



BHM RE Curriculum Overview 2024-25

‘The unexamined life is not worth living’ (Socrates) ‘deep calls unto deep’ in matters of religion (Lat Blaylock)

	Autumn	Spring	Summer
2 Year Olds	Diwali ‘Learn without limits’ Christmas ‘Learn without limits’	Chinese New Year ‘Learn without limits’ Valentine’s (stay and play) ‘Love without limits’ Easter story – making bonnets, Easter hat party ‘Learn without limits’	Visit from parent – Islam ‘Love without limits’ Looking after our earth – courageous advocacy ‘Live without limits’
	Our Christian value – Love – feeds through planning across the year ‘Love without limits’		
2 YO Stories/Rhymes/Songs	The Nativity (Usbourne) When Santa Got Stuck Up The Chimney Jingle Bells ‘Learn without limits’	Easter Story Books around Love (Valentine’s Day) ‘Love without limits’	
Pre School	Joining in with family customs and routines Recognises and describes special times or events for family or friends <ul style="list-style-type: none"> - Diwali - Christmas - Harvest - Bible stories ‘Learn without limits’ Similarities and differences ‘Love without limits’	Remembers and talks about significant events in their own experiences <ul style="list-style-type: none"> - Easter story - Bible stories ‘Love without limits’	Talks about past and present events in their own life and in the lives of family members <ul style="list-style-type: none"> - Chapel visit - Bible stories ‘Love without limits’ Environmental issues – plastic in the ocean Local litter pick – Methodist link do all you can. Courageous advocacy ‘Live without limits’
Pre School Stories/Rhymes/Songs	I’m special, I’m me Only One You A Wet and Windy Harvest for Puddles Puddles and the Christmas Play ‘Live without limits’	It’s okay to be different ‘Live without limits’ In the Beginning My Christian Family Seven New Kittens All Kinds of People ‘Love without limits’	My World, Your World ‘Learn without limits’ The Tiny Ants My Muslim Family God’s Quiet things My Christian Family

Reception	Being Special 'Learn without limits'	Christmas 'Love without limits'	Special Stories 'Learn without limits'	Easter 'Love without limits'	Special Places 'Live without limits'	Special People 'Live without limits'
Reception Stories/Rhymes/Songs	Riley Can Be Anything My Christian Family Belonging and believing- My Hindu family 'Live without limits'	The Bible Story Book 'Learn without limits' Puddles and the Christmas Play	The Bible Story Book 'Learn without limits' The Baby Birds Puddles and the St Francis Service A Wedding day wish for Puddles	The Bible Story Book 'Learn without limits' Puddles and the Happy Easter Day My Muslim Family	The Best Place in the World 'Live without limits' Puddles Lends a Paw Belonging and Believing: My Baha'i family	Special People, Special Ways 'Love without limits' Hats of Faith My Buddhist Family The Swirling Hijab Puddles and the Christening Splash
Year 1	What does it mean to belong? 'Love without limits' Big Questions Who am I? Where do I belong? Exploring identity p.4-8	Why do Christians celebrate Christmas? 'Love without limits' 'Love without limits'	What do Christians believe? 'Learn without limits' 'Live without limits' Big Big Questions song resource P18-23	How and why do Christians celebrate Easter? 'Love without limits' 'Learn without limits' 'Christians' Resource How do Christians across the world celebrate Easter? P 15-20	Why do Christians love to tell stories about Jesus? 'Learn without limits' 'Live without limits' Inspiring RE -'Christians' What do Christian believe about Jesus pp4-8	What does it mean to be part of a Jewish family? 'Love without limits' 'What Happens in...' Cut away synagogue diagram
Year 2	How do we show we care for others? 'Love without limits'	Why and How are Christmas and Chanukah celebrated? 'Love without limits'	Who is an inspiring person? 'Learn without limits' 'Live without limits' Big, big questions song resource Special Kinds of heroes p34-39 Inspirational People Resource Who helps and cares? How and why? P- 4-9 What makes an Inspirational Person? p.10-14	'Belonging together' METHODIST UNIT Learn, Love, Live: Without Limits	What can we learn from Christian and Jewish creation stories? 'Learn without limits' 'Live without limits' Big Questions –Religion and the Environment p4-6 What are stories of creation? Big, Big, Questions song resource 1. Wonderful World 2. Music Maker	What do Muslims believe? 'Learn without limits' 'What happens in...' cutaway Mosque 'Inspiring RE' –Muslims Inspiring People 'Why is Hany El Banna inspirational to Muslims p21-27 Big Questions Investigates God pp10-14 What do Muslims believe about God?

