



CONDOVER C OF E PRIMARY SCHOOL

Love each other and know we are loved (John 13:34-35)



RE Curriculum Overview – Condover CE Primary School

At Condover CE Primary School, we follow the Herefordshire RE Agreed Syllabus and use a combination of high-quality resources to support our RE teaching, including RE Today materials and Understanding Christianity. These resources provide engaging content, thoughtful activities, and clear progression to help children explore religious beliefs and practices. Understanding Christianity supports pupils in deepening their knowledge of Christian concepts through story, symbol, and theological reflection, while RE Today offers a broad range of materials to introduce other world religions and worldviews. Together, these resources help us deliver a rich and balanced RE curriculum that is both accessible and meaningful for our pupils

At Condover CE Primary School, we operate a two-year rolling programme for the delivery of RE in Lower and Upper Key Stage 2. As a small school, our class structures combine two-year groups due to cohort sizes, and these combinations may vary from year to year. Consequently, we regularly review and adapt our long-term RE planning to ensure progression and avoid repetition. This flexible approach allows us to tailor learning so that pupils either encounter new content or engage with familiar units at a deeper level, guided by initial assessments at the start of each unit.

EYFS

Autumn 1 – Unit F4: Being Special – Where Do We Belong?

As our youngest children begin their journey at Condoover, this unit gently supports their transition into school life by exploring the theme of belonging. We celebrate each child's uniqueness and help them feel safe, valued, and part of our school family. Through circle time, stories, and creative activities, children share about their own families and homes—building connections regardless of faith background. We introduce simple religious vocabulary like *God*, *Christian*, and *church*, and explore how some people show belonging through ceremonies like baptism. In our diverse school community, we also look at how babies are welcomed in other faiths, such as Islam, to foster respect and inclusion from the very start.

Autumn 2 – Unit F2: Why Is Christmas Special for Christians? (Incarnation)

As the festive season approaches, this unit ties beautifully into our Nativity preparations. Children explore the Christian belief that Jesus is God's son and begin to understand the meaning behind Christmas. Building on vocabulary from the baptism topic, we revisit the phrase *Father, Son and Holy Spirit* and help children make connections between stories, symbols, and celebrations. Through storytelling, role-play, and song, children experience the joy and wonder of the Christmas story in a way that's meaningful and memorable.

Spring 1 – Unit F6: Which Stories Are Special and Why?

After Christmas, we begin by sharing our own special books. Children discover stories from both the Old and New Testaments, such as *Jonah and the Whale* and *Zacchaeus*, learning that the Bible is full of stories that happened before and after Jesus' birth. We also introduce stories from other faiths, especially Islam, to highlight shared values like kindness, listening, and caring for others. This unit helps children understand that stories can teach us how to live well and treat others with respect.

Spring 2 – Unit F3: Why Is Easter Special to Christians? (Salvation)

As signs of spring begin to appear around Condoover, we explore the Christian belief in Jesus' death and resurrection. Children learn that Easter is a time of hope and new beginnings. We use nature walks, planting activities, and creative storytelling to help them understand the idea of *new life*. This unit builds on their growing understanding of Jesus—not just as a baby, but as someone who made a big difference in the world.

Summer 1 – Unit F1: Why Is the Word 'God' Special to Christians? (Creation)

With warmer weather and longer days, this unit invites children to explore the beauty of God's world. We spend time outdoors—planting, litter picking, and observing nature—to develop a sense of awe and wonder. Children hear the Christian creation story and begin to understand why Christians believe it's important to care for the Earth. This unit deepens their understanding of *God* and reinforces the idea that everyone has a role in looking after the world.

Summer 2 – Unit F5: Which Places Are Special and Why?

To round off the year, we explore special places—starting with churches, which children have encountered in previous units. We then look at places of worship from other faiths, such as mosques and synagogues, using books, photos, and role-play to make comparisons. This unit helps children appreciate that people from different backgrounds have places that help them feel close to God or their community. It reinforces vocabulary and values of respect, curiosity, and belonging.

Year 1

Autumn 1 Unit 1.2- Who do Christians say made the world? SYSTEMATIC

As children settle into Year 1, this unit invites them to explore the Christian creation story in more depth. They will learn about the key events within the story and be able to retell it using key vocabulary. They will begin to understand that some Christians believe different things about creation. Pupils will begin to compare texts found within the creation story and start

to think about how Christians might try to be stewards of the world. Pupils will also consider how Christians may act in response to creation and why they may choose to praise God for it. This unit builds on previous learning in F1, the story of creation and the importance of caring for God's world.

