

NEWTON BLUECOAT CE PRIMARY SCHOOL

RELIGIOUS EDUCATION CURRICULUM

Whole-School Overview 2026-27

ENQUIRE • KNOW • REFLECT • DISCUSS • RESPECT

“Shine from the inside out”

Helping children explore Christian faith, encounter other religions and worldviews, and engage thoughtfully with life’s big questions.

Our RE Vision

Religious Education is central to our identity as a Church of England school. At Newton Bluecoat, RE enables pupils to develop secure knowledge of Christianity while also encountering the beliefs, practices and lived experiences of people from other faith traditions. It gives children space to ask important questions, reflect deeply, discuss respectfully and make thoughtful connections between belief, practice, identity and life.

Our curriculum is enquiry-rich and progressively demanding. Children revisit important ideas such as God, Jesus, the Bible, prayer, worship, belonging, celebration, pilgrimage, hope and service in increasingly sophisticated ways. Planned world-faith learning broadens understanding and supports respect for religious diversity in modern Britain.

By the end of Year 6, our pupils will...

- have a secure and increasingly connected understanding of key Christian beliefs, biblical narratives, practices and traditions;
- explain how Christian belief can influence the lives, choices and actions of individuals and communities;
- know significant beliefs, practices, festivals, sacred texts and places associated with a range of world faiths encountered through the curriculum;
- compare religious ideas carefully, recognising both similarities and important differences;
- ask increasingly thoughtful theological, philosophical and human questions and explore more than one possible response;
- use appropriate religious vocabulary confidently in discussion and written work;
- refer to stories, texts, practices and other evidence when explaining ideas about religion and belief;
- reflect on questions of meaning, identity, belonging, justice, forgiveness, hope, life and death with sensitivity;
- express their own ideas and responses while listening respectfully to the views of others;
- understand that faith can be lived and expressed in different ways within and between religious traditions.

The RE Learning Journey

ENQUIRE	KNOW	CONNECT	REFLECT	RESPOND
Ask big questions	Build religious knowledge	Link belief and practice	Consider meaning and significance	Express ideas respectfully

Whole-School RE Journey

The curriculum journey below retains Newton Bluecoat's current RE overview, including its Christian units and planned world-faith links.

Nursery

Term	Curriculum focus
Autumn	Christmas; Harvest; I am special; Diwali
Spring	Friendship; Easter
Summer	Special People - Islam; Prayer - Islam, Judaism and Hinduism

Reception

Term	Curriculum focus
Autumn	Harvest; I am Special; Christmas; Diwali
Spring	Stories Jesus Heard; Stories Jesus Told; Easter
Summer	Special Places, including a church visit and links to Islam, Judaism and Hinduism; Special Times

Year 1

Term	Curriculum focus
Autumn	Harvest: How can we help those who do not have a good harvest? + Sukkot; Christmas: Why do we give and receive gifts?
Spring	Jesus: What made Jesus special?; Easter: What is the most important part of the story?
Summer	Baptism: Why is baptism special? + birth rites in Islam/Hinduism; Joseph: Why is Joseph a Bible hero?; Creation + links to Hinduism/Islam

Year 2

Term	Curriculum focus
Autumn	The Bible: Why is it such a special book? + holy books in Islam/Judaism; Why was the birth of Jesus good news?
Spring	Jesus: Why did Jesus welcome everyone?; Easter: How do symbols help us understand the Easter story?
Summer	World Faith: Why are holy buildings important to people of faith?; The Church: Why is church a special place for Christians?

Year 3

Term	Curriculum focus
Autumn	Harvest: How do people of faith say thank you? + Sukkot; Christmas: How does the presence of Jesus impact people's lives?
Spring	Jesus: How did/does Jesus change lives?; Easter: Is the cross a symbol of sadness or joy?
Summer	Called by God: What does it mean to be called by God?; World Faith: Does everybody follow the same rules? - Islam, Sikhism, Buddhism

Year 4

Term	Curriculum focus
Autumn	David and the Psalms: What values are important?; Christmas: Why is Jesus described as the Light of the World? + Hanukkah

Spring	Prayer: What is prayer? + prayer in world faiths; Easter: Betrayal or trust? + forgiveness
Summer	The Church: Are all churches the same? + places of worship; Jesus: Why do Christians believe Jesus is the Son of God? + Shabbat

Year 5

Term	Curriculum focus
Autumn	The Bible: How and why do Christians read it? + sacred texts in Sikhism, Buddhism and Judaism; Christmas around the world
Spring	Jesus: Why do Christians believe Jesus was a great teacher?; Easter: Why is Easter a celebration of victory?
Summer	Old Testament women: Did she make the right choice? + Purim; Loss, death and Christian hope + end-of-life rituals

Year 6

Term	Curriculum focus
Autumn	Life as a journey and pilgrimage + pilgrimage in Hinduism, Islam and Sikhism; Advent: How do Christians prepare for Christmas?
Spring	Eucharist: How and why do Christians celebrate the Eucharist?; Ascension and Pentecost
Summer	God: What is the nature and character of God? + beliefs about God across faiths; People of Faith: How does having faith affect people's lives?

Thinking Theologically, Philosophically and Humanly

DISCIPLINARY LENS	WHAT PUPILS LEARN TO DO
Theological thinking	What does this story, teaching or belief say about God, people, the world or salvation? How is this understood within a faith tradition?
Belief and practice	How does belief shape worship, prayer, celebration, ethical choices, community life and action?
Text and tradition	What do sacred stories and texts communicate? How are they interpreted, remembered and used?
Philosophical thinking	What big question is being explored? What different answers might be given, and what reasons or evidence support them?
Human and social understanding	How is faith lived by real people and communities? How might identity, culture and experience affect practice?
Personal reflection	What do I think, wonder or value? How can I express a response without assuming everyone believes the same thing?
Comparison and dialogue	What is similar? What is different? Why does that distinction matter? How can we talk about belief with accuracy and respect?

