



Curriculum Religious Education - Whole School

CARE **ACHIEVE** **BELIEVE**





Curriculum Religious Education Progression Overview

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Peover Superior Curriculum Knowledge and Skills Progression

At Peover Superior, we follow the Religious Education units designed by Oak National Academy. Lessons and units are designed so that pupils build on what they already know to develop powerful knowledge and rich vocabulary.

Knowledge is sequenced and mapped in a coherent format so that pupils make meaningful connections.

Our flexible curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is evidence based through rigorous application of best practice and the science of learning.

We prioritise creating a diverse curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an accessible curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



Curriculum Religious Education Rationale

CARE **ACHIEVE** **BELIEVE**

At Peover Superior we learn about and from all the main religions and faiths through an enriching and engaging RE curriculum. Cross-curricular dimensions such as identity, cultural diversity and community cohesion are reflected in our curriculum. RE lessons also contribute to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society.

Our RE curriculum also makes important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others.

Intent:	We are very clear about being ambitious in all year groups. By the end of year 6, we aim to teach children: the principal religions represented in Great Britain to appreciate the way that religious beliefs shape life and our behaviour; develop the ability to make reasoned and informed judgements about religious and moral issues; and enhance their spiritual, moral, social and cultural development. We have a firm belief that every child can achieve and that they are entitled to the same knowledge and cultural capital, whatever their background or starting point. As such, we adopt an approach where all of the teachers, have high expectations of all children and scaffolding those with lower starting points to be able to access and achieve these.
Implementation:	Teachers ensure that pupils see the 'purpose' of each lesson and the content in relation to their lives. Deliberate and intentional retrieval of previous knowledge to build on previous learning. Regular checkpoints and formative assessments within lessons to tailor lessons to the needs of pupils. Positive relationships in school that create the conditions conducive to effective learning. Children's responses are taken at the start and end of the unit, with each lesson linking back to that question and children becoming able to answer the question with an extra layer of knowledge and at a greater level of depth. Children are encouraged to reflect on previous learning and use that to explain their current understanding.
Impact:	Deepened Understanding & Retention - The focus on retrieval practice and linking lessons to prior knowledge ensures that children build a strong conceptual foundation and retain information more effectively. Purpose-Driven Learning - Connecting lesson content to children students' lives makes learning more meaningful, increasing engagement and motivation. Personalised Support - Regular formative assessments help tailor instruction to individual child needs, reducing learning gaps and fostering growth for all learners. Critical Thinking & Reflection - Encouraging children to reflect on previous learning promotes higher-order thinking and the ability to articulate deeper understanding over time. Positive Learning Environment - Emphasising strong teacher-child relationships creates a supportive atmosphere where students feel safe to explore ideas and make mistakes.



Curriculum Map

Religious Education - Whole School

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Willow Class	Diwali Hanukkah	Christmas Story & Traditions	Easter Traditions	Eid	Cross Religion	Cross Religion
KS1 Sycamore Class	Festivals How do they celebrate the natural world?	Jesus Why is he so important to Christians?	The Bible What does it say about God's promises?	Hindus What do Hindu stories teach about life and the world?	The World How do different people explain how it started?	
LKS2 Chestnut Class	Festivals How do ancient stories influence modern celebrations?	Holy Week What do the stories say and what is their meaning?	Jesus How does his treatment of outcasts speak to Christians today?	Guru Nanak How does Guru Nanak inspire Sikhs today?	Prophet Mohammed How does he inspire Muslims today?	Spirituality How is art used in religion and beliefs?
UKS2 Oak Class	Forgiveness Is reconciliation possible?	Muslims What are the joys and challenges of being Muslim in Britain?	Buddhists who was the Buddha and what does he mean for Buddhists?	Sikhs What does Khalsa mean to Sikhs today?	Pilgrimage Why are people still drawn to ancient places?	Worldviews How is our country and community changing?



Curriculum Map

Religious Education - Whole School

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Willow Class	Diwali Hanukkah	Christmas Story & Traditions	Easter Traditions	Eid	Cross Religion	Cross Religion
KS1 Sycamore Class	Christianity & Nativity	New life: how is a new child welcomed?	Caring: how do stories inspire actions?	Stories: how do different people find deeper meanings?	Places of worship: what makes them sacred?	Judaism
LKS2 Chestnut Class	Prayer & Fasting How does prayer & fasting help Muslims to find harmony?	Pesach How do Jews remember God's covenant?	Rites of Passage How do communities mark growing up?	Natural world What does dharma teach about attitudes to the planet?	Pilgrimage: why might some people visit Jerusalem, Karbala or Makkah?	Spirituality: Music & Dance How does music and silence express beliefs?
UKS2 Oak Class	Buddhism	Humanism	Jews: how does remembering maintain Jewish identity?	Sikhism	Hinduism - How do Hindus understand Brahman?	Hinduism - How do Hindus express devotion in daily life?