Autumn 2 Unit 1:3 Why does Christmas matter to Christians? (Incarnation) SYSTEMATIC

This unit builds on the learning from F2 and is taught during the build up to Christmas. As well as embedding the children's understanding of Christmas being the celebration of Jesus' birth, this unit also focuses on the build up to Christmas and the preparations for Jesus' birth through learning about advent.

Spring 1 Unit 1.1 God: What do Christians believe God is like? SYSTEMATIC

In this unit, pupils find out what parables are, and that Christians believe these stories were told by Jesus to teach his followers about God. They learn about the parable of the Lost Son and what this story teaches many Christians about God, including God being loving and forgiving. Pupils think carefully about what it means for Christians to ask for forgiveness from God and the promise that people will be welcomed back into God's family. They also learn the story of Jonah and the Big Fish and find out about how many Christians put their beliefs into practice through worship.

Spring 2 Unit 1.7 Who is Jewish and how do they live? SYSTEMATIC

This is the first time the children have learnt about the Jewish faith. In this unit, pupils will learn about Jewish worldviews and ways of life. They will learn about texts from the Torah and their importance for Jewish people today. They will find out about the mezuzah and the Shema prayer and what they mean for believers. Later in the unit, pupils will find out about Shabbat and Chanukah, discussing why Jewish people mark these times, what they learn from stories found in the Torah and why they are

important today. This unit fosters respect and curiosity about different worldviews.

□ Summer 1 Unit 1.10 What does it mean to belong to a faith community? THEMATIC

In this unit, the pupils will focus on what it means to belong to a faith community. They will revisit knowledge from prior units about Christians, and Jewish people, considering how members of these communities show that they belong.

Throughout the unit, pupils will encounter artefacts, places of worship and symbols. Pupils will reflect on their own communities—family, school, clubs—and what makes them feel included and valued.

🌍 Summer 2 Unit 1.9 How should we care for the world and for others, and why does it matter? THEMATIC

Within this unit, pupils will encounter stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people. Pupils will revise their knowledge of Genesis 1 and what this account of creation tells Christians and Jews about caring for the world.

Later in the unit, pupils will think carefully about different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings found within the Bible and the Torah building on unit 1.7 and 1.2. Pupils will also take time to consider why people who are religious and non-religious should care for others and look after the natural world. This unit encourages empathy, responsibility, and a sense of global citizenship.

Year 2

🍁 Autumn 1 – Unit 1:5: Who is a Muslim and how do they live? (Part 1) SYSTEMATIC

This term marks the children's first in-depth exploration of Islam. Building on their EYFS learning—such as *aqiqah* ceremonies (Unit F4) and mosques (Unit F5)—children begin to understand what Muslims believe about God and how those beliefs shape daily life. Through stories, artefacts, and discussion, they start to compare Islamic and Christian beliefs, developing respectful curiosity and recognising both similarities and differences.

✿ Autumn 2 – Unit 1:5: Who is a Muslim and how do they live? (Part 2)

SYSTEMATIC

In the second half of this double unit, children revisit and deepen their understanding of Islam. They explore key Islamic stories, linking back to Unit F6 (special stories) and Unit F1 (creation and caring for the world). This term introduces the Five Pillars of Islam and the concept of *ibadah* (worship), helping children understand how faith guides everyday actions. They also build on prior knowledge of Muslim prayer from Unit F5, making connections across units and faiths.

🌱 Spring 1 – Unit 1:4: What is the good news Jesus brings? (Gospel)

SYSTEMATIC

Children explore the Christian belief that Jesus brings *good news*—especially the message of forgiveness and friendship. Building on stories like Zacchaeus from Unit F6, they reflect on how churches help people live out this message through community projects, peace-building, and worship. Links to Unit F5 and Unit 1:8 help children see how faith is lived out in real places and relationships.

🌸 Spring 2 – Unit 1:5: Why does Easter matter to Christians? (Salvation)

SYSTEMATIC

As Easter approaches, children delve deeper into the events of Holy Week and the emotions surrounding them. Building on Unit F3, they explore themes of hope, sacrifice, and new life. The highlight of this unit is the Easter service at **St Andrew and St Mary's Church**, led by the Worship

Committee, where children experience Christian celebration in a meaningful and memorable way.

