

Exploring Religion and Worldviews: non-statutory guidance supporting the Hertfordshire Agreed Syllabus of Religious Education in Primary Schools

2023-2028



Contents page:

1. Introduction	1
2. How to use the Enquiry Model.....	2
3. Using Key Areas of Learning through the Key Stages to develop your curriculum	6
4. Medium-term planning	12
EYFS: Possible EYFS avenues of enquiry following the Early Learning Goals.....	13
Sample Key Stage 1 Enquiry overview	14
Sample Lower Key Stage 2 Enquiry overview	17
Sample Upper Key Stage 2 Enquiry overview	21
5. Anti-Racist RE	25
6. Resources	27

1. Introduction

'Exploring Religions and Worldviews' is **non-statutory guidance, to support leaders and co-ordinators of RE** in their planning for and teaching of RE. It is not a scheme of work, but it does provide guidance on designing and implementing a school's curriculum for RE. It is primarily designed for subject leaders, but some parts are also of use to class teachers. It is anticipated that more exemplifications and materials will be produced on-line to complement this.

The programmes of study set out in the Hertfordshire Agreed Syllabus of Religious Education 2023-28 are intended to allow maximum flexibility to schools and subject leaders/co-ordinators to devise their **own school curriculum for RE**, relevant to the context of their pupils. The eight '**Key Areas of Learning**' (KAL) of the Agreed Syllabus form the basis for this planning and may be followed in any order that the school chooses. There will inevitably be overlap across the key areas and this allows for revisiting and developing material in greater depth as pupils progress through the school in a spiral curriculum.

The approach which schools adopt is a matter for professional discussion.

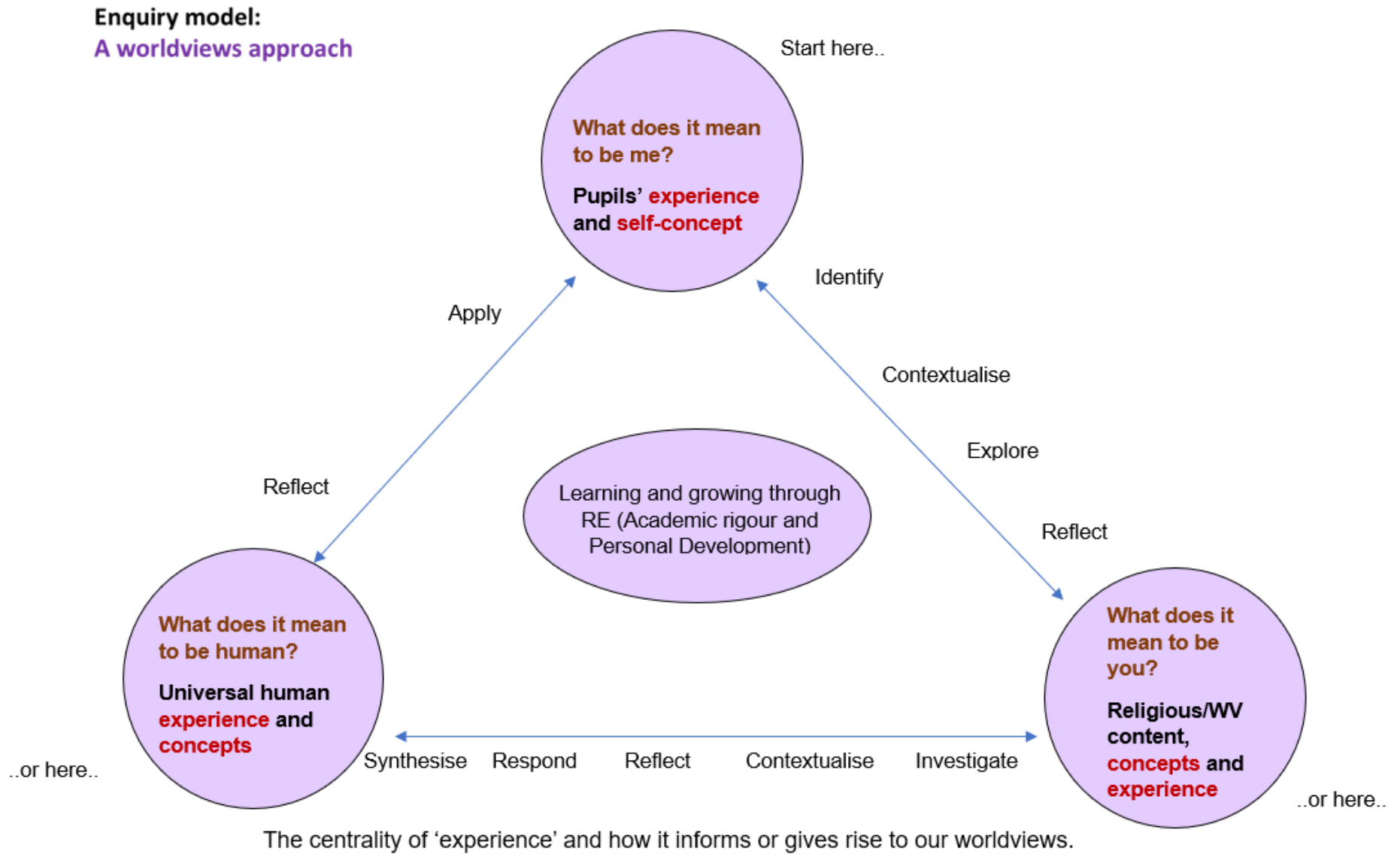
- It is possible to plan using a **systematic approach**, where each religion and worldview is taken separately and thus pupils are able to enquire into religions and worldviews in a more focused way.
- Alternatively, schools could adopt a **thematic/conceptual approach**, where a theme and/or concept such as 'worship' can be explored across two or three religions and worldviews.
- Or it might be that schools plan **some systematic and some thematic enquiries** depending on the context and purpose of the enquiry. So, for example, initial systematic enquiries to develop basic knowledge and understanding of some specific religions/worldviews can lay the foundation for thematic/conceptual learning to deepen understanding of core concepts and draw similarities and differences across and within religions/worldviews.

The Hertfordshire Agreed Syllabus deliberately allows for a flexible approach rather than imposing one model on all schools. This guidance reflects this flexibility and provides guidance on how to develop a worldviews approach in your planning. As you grow in confidence, as the understanding of worldviews in RE develops and as teachers in Hertfordshire schools network to develop further resources, you will be able to enrich and enhance the pupils experience and understanding through a high-quality education in religion and worldviews.

Hertfordshire SACRE hopes you will find this a useful initial document. Other support materials from earlier syllabuses can also be used as appropriate to support planning and content.

September 2023

2. How to use the Enquiry Model



This enquiry model is designed to promote a form of the 'worldviews approach' to RE, based on the three foundation questions:

- What does it mean to be me? (contextualised self-reflection)
- What does it mean to be you? (open and nuanced exploration of religious/non-religious content, concepts and experience from institutional and individual religion/worldview)
- What does it mean to be human? (universal application of concepts to pupils' sense of their place in the world)

How to design an enquiry based on this model

A. Agree a big enquiry question.

This can be based on a unit or enquiry that you currently teach, or you can use/adapt an enquiry question from the new support materials suggested later in this document. Remember that you are planning a curriculum for **your** school and pupils.

Make sure that you are clear about which religions/worldviews you have opted for at each Key Stage, following the requirements of the Agreed Syllabus.

Enquiries can be *systematic* (based on one religion/worldview) or *thematic* (a concept explored across two or three religions/worldviews). You can use a combination of the two in which you introduce religious or non-religious worldviews in a systematic way and then explore themes and concepts across different worldviews.

It is important to be explicit about which of the **8 Key Areas of Learning** is the main emphasis of the enquiry, to ensure that you are meeting the statutory requirement of the Agreed Syllabus to cover all eight over each Key Stage. There will be some enquiries which cover more than one Key Area of Learning, but it is important to identify which one you will be focusing on.

B. Develop the three-part structure to the enquiry.

The enquiry model diagram shows a three-stage enquiry for exploring the content, with a learning process around the edge linking all three. Remember, the three questions do not have to be used in any particular order. They form a structural approach to help explore the big enquiry question. You can start at any of the three 'corner stones' and move in any direction. This will depend on certain factors such as the age of the pupils, the content/theme/concept that you are exploring, or the purpose of the enquiry.

See the table on the next page which explains each stage in the process.

