



RE Medium Term Curriculum Map 2025-2026

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N/R	Big Question	BQ1 - What is real?	BQ2 - Where do we come from?	BQ3 - How do we know?	BQ4 - What is our situation?	BQ5 - What is our goal?	BQ6 - How do we get there?
	I cans	1) I can express my ideas about things that are real and important that cannot be seen. 2) I can talk about how some people believe in a higher being or God that cannot be seen. 3) I can explore the idea of believing in a higher being or God through the religious story of 'Ganesha and the broken tusk'. 4) I can reflect on things that are important to me but cannot be seen.	1) I can demonstrate what I know about our world. 2) I can talk about the different beliefs people have about how the world began. 3) I can reflect on my own ideas about where the world comes from.	1) I can describe artefacts from two different religion and worldviews. 2) I can ask a range of questions about artefacts from different religion and worldviews. 3) I can explore different ways of finding answers to questions about artefacts. 4) I can reflect on what objects may be special to me and why.	1) I can talk about what is special to me. 2) I can discuss my ideas about what it means to belong. 3) I can explore my idea of how I can see things differently. 4) I can reflect on the different groups I belong to.	1) I can discuss my ideas about what it means to be 'good'. 2) I can explore what: i. Christians say about being 'good'. ii. Sikhs say about being 'good'. iii. Humanists say about being 'good'. 3) I can reflect on how I can show kindness to others.	1) I can explore and talk about a path or journey going from a starting point to an endpoint. 2) I can talk about how sharing, caring and kind actions and behaviours are an important part of our path. 3) I can reflect on how I have shown kindness, caring and sharing in the classroom.
	Vocabulary	exist ontology God Ganesha Hindu Christian higher being	world Earth beginning creation origins cosmology	question faith special artefact knowledge epistemology	lens family special belong community religion	good goal sharing kindness Christian Sikh humanist	path journey sharing caring kindness Christian Sikh humanist



RE Medium Term Curriculum Map 2025-2026

Y1	Big Question	BQ1 - What is real?	BQ2 - Where do we come from?	BQ3 - How do we know?	BQ4 - What is our situation?	BQ5 - What is our goal?	BQ6 - How do we get there?
	I cans	1) I can talk about what is meant by the idea of 'real' and 'exists'. 2) I can explore what Christians believe God is like. 3) I can explore one other Abrahamic view of what God is like. 4) I can reflect on my own ideas about whether a higher being exists or not.	1) I can retell the Christian story of creation. 2) I can retell the Jewish and Muslim stories of creation (Abrahamic). 3) I can reflect on these stories and talk about my own ideas about how the universe began.	1) I can ask questions to explore the meanings of artefacts from different religion and worldviews. 2) I can explore different ways of finding answers to questions about the importance of artefacts. 3) I can reflect on the different meanings to an artefact and think about what it may mean to me.	1) I can talk about important events I experience with others. 2) I can find out: i. about a specific religious celebration. ii. how it is celebrated in different ways. 3) I can reflect on why a celebration is important to me and why this may be different for others.	1) I can explore the idea of 'good' and kindness through at least two religious stories. 2) I can explore what: i. Christians say about being 'good'. ii. Muslims say about being 'good'. iii. Jews say about being 'good'. 3) I can reflect on the golden rule and share my ideas of a golden rule I would like to follow.	1) I can explore the ideas of goodness, love and kindness in the Christian story of 'The Good Samaritan'. 2) I can explore the ideas of goodness, love and kindness in one other story from a different religion or other worldview. 3) I can talk about how good, loving and kind actions and behaviours are an important part of our path. 4) I can reflect on how good, loving and kind actions and behaviours are important in my own life.
	Vocabulary	real exists God Allah Islam Judaism higher being	creation creator Bible Genesis Torah Qur'an origins cosmology	question special artefact symbolism sacred knowledge epistemology	religion worldview community lens tradition celebration	good goal kindness golden rule Christian Muslim Jew	path journey good/goodness love kindness actions behaviours