Summer 1 – Unit 1:4: What is the good news Jesus brings? (Part 2) SYSTEMATIC

Continuing their journey through the Gospel, children learn how Jesus chose ordinary people—like fishermen—to share his message. They explore the Christian belief in forgiveness and love, and learn about the *Lord's Prayer* as a way Christians say sorry, ask for help, and give thanks. Many children will recognise parts of the prayer from assemblies and church services, helping them connect personal experience with religious practice.

Summer 2 – Unit 1:8: What makes some places sacred to believers? (Thematic)

This unit invites children to reflect on what makes a place special or sacred. Building on Unit F5 and their learning about churches and mosques, they explore how places of worship reflect the beliefs and practices of different faiths. They make meaningful connections—such as how churches depict stories of Jesus and celebrate Easter, and how mosques are used for prayer and often feature calligraphy. This unit encourages respect, reflection, and a deeper understanding of faith in action.

Year 3/4

Cycle A

Autumn 1 – Unit L2:7: What Do Hindus Believe God Is Like? SYSTEMATIC

This unit introduces pupils at Condoover to their first in-depth study of Hinduism. While they may have previously encountered aspects of the faith—such as Diwali celebrations in Reception and brief references to Hindu temples in Units F5 and 1:8—this unit provides a focused opportunity to explore Hindu beliefs about God. Pupils learn that Hindus believe in one supreme God, Brahman, who is represented in many different forms, each reflecting different qualities and characteristics. This foundational learning sets the stage for deeper exploration in future units (L2:8 and

U2:7), helping children build respectful understanding and appreciation of Hindu worldviews as they progress through Key Stage 2

✿ Autumn 2 – Unit L2:3: What Is the Trinity and Why Is It Important for Christians? SYSTEMATIC

In this unit, pupils deepen their understanding of Christian beliefs by exploring the concept of the Trinity—God as Father, Son, and Holy Spirit. Building on prior learning from Units F4, 1:8, and 1:10, children reflect on how Christians show belonging through baptism and how water is used symbolically to express faith and commitment. The unit also revisits the Gospels (Unit 1:4), helping pupils understand them as accounts of Jesus' life and teachings. Through discussion, creative activities, and reflection, children begin to grasp why the Trinity is central to Christian belief and worship.

🌸 Spring 1 – Unit L2:8: What Does It Mean to Be a Hindu in Britain Today? SYSTEMATIC

Building on their learning from Unit L2:7, pupils at Condover CE Primary School continue to explore Hindu beliefs and practices—this time with a focus on what it means to live as a Hindu in modern Britain. They revisit how images and symbols reflect the qualities of different deities and deepen their understanding of key celebrations, especially Diwali, linking back to their early experiences in Reception. Through stories, discussion, and creative activities, children begin to understand how belonging to a Hindu community is expressed through worship, festivals, and daily life. Comparisons are made with other faith communities studied previously, helping pupils appreciate both shared values and unique traditions.

🌿 Spring 2 – Unit L2:5: Why Do Christians Call the Day Jesus Died 'Good Friday'? SYSTEMATIC

Taught in the lead-up to Easter, this unit helps pupils explore the deeper meaning behind Holy Week and the Christian belief in salvation. Building on earlier learning from Units F3 and 1:5, children reflect on the emotional journey of Jesus' final days and how churches mark these events through special services and traditions. The unit also introduces the idea that Good Friday is part of the 'Big Story' of the Bible—showing that Jesus' death was not the end, but a new beginning. Christians believe this opened the way to heaven, which is why they call it *good news* for everyone.

Summer 1 - Unit L2:6: For Christians, What Was the Impact of Pentecost? SYSTEMATIC

This unit builds directly on pupils' learning from Unit L2:5, where they explored Christian beliefs about Jesus' death and resurrection. Children now delve into the significance of Pentecost—the moment Christians believe the Holy Spirit was given to Jesus' followers. This unit also revisits ideas from Unit L2:3 about the Trinity, helping pupils make meaningful connections and deepen their understanding of Christian belief. Through storytelling, reflection, and creative activities, children explore how Pentecost marks the beginning of the Church and inspires Christians to live out their faith as part of God's Kingdom.

Summer 2 - Unit L2:6: How and Why Do Religious and Non-Religious People Try to Make the World a Better Place? THEMATIC

In this final unit of the year, pupils explore how people from different worldviews—including Christian, Jewish, Muslim, and non-religious perspectives—are motivated to care for the world and others. Drawing on prior learning from Units 1:2 and 1:9, children reflect on why the world isn't always as it should be and how beliefs can inspire action. They learn about the Jewish concept of Tikkun Olam (repairing the world) and explore how charities like Tzedek help Jewish communities live out their values. Pupils also consider Humanist views and the shared responsibility we all have—regardless of belief—to protect the planet and care for one another.