How the learning process moves the learning forward:

Learning process	Enquiry:
<p>What does it mean to be me? Pupils' own experience and self-concept (1 lesson)</p>	<p>Identify What is the pupil's own view, opinion, experience, interpretation of or response to the content/concepts of the enquiry? You might provide a stimulus such as an image or text to which a pupil responds. This is initially a quiet moment for the pupil to think or write their response</p> <p>Explore Allow for opportunities for pupils to listen to each other's experience, interpretation or response so that they can see how they are similar to and different from everyone else's</p> <p>Contextualise How are the class responses similar and different? Why is this? Is there any one right answer? Might any responses be wrong?</p> <p>Reflect What can pupils learn from these similarities and differences; what questions or ideas do they raise? What might these be like in religious and non-religious worldviews?</p>
<p>What does it mean to be you? Religious/worldview experience, concepts and content (main substantive and disciplinary knowledge developed) (3 or 4 lessons)</p>	<p>Investigate find out about the concept/content in the religions/worldviews being explored (Christianity and the others that you have opted for within the Key Stage). This forms the bulk of the learning and relates to the 'substantive knowledge' in RE. The approach you take is up to you, depending on what you want the pupils to get from the exploration. The link here takes you to the NATRE explanation of eight approaches to learning in RE. There is also 'Disciplinary RE', which is a way of adopting three 'lenses' to investigate the substantive content of RE – Theological, Philosophical, Social Sciences – and for which recent resources for classrooms from REToday ((Big Questions Big Answers series) have been developed. This relates to 'ways of knowing' in RE. Note that all these approaches are not mutually exclusive; they work together to provide a range of ways of enriching pupils' experience and understanding of RE.</p> <p>Contextualise raising awareness of internal diversity within a tradition/worldview and/or similarities and differences across different traditions/worldview.</p> <p>Reflect Consider what are the meaning and significance of these concepts, experiences and ways of living for those who adhere to them.</p> <p>Respond What, if anything, do the pupils themselves think about what they have found out? How, if at all, does it relate to their own understanding of the world?</p> <p>Synthesise Are there any common themes, concepts, experiences that can be drawn from what they have learnt?</p>
<p>What does it mean to be human? Universal human experience and concepts (1 or 2 lessons)</p>	<p>Reflect Is there anything here that is held in common for our understanding of what it means to be human? What shared values, experience, concepts might there be in shaping our understanding of self and others?</p> <p>Apply Is there anything in this enquiry that pupils can apply to their own understanding and/or way of living? Has it changed or affected their way of seeing or being in the world?</p>

Note that this is a process over a number of lessons, not within one lesson.

C. Select the information you want the pupils to engage with and learn.

Be selective here and remember that there is a limit to how much you will be able to cover in the time available. It is important to go for depth of understanding over covering a load of facts. This is why concepts are so important – they help to gather information together in a coherent way and allow for cross-referencing and revisiting in different years or key stages.

Information about different worldviews can be found on [REOnline](#)

D. Use the illustrative guidance and support materials in the document

The tables below will help you plan your school's RE curriculum by suggesting possible enquiries and modelling how enquiries can be developed. Ideally, you should be able to adapt your current curriculum to a worldviews approach and not need to change what you teach very much at all. You may find, as you develop your RE over time that you adapt the content as you see fit for the pupils in your school.

What is provided in the rest of the document is to support you in this process, not to dictate what you do. You will find models for medium-term planning and links to resources for leadership and subject knowledge.

We have also provided some guidance on how RE can contribute to anti-racist education as part of a whole-school approach to this important issue.

3. Using Key Areas of Learning through the Key Stages to develop your curriculum

- a) Suggesting possible themes within each Key Area of Learning by Key Stage
- b) Suggesting sample Key Area enquiries within each Key Stage
- c) Curriculum over-view template to map your school's RE curriculum across the year groups

These tables provide examples of how you can plan your whole school RE curriculum.

In the first grid, we have given guidance on what sorts of broad themes can be explored to meet the requirements of the Agreed Syllabus. These are being provided to support those teachers who are new to leading RE, or who are uncertain about what can be taught. This is not a definitive set of themes and it may well be that you already have units of learning that explore a different theme within a Key Area of Learning. Please do keep to what you are already teaching if you think it is appropriate and meets the syllabus.

The second grid provides a number of possible enquiry questions within each Key Area of Learning for each Key Stage. Again, these are just suggestions to give some ideas, but also to show how units of work can be transposed into enquiry questions if you have not already done so. These enquiry questions are provided with the Key Area of Learning colour-code so that if you do cut and paste into the final curriculum overview template, the colours remain consistent.

This is followed by a blank template in which you can record your whole-school curriculum by enquiries, Key Areas of Learning and year group. The enquiry questions should be colour-coded to show that you have covered all of the Key Areas of Learning at each Key Stage.

a) Possible **themes** to explore within the Eight Key Areas to illustrate what content can be explored

Key Area	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Beliefs and Practices	<ul style="list-style-type: none"> Festivals: how and why they are celebrated Naming ceremonies 	<ul style="list-style-type: none"> Festivals Rites of passage Key beliefs Pilgrimages – where, how and why 	<ul style="list-style-type: none"> How festivals express deeply held beliefs and commitments How pilgrimage affects the lives of individuals and communities
Sources of Wisdom	<ul style="list-style-type: none"> Sacred texts – who reads them and why? Teachings and stories from and about founders and prophets 	<ul style="list-style-type: none"> Leaders of faith Leaders in religion Sacred texts and stories – their meaning and impact 	<ul style="list-style-type: none"> The use of sacred texts in worship The influence of sacred texts in life The significance and influence of foundational leaders of Faiths
Symbols and actions	<ul style="list-style-type: none"> Key artefacts and symbols Expressing meaning 	<ul style="list-style-type: none"> Ritual and symbol in prayer and worship 	<ul style="list-style-type: none"> Symbolism expressing deeply held beliefs, attitudes and commitments
Prayer, worship and reflection	<ul style="list-style-type: none"> Places of worship (including a visit) Worship in public Worship in the home Praying the faith and reflecting on life 	<ul style="list-style-type: none"> Prayer – what, when, how and why? Different types of and reasons for prayer with examples from faiths 	<ul style="list-style-type: none"> The role and importance of prayer, meditation and reflection for individuals and communities Ways of understanding and interpreting prayer
Identity and belonging	<ul style="list-style-type: none"> Belonging to a family and community Home life Living together 	<ul style="list-style-type: none"> Belonging – commitment and leadership 	<ul style="list-style-type: none"> How rites of passage express deeply held values and commitments How festivals bring people together
Ultimate Questions	<ul style="list-style-type: none"> Why should we be good? Big questions about life and God How did the world begin? 	<ul style="list-style-type: none"> Beliefs about ‘God’ Does life have a purpose and if so, what is it? 	<ul style="list-style-type: none"> Exploring a range of responses to ultimate questions raised by pupils (eg good and evil; the existence of God)
Human responsibility and values	<ul style="list-style-type: none"> Showing concern for others – charity Showing concern for the world 	<ul style="list-style-type: none"> Living together – values and respect 	<ul style="list-style-type: none"> Shared responsibility for the world and each other
Justice and fairness	<ul style="list-style-type: none"> Being thankful and harvest traditions Rules we live by 	<ul style="list-style-type: none"> Right and wrong, fair and unfair, just and unjust 	<ul style="list-style-type: none"> Reflecting on ethics, equality and justice

- b) Sample Key Area Enquiries by Key Stage to provide suggestions or stimulate ideas and thinking for your curriculum. Or develop your own based on your current curriculum

Possible Enquiry questions **KS1** (Christianity and one other Abrahamic faith with reference to other faiths and non-religious worldviews as appropriate)

Beliefs and Practices	Sources of Wisdom	Symbols and actions	Prayer, worship and reflection
<ol style="list-style-type: none"> 1. What should we be thankful for? 2. Why is Passover important to Jews and Easter to Christians? 3. What do Christians (Jews/Muslims etc) believe God is like? 4. How and why do we celebrate special and sacred times? 5. Who is a Christian (Jew/Muslim etc) and what do they believe? 6. Why is Christmas important to Christians (Eid to Muslims etc)? 7. How do Christians (Jews/Muslims etc) show their faith through rituals and practices? 8. Who is Jesus and why is he important for Christians? 	<ol style="list-style-type: none"> 1. What makes some people important to us? 2. Why are stories such a good way to teach people? 3. What do Christians learn from the life and teachings of Jesus? 4. What can we learn from sacred books? 5. What makes some stories so important to different people? 6. How and why are Allah and Mohammed important to Muslims? 7. Why is the Bible important for Christians? (Torah to Jews/etc)? 8. Why did Jesus use stories to teach his followers? 	<ol style="list-style-type: none"> 1. Why is light such an important symbol? 2. What symbols are special in Christianity? 3. What makes some things sacred to some groups of people? 	<ol style="list-style-type: none"> 1. What is important to Christians and Jews (etc) and how do they show this? 2. What makes some places sacred? 3. How do Muslims express new beginnings? 4. Why do people celebrate important occasions?
Identity and belonging	Ultimate Questions	Human responsibility and values	Justice and fairness
<ol style="list-style-type: none"> 1. Why are home and family important to people? 2. How do festivals/ celebrations bring people together? 3. Who is a Christian (Muslim etc) and how do they show this? 4. What does it mean to belong to a faith community? 5. What does it mean to belong? 6. How are important life stages celebrated in different worldviews? 	<ol style="list-style-type: none"> 1. How do we know what is right and wrong? 2. Who or what is God, if anything? 3. Who made the world? 4. What do we think about how the world was made? 5. Who am I? 	<ol style="list-style-type: none"> 1. Why should we care for the world? 2. How should we care for others and the world, and why does it matter? 3. Why is it important to look after our world? 	<ol style="list-style-type: none"> 1. Why should we care for other people? 2. What is respect? 3. How should we treat others?

