



BHM RE Curriculum Overview

	Autumn		Spring		Summer	
Nursery	Hinduism – Diwali Key idea: Families celebrate special times in different ways Why do some Hindu families celebrate Holi? How do they celebrate? Does every Hindu family celebrate the same way? Harvest Key idea: The Earth is important because it supports life - Who can we say thank you to for the food we eat? - Who can we help? A Wet and Windy Harvest for Puddles		Non-Religious/Secular Worldview - Looking After Our Earth Key idea: The Earth is important because it supports life - The world is special and needs looking after: plants, animals, the environment, people - Everyone can make a difference, even small actions The Tiny Ants Hinduism - Holi Key idea: Families celebrate special times in different ways Why do some Hindu families celebrate Holi? How do they celebrate? Christianity - Easter Key idea: Families celebrate special times in different ways How do our families celebrate Easter? Does every family celebrate the same way? Why/why not? Can you celebrate Easter if you are not Christian? Diversity within Christianity – local/family traditions My Christian Family		Worldviews – Religious and Non-Religious Key idea: We all have a worldview “What do I believe?” “What do others in my class believe? Is there a right or wrong thing to believe?” “What matters to me?” - How do I show ‘love’ - Identity, belonging, values Christianity – Special Places Key idea: A church is a special place for Christians Where do Christians worship? Discuss pictures and virtual tours of churches and cathedrals. What is special about the Methodist Chapel? Why do chapel leaders not wear a uniform/robe? (inclusivity and equality at the heart of methodism) Diversity within Christianity – make comparisons between churches Puddles and the St Francis Service My Christian Family	
EYFS RE texts	Christianity – Christmas Key idea: Families celebrate special times in different ways How do our families celebrate Christmas? Does every family celebrate the same way? Why/why not? Can you celebrate Christmas if you are not Christian? Diversity within Christianity – local/family traditions Puddles and the Christmas Play					
Reception	What makes me special? Key Concept: I am special and unique What is special about me? my name, family, hobbies? What is special about our school? Uniform, worship, learning	Who is Jesus? Key concept: Incarnation (God came to live on Earth in human form) Diversity within Christianity: Jehovah’s Witnesses believe that Jesus was a special messenger and not God incarnate. Worldviews: non-Christian or secular observations.	How can we care for our wonderful world? Key concepts: Creation, God Christians believe Creation happened in 6 days and we are responsible for looking after the earth. Non-religious worldview that God was not the creator but we are still responsible for caring for the earth.	What does a cross remind Christians of? Key concept: Salvation Christians believe Jesus is the saviour of all people. Diversity within Christianity: Most Christians believe Salvation comes through believing in Jesus whereas some Methodists believe Salvation is a gift from	Why is teamwork important? Key Concept: Values can be similar across religious and non-religious beliefs The Body of Christ - Ephesians The Asuras and the Devas – Hinduism	Why is the bible the most popular book ever? Key Concept: Bible, Gospel The Bible is made up of 66 individual books and split into two sections. Diversity within Christianity: Catholics have an extra 7 books called the Deuterocanonical books