<p>Year 3</p>	<p>What makes some books sacred? ‘Learn without limits’</p> <p>‘Muslims’ resource book Why is the Qur’an treated with such respect? P20-26</p>	<p>What are the deeper meanings of festivals of light? ‘Love without limits’</p>	<p>What do people believe God is like? ‘Learn without limits’ ‘Live without limits’</p> <p>Big big questions song resource How we need you p24-29 Bring it all to me p30-33 Down to Earth p.40-45</p>	<p>What matters to Christians about Easter? ‘Love without limits’</p> <p>‘Christians’ Resource How do Christians across the world celebrate Easter? P 15-20</p>	<p>What is worship? ‘Love without limits’</p> <p><u>Investigating Worship</u> What is worship? How do Christians and Muslims worship God? P4-8 What happens during worship at a church and a synagogue? P9-14</p>	<p>What qualities to leaders of religions demonstrate? ‘Learn without limits’ ‘Live without limits’</p> <p><u>Inspirational People</u> Rev Kate Bottley p18 Judith Kaplan and Julie Neuberger p29-31</p>
<p>Year 4</p>	<p>Can religious teachings help us to decide the best way to live? ‘Love without limits’ ‘Live without limits’</p> <p>Big Questions What would happen if everyone was peaceful? P.9-14</p> <p>Inspiring RE Christians – How do Christians decide how to live? P.21-26</p> <p>Big Big Questions song resource Build up p76-79</p>	<p>How is Christmas celebrated in other cultures? ‘Love without limits’</p> <p><u>Investigating Religion and the Environment</u> Can religious festivals do more to keep the environment clean and the Earth safe? P15-20</p> <p>‘Investigating Worldviews’ How do people celebrate Christmas? P19-27</p>	<p>Why is pilgrimage important to some religious believers? ‘Love without limits’</p>	<p>‘Warm Hearts’ METHODIST UNIT Learn, Love, Live: Without Limits</p>	<p>Where, how and why do people pray? ‘Learn without limits’</p> <p>‘What happens in...’ cut away places of worship</p> <p>Inspiring RE ‘Christians’ - The Lord’s Prayer</p>	<p>How are faith communities represented in Wigan? ‘Learn without limits’</p> <p>Place of worship visit</p>
<p>Year 5</p>	<p>What are the five pillars of Islam? ‘Learn without limits’</p> <p>‘Muslims’ resource book How do the Five pillars help Muslims express their faith? P15-19</p>	<p>How can art, architecture and poetry express belief? ‘Learn without limits’</p>	<p>What is important in Jewish life and worship? ‘Learn without limits’ <u>Investigating Worship</u> What happens during worship at a church and synagogue? P9-14</p>	<p>Why is Easter so important to Christians? ‘Love without limits’</p> <p>Inspiring RE Christians How do Christians across the world celebrate Easter? p. 15-20</p>	<p>Why do believers see life as a journey? ‘Live without limits’</p> <p>Inspiring RE ‘Right and Wrong’ p15-20 Big Big Questions We’re on this Road p.62-69</p>	<p>Anti-Racism METHODIST UNIT ‘Love without limits’</p>

Year 6	<p>Why, where and how do Hindus worship? 'Learn without limits'</p> <p style="text-align: center;">Big Questions What do Hindus believe happens when you die? P21-26</p> <p style="text-align: center;">Investigating God What do Hindu's believe about the idea of a supreme being? P.15-19</p>	<p>Can religions help to build a fair world? 'Love without limits' 'Live without limits'</p> <p style="text-align: center;">Big Big Questions Bad times won't last P46-53</p> <p style="text-align: center;">Living Without God resource for contrasting view</p>	<p>How are faith communities represented in the UK? 'Learn without limits'</p>	<p>'Commitment to Christianity' METHODIST UNIT Learn, Love, Live: Without Limits</p>	<p>Who has made a difference because of their beliefs? 'Learn without limits' 'Live without limits'</p> <p style="text-align: center;">'Inspirational People' Jewish Women p28-32 How are people inspired by their faith p15-20</p>	<p>Why do some people believe in life after death? 'Learn without limits' 'Live without limits'</p> <p style="text-align: center;">Inspiring RE 'Big Questions' What do Hindu's believe happens when you die? P21-26 'Living without God' What happens when you die?' p27-32</p>
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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
- In a Voluntary Aided school should have regard to the Local Agreed Syllabus' guidance as to the balance of other world faiths in the local area;
- 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.