Possible Enquiry questions **LKS2**

(Christianity and one other Abrahamic faith and Dharmic tradition with reference to other faiths and non-religious worldviews as appropriate)

Beliefs and Practices	Sources of Wisdom	Symbols and actions	Prayer, worship and reflection
<ol style="list-style-type: none"> 1. What do Christians believe about incarnation? 2. What is the Trinity and why is it important to Christians? 3. What does Easter mean to different Christians? 4. How do different Christians celebrate Easter? 5. What do different people/religions and worldviews believe about God? 6. What are worldviews and how do they affect the ways people live? 7. What do our celebrations show about what we think is important in life? 8. Why do some people go on pilgrimage? 	<ol style="list-style-type: none"> 1. What might Christians learn from the stories of Jesus? 2. What is the Bible and how do people interpret it? 3. Why is the Bible so important for Christians today? 4. Why is Jesus inspiring to some people? 5. How do Christians use the Bible in their own lives? 6. Why are sacred texts and holy books so important? 	<ol style="list-style-type: none"> 1. How do Christians and Jewish people (etc) show they belong through symbols, actions and artefacts? 2. How do symbols help Christians understand God? 3. How does art portray Jesus in different ways – and why? 4. How do Jews demonstrate their worldview within and beyond a community? 5. How do religions express their understanding of God through ritual and symbols? 	<ol style="list-style-type: none"> 1. How does Muslim worship show what's important to Muslims? 2. How do Sikhs worship? 3. Why do some people pray? 4. How do some Hindus worship? 5. How and why do people worship? 6. How do religions express their beliefs about God? 7. What are important times for Jews and how do they mark these?
Identity and belonging	Ultimate Questions	Human responsibility and values	Justice and fairness
<ol style="list-style-type: none"> 1. What difference does being a Christian (Sikh/Jew/Muslim/Hindu) make to daily life? 2. Why is there so much diversity of belief within Christianity? 3. What does it mean to be a Christian (Hindu etc) in Britain today? 4. Why do some people think that life is like a journey and how do they celebrate this? 5. Are places of worship needed? 6. What holds communities together? 	<ol style="list-style-type: none"> 1. Why should I be good? 2. Why is there suffering in the world? 3. Why do bad things happen? 4. What happens when we die? 	<ol style="list-style-type: none"> 1. What do Christians learn from the creation story? 2. What does sacrifice mean? 3. What can we learn from religions about deciding what is right and wrong? 4. What did Jesus, Abraham and Mohammed teach about good and values? 	<ol style="list-style-type: none"> 1. What is the Golden Rule and why do so many people follow it? 2. What can be done to reduce racism? 3. How do people make moral decisions? 4. Why should we support charities?

Possible Enquiry questions **UKS2**

(Christianity and one other Abrahamic faith and Dharmic tradition with reference to other faiths and non-religious worldviews as appropriate)

Beliefs and Practices	Sources of Wisdom	Symbols and actions	Prayer, worship and reflection
<ol style="list-style-type: none"> How do humanists/ non-religious people celebrate new life? What did Jesus do to save human beings? What is the Buddhist way of life? Why is the resurrection important to many Christians? Why do some people believe God exists? What matters most to Christians and Humanists? Which concepts do we find tricky in Christianity? Who are Humanists? What is the Kingdom of God and what do Christians believe about the afterlife? 	<ol style="list-style-type: none"> What helps Christians (Muslims etc) to live a good life? Who was Jesus? How can we understand the storyline of the Bible? How are scriptures used in the daily lives of individuals and communities? 	<ol style="list-style-type: none"> Why are symbols and artefacts important to some people and communities? Is it better to express your beliefs in arts and architecture or in charity and generosity? What can we learn about Christian worldviews from their buildings, rituals and music? 	<ol style="list-style-type: none"> What helps Christians (Hindus etc) to worship? How do Christians show God is important? If God is everywhere, why go to a place of worship? How does a Muslim express their faith through family life? How and why do Christians worship and can we make comparisons with other worldviews? Is worship only for the church (synagogue/Gurdwara etc)? What is worship and is it meaningful in non-religious worldviews?
Identity and belonging	Ultimate Questions	Human responsibility and values	Justice and fairness
<ol style="list-style-type: none"> What does it mean to be part of a synagogue community? What does it mean to be part of a global religious community? What difference does being a Muslim make to daily life? Why are the five pillars important to a Muslim? What does it mean to live in a religiously diverse world? What are the differences and similarities between Christianity locally and globally? 	<ol style="list-style-type: none"> How did it all begin? Creation and science - conflicting or complimentary? How do Christians/Hindus etc make sense of the world? What does it mean to be human? Is being happy the greatest purpose to life? What do religions say to us when life gets hard? What do we mean by truth? What is the difference between knowing and believing? 	<ol style="list-style-type: none"> What do 'parables of the Kingdom' teach Christians? What would Jesus do? Can we live by the values of Jesus in the twenty-first century? What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)? Green religion? How and why should religious communities do more to care for the Earth? Why are community and equality important to Sikhs? How do people demonstrate their worldview through action? 	<ol style="list-style-type: none"> What can be done to reduce racism? Can religion help? What would Jesus (Muhammad, Nanak, Buddha etc) do? What do Christians (Jews, Sikhs etc) believe about a just and fair society?

- c) Primary long-term overview template (*list your school enquiries in the appropriate years and terms, highlighted by Key Area colour, to give an overview of your school curriculum*)

Term	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
1a							
1b							
2a							
2b							
3a							
3b							

Beliefs and Practices; Sources of Wisdom; Symbols and actions; Prayer, worship and reflection
Identity and belonging; Ultimate Questions; Human responsibility and values; Justice and fairness

4. Medium-term planning

The following tables show how you can develop medium-term planning from the enquiry questions so that you are able to plan appropriate worldviews approach enquiries. These are provided by Key Stage.

- a) EYFS is to be provided within the EYFS programme and Early Learning Goals. We have included sample enquiry questions with suggested learning process sub-questions to help you develop appropriate EYFS learning in the context of RE.
- b) KS1 – UKS2 is in two parts. The first is a sample overview of enquiries in each year group, each with sub-questions helping to develop the three parts of the learning process. This is followed by two sample enquiries with the learning process mapped out in table form. At the bottom of each of these is the Learning Outcome for that Key Area of Learning and Key Stage.

NB - because schools develop their own curriculum, we have not added detailed content to these, but we have given contextual content in which the enquiry model can develop.

EYFS: Possible EYFS avenues of enquiry following the Early Learning Goals

(NB Because often in schools EYFS begins with YR and RE is only statutory in FS2, not all Key Areas need to be covered. They must, though, enable children to meet their Early Learning Goals)

Term	EYFS
1a	Which people are special and why? <ol style="list-style-type: none"> Who is special to me? A) Who is special in Christianity? B) Who is special in e.g. Hindu Dharma? (or other world faith) What makes my family special to me?
1b	How and why do we celebrate special times? <ol style="list-style-type: none"> What special times have I celebrated? A) What special story is connected with celebrations in Christianity? B) What special story is connected with a celebration in e.g. Hindu Dharma? (or other world faith) Why are special times and events important to people?
2a	Why do some people have special objects? <ol style="list-style-type: none"> What object is special to me and my family? A) What objects are special to followers of Christianity? B) What objects are special to followers of e.g. Hindu Dharma? (or other world faith) Why are objects important to people?
2b	Which places are special and why? <ol style="list-style-type: none"> What place is special to me in the local area? A) What place is special to followers of Christianity? B) What place is special to followers of e.g. Hindu Dharma? (or other world faith) Why are places special?
3a	Which stories are special and why? <ol style="list-style-type: none"> Which stories are special to me and my family? A) Which stories are important to followers of Christianity? B) Which stories are important to followers of e.g. Hindu Dharma? (or other world faith) Why are important stories important to people?
3b	What is special about our world? <ol style="list-style-type: none"> What places in nature have I visited? A) What stories about creation are found in Christianity? B) What stories about creation are found in e.g. Hindu Dharma? (or other world faith) What do people say about how we should look after the world?