Christianity		Methodism	World Religions	WorldViews	Class Value	
EYFS RE texts	Hinduism -Key Concept: Everyone is special and unique Belonging and believing- My Hindu family	Puddles and the Christmas Play	In the Beginning The Baby Birds	God given to everyone on earth. Puddles and the Happy Easter Day	What makes a good team? What good teams do you know? Puddles Lends a Paw	Puddles and the Christening Splash
Year 1	What can we learn from the stories Jesus told? Key concept: Gospel, Incarnation Class value: thankfulness Worldviews: Not all stories with meanings are parables in the bible. What can we learn from other stories -Tortoise and the hare. Link to vision.	What is the real story behind Christmas? Key concept: Incarnation Diversity within Christianity: Mary (mother of Jesus) is important to all Christians, but not equally emphasised Worldviews: non-Christian or secular observations.	What do Christians believe? Farmington Study Key Concept: God Who is God? Diversity within Christianity: unitarian and trinitarian beliefs	What emotions were felt throughout Easter? Key Concept: Salvation Diversity within Christianity: In Western Christianity (Catholic, Anglican, most Protestants) Easter is based on the Gregorian calendar whereas Greek Orthodox use the Julian calendar so is often celebrated 1-2 weeks later Worldviews: non-Christian or secular observations.	Festivals The National Academy How do they celebrate the natural world? Christianity, Hinduism, Judaism Harvest, Sukkot, Festival of trees, Holi Key Concept: different religions have different practices and ways of life	What is prayer? Key concept: Gospel Diversity within Christianity: variations across well known prayers such as the Lords prayer. Differences with who to pray to eg Catholics may pray to Mary through 'Hail Mary'. Variations with symbols: methodism open hands
Year 2	Why do Christians praise and worship God? Key concept: God What other names are used for God? Father, Creator, Saviour, Emmanuel. Diversity within Christianity: Trinitarian/Unitarian names	Why is the story of Christmas an important part of the big picture of Christianity? Key Concept: Incarnation Why did Jesus come to live on Earth? Diversity within Christianity: Mary (mother of Jesus) is important to all Christians, but not equally emphasised Judaism: Compare and contrast similarities and differences between Hanukkah and Christmas. Key Concept: different religions have different practices and ways of life	Where do I belong? Methodist Unit Key Concept: Salvation Diversity within Christianity: what is distinct about Methodism? How is service linked to generosity? Class Value: Generosity	Which Easter symbol is the most important and why? Key Concept: Salvation Diversity within Christianity: In Western Christianity (Catholic, Anglican, most Protestants) Easter is based on the Gregorian calendar whereas Greek Orthodox use the Julian calendar so is often celebrated 1-2 weeks later	Judaism Can you find some similarities and differences between Christianity and Judaism? Key Concept: different religions have different practices and ways of life Big Questions –Religion and the Environment p4-6 What are stories of creation? Big, Big, Questions song resource 1. Wonderful World 2. Music Maker	Islam What do Muslims believe? What is important to Muslims? What is important to me? Key Concept: different religions have different practices and ways of life 'What happens in...' cutaway Mosque Big Questions Investigates God pp10-14 What do Muslims believe about God? Why is the Qur'an treated with such respect? P20-26

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Year 3 What is it like to Follow God? Key Concept: People of God Diversity in Christianity: In most countries, Christians can worship freely but it is challenging for others. In north Korea, owning a Bible or worshipping can lead to prison camps or death Inspiring RE Christians – How do Christians decide how to live? P.21-26	What does the Trinity mean to Christians? Key Concept: People of God Diversity within Christianity: Some Christians (Unitarians, Jehovah Witnesses do not believe in the Holy Trinity) Worldviews: Most other religions include the worship of one god or many gods. Some people do not worship a god and some of these are atheists (no god), humanists (no god - shared moral code) or agnostics (unsure). Some people worship gods that they have made themselves called idols.	What do people believe God is like? Farmington Study Key Concept: God Worldviews: How do people express their beliefs? Express own beliefs or spirituality through poetry or art Big big questions song resource How we need you p24-29 Bring it all to me p30-33 Down to Earth p.40-45	Why do Christians call Good Friday, good? Key Concept: Salvation Diversity within Christianity: how is Easter observed across the world? Processions, passion plays, fasting, services What other religions have festivals where sadness and happiness are acknowledged together? Judaism Seder, Diwali Hindusim. ‘Christians’ Resource How do Christians across the world celebrate Easter? P 15-20	Islam The National Academy – How does prayer and fasting help Muslims find harmony? Key Concept: different religions have different practices and ways of life Investigating Worship What is worship? How do Christians and Muslims worship God? P4-8 Big Questions What would happen if everyone was peaceful? P.9-14 Class value: peace	What is the impact of Pentecost? Key Concept: Kingdom of God Diversity within Christianity: In Europe: People may decorate churches with red flowers or banners. Methodists have a strong spiritual connection to the holy spirit so Methodist churches often have spiritual weekend trips. What was the Jewish Festival - Pentecost? Does it link in any way with the Christian Day of Pentecost?
Year 4 What do Christians learn from the Creation Story? Key concepts: Creation, The Fall Worldviews: Does everyone agree about how the world began? Christianity, Islam, Judaism, Hindusim, Science	How is Christmas celebrated around the world? Key Concept: Incarnation Diversity within Christianity: The date celebrated, cultural traditions (food, decorations, cards), religious vs secular observations. ‘Investigating Worldviews’ How do people celebrate Christmas? P19-27	Hindusim The National Academy - Natural world: what does dharma teach about attitudes to the planet? Key Concept: Creation Worldviews: How can we take action for the wellbeing of the world?	How could ‘The Lion, the Witch and the Wardrobe’ book be an allegory of the Christian story of Easter? Key Concept: Salvation Worldviews: stories about the battle between good and evil (Diwali– Hinduism, David and Goliath – Christianity, modern non religious – The Lion King) Class value: forgiveness	How is my heart warmed? Methodist Unit Wesley’s life, global Methodism and personal reflection of what spirituality means. Link to Aldersgate Day 24 May Worldviews: Can I be spiritual without being conventionally religious?	Islam The National Academy Prophet Muhammad: how does he inspire Muslims today? Key Concept: Creation Worldviews: The Prophet Muhammad taught about caring for the world and other people. How do other religious and non-religious groups do this?
Year 5 Islam What are the five pillars of Islam?	Was Jesus the Messiah? Key Concept: Incarnation	What would Jesus do? Key Concept: Gospel	Why is Easter so important to Christians? Farmington Study	Humanists The National Academy	NATRE Anti-racism Unit