This unit encourages thoughtful questioning, empathy, and a growing sense of global citizenship.

Cycle B

Autumn 1 - Unit L2:1 What do Christians learn from the Creation story? SYSTEMATIC

This unit invites pupils to explore the foundational narratives of Creation and the Fall, recognising their significance within the overarching 'Big Story' of the Bible. Through engaging with the first Creation account in Genesis, children will reflect on key Christian beliefs about the inherent goodness of the world and the responsibility to care for God's creation.

Building on prior learning from Units 1:2 and 1:9, pupils will then examine the story of Adam and Eve, considering how the concept of the Fall contributes to Christian understanding of human nature, choice, and the need for restoration.

By the end of the unit, learners will have deepened their appreciation of how these stories shape Christian perspectives on stewardship, morality, and the relationship between humanity and the divine.

Autumn 2 - Unit L2:10 How do festivals and family life show what matters to Jewish people? SYSTEMATIC

In this unit pupils will build on their knowledge from unit 1:7 about Jewish worldviews and way of life. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will understand that Jews are diverse - beginning to use the language of Orthodox and Progressive. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.

Spring 1 - Unit L2:2: What is it like to follow God? SYSTEMATIC

Pupils will learn about the Old Testament people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe Noah made with God, making links to the promises that Christians make at a wedding ceremony. Pupils will spend time looking at several texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books. Later in the unit, pupils will learn about the story of Abram/Abraham and the covenant that he made with God. They will consider why following God might sometimes feel hard for believers.

Spring 2 - Unit L2:9 How do festivals and worship show what matters to a Muslim? SYSTEMATIC

The children will identify some beliefs about God in Islam, expressed in Surah 1 and make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) They will give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. They will make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) The children will raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. They will make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. This unit builds on knowledge in unit 1:6.

Summer 1 - Unit L2:4 What kind of world did Jesus want? SYSTEMATIC

In this unit, pupils will learn about the concept of 'Gospel'* which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus. Pupils will find out about Jesus' actions towards other people and what example these

set for the actions of Christians today. Pupils will learn about links between the teachings within Bible and what the meaning of Jesus' good news for Christians is. Later in the unit. They will learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people. This unit builds upon the learning introduced in Unit 1:4

*note the concept of Gospel in this unit is referring to the life and teaching of Jesus and the meaning for Christians of the 'good news' they believe he brought. This includes but is not limited to the first 4 books of the New Testament.

Summer 2 - Unit L2:11 Why do some people think that life is like a journey and what significant events mark this? THEMATIC

In this unit, pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people. They will take time to consider the links between ideas of love, commitment and promises within the ceremonies that they study. Pupils will learn about several rites of passage and use their knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones. This unit builds on knowledge from units 1:6 and 1:7.

Y5/6

Cycle A

Autumn 1 - Unit U2:7 Why do Hindu's want to be good? SYSTEMATIC

Within this unit, pupils will build on their learning about the Hindu worldview and way of life, with particular progression from the units on 'What do Hindus believe God is like?' unit L2:7, and 'What does it mean to be a Hindu in Britain today?' unit L2:8. They will build on their

understanding of dharma. Pupils will hear and interpret the story of the man in the well from the Mahabharata. They will investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the example of two charities.

Autumn 2 - Unit U2:3 Why do Christians believe Jesus was the Messiah? SYSTEMATIC

Links to the true meaning of Christmas so it makes sense to cover this unit during the build up to Christmas. This unit builds on previous learning about the Fall L2:1 and Trinity L2:3, exploring the concept that Jesus is God in the flesh, and that, in Jesus, God came to live amongst humans.

Spring 1 - Unit U2:12: How does Faith help people when life gets hard? THEMATIC

The children will describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. They will identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences. The children will be taught the connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) and give examples of ways in which beliefs about resurrection/ judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.

Spring 2 - Unit U2:1 What does it mean if God is holy and loving? SYSTEMATIC

Links to 1:1 - what do Christians believe God is like and also L2:2 and L2:4 which explores the Bible layout and stories in more detail, practising the skills of making connections between what the stories teach and how/why it is important to life in today's world. This unit also links to unit U2:10 as it enables an opportunity to also consider the views of Humanists. This unit also builds on previous work such as in unit L2:12 as it encourages reflection on what the world could do more of.