Beliefs and Practices; Sources of Wisdom; Symbols and actions; Prayer, worship and reflection;
 Identity and belonging; Ultimate Questions; Human responsibility and values; Justice and fairness

Sample Key Stage 1 Enquiry overview

(with questions for the three-stage structure: 1. to be me? 2. To be you? 3. To be human?)

Term	Year 1	Year 2
1a	What should we be thankful for? <ol style="list-style-type: none"> 1. What am I thankful for, to whom, and how do I show this? 2. a) How does Harvest Festival help Christians to show thanks to God? b) How does Sukkot help Jews to show thanks to God? 3. Are there some things that we all should be thankful for? Why? 	What makes some people important to us? <ol style="list-style-type: none"> 1. Who has authority over me? 2. a) Who is a Rabbi and why is he (or she) important in Judaism? b) Who is a vicar, and what does she or he do? 3. Why do we need leaders?
1b	Why is light such an important symbol? <ol style="list-style-type: none"> 1. How do we feel in the dark? In the light? Why is light important? 2. a) How do Christians use light to celebrate Advent and Christmas? Why? b) What happens at Divali? / Hannukah? 3. What ideas and feelings can light represent for people? 	Who or what is God, if anything? <ol style="list-style-type: none"> 1. What do I believe about God? Why? How can I be sure? 2. a) What do Jews believe about G-d? b) What do Christians believe about God? Is Jesus God Incarnate? 3. How can anyone know for sure whether or not 'God' exists?
2a	Why are home and family important to people? <ol style="list-style-type: none"> 1. Why are my home and family important to me? 2. a) What might Christian homes and families be like? b) What might Jewish homes and families be like? 3. How are our homes and families similar or different? 	How do we know what is right and wrong? <ol style="list-style-type: none"> 1. Where do we get our ideas of right and wrong from? 2. a) Why are the Ten Commandments important to Jews and Christians? b) What does the Bible say about the importance of love? 3. Are there any rules that you think everyone should follow/obey?
2b	Why should we care for the world? <ol style="list-style-type: none"> 1. What do I do to look after animals and nature? Why? 2. a) What does the Bible say about people caring for Creation? b) What does Prophet Muhammad say about how we treat animals? 3. What can we do to look after animals and the world? Why? 	Why is Passover important to Jews and Easter to Christians? <ol style="list-style-type: none"> 1. Are there any special celebration days or times in my life? 2. a) What happens during Pesach and why is it important to Jews? b) What happens during Holy Week and why is it important to Christians? 3. Why do people share celebrations?
3a	Why are stories such a good way to learn? <ol style="list-style-type: none"> 1. What is my favourite story and why? Does it teach me anything? 2. a) What Biblical stories are important to Jewish people? c) What stories did Jesus tell? d) What are some important stories about Jesus? e) Why is Jesus important to Christians? 3. What makes stories such good ways of teaching us things? 	Why should we care for other people? <ol style="list-style-type: none"> 1. Who cares for me? Whom and what do I care for? Why? 2. a) What does Jesus say about caring for others? b) What is Zakah and why is it important to Muslims? 3. How can we show we care for other people whom we don't know?
3b		What's important to Christians and Jews? How do they show this? <ol style="list-style-type: none"> 1. What things and beliefs are important to me? How do I show this? 2. a) Why are Torah Scrolls important to Jews? How do they show this? b) Why are the Gospels important to Christians? How do they show this? 3. How do the things that are important to us affect how we behave?

KS1 Y1 Why are home and family important to people?

1. Why are my home and family important to me?
2. a) What might Christian homes and families be like?
b) What might Jewish homes and families be like?
3. How are our homes and families similar or different?

Learning process	Enquiry: Why are home and family important to people? (Identity and Belonging)
What does it mean to be me? Pupils' own experience and self-concept (1 lesson)	Identify Who is in my family? What kinds of things do we do together as a family? What is most important to me about my family? Do I have a special place at home? Do we have special times at home? What is most important about home life? Explore How do my friends and other children in the class respond to these questions? What is important to them? What questions do I have about their experience? Contextualise How are our experiences of family and home similar or different? Reflect How do our family and home affect who we are and what we are like?
What does it mean to be you? Religious/worldview experience, concepts and content (3 - 5 lessons)	Investigate What might Christian/Jewish families be like? What special times and activities might take place in these homes and families? How might someone know if it is a Christian/Jewish home? Contextualise Are all Christian/Jewish homes and families the same? What are the similarities and differences that you notice between the religions? Reflect Does being religious make a difference in the home and family? Respond How are these similar to or different from your own home and family? Synthesise What makes a home a home and a family a family?
What does it mean to be human? Universal human experience and concepts (1 or 2 lessons)	Reflect What do you think is most important in a family and a home? Apply What might the perfect home be like? Is this possible?

Learning Outcome: Notice and talk about how groups express their identity and belonging. Listen to and talk with people including leaders who belong to a faith community about how their commitment affects their lives.

KS1 Y2 **Why should we care for other people?**

1. Who cares for me? Who and what do I care for? Why?
2. a) What does Jesus say about caring for others?
b) What is Zakah and why is it important to Muslims?
3. How can we show that we care for other people we don't know?

Learning process	Enquiry: Why should we care for other people? (Justice and Fairness)
What does it mean to be me? Pupils' own experience and self-concept (1 lesson)	Identify Who cares for me? Who and what do I care for? Why is it important to care for others? Explore How do my friends and other children in the class respond to these questions? What is important to them? What questions do I have about their experience? Should we care more about our family? Does caring involve feelings or actions, or both? Contextualise Do we all care about the same things? Is what matters to me, important to my friends? Reflect Is caring for others something we are born with? Do we need to be taught how and why to care?
What does it mean to be you? Religious/worldview experience, concepts and content (3 - 5 lessons)	Investigate What does Jesus say about caring for others? What does the Prophet Muhammad (pbuh) say about caring for others? Is there a system in Islam and Christianity that supports people in need? What is Zakah and why is it important to Muslims? What does Jesus mean by 'Love your neighbour as you love yourself'? Contextualise How do different Christians support those in need? How does the Salvation Army care for others? Why is charity important? How do Sunni and Shi'a Muslims distribute Zakah? Reflect How easy is it to put others first? Can everyone help people in need? Should everyone care? If you don't believe in God, should you still give money to charity? Is caring for people everyone's responsibility or only for a few? Respond Do you think it is important to give to charity and to help others? Why? Synthesise What do the different worldviews have in common about caring for others? Does everyone have the same reasons for why they should care?
What does it mean to be human? Universal human experience and concepts (1 or 2 lessons)	Reflect How can we show that we care for other people who we don't know? Is what we do or what we think the more important? Apply What ways can you show care for others in your daily life?

Learning Outcome: *Reflect on* ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others

Sample Lower Key Stage 2 Enquiry overview

(with questions for the three-stage structure: 1. to be me? 2. To be you? 3. To be human?)

Term	Year 3	Year 4
1a	<p>What does it mean to belong to a faith community?</p> <ol style="list-style-type: none"> 1. What communities do I belong to and what difference do they make to my life? 2. a) What does Infant Baptism or dedication show about Christian communities? b) What do birth ceremonies show is important in Muslim (etc) life? 3. Why is it important to live in communities? 	<p>What holds communities together?</p> <ol style="list-style-type: none"> 1. How do we manage to live well together as a school? 2. a) How does belonging to a church help Christian communities to live well together? b) How does being part of a Gurdwara (mosque/mandir etc) help Sikhs (Muslims etc) live well together? 3. How can people from different backgrounds live well together?
1b	<p>What is the Golden Rule and why is it common around the world?</p> <ol style="list-style-type: none"> 1. How many rules do I have to follow? 2. a) What did Jesus teach about love and caring for others? b) What is the Golden Rule in different religions and worldviews, and does it work? 3. Do we need lots of rules to live well? 	<p>Is there a 'God' and what difference does it make to believe in God?</p> <ol style="list-style-type: none"> 1. What do I understand by the word 'God'? 2. a) What is the Trinity and why is it important for Christians? b) How do Hindus/Muslims understand God? 3. Do we need to believe in God to be good?
2a	<p>What is prayer and why do some people pray?</p> <ol style="list-style-type: none"> 1. What things do I really 'hope and pray' for? Why? 2. a) What is prayer like for some Christians and what does this show about what is important to them? b) What is prayer like for some Muslims and Hindus and what does this show about what is important to them? 3. What do you hope for, for all people? What can we all do to make this happen? 	<p>Why do people worship?</p> <ol style="list-style-type: none"> 1. What is most important to me and how do I show this? 2. a) How does the Eucharist/Lord's Supper show what is most important to Christians? b) How does Muslim worship/Five Pillars show what is most important to Muslims? 3. Can we agree on what is most important in life?
2b	<p>What is Just and Fair?</p> <ol style="list-style-type: none"> 1. Do we need rules to live by? Why/why not? (Home, school, wider world) 2. a) How do religions give individuals codes and worldwide views to live by? b) How does the work of development charities support our world and its people? (Greenpeace, Christian Aid, Islamic Relief, Khalsa Aid, Comic Relief) 3. What would you include in your own moral code that you will try your best to follow. Is it fair to treat everyone the same? 	<p>Why do some people go on pilgrimage?</p> <ol style="list-style-type: none"> 1. What journeys have I been on and why? 2. a) Why is Jerusalem a place of pilgrimage for many Christians? b) Why do some people from other faiths go on pilgrimage? 3. How can special journeys influence who we are?