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	Key Concepts: Kingdom of God, Gospel 'Muslims' resource book How do the Five pillars help Muslims express their faith? P15-19	What examples show us that freedom or justice are important in religious and non-religious worldviews? Humanism, Judaism, Hindusim, Islam	Worldviews: how is generosity and service important to other religious and non-religious groups?	Key Concept: Salvation Diversity within Christianity: Easter around the world Inspiring RE Christians How do Christians across the world celebrate Easter? p. 15-20	Key Concept: Values can be similar across religious and non-religious beliefs How can you lead a happy and meaningful life? Do you need to have a religious worldview to care about the Earth? Inspiring RE 'Right and Wrong' p15-20	Key Concept: Values can be similar across religious and non-religious beliefs Equality across different religions – what can we learn from some examples? 'Inspiring RE' –Muslims Inspiring People 'Why is Hany El Banna inspirational to Muslims p21-27 Big Big Questions Bad times won't last P46-53
Year 6	Is Christianity and science conflicting or complementary? Key concept: Creation Judaism – Genesis and the Torah Humanist – Big Bang Theory. How am I here? Is there a right or wrong view? Living Without God resource for contrasting view	Hinduism The National Academy Hindus: how do Hindus see Brahman? Key Concept: Values can be similar across religious and non-religious beliefs Big Questions What do Hindus believe happens when you die? P21-26 Investigating God What do Hindu's believe about the idea of a supreme being? P.15-19 What is the importance of the Incarnation? (2 weeks) Key Concept: Incarnation	Judaism The National Academy How does remembering maintain Jewish identity? Key Concept: Values can be similar across religious and non-religious beliefs 'Inspirational People' Jewish Women p28-32 How are people inspired by their faith p15-20	'Commitment to Christianity' Methodist Unit Key Concept: Kingdom of God What commitments matter most to Methodists? What do I commit to do? Diversity within Christianity: differences in commitment expectations and traditions across denominations, families and cultures.	'Commitment to Christianity' Methodist Unit Key Concept: Kingdom of God What commitments matter most to Methodists? What do I commit to do?	NATRE Anti-racism Unit Key Concept: Values can be similar across religious and non-religious beliefs Anti-Racism, Justice and Spirited Arts – How can we spread awareness of Justice for all?

A statement of entitlement for religious education in Methodist Schools underpins this curriculum (see below).

This statement of entitlement acknowledges the following principles:

- The importance of high quality religious education to children's learning and development, as an aspect of curriculum provision;
- The historic, and changing, purpose of Methodist schools in offering a Methodist outlook on matters of faith;
- The expectation that religious education in Methodist schools will reflect Methodist principles, such as 'let everyone enjoy the full and free liberty of thinking for himself'; 'think and let think'; 'if your heart is with my heart then give me your hand';
- The understanding that the role of religious education in state funded schools is to promote academic learning about faith and deep thinking about issues of life and its meaning; the role is never to proselytise;
- The requirement that religious education in both VA and VC schools is compliant with statute and the school's trust deed, and consistent with developments in best practice.

The study of religious education in a Methodist school must therefore:

- Include teaching about Methodism; teaching about RE themes using Methodist resources
 - Either include the Methodist units from the Methodist RE Resource, OR include units about Methodism which are of similar length, depth, progression and quality to those in the RE Resource;
- Incorporate any significant local Methodist heritage
- Represent both Christianity and other world faiths as diverse, deep, varied and vibrant, ensuring that children are prepared for life in our modern world of differing faiths and worldviews; children should learn that most faiths are both global and local.