Curriculum Map

Religious Education - EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
EYFS	Diwali Oak National 3 Weeks Unit: Diwali EARLY-YEARS-FOUNDATION-STAGE Understanding the world Oak National Academy Hanukkah Oak National 3 Weeks Unit: Hanukkah EARLY-YEARS-FOUNDATION-STAGE Understanding the world Oak National Academy (thenational.academy)	Christmas Story & Traditions Oak National 6 weeks Unit: Christmas Story EARLY-YEARS-FOUNDATION-STAGE Understanding the world Oak National Academy (thenational.academy) Unit: Christmas Traditions EARLY-YEARS-FOUNDATION-STAGE Understanding the world Oak National Academy (thenational.academy)	Easter Traditions Oak National 3 Weeks Unit: Easter (Calendar Informed) EARLY-YEARS-FOUNDATION-STAGE Understanding the world Oak National Academy (thenational.academy)	Eid Oak National 3 Weeks Unit: Eid (Calendar Informed) EARLY-YEARS-FOUNDATION-STAGE Understanding the world Oak National Academy (thenational.academy)	Cross Religion Places of Worship



Curriculum Map

Religious Education - KS1

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sycamore Class	Festivals How do they celebrate the natural world? Festivals: How do they celebrate the natural world? KS1 Y2 Religious education Lesson Resources Oak National Academy	Jesus Why is he so important to Christians? Jesus: why is he so important to Christians? KS1 Y1 Religious education Lesson Resources Oak National Academy	The Bible What does it say about God's promises? The Bible: what does it say about God's promises? KS1 Y2 Religious education Lesson Resources Oak National Academy	Hindus What do Hindu stories teach about life and the world? Hindus: what do Hindu stories teach about life and the world? KS1 Y2 Religious education Lesson Resources Oak National Academy	The World How do different people explain how it started? The world: how do different people explain how it started? KS1 Y2 Religious education Lesson Resources Oak National Academy	



Curriculum Map

Religious Education - KS1

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sycamore Class	Christianity & Nativity Unit: The Nativity KS1 Religious education Oak National Academy (thenational.academy)	New life: how is a new child welcomed? Unit: New life: how is a new child welcomed? KS1 Religious education Oak National Academy	Caring: how do stories inspire actions? Unit: Caring: how do stories inspire actions? KS1 Religious education Oak National Academy	Stories: how do different people find deeper meanings? Unit: Stories: how do different people find deeper meanings? KS1 Religious education Oak National Academy	Places of worship: what makes them sacred? Unit: Places of worship: what makes them sacred? KS1 Religious education Oak National Academy	Judaism Unit: Judaism KS1 Religious education Oak National Academy



Curriculum Map

Religious Education - LKS2

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chestnut Class	Festivals How do ancient stories influence modern celebrations? https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/festivals-how-do-ancient-stories-influence-modern-celebrations/lessons	Holy Week What do the stories say and what is their meaning? https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/holy-week-what-do-the-stories-say-and-what-is-their-meaning/lessons	Jesus How does his treatment of outcasts speak to Christians today? https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/jesus-how-does-his-treatment-of-outcasts-speak-to-christians-today/lessons	Guru Nanak How does Guru Nanak inspire Sikhs today? https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/sikhs-how-does-guru-nanak-inspire-sikhs-today/lessons	Prophet Mohammed How does he inspire Muslims today? https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/prophet-muhammad-how-does-he-inspire-muslims-today/lessons	Spirituality How is art used in religion and beliefs? https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/spirituality-how-is-art-used-in-religions-and-beliefs/lessons



Curriculum Map

Religious Education - LKS2

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chestnut Class	Prayer & Fasting How does prayer & fasting help Muslims to find harmony? https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/muslims-how-does-prayer-and-fasting-help-muslims-find-harmony/lessons	Pesach How do Jews remember God's covenant? https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/pesach-how-do-jews-remember-gods-covenant/lessons	Rites of Passage How do communities mark growing up? https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/rites-of-passage-how-do-communities-mark-growing-up/lessons	Natural world What does dharma teach about attitudes to the planet? https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/natural-world-what-does-dharma-teach-about-attitudes-to-the-planet/lessons	Pilgrimage: why might some people visit Jerusalem, Karbala or Makkah? https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/pilgrimage-why-might-some-people-visit-jerusalem-karbala-or-makkah/lessons	Spirituality: Music & Dance How does music and silence express beliefs? https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units/spirituality-how-do-music-and-dance-express-beliefs/lessons



Curriculum Map

Religious Education - UKS2

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Oak Class	Forgiveness Is reconciliation possible? Forgiveness: Is reconciliation possible? KS2 Y5 Religious education Lesson Resources Oak National Academy	Muslims What are the joys and challenges of being Muslim in Britain? Muslims: What are the joys and challenges of being Muslim in Britain? KS2 Y5 Religious education Lesson Resources Oak National Academy	Buddhists Who was the Buddha and what does he mean for Buddhists? Buddhists: who was the Buddha and what does he mean for Buddhists? KS2 Y5 Religious education Lesson Resources Oak National Academy	Sikhs What does Khalsa mean to Sikhs today? Sikhs: What does Khalsa mean to Sikhs today? KS2 Y6 Religious education Lesson Resources Oak National Academy	Pilgrimage Why are people still drawn to ancient places? Pilgrimage: why are people still drawn to ancient places? KS2 Y6 Religious education Lesson Resources Oak National Academy	Worldviews How is our country and community changing? Worldviews: how is our country and community changing? KS2 Y6 Religious education Lesson Resources Oak National Academy



Curriculum Map

Religious Education - UKS2

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
Oak Class	Buddhism Unit: Buddhism KS2 Religious education Oak National Academy (thenational.academy) Unit: Buddhists: who was the Buddha and what does he mean for Buddhists? KS2 Religious education Oak National Academy	Humanism Unit: Humanism KS2 Religious education Oak National Academy (thenational.academy)	Jews: how does remembering maintain Jewish identity? Unit: Jews: how does remembering maintain Jewish identity? KS2 Religious education Oak National Academy	Sikhism Unit: Sikhism KS2 Religious education Oak National Academy (thenational.academy)	Hinduism Unit: Hinduism KS2 Religious education Oak National Academy (thenational.academy) Unit: Hindus: how do Hindus see Brahman? KS2 Religious education Oak National Academy