Term	Year 3	Year 4
3a	<p>How do symbols, actions and artefacts help communities to live together?</p> <ol style="list-style-type: none"> 1. What do the food I eat and the clothes I wear show about me? 2. a) What do the bread and wine mean in Christianity and what beliefs do they express? b) What do the 5 Ks in Sikhi mean to Sikhs? 3. How can symbols pull people together or split them apart? 	<p>Why are sacred texts and holy books so important and how are they used?</p> <ol style="list-style-type: none"> 1. Who or what guides me through life? 2. a) Why is the Bible important to Christians and what different ways do they show this? b) How do Muslims/Sikhs/Jews/Hindus show the importance of their sacred texts/Holy Book? c) What are some of the most important teachings of the Bible? d) What are some of the most important teachings in the sacred texts? 3. Are 'special books', whether religious or not, needed for guiding people through life?
3b	<p>What do birth celebrations show about what we think is important in life?</p> <ol style="list-style-type: none"> 1. What makes me, me, and do I matter? 2. a) How do different Christians celebrate the birth of a baby? b) How do Muslims and Hindus celebrate the birth of a baby? 3. Are all people (equally) important? 	

Beliefs and Practices; Sources of Wisdom; Symbols and actions; Prayer, worship and reflection;
Identity and belonging; Ultimate Questions; Human responsibility and values; Justice and fairness

LKS2 Y3 What is prayer and why do some people pray?

1. What things do I really 'hope and pray' for? Why?
2. a) What is prayer like for some Christians and what does this show about what is important to them?
b) What is prayer like for some Muslims and Hindus and what does this show about what is important to them?
3. What do you hope for, for all people? What can we all do to make this happen?

Learning process	Enquiry: What is prayer and why do some people pray? (Prayer, worship and reflection)
What does it mean to be me? Pupils' own experience and self-concept (1 lesson)	<p>Identify What/who is most important to us and how do we express this? How do different experiences affect the way we feel and what we think is most important? How do we express our feelings and beliefs?</p> <p>Explore How do my friends and other children in the class respond to these questions? What is important to them and why? What questions do I have about their responses?</p> <p>Contextualise How are the class responses to what and who are most important to us similar and different? How do they show this in their behaviour?</p> <p>Reflect Are objects or people most likely to be most important to us? Why do you think this is?</p>
What does it mean to be you? Religious/worldview experience, concepts and content (3 or 4 lessons)	<p>Investigate How and where do different Christians and Muslims/Hindus pray? What sorts of prayers are used? (Include Lord's Prayer, formal prayer; personal prayer; prayer at home; prayer in church/mosque/masjid)</p> <p>Contextualise Are styles of prayer and praying the same within a religion?(use of prayer beads, denominational differences; prayer mats; covering heads; styles of praying) What do different ways of praying show about people's beliefs and the purpose of prayer?</p> <p>Reflect Is it only religious people who pray?</p> <p>Respond What do religious people gain from personal and collective prayer?</p> <p>Synthesise Does prayer reflect what the people really hope for?</p>
What does it mean to be human? Universal human experience and concepts (1 or 2 lessons)	<p>Reflect Is prayer a form of wishing, or is it more than just wishing?</p> <p>Apply If you 'prayed' for one thing for the world, what would it be? What could we all do to help your 'prayer' come true?</p>

Learning Outcome: Research and explore varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer, reflection, meditation and stillness

LKS2 YR 4 What is just and fair?

1. Where do my ideas about how to treat other people come from?
2. A) How do religions give individuals codes and worldwide views to live by?
B) How does the work of development charities support our world and its people? (Greenpeace, Christian Aid, Islamic Relief, Khalsa Aid, Comic Relief)
3. How can we create a fairer world? Is it fair to treat everyone the same?

Learning process	Enquiry: What is just and fair? (Justness and fairness)
What does it mean to be me? Pupils' own experience and self-concept (1 lesson)	Identify What do I think is most important about how I treat other people? Where do I get my ideas from? Explore What do others in the class think? Contextualise How are people's views in the class different. Are there any common themes? Reflect Why do we have different views? Can we ever agree with each other? Does it matter?
What does it mean to be you? Religious/worldview experience, concepts and content (3 or 4 lessons)	Investigate How does the work of development charities support our world and its people? (Greenpeace, Christian Aid, Islamic Relief, Khalsa Aid, Comic Relief) How do some religions encourage followers to treat others less fortunate than themselves? What teachings do they have? Are all these charities religious? Contextualise Are the religious teachings all the same? Are the non-religious views as important as the religious ones? Can religious and non-religious charities work well together, even if they disagree? Reflect Is it fair and right to treat everyone the same? Respond Which charities do the most important work? Why? Synthesise Are all charities aiming for the same sort of thing?
What does it mean to be human? Universal human experience and concepts (1 or 2 lessons)	Reflect Do we need rules to live by? Is it possible to create a perfect world? If not, should we just give up trying? Apply From what I have learnt, is there anything I could do to help make the world a better place?

Learning Outcome: Discuss and apply their own and others' ideas about ethical questions, *reflecting on* ideas about what is right and wrong and what is just and fair

Sample Upper Key Stage 2 Enquiry overview

(with questions for the three-stage structure: 1. to be me? 2. To be you? 3. To be human?)

Term	Year 5	Year 6
1a	<p>Is pilgrimage worth it?</p> <ol style="list-style-type: none"> 1. What journeys have I been on that have made an impression on me? Why? 2. a) What is the significance of some pilgrimages for some Christians? b) Why is the Hajj so important to most Muslims / The Ganges in Sanatana Dharma? 3. What impact can a pilgrimage or special journey have on a person's worldview? 	<p>How did it all begin? Creation and science: conflicting or complementary?</p> <ol style="list-style-type: none"> 1. Can science provide all the answers or do we need to turn to faith? 2. a) How do different Christians interpret the creation narrative in Genesis? b) Can scientists have religious worldviews? 3. Are we here by accident searching for a purpose or by design, with a given purpose? Or by design but searching for our purpose?
1b	<p>Was Jesus the Messiah?</p> <ol style="list-style-type: none"> 1. Who do I think are the most important people ever to have lived? Why? 2. a) What do Christians believe about Jesus as the Messiah and why is this important? b) How are these beliefs expressed in worship and a Christian's way of living? 3. Can Jesus have any relevance or meaning for non-Christians today? 	<p>Is Christmas just for Christians?</p> <ol style="list-style-type: none"> 1. What, if anything, does Christmas mean to me and my family? 2. a) What do different Christian celebrations of Christmas in Church and at home show about what Christmas means to different Christians around the world? b) What values and attitudes, if any, might people from other religions or no religion share with the meaning of Christmas? 3. Is our world becoming too materialistic or commercialised?
2a	<p>How does what you believe affect what you choose to eat?</p> <ol style="list-style-type: none"> 1. What kinds of food do I think are the best to eat? Why? 2. a) What is the significance of Kosher/Halal in Jewish/Muslim communities and how does it affect the lives of Jewish/Muslim individuals, families and communities? b) Why are many people from Dharmic traditions vegetarian? 3. Should we all be more mindful about what we eat? Why? 	<p>What is enlightenment and how does it influence the way many Buddhists live?</p> <ol style="list-style-type: none"> 1. Who is the wisest person I know? 2. a) In what ways does the life of Buddha illustrate the true meaning of Enlightenment for different Buddhists? b) What is the significance of the Eight-fold Path? 3. Do we live in an 'enlightened' world?

