians learn from the creation story? 	What is the Trinity? Christmas (core learning) 	How do festivals and worship show what matters to a Muslim? 	Why do Christians call the day Jesus dies 'Good Friday'? (Core learning) 	What kind of world did Jesus want? 	How and why do people try to make the world a better place? 
Year 4	What do Hindus believe God is like? What does it mean to be a Hindu in Britain today? 	What is the Trinity? Christmas (digging deeper) 	How do festivals and family life show what matters to Jewish people? 	What is it like for someone to follow God? Why do Christians call the day Jesus dies 'Good Friday'? (Digging deeper) 	When Jesus left, What was the impact of Pentecost? 	How and why do people mark the significant events of life? 
Year 5	What does it mean if Christians believe God is Holy and Loving? 	Why do Christians believe Jesus was the Messiah? 	What does it mean to be a Muslim in Britain today? 	What do Christians believe Jesus did to 'save' people? (core learning) 	Why is the Torah so important for Jewish people? 	What matters most to Humanists and Christians? 
Year 6	Creation and science- conflicting or complimentary? 	What does it mean to be a humanist in Britain today? Why do Christians believe Jesus was the Messiah?(digging deeper) 	Why do Hindus want to be good? 	How do Christians decide how to live? What would Jesus do? What do Christians believe Jesus did to 'save' people? (digging deeper) 	What kind of King is Jesus? 	What can be done to reduce racism? Can religion help? 

RE Yearly Overview

Sandwell Schools

	Autumn Term		Spring Term		Summer Term	
EYFS	Being Special: Where do we belong? 	INCARNATION: Why do Christians perform Nativity Plays at Christmas? 	GOD/ CREATION: Why is the word 'God' so important to Christians? 	SALVATION: Why do Christians put a cross in an Easter garden? 	Which places are special and why? 	Which stories are special and why? 
Year 1	GOSPEL What is the good news Jesus brings? 	INCARNATION Why does Christmas matter to Christians? 	Beginning to learn Sikhi: stories of the Sikh Gurus. 	SALVATION Why does Easter matter to Christians? 	Beginning to learn Islam: what can we learn from the stories of the Prophet? 	How and why are some books holy? 
Year 2	Who is an inspiring person? 	Celebrations that matter in Sandwell 	Holy places- Where and how do people worship? 	Beginning to learn Sikhi: The Gurdwara, a place to belong 	What do Muslims believe and how do they live? 	Who are Humanists and what is their way of life? 
Year 3	How is faith expressed in Hindu communities and traditions? 	GOSPEL: What kind of world did Jesus want? 	How is faith expressed in Sikh communities and traditions? 	SALVATION Why do Christians call the day Jesus dies 'Good Friday'? 	Why does the Prophet Mohammed matter to Muslims? 	What matters most to Christians and Humanists? 
Year 4	CREATION/ FALL: What do Christians learn from the creation story? 	How do festivals and family life show what matters to Jewish people? 	KINGDOM OF GOD: When Jesus left what was the impact of Pentecost? 	How do Muslim beliefs impact their way of living? 	What are the deeper meanings of religious festivals? 	How can we express creative answers to big questions? 
Year 5	GOSPEL: What would Jesus do? 	Why do Hindus want to be good? 	Prayer- What? When? How? Where? Why? 	SALVATION What did Jesus do to save Human Beings? 	An enquiry into visiting places of worship 	Atheists and believers in God, what are the arguments? 
Year 6	GOD What does it mean if Christians believe God is holy and loving? 	Can religions help people when times get hard? 	Can religions help to build a fairer world? 	What will make Sandwell a more respectful community? 	What can we learn from religion about temptation? 	What impact do people's beliefs have in their lives? 

RE Yearly Overview

Dudley Schools

	Autumn Term		Spring Term		Summer Term	
EYFS	Being Special: Where do we belong? 	INCARNATION: Why do Christians perform Nativity Plays at Christmas? 	GOD/ CREATION: Why is the word 'God' so important to Christians? 	SALVATION: Why do Christians put a cross in an Easter garden? 	Which places are special and why? 	Which stories are special and why? 
Year 1	GOSPEL What is the good news Jesus brings? 	INCARNATION Why does Christmas matter to Christians? 	Beginning to learn Sikhi: stories of the Sikh Gurus. 	SALVATION Why does Easter matter to Christians? 	Beginning to learn Islam: what can we learn from the stories of the Prophet? 	How and why are some books holy? 
Year 2	Who is an inspiring person? 	Celebrations that matter in Dudley 	Holy places- Where and how do people worship? 	Beginning to learn Sikhi: The Gurdwara, a place to belong 	What do Muslims believe and how do they live? 	Who are Humanists and what is their way of life? 
Year 3	How is faith expressed in Hindu communities and traditions? 	GOSPEL: What kind of world did Jesus want? 	How is faith expressed in Sikh communities and traditions? 	SALVATION Why do Christians call the day Jesus dies 'Good Friday'? 	Why does the Prophet Mohammed matter to Muslims? 	What matters most to Christians and Humanists? 
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Year 5	GOSPEL: What would Jesus do? 	Why do Hindus want to be good? 	Prayer- What? When? How? Where? Why? 	SALVATION What did Jesus do to save Human Beings? 	An enquiry into visiting places of worship 	Atheists and believers in God, what are the arguments? 
Year 6	GOD What does it mean if Christians believe God is holy and loving? 	Can religions help people when times get hard? 	Can religions help to build a fairer world? 	What will make Dudley a more respectful community? 	What can we learn from religion about temptation? 	What impact do people's beliefs have in their lives? 