RE Medium Term Curriculum Map 2025-2026

Y2	Big Question	BQ1 - What is real?	BQ2 - Where do we come from?	BQ3 - How do we know?	BQ4 - What is our situation?	BQ5 - What is our goal?	BQ6 - How do we get there?
	I cans	1) I can understand what 'faith' means. 2) I can investigate the idea that a person may believe something is real, even if other people can't see it or believe in it. 3) I can explore: i. a Christian miracle and think about why someone may think this is real and some people may not believe in it. ii. a miracle from one other religion or worldview and think about why someone may think this is real and some people may not believe in it. 4) I can reflect on my own views about whether things can be real even if they can't be seen or if others don't believe in them.	1) I can discuss the ideas from different religion and worldviews about how the universe began. 2) I can describe what humanists believe about the beginning of the universe. 3) I can reflect on the range of ideas about the beginning of the universe that different people have and share my own ideas.	1) I can discuss that different people might see things in different ways and this is ok. 2) I can talk about what is true and what is false and why interpretations may differ. 3) I can reflect on what I see as true and false and how I know this.	1) I can talk about the different organised groups in the school and wider community. 2) I can categorise these groups into secular and religious categories. 3) I can explore why people may belong to a range of secular or religious groups. 4) I can reflect on how belonging to an organised group may make me different from others outside that group.	1) I can explore the idea of 'love' within: i. Christianity ii. Islam iii. Judaism iv. Humanism 2) I can reflect on the ideas of 'love' explored in this unit and on the experience of love in my own life.	1) I can explore the ideas of charity, giving and receiving through the teachings (stories) of: i. Christianity ii. one other religion or worldview. 2) I can investigate teachings about charity and giving and how these are put into practice in real life within Christianity and one other worldview. 3) I can talk about how charity and giving are important on a religion and worldview's path or journey. 4) I can reflect on how I can help others in my own life and how this makes me feel.



RE Medium Term Curriculum Map 2025-2026

	Vocabulary	real faith miracle mystery wonder exist	universe humanist humanism origins cosmology	interpretation perception lens belief true false illusion knowledge epistemology	religion worldview secular belonging lens community organised groups	good goal kindness love loving Christian Muslim Jew humanist	path praxeology charity giving receiving Tzedakah Zakat actions behaviours
Y3	Big Question	BQ1 - What is real?	BQ2 - Where do we come from?	BQ3 - How do we know?	BQ4 - What is our situation?	BQ5 - What is our goal?	BQ6 - How do we get there?
	I cans	1) I can explore the idea of angels in a Christian story and from one other religion or one other worldview. 2) I can explain why people have different understandings of angels in the stories. 3) I can identify the key characteristics and roles attributed to angels in the different religion and worldviews investigated so far. 4) I can discuss whether ethereal and divine beings exist even if they can't be seen.	1) I can recall the Abrahamic stories of creation. 2) I can investigate the Dharmic beliefs about the beginning of the universe. 3) I can compare the similarities and differences between Dharmic and Abrahamic views on how the universe began. 4) I can explore through discussion, other worldviews/ theories (religious or non-religious) on how the world began.	1) I can explore how we learn about what is true about my religion and worldviews from my family and community. 2) I can explore how different families and communities may have different views and teachings about what is true about their religion and worldviews. 3) I can reflect on how I have developed my own religion and worldviews from my family and community.	1) I can share ideas about what influences my worldviews. 2) I can discuss the similarities and differences that exist in my class. 3) I can explore the idea that my different influences may shape my worldview and how I see the world. 4) I can reflect on how I see things differently, compared to others in my class.	1) I can investigate the Abrahamic codes and teachings on how to live a good life: i. Beatitudes: (Matthew chapter 5 verses 3-15) ii. The Ten Commandments: (Exodus chapter 20) iii. Muslim teachings on living a good life 2) I can investigate the Sikh codes and teachings on how to live a good life. 3) I can reflect on how I can make a difference at home/ school/ in the community or the world.	1) I can describe what is involved when undertaking the Christian pilgrimage of Walsingham. 2) I can consider why this pilgrimage helps some people to remain on their path. 3) I can describe what is involved when undertaking the Muslim pilgrimage of Hajj. 4) I can consider why the pilgrimage of Hajj helps some people to remain on their path. 5) I can discuss whether going on a pilgrimage is