Term	Year 5	Year 6
2b	<p>How are symbols , rituals and artefacts used to express the deeper meanings of Easter and Pesach (Passover)?</p> <ol style="list-style-type: none"> 1. What time of year or day is most important to you and why? 2. a) How is Passover celebrated in different traditions of Judaism and how does this express the importance of Passover? b) What is the significance of Holy Week and Easter for Christians and how is it celebrated in different denominations of Christianity? 3. Are the themes of freedom and salvation still important today and if so, what, if anything, can we learn from Christian and Jewish practices? 	<p>If God is everywhere, why go to a place of worship?</p> <ol style="list-style-type: none"> 1. Do I have a special place I can go to be myself? Is it on my own or with others? 2. a) How role does a church play in different Christian communities? b) How does a Gurdwara help Sikh communities to live out their faith? 3. Is it important for people to have a common shared centre for their communities?
3a	<p>Green religion? How and why should religious communities do more to care for the Earth?</p> <ol style="list-style-type: none"> 1. What sorts of things do you do to help care for the environment? Why? 2. a) To what extent might religious understandings of creation encourage people to look after the world? b) Why might someone with a non-religious worldview work hard to protect the planet? 3. Do humans have a special responsibility to the environment and how can people live together for the wellbeing of all and the environment? 	<p>Is being happy the greatest purpose to life?</p> <ol style="list-style-type: none"> 1. What is the purpose or meaning of life, if there is one? 2. a) What do Christians, Muslims and Buddhists have to say about the meaning and purpose of life? b) What do Humanists have to say? 3. Is happiness enough?
3b	<p>Are teachings from hundreds or thousands of years ago still meaningful today?</p> <ol style="list-style-type: none"> 1. How do stories I've read influence the way I think? 2. a) What are some of the most important stories that Jesus told and how might they influence Christians today? b) What might Sikhs learn from the stories of the Gurus and how might these influence how they live today? 3. Have humans actually changed much since the times of the religious founders? 	

Beliefs and Practices; Sources of Wisdom; Symbols and actions; Prayer, worship and reflection;
Identity and belonging; Ultimate Questions; Human responsibility and values; Justice and fairness

UKS2-Y5 Is pilgrimage worth it?

1. What journeys have I been on that have made an impression on me? Why?
2. a) What is the significance of some pilgrimages for some Christians?
b) Why is the Hajj so important to most Muslims / The Ganges in Sanatana Dharma?
3. What impact can a pilgrimage or special journey have on a person's worldview?

Learning process	Enquiry: Is pilgrimage worth it? (Belief and practice)
What does it mean to be me? Pupils' own experience and self-concept (1 lesson)	<p>Identify Which journeys do you enjoy the most? What are your special places you like going to and why? How long are you prepared to travel to get to somewhere you like? Are journeys to places you want to go to, exciting? Why?</p> <p>Explore Are some journeys difficult? Are there some places that are special to groups of people? Is it more exciting to go on a journey with friends?</p> <p>Contextualise Are some journeys more important to you than to others? Why? What feelings might people experience about a journey? What fears might be attached to journeys? Are all journeys exciting? What makes a journey exciting or important?</p> <p>Reflect How do journeys affect people?</p>
What does it mean to be you? Religious/worldview experience, concepts and content (4 lessons)	<p>Investigate The places of pilgrimage or Holy Sites in Christianity and Islam or Hinduism. Was Mecca always a place of pilgrimage? Who made the Ka'ba? What is the purpose of Hajj? What stories in the Qur'an are related to the Hajj? Why is Abraham important? What happened in Lourdes and why do people go there? Why is the River Ganges important for many Hindus? What happens at Varanasi?</p> <p>Contextualise Is pilgrimage important to all religious people? Is pilgrimage more significant in some religions than others? How is a pilgrimage similar to or different from a holiday? A visit to a cultural or historical site?</p> <p>Reflect What makes a place holy or special? Are historical places important? Why?</p> <p>Respond What do you think is interesting about the</p> <p>Synthesise What do pilgrims have in common? What do these journeys help people do? How might these journeys support people's faith, beliefs or interests?</p>
What does it mean to be human? Universal human experience and concepts (1 lesson)	<p>Reflect Why are journeys important to people? How might going on a pilgrimage develop a person's faith? What impact might going on a pilgrimage or taking part in a special journey with groups of people have?</p> <p>Apply If people cannot afford to go on a pilgrimage, does that hold back faith? If someone cannot make the football matches to support their team, does that make them care less and demonstrate lack of support?</p>

Learning Outcome: *Evaluate* a range of beliefs and practices within and across traditions and worldviews and *explain* how they share similarities with and differences from each other.

UKS2 Y6 - How did it all begin? Creation and science: conflicting or complementary?

1. Can science provide all the answers or do we need to turn to faith?
2. a) How do different Christians interpret the creation narrative in Genesis?
b) Can scientists have religious worldviews?
3. Are we here by accident searching for a purpose or by design, with a given purpose? Or by design but searching for our purpose?

Learning process	Enquiry: How did it all begin? Creation and science: conflicting or complementary?
What does it mean to be me? Pupils' own experience and self-concept (1 lesson)	Identify How do you think the universe and life on earth came about? Can religious texts give us answers to creation or only scientific theories? Are there signs that point towards a Creator? Or evidence that there is no creator? Explore What do others think? Why? Are answers to this question straightforward? Why/why not? Contextualise Does there have to be one answer to how the world got here? Can you be guided by faith and still accept the scientific explanations? Reflect Why is this an important question to many people?
What does it mean to be you? Religious/worldview experience, concepts and content (3 or 4 lessons)	Investigate What does it say in Genesis chapters 1&2 about the creation of the universe, the world and humanity? How many creation stories are there in here? What might this imply? How are these stories similar and different? What do the scientific theories of The Big Bang and Evolution say about how the universe and life began? Contextualise What are the different interpretations of Genesis? Why are there different interpretations? What do they have in common? Are any of them compatible with the scientific theories? Why?/Why not? Reflect Can religion and science support one another or are they in conflict? Why? Respond How do these ideas match with your ideas? I Synthesise Are reason, logic and scientific principles all that are needed to explain the universe and life?
What does it mean to be human? Universal human experience and concepts (1 or 2 lessons)	Reflect Is it all an accident, simply by chance, or is there a design or purpose to it all? Apply How have these ideas influenced your understanding of the origins and purpose, if any, of life?

Learning Outcome: *Present a range of views and responses to theological and philosophical questions about belonging, meaning, purpose and truth and express their personal and critical responses to these in academic and creative ways.*

5. Anti-Racist RE

RE contributes positively and significantly to a whole-school approach to anti-racist education. In recent years, much work has been done to promote anti-racist RE. What follows is from the NATRE website to support RE leaders and teachers in primary schools to provide a meaningful anti-racist RE unit in KS2. It fits very well with the Key Area of Learning Justice and Fairness. We have included a sample enquiry plan to show how you might adapt the NATRE unit to the enquiry process. Please feel free to adapt!

This is a special and original unit of RE and can be used for all pupils at any appropriate point in the age range 8- 11. It fits well at the end of Year 5 or Year 6, for example. This work could also be taught as a series of single lessons or as a day conference for RE. Expectations here are set for most 8, 9, 10 and 11 year olds.

<https://www.natre.org.uk/about-natre/projects/anti-racist-re/primary-classroom-resources/>

UKS2 What can be done to reduce racism? Can religion help? (this is based on the [NATRE unit](#) of the same name)

- 1 What do we mean by racism? Have I had any experience of racism?
- 2 a) How have some Christians responded to people of different ethnicity and why?
b) What do different religions and beliefs teach about equality?
- 3 Are we all the same?

Learning process	Enquiry: What can be done to reduce racism? Does religion help? (Justness and fairness)
What does it mean to be me? Pupils' own experience and self-concept (1 lesson)	<p>Identify How do I define racism? Have I experienced racism, either to myself or to others? What do I think causes racism? How do I respond if I encounter racism? How do I define antiracism? How can I be antiracist? What influences my attitudes towards racism?</p> <p>Explore What experiences of racism have my classmates had? What do others in the class think? What influences them?</p> <p>Contextualise What do we share in common and what differences are there in our beliefs, thinking and experience? How can who we are, influence the way we see the world?</p> <p>Reflect How do we deal with diversity in our school and in society?</p>
What does it mean to be you? Religious/worldview experience, concepts and content (3 or 4 lessons)	<p>Investigate How can some Christians be racist? What has the history of Christianity shown us about different attitudes to people from a different race? What teachings and beliefs influence Christian attitudes to racism? What do people of other faiths believe and do about racism? Are there any examples of anti-racist leaders in RE? How might racism have affected the way different religions understand themselves?</p> <p>Contextualise How do different religions reflect the ethnic and cultural diversity within their communities? What issues do religions share in common regarding racism? How do their responses compare with each other? What can religions do to prevent misrepresentation of people from minority groups within their faith communities?</p> <p>Reflect If all religions seem to teach against racism, why are some religious people racist? Why are some religious people racist? Why are some people from minority groups stereotyped by their own religious communities? Have religions done enough to combat racism?</p> <p>Respond To what extent can religion be a positive influence in combatting racism? Is religion part of the problem?</p> <p>Synthesise What can be done to combat racism?</p>
What does it mean to be human? Universal human experience and concepts (1 or 2 lessons)	<p>Reflect Jo Cox, MP, claimed that 'we have far more in common than that which divides us.' What human values do we share in common that reflect this common humanity? How well do religion and beliefs reflect these common values?</p> <p>Apply What have you learnt about equality and justice in relation to racism that has got you to think more about your own views and experience? What can we do to share what we have in common and to combat racism rather than focus on what divides us?</p>

Learning outcome: Evaluate how important faith and belief are in deciding what is right and wrong, just and fair, referring to their own and others' ideas and arguments

6. Resources

Subject leadership

National Association of Teachers of RE (NATRE)

[National Association of Teachers of Religious Education \(natre.org.uk\)](http://natre.org.uk)

Look what you can get! Primary and secondary; leadership and resources; mailing and membership; CPD!