 **Summer 1 – Unit U2:11 Why do some people believe in God and some do not? SYSTEMATIC**

Within this unit, pupils will build on their understanding of the idea of God from some of the systematic units. They will put this in the context of both global and local beliefs. They will examine the rising number of people who identify as religion and learn to use the terms atheist, agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.

 **Summer 2 – Unit U2:4 How do Christians decide how to live? What would Jesus do? SYSTEMATIC**

This unit examines Jesus' teaching about the two greatest commandments – to love God and love your neighbour. This builds on previous work in units 1:4, L2:4 and L2:12 as well as linking to unit U2:6 – what kind of king is Jesus? This unit provides opportunities to interpret biblical texts as well as to make connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives making links to the world today.

Cycle B

 **Autumn 1 – Unit U2:8 – What does it mean to be a Muslim in Britain today? SYSTEMATIC**

This unit builds on two previous units on Islam (1.6, L2.9) and some thematic study (e.g. 1.8, L2.12). As well as deepening knowledge and understanding of the Five Pillars of Islam, this unit also provides the children with an opportunity to learn about some of the different Muslim groups, e.g. the largest group (globally and locally) are Sunni; the next major group are called Shi'a; some Muslims are Sufi, and to make comparisons.

Autumn 2 - Unit U2:6 For Christians what kind of king is Jesus?

SYSTEMATIC

In this unit, pupils will find out about parables from the Bible and learn that most Christians believe that Jesus told some parables to share what the Kingdom of God is like and to invite people to join God's kingdom by letting God rule in their hearts. Pupils will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community. Pupils will spend time discussing what the parables that Jesus told might mean for Christians today and how they may have an impact on how Christians live. Pupils will focus on the parable of the great banquet and the parable of the unforgiving servant. They will explore how some Christians interpret these parables as saying that people need to accept the invitation to God's Kingdom and should not get distracted by the temptations of the world and that forgiveness and mercy is at the heart of what it is to live under God's rule. Pupils will also find out about ways in which many Christians try to make the world more like God's Kingdom by challenging unjust social structures in their local area and around the world. This unit builds on unit L2:6.

Spring 1 - Unit U2:2 Creation and science- conflict or complimentary?

THEMATIC

In this unit, pupils will find out about the importance of creation within the 'Big Story' of the Bible. They will study Genesis 1 and find out about how different Christians may interpret this text in different ways. Pupils will spend time discussing and weighing up whether Genesis 1 is conflicting or complementary with what science says. Pupils will also encounter scientists who are religious and those who are not and discuss how they may or may not find science and faith compatible. They will encounter different theological theories that some Christians use to interpret the creation story, suggesting why these may be helpful for believers. By the end of the unit, pupils should understand that whilst some people see science and religion as opposites, others do not. This unit of work is underpinned with the knowledge from units 1:2, 1:9, L2:12, and L2.1.

 Spring 2 - Unit U2:5 What do Christians believe Jesus did to 'save' people? SYSTEMATIC

Children will revisit the 'big story' of the Bible and the Christian concept Jesus' death as a sacrifice. They will learn how Christians celebrate Holy Communion/Lord's Supper exploring Holy Communion/Lord's Supper as a symbolic and communal act of remembrance and faith. They will weigh up the value and impact of ideas of sacrifice in their own lives and the world today. They will articulate their own responses to the idea of sacrifice, recognising different points of view.

 Summer 1 - Unit U2:9 - Why is the Torah so important to Jewish people? SYSTEMATIC

This unit builds on two previous units on Judaism (1.7, L2.10) and some thematic study (e.g. 1.8, L2:11 and L2.12). As well as deepening knowledge and understanding of the Shema and the Sefer Torah along with festivals of importance such as Rosh Hashanah and Shabbat, this unit also provides the children with an opportunity to learn about some of the different Jewish communities, e.g. Orthodox and Progressive and to reflect on the diversity of the Jewish community.

 Summer 2 - Unit U2:10 What matters most to Humanists and Christians? THEMATIC

This units allows children to draw on previous learning from across their RE learning and to make links between the Fall in unit L2:1 and the subsequent need for a code for living as well as the Christian belief in the two greatest commandments - to love God and love your neighbour 1:4 and L2:4. The children will have the opportunity to suggest reasons why it might be helpful to follow a moral code make connections between the values studied and their own lives, and their importance in the world today.