RE Medium Term Curriculum Map 2025-2026

			5) I can reflect on the different views about the beginning of the universe and explain my own ideas.				necessary to remain on the right path in life. 6) I can reflect on a personal journey that has been important to me in my life and why.
	Vocabulary	angel exist worldview divine being eternal ethereal real ontology	universe Abrahamic Dharmic creation origins cosmology	truth lie/false belief interpretation perception knowledge epistemology	lens situation community influence religion worldviews	goal axiology code beatitude rules teachings Abrahamic Sikh Guru	path praxeology pilgrimage goal Hajj Walsingham Islam Christianity spiritual reflection ritual
Y4	Big Question	BQ1 - What is real?	BQ2 - Where do we come from?	BQ3 - How do we know?	BQ4 - What is our situation?	BQ5 - What is our goal?	BQ6 - How do we get there?
	I cans	1) I can explore the different ideas of a higher being (God) from an Abrahamic point of view. 2) I can discuss the complex nature of a higher being within the Abrahamic worldviews: i. Christianity ii. Judaism iii. Islam	1) I can recall the Abrahamic stories of creation. 2) I can explore Hindu beliefs about the beginning of the universe. 3) I can compare and contrast the Abrahamic and Dharmic beliefs about the beginning of the universe.	1) I can explore how individuals may decide what is true about their religion and worldviews. 2) I can explore the idea that within one religion and worldview, many different perspectives and interpretations may exist.	1) I can explain the different things that influence my worldview (lens). 2) I can investigate the range of worldviews represented within the school. 3) I can explore the two largest religious or non-religious worldview groups	1) I can explore the idea of 'good and evil' through the Abrahamic story of Adam and Eve (Garden of Eden). 2) I can explore the idea of 'good and evil' through at least one story: i. the Hindu story of Rama and Sita (Diwali)	1) I can recall the main events and characters in the story of: i. Diwali ii. Hanukkah 2) I can explore the story and celebration of Hanukkah and consider how the events, symbols and behaviours help a Jewish person to remain on their path



RE Medium Term Curriculum Map 2025-2026

		3) I can talk about how these different perceptions within Abrahamic worldviews impact how people live their lives. 4) I can reflect on my views and questions about the existence of a higher being.	4) I can reflect and explain my views on how the universe began.	3) I can discuss how it may not be possible to know everything about the two religion and worldviews they have explored. 4) I can reflect on how I get my ideas about what is true in my life.	represented within the school and identify similarities and differences. 4) I can discuss the idea that within these two groups, people may have an organised worldview as well as a personal worldview. 5) I can reflect on how people with different worldviews can still be friends or live together harmoniously within the school or local community.	ii. the Jewish story of Hanukkah (Hanukkah) 3) I can reflect on the good or evil acts (choices) explored in the religious stories and explain whether they would make the same choices as the characters involved.	even when life gets difficult. 3) I can explore the story and celebration of Diwali and consider the importance of the Hindu gods and goddesses (deities) and how they can help a Hindu to remain on their path even when life gets difficult. 4) I can reflect on the values of commitment and loyalty in my life.
	Vocabulary	Abrahamic ultimate reality higher being God Allah Yahweh worldview real ontology	universe creation Abrahamic Dharmic Brahma Vishnu Shiva Trimurti origins cosmology	truth lie/false belief interpretation perception evidence knowledge epistemology	lens situation nature personal worldview organised worldview	good evil choice Abrahamic Hindu Diwali	path praxeology symbol/ symbolism Hanukkah Diwali deities loyalty devotion temptation hope commitment



RE Medium Term Curriculum Map 2025-2026

Y5	Big Question	BQ1 - What is real?	BQ2 - Where do we come from?	BQ3 - How do we know?	BQ4 - What is our situation?	BQ5 - What is our goal?	BQ6 - How do we get there?
	I cans	1) I can explore the different ideas of a higher being from a Dharmic point of view. 2) I can discuss the complex nature of a higher being within the Dharmic worldviews. 3) I can talk about how these different perceptions within Dharmic worldviews impact how people live their lives. 4) I can reflect on my views and questions about the existence of a higher being.	1) I can explore secular views about the beginning of the universe. 2) I can discuss at least two explanations about the beginning of the universe from a secular, scientific, or non-religious point of view. 3) I can reflect on my learning and justify my opinions about the beginning of the universe and present my ideas to others.	1) I can discuss how a non-religious worldview member knows what is true and how they may discover this. 2) I can explore the idea that within one non-religious worldview, many different perspectives and interpretations may exist. 3) I can discuss how it may not be possible to know everything about the non-religious worldviews they have explored and talk about why this may or may not matter. 4) I can reflect on how evidence can help me decide what is important to myself.	1) I can use the local census to identify the diversity of religion and worldviews represented in the local community. 2) I can investigate two to three local religion and worldviews identified in the census. 3) I can investigate how the two to three local religion and worldviews identified in the census, may respond to a local issue. 4) I can discuss the responses explored and how the shared values, beliefs and actions contribute towards creating harmony in the local community. 5) I can reflect on how religious diversity contributes	1) I can discuss the idea that individuals within religion and worldviews may see living a good life as being an ultimate goal. 2) I can investigate the 'ultimate goal' of: i. ONE Abrahamic (Christian, Jewish, Muslim) ii. ONE Dharmic (Buddhist, Hindu, Sikh) iii. ONE non-religious worldview 3) I can discuss how the 'ultimate goal' of a worldview may influence the moral decisions a person makes. 4) I can reflect on my ideas of the 'ultimate goal' and consider how these may influence the moral decisions I make.	1) I can compare the life stories of Jesus, Guru Nanak and Buddha and reflect on their journeys. Discuss how they remained on their path despite facing difficult times. 2) I can talk about the Noble Eightfold Path practices and why these may help Buddhists remain on their path. 3) I can research a leader, founder or inspirational figure from one other religion or one other worldview and consider why their story may help individuals make the right choices to remain on the path. 4) I can reflect on who I would turn to for advice and support and why I would choose that person.