The screenshot shows the NATRE website homepage. At the top is the NATRE logo (National Association of Teachers of Religious Education) and navigation links: SHOP, MEMBER LOGIN, BECOME A MEMBER, and SEARCH. Below this is a main navigation bar with links: Home, About NATRE, About RE, Membership, Primary, Secondary, Professional, Resources, Courses & Events, News, and Contact. The main content area features a large banner with a group of diverse teachers and the text: "Join our vibrant and supportive community of RE teaching professionals for quality assured RE resources, training and support." Below the banner is a "Join today" section with a description of the membership benefits. To the right of the banner are two sidebars: "FREE THEMED RESOURCES" featuring various educational materials, and "ACCESS RE TODAY TERMLY RESOURCES" featuring a magazine titled "REtoday".

[Methods of Teaching RE \(natre.org.uk\)](http://natre.org.uk)

RE:Online [Home - RE:ONLINE \(reonline.org.uk\)](http://reonline.org.uk)

Another extremely useful site (for both subject leaders and classroom teachers).

Very helpful subject **knowledge** and **resources** as well as guides on **leadership** and **CPD** opportunities

The screenshot shows the RE:ONLINE website search interface. At the top is the RE:ONLINE logo (THE PLACE FOR EXCELLENCE) and navigation links: Knowledge, Resources, Research, Leadership, and Professional Development. Below this is a large banner with a pink lotus flower. In the center is a yellow search bar with the text "Search our free teaching resources". Below the search bar are four dropdown menus: RELIGION/WORLDVIEW (Relevance), THEMES (Relevance), KEY STAGES (Relevance), and TYPE OF RESOURCE (Relevance). To the right of the dropdown menus is a "Submit" button.

[RE Curriculum development | missdcoxblog \(wordpress.com\)](#)

[Leadership | Learn, Teach, Lead RE \(ltlre.org\)](#)

RE@Herts facebook page [RE@Herts | Facebook](#)

RE@Herts twitter @REHerts1

General RE

➤ Videos

[Religious Studies - BBC Bitesize](#) EYFS to GCSE

BBC Class clips [KS1](#)

BBC Class clips [KS2](#)

BBC Class clips [KS3](#)

[A-Z of religion and beliefs](#)

[Nobody stands Nowhere video](#) an animation explaining worldview. Has been used with primary pupils!

[Home - TrueTube](#) a selection of videos and resources for religion and worldviews.

[Animated World Faiths](#)

➤ Websites

<https://www.bl.uk/sacred-texts> British Library *Discovering Sacred Texts* provides access to the richness and diversity of the texts from some of the world's greatest faiths. Discover more about the sacred texts from Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism and the Baha'i Faith, Jainism and Zoroastrianism.

Worldviews Theos Thinktank <https://www.theosthinktank.co.uk/research/2020/10/21/worldviews-in-religious-education>

A helpful basic [website on religions](#) for primary children

Abrahamic Faiths

Judaism

➤ Videos

True Tube

www.truetube.co.uk/search/?_sf_s=Judaism&_sfm_length=0+500++++&sort_order=relevance+desc

My Life My Religion [Judaism](#)

➤ Websites

Inclusive Judaism - [Inclusive Judaism - The Jewish Museum London](#)

[Board of Deputies of British Jews: Resources](#)

[Torah.org: Basics of Judaism](#)

[Liberal Judaism](#)

[Jewish Museum London](#)

[Reform Judaism](#)

[BBC: Judaism](#)

For staff library/learning/knowledge

Old secondhand GCSE text books are very helpful as a basis to work from, but remember that religion and worldviews goes beyond textbook knowledge to include experience and encounter. If you contact a local secondary school, they might have old unused copies available. The 'A New Approach..' series is a helpful introduction for primary teachers. [Judaism A New Approach](#)

[Judaism the Essentials by David Hampshire | Learn, Teach, Lead RE \(ltlre.org\)](#)

[Teaching Judaism: Some Common Misconceptions - David Hampshire | Learn, Teach, Lead RE \(ltlre.org\)](#)

Christianity

➤ Videos

True Tube

https://www.truetube.co.uk/search/?_sf_s=Christianity&_sfm_length=0+500++++&sort_order=relevance+desc

My Life My Religion: [Christianity](#)

➤ Websites

[BibleGateway.com: A searchable online Bible in over 150 versions and 50 languages.](#)

REQuest- (British Youth for Christ) This is a Christian site designed to help teachers teach about Christianity KS1 through to A Level. You need to register, but it is free.

[Home - RE:quest \(request.org.uk\)](#)

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Denominations

[Christianity.com: Denominations](#)

[British Orthodox Church](#)

[Church of England](#)

[Baptist Church](#)

[Quakers](#)

[BBC: Pentecostal Church](#)

[Roman Catholicism](#)

Islam

➤ Videos

True Tube

https://www.truetube.co.uk/search/?_sf_s=Islam&_sfm_length=0+500++++&sort_order=relevance+desc

My Life My Religion: [Islam](#)

➤ Websites

[Wiki Islam online resource](#)

[BBC: Islam](#)

[RE Online: Islam](#) (with more links)

[The Muslim Council of Britain](#)

For staff library/learning/knowledge

Old secondhand GCSE text books are very helpful as a basis to work from, but remember that religion and worldviews goes beyond textbook knowledge to include experience and encounter. If you contact a local secondary school, they might have old unused copies available. The 'A New Approach..' series is a helpful introduction for primary teachers. [Islam a New Approach](#)

Dharmic Traditions Sanatan(a)

➤ Dharma (Hinduism) Videos

True Tube

https://www.truetube.co.uk/search/?_sf_s=Hinduism&_sfm_length=0+500++++&sort_order=relevance+desc

My Life My Religion [Hinduism](#)

For staff library/learning/knowledge

Old secondhand GCSE text books are very helpful as a basis to work from, but remember that 'religion and worldviews' goes beyond textbook knowledge to include experience and encounter. If you contact a local secondary school, they might have old used copies available. The 'A New Approach..' series is a helpful introduction for primary teachers. [Hinduism A New Approach](#)

➤ Buddha Dhamma (Buddhism) Videos

True Tube

www.truetube.co.uk/search/?_sf_s=Buddhism&_sfm_length=0+500++++&sort_order=relevance+desc

[Life of Buddha](#)

➤ Websites

[The Buddhist Centre](#)

[RE Online: Buddhism](#)

[Diamond Way Buddhism](#)

[BBC: Buddhism](#)

[Amaravarti Monastery](#)

For staff library/learning/knowledge

Old secondhand GCSE text books are very helpful as a basis to work from, but remember that religion and worldviews goes beyond textbook knowledge to include experience and encounter. If you contact a local secondary school, they might have old used copies available. The 'A New Approach..' series is a helpful introduction for primary teachers [Buddhism: A New Approach](#)

Sikhi Dharam (Sikhism)

➤ Videos

True Tube

www.truetube.co.uk/search/?_sf_s=Sikhism&_sfm_length=0+500++++&sort_order=relevance+desc

[Guru Nanak](#) Animated World Faiths

My Life My Religion: [Sikhism](#)

The 5 Ks of Sikhi <https://www.youtube.com/watch?v=Z9tI4WekMHE>

The above, and other pupil-friendly videos on Sikhi, can be accessed [here](#)

➤ Websites

[SikhNet | Sharing the Sikh Experience](#)
[Sikhism Religion of the Sikh People \(sikhs.org\)](#)

[BBC Sikhism](#)

[Sikh Museum History Heritage Sikhs](#)

