

EYFS/Key Stage 1/Key Stage 2 RE Coverage for Understanding Christianity & Gloucestershire Agreed Syllabus

TWO YEAR ROLLING PROGRAMME CYCLE A

2025 -2026



Values	Friendship Through the roof Jesus heals a paralysed man whose friends let him down through the roof. Luke 5:18-25 The New Testament	Respect Jesus shares a very special last meal with his friends, the disciples. The last supper and a betrayal The New Testament Matthew 26, Mark 14, Luke 22 & John 13	Perseverance The Parable of the Lost Sheep The New Testament Luke 15:3-10 and Matthew 18:10-14	Thankfulness Jesus heals ten men. The man who came back to Jesus to say, "Thank you". Luke 17:11-19 The New Testament	Trust The storm on the lake Luke 8:23 The New Testament	Truthfulness Jacob and Rebecca fool Isaac into blessing Jacob instead of Esau. The Old Testament Gen. 27-28
Year group/Term	1	2	3	4	5	6
EYFS FS1 and FS2	F3. How might people in Gloucestershire show they belong together? a e h MYSELF, SPECIAL TIMES	F2. Why is Christmas special to Christians? UC a e f SPECIAL PEOPLE SPECIAL TIMES	F1. Why is God so important to Christians? UC a d SPECIAL PEOPLE SPECIAL BOOKS	F4. What special times do people celebrate and why might these times be very important? a b c SPECIAL TIMES	F6. What stories are important in our school community/ local area and why? a d e SPECIAL BOOKS/STORIES	F5. Which places are special for people living in Gloucestershire and why? a c d SPECIAL PLACES OUR COMMUNITY
Key Stage 1 1 & 2	1.1 What do Christians believe God is like? UC b d f g i	1.2 Why does Christmas matter to Christians and how do people celebrate it? UC a b h i	1.7 What is it like to be brought up in a Muslim home in the UK today? a c e g h	1.5 What is it like to be brought up in a Hindu home in the UK today? a c e	1.9 How do stories and art express worldviews? d e a Christian, Muslim, Hindu, Non -Religious/Humanist	
Lower Key Stage 2 3 & 4	L2.2 What might Christians learn from the Old Testament about how to live? UC e f i	L2.7 Why is Muhammad important to Muslims today? c d e f g h	L2.4 Do all Christians believe and behave in the same way?. a b c g	L2.8 What do Muslims believe about God and how do they respond? a b d	L2.10 How and why do people (in three traditions) use ceremonies to show their commitments? a b d e	L2.11 What is the 'golden rule', and how might it be put into practice by people from different religious and non-religious worldviews? e c b
Upper Key Stage 2 5 & 6	U2.1 What influence does believing in God as Trinity have for Christian worldviews? UC d b f i	U2.7 How does Hajj show what matters to Muslims in Britain? a c e g h	U2.6 What does it mean to live as a Jew in the UK today?	U2.4 Why might the belief that Jesus 'saved' people be so important for many Christians? UC d e f	U2.9 How do non-religious people understand and respond to the world and life? Exploring diverse responses, including Humanist a d e	U2.10 How do organised and individual worldviews help people when times get hard? b d e f

TWO YEAR ROLLING PROGRAMME CYCLE B 2026-2027



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Key Stage 1 1 & 2	1.8: What is it like to be a part of a Muslim community in Britain? a c e g h	1.6 What is it like to be brought up in a Jewish home in the UK today? a c e h	1.4 What is it like to be brought up in a Christian home in the UK today? a c e	1.3 Why does Easter matter to Christians, and how do people celebrate it? UC a b	1.10 How can someone's worldview be seen in the choices they make? d e a	
Lower Key Stage 2 3 & 4	L2.6 How do Jews in Gloucestershire celebrate festivals, and how does this show what matters to them?	L2.9 What is it like to be a Humanist in the UK today? a b d e	L2.1 What do Christians learn from the Creation narrative? UC d a e i	L2.5 What beliefs do Hindus hold about the Ultimate Reality?	L2.3 For Christians, what kind of world did Jesus want? UC e f b i	L2.12 What brings people meaning and purpose in life? Case studies from three worldviews (plus pupils' own) d f j
Upper Key Stage 2 5 & 6	U2.2 Creation and Science: conflicting or complementary? UC d a b i	U2.3 How and why do Christians follow the example of Jesus? UC e a b f h	U2.5 What might ideas about samsara mean for Hindus? How might these ideas affect how Hindus live?	U2.8 How do Muslims decide what is right and wrong? b c e f	U2.11 How might someone's worldview affect how they view and treat the natural world? a d e	

Key	Christianity/ Understanding Christianity Project (UC)	Islam	Judaism	Hinduism	Humanism/ Non-Religious	Our Community & Worldviews
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At the heart of the REC Handbook 2024 is the National Statement of Entitlement (NSE). It sets out a benchmark for standards in an RW curriculum about how worldviews play out in or influence human life. It is a pedagogical tool for the selection of content and of appropriate teaching and learning approaches to enrich and deepen pupils' understanding of, and scholarly engagement with, religion and worldviews. The three elements of the NSE are Content, Engagement and Position.

Content	Engagement	Position
a. Nature/formation/expression What is meant by worldview and how people's worldviews are formed and expressed through a complex mix of influences and experiences.	g. Ways of knowing The field of study of worldviews is to be explored using diverse ways of knowing.	j. Personal worldviews: reflexivity Pupils will reflect on and potentially develop their personal worldviews in the light of their study.
b. Organised/individual How people's individual worldviews relate to wider, organised or institutional worldviews.	h. Lived experience The field of study of worldviews is to include a focus on the lived experience of people.	k. Personal worldviews: impact Pupils will reflect on how their worldviews affect their learning.
c. Contexts How worldviews have contexts, reflecting time and place, are highly diverse, and feature continuity and change.	i. Dialogue/interpretation The field of study of worldviews is to be shown as a dynamic area of debate.	
d. Meaning and purpose How worldviews may offer responses to fundamental questions raised by human experience.		
e. Values, commitments and morality How worldviews may provide guidance on how to live a good life.		
f. Influence and power How worldviews influence, and are influenced by, people and societies.		