RE Medium Term Curriculum Map 2025-2026

					to community harmony and how it can be fostered further.		
	Vocabulary	Dharmic Hindu ultimate reality higher being deities worldview real ontology	secular non-religious universe science the Big Bang theory Darwinism evolution origins cosmology	Science humanism atheism secularism agnosticism evidence lens knowledge epistemology	lens situation community diversity harmony	axiology goal moral reward afterlife heaven paradise enlightenment reincarnation Abrahamic Dharmic	path praxeology role model leader
Y6	Big Question	BQ1 - What is real?	BQ2 - Where do we come from?	BQ3 - How do we know?	BQ4 - What is our situation?	BQ5 - What is our goal?	BQ6 - How do we get there?
	I cans	1) I can recall the complex nature of the Abrahamic and Dharmic views of a higher being and explore the concept of the ultimate reality. 2) I can explore the humanist view of what exists and what is real. 3) I can consider and summarise the arguments raised by religion and worldviews about what exists and what is real.	1) I can explore the meaning of the word 'cosmology' (linked to 'the cosmological argument'). 2) I can investigate Paley's watch analogy and consider the ideas of a cosmic plan and cosmic 'designer'. 3) I can discuss how religion and worldviews may consider Paley's watch analogy in their understanding	1) I can retell the allegory of Plato's Cave. 2) I can discuss what is considered to be real and what is not in the allegory of Plato's Cave. 3) I can reflect on what I have learnt about what is real and what is not from the allegory of Plato's Cave and how this applies to my life.	1) I can investigate national data to identify the plurality of religion and worldviews. 2) I can explore the idea of plurality within one religious or secular worldview. 3) I can discuss how these worldviews respond to global situations.	1) I can revisit the codes and teachings that worldviews hold to help them live a good life and discuss the similarities and differences. 2) I can explore the idea that there are rights and responsibilities, 'Human Rights', that all humans should have to enable them to live a good life.	1) I can recall and discuss the different examples, including practices, actions, behaviours and teachings, that may help people to take or stay on a religion and worldviews path. 2) I can investigate the diverse range of religion and worldviews paths that it is possible to take and discuss why different paths may be taken or chosen.



RE Medium Term Curriculum Map 2025-2026

		4) I can reflect on my own views about what exists and what is real.	of the creation of the universe. 4) I can explore the idea that the universe may have come into existence by chance, without a creator or cosmic designer. 5) I can reflect on my views about the beginning of the universe as being created by chance or as a result of a cosmic designer.		4) I can explain my worldview and what has influenced it. 5) I can reflect on how we can live together as global citizens when we all have different religion and worldviews.	3) I can investigate the stance of two worldviews on the 'Human Rights' issue, of food poverty and homelessness (Article 25). 4) I can discuss how the two worldviews demonstrate their commitment to the goal of living a good life through their practical actions. 5) I can reflect on how my moral code is similar and/or different to the Golden Rule.	3) I can discuss the sharing of values and teachings such as the Golden Rule, Human Rights and the idea of Freedom of Religion or Belief (FoRB) to help them to remain on a path. 4) I can reflect on the rules, actions or behaviours I would include on my own 'Golden Rule' list and consider why these may be helpful.
	Vocabulary	Abrahamic Dharmic ultimate reality humanism evidence higher being real exist ontology	Paley's watch analogy cosmological argument creator science the Big Bang theory universe evolution origins cosmology	philosophy allegory real/reality truth knowledge epistemology	lens situation plurality identity global citizen	goal axiology moral golden rule Human Rights commitment responsibility rights	path praxeology choices Golden Rule Human Rights Freedom of Religion or Belief (FoRB)