For staff library/learning/knowledge

Old secondhand GCSE text books are very helpful as a basis to work from, but remember that religion and worldviews goes beyond textbook knowledge to include experience and encounter. If you contact a local secondary school, they might have old unused copies available. The 'A New Approach..' series is a helpful introduction for primary teachers. [Sikhism: A New Approach](#)

[Sikhi worldview traditions - RE:ONLINE \(reonline.org.uk\)](#)

Non-religious worldviews including Humanism

➤ Videos

True Tube www.truetube.co.uk/search/?_sf_s=Non-religious%20beliefs&_sfm_length=0+500++++&sort_order=relevance+desc

➤ Websites

Understanding Humanism materials <https://understandinghumanism.org.uk/>

[RE Online: Humanism](#) (with more web links)

[BBC: Atheism](#)

[Humanists UK](#)

[Humanists UK: For teachers](#)

Resources for Early Years

CBeebies – Let's Celebrate Series

Christian

Christmas - Christmas Story www.bbc.co.uk/cbeebies/watch/lets-celebrate-christmas-story

Easter – www.bbc.co.uk/cbeebies/watch/lets-celebrate-easter

St David's Day - www.bbc.co.uk/cbeebies/watch/lets-celebrate-st-davids-day

St George's Day - www.bbc.co.uk/cbeebies/watch/lets-celebrate-st-georges-day

St Patrick's Day - www.bbc.co.uk/cbeebies/watch/lets-celebrate-st-patricks-day

Buddhist

Wesak - www.bbc.co.uk/cbeebies/watch/lets-celebrate-wesak

Hindu (Sanatan Dharma)

Diwali - www.bbc.co.uk/cbeebies/watch/lets-celebrate-diwali

Holi - www.bbc.co.uk/cbeebies/watch/lets-celebrate-holi

Jewish

Purim - www.bbc.co.uk/cbeebies/watch/lets-celebrate-purim

Muslim

Eid al-Fitr - www.bbc.co.uk/cbeebies/watch/lets-celebrate-eid

[Audio](#) | [Miraj Audio](#) – Islamic Stories

Sikhi

Vaisakhi – www.bbc.co.uk/cbeebies/watch/lets-celebrate-vaisakhi

Zoroastrian

Norouz (Persian New Year) - www.bbc.co.uk/cbeebies/watch/lets-celebrate-norouz

Cultural

Carnival - www.bbc.co.uk/cbeebies/watch/lets-celebrate-carnival2

Chinese and Lunar New Year - www.bbc.co.uk/cbeebies/watch/chinese-new-year

Resources for KS1

CBeebies/CBeebies iPlayer – My First Festival Series

Christian

Easter - www.bbc.co.uk/cbeebies/watch/my-first-festivals-easter

Quiz - www.bbc.co.uk/cbeebies/puzzles/my-first-festivals-easter-quiz

Christmas Quiz only - www.bbc.co.uk/cbeebies/puzzles/my-first-festivals-christmas-quiz

Harvest - www.bbc.co.uk/iplayer/episode/m000zww4/my-first-festivals-series-2-6-harvest

Quiz - www.bbc.co.uk/cbeebies/puzzles/my-first-festivals-harvest-quiz

St Andrew's Day - www.bbc.co.uk/iplayer/episode/m00122ff/my-first-festivals-series-2-10-st-andrews-day

St David's Day - www.bbc.co.uk/iplayer/episode/m000st7s/my-first-festivals-series-2-3-st-davids-day

Quiz - www.bbc.co.uk/cbeebies/puzzles/my-first-festivals-st-davids-day-quiz

St George's Day - www.bbc.co.uk/iplayer/episode/m000vdr7/my-first-festivals-series-2-5-st-georges-day

Quiz - <https://www.bbc.co.uk/cbeebies/puzzles/my-first-festivals-st-georges-day-quiz>

St Patrick's Day - www.bbc.co.uk/iplayer/episode/m000t8l3/my-first-festivals-series-2-4-st-patricks-day

Quiz - www.bbc.co.uk/cbeebies/puzzles/my-first-festivals-st-patricks-day-quiz

Quiz - www.bbc.co.uk/cbeebies/puzzles/my-first-festivals-st-andrews-day-quiz

Buddhist

Wesak - www.bbc.co.uk/cbeebies/watch/my-first-festivals-vesak

Quiz - www.bbc.co.uk/cbeebies/puzzles/my-first-festivals-vesak-quiz

Hindu (Sanatan Dharma)

Diwali - www.bbc.co.uk/cbeebies/watch/my-first-festivals-diwali

Quiz - www.bbc.co.uk/cbeebies/puzzles/my-first-festivals-diwali-quiz

Holi - www.bbc.co.uk/cbeebies/watch/my-first-festivals-holi (only 1 minute long; see EYFS list)

Quiz - www.bbc.co.uk/cbeebies/puzzles/my-first-festivals-holi-quiz

Jewish

Hannukah - www.bbc.co.uk/cbeebies/watch/my-first-festival-hanukkah

Quiz - www.bbc.co.uk/cbeebies/puzzles/my-first-festivals-hanukkah-quiz

Passover Quiz only - www.bbc.co.uk/cbeebies/puzzles/my-first-festivals-passover-quiz

Purim - www.bbc.co.uk/iplayer/episode/m000snhg/my-first-festivals-series-2-2-purim

Rosh Hashanah Quiz only - www.bbc.co.uk/cbeebies/puzzles/my-first-festivals-rosh-hashanah-quiz

Muslim

Eid al-Adha - www.bbc.co.uk/cbeebies/watch/my-first-festivals-eid

Eid al-Fitr Quiz only - <https://www.bbc.co.uk/cbeebies/puzzles/eid-al-fitr-quiz>

Ramadan Quiz only - <https://www.bbc.co.uk/cbeebies/puzzles/my-first-festivals-rosh-hashanah-quiz>

[Audio | Miraj Audio](#) – Islamic Stories

[Religious Studies KS1: The Islamic Story of The Prophet and the Ants and 'The Crying Camel' - BBC Teach](#)

Sikhi

Vaisakhi - www.bbc.co.uk/cbeebies/watch/my-first-festivals-vaisakhi

Quiz - www.bbc.co.uk/cbeebies/puzzles/my-first-festivals-vaisakhi-quiz

Cultural

Bonfire Night - www.bbc.co.uk/iplayer/episode/m001189h/my-first-festivals-series-2-7-bonfire-night

Quiz - www.bbc.co.uk/cbeebies/puzzles/my-first-festivals-remembrance-day-quiz

Chinese New Year Quiz only - <http://www.bbc.co.uk/cbeebies/puzzles/my-first-festivals-chinese-new-year-quiz>

Remembrance Day - www.bbc.co.uk/iplayer/episode/m0011fd2/my-first-festivals-series-2-8-remembrance-day

Quiz - www.bbc.co.uk/cbeebies/puzzles/my-first-festivals-remembrance-day-quiz

Thanksgiving - www.bbc.co.uk/iplayer/episode/m0011x3x/my-first-festivals-series-2-9-thanksgiving

Resources for KS2

[Judaism - KS2 Religious Education - BBC Bitesize](#)

[Religious Studies KS2: What is Judaism? - BBC Teach](#)

[Buddhism - KS2 Religious Education - BBC Bitesize](#)

[Resources » Understanding Humanism](#)

[What is Humanism? - BBC Bitesize](#)

[Audio | Miraj Audio](#) – Islamic Stories

[Learning about inter faith activity: A primary resource for pupils aged 9–11 - Resources - The Inter Faith Network \(IFN\)](#)

[Khayaal Theatre Company](#) – Muslim Theatre Company

[My Life, My Religion](#)

RE Leader additional information and research on diversity, anti-racism and worldview

[Naila Missous – Reforming RE \(wordpress.com\)](#)

[Tiffany Haddish's Black Mitzvah and her journey of Jewish discovery - BBC News](#)

[Black Jews balance culture and identity - Voice Online \(voice-online.co.uk\)](#)

[Britain's 10 Most Influential Black Church Leaders Published \(christiantoday.com\)](#)

[The Guardian view on black British Christians: keeping the faith | Editorial | The Guardian](#)

[Black and ethnic minority Christians lead London Church growth \(eauk.org\)](#)

[Black Majority Churches \(BMCs\) and the transformation of British Christianity - OpenLearn - Open University](#)

[India's forgotten African tribe - BBC Travel](#)

[Dark is divine: What colour are Indian gods and goddesses? - BBC News](#)

[black hindu | Western Hindu \(western-hindu.org\)](#)

[Proudly Muslim And Black | Muslim Council of Britain Proudly Muslim And Black \(mcb.org.uk\)](#)

[Black and Muslim in Britain - Alchemiya](#)

[British Muslims in Numbers: Census Analysis | Muslim Council of Britain \(mcb.org.uk\)](#)

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