Progression in RE

EYFS: Encounter faith through stories, celebrations, people, places, prayer and special times. Develop language for wondering, noticing, talking and responding.

Key Stage 1: Retell and recognise key stories and practices; use simple religious vocabulary; ask questions; identify how beliefs may matter to believers; notice similarities and differences.

Lower Key Stage 2: Describe and explain beliefs and practices with greater detail; make connections between text, belief and action; compare traditions carefully; give reasons for ideas and responses.

Upper Key Stage 2: Explain connections across beliefs, texts and practices; consider diversity within and between faiths; use evidence and vocabulary precisely; engage with theological and philosophical questions thoughtfully and respectfully.

Core Christian Concepts Revisited

GOD	CREATION	PEOPLE OF GOD	INCARNATION	GOSPEL	SALVATION	CHURCH	KINGDOM / MISSION
Nature of God	God as creator	Call, covenant & faith	Jesus / Christmas	Jesus' teaching & example	Easter, hope & resurrection	Worship, belonging & community	Faith lived through action

World Faiths, Lived Religion & Authentic Encounters

Newton Bluecoat's curriculum deliberately places Christianity alongside planned encounters with other faiths. Across the overview, pupils meet Judaism, Islam, Hinduism, Sikhism and Buddhism through festivals, sacred texts, rites of passage, places of worship, prayer, pilgrimage, beliefs about God and significant life events.

TRADITION	EXAMPLES OF PLANNED ENCOUNTER
Judaism	Sukkot, Hanukkah, Shabbat, Purim, Passover; holy books; worship; pilgrimage/belief links
Islam	special people/places/times; birth rites; creation; holy books; rules; pilgrimage
Hinduism	special times/prayer; birth rites; creation; pilgrimage; people of faith
Sikhism	rules; sacred texts; pilgrimage
Buddhism	rules; sacred texts
Christianity	Biblical narrative, Jesus, God, Church, prayer, worship, baptism, Eucharist, Christmas, Easter, pilgrimage, hope and lived faith

Faith Visitors and Visits

The school's supporting faith-contact document identifies opportunities for authentic encounters, including synagogue visits (with virtual options noted), mosque contacts through the Lancashire Council of Mosques, Hindu faith contacts, Sikh faith contacts and Buddhist centres. These opportunities can enrich classroom learning when they are carefully matched to the planned curriculum.

- Prepare pupils with accurate prior knowledge and thoughtful questions before a visit or visitor.
- Use visits to deepen understanding of lived faith rather than as a stand-alone cultural experience.
- Help pupils notice diversity within traditions and avoid presenting one visitor as speaking for every believer.
- Revisit the experience afterwards so that pupils connect what they observed with curriculum knowledge and vocabulary.

RE, Church Links & Personal Development

RE contributes directly to Newton Bluecoat's wider personal-development offer. The school's Personal Development Overview places SMSC, British Values, diversity, charity and community links alongside a distinct strand for church links: collective worship, prayer and reflection, partnership with Lund St John the Evangelist, serving others and faith in action. RE provides the curriculum knowledge that helps pupils understand and reflect on these experiences rather than simply participate in them.

Knowledge, Vocabulary & Making Connections

Strong RE depends on secure substantive knowledge and precise language. Vocabulary should be taught explicitly, revisited and used in discussion and writing so pupils can explain belief accurately and compare traditions without over-generalising.

PHASE	EXAMPLES OF CORE VOCABULARY
EYFS / KS1	God, Jesus, Bible, church, Christian, prayer, worship, harvest, Christmas, Easter, baptism, creation, special, holy, faith, festival, synagogue, mosque, temple
Lower KS2	psalm, disciple, forgiveness, betrayal, Son of God, Shabbat, sacred text, ritual, community, belief, commitment, symbol, worship, Sukkot, Hanukkah
Upper KS2	Eucharist, resurrection, salvation, pilgrimage, sacred, covenant, hope, bereavement, Purim, Passover, Ascension, Pentecost, incarnation, interpretation, denomination, worldview

A Typical RE Enquiry

- Engage with a meaningful question, stimulus, story, artefact, image or experience.
- Retrieve relevant prior knowledge and vocabulary.
- Investigate a text, belief, practice or lived example carefully.
- Ask questions and examine what the evidence may mean to believers.
- Make connections between belief, practice, community and life.
- Compare ideas or traditions where this is purposeful and accurate.
- Reflect on significance and consider different possible responses.
- Communicate an evidence-informed conclusion using appropriate religious vocabulary.

Implementation

- RE is taught through Newton Bluecoat's planned sequence from EYFS to Year 6, with Christianity at the heart of the curriculum and purposeful links to world faiths.
- Units are organised around meaningful enquiry questions that encourage pupils to know more, think more deeply and communicate with increasing precision.
- Teachers make prior learning explicit and deliberately revisit key concepts, vocabulary, biblical material, festivals, practices and beliefs as pupils move through school.
- Lessons use a rich range of approaches including story, sacred text, artefacts, images, discussion, drama, reflection, art, music, visitors and visits where these deepen understanding.
- Teaching distinguishes between what a tradition teaches, how faith may be lived in practice, and what individual believers may think or do.
- World-faith learning is taught respectfully and accurately, with authentic encounters used where appropriate to enrich understanding.
- Questioning and discussion give pupils space to explore theological and philosophical ideas while maintaining clear expectations for respectful dialogue.
- RE is distinct from collective worship, while strong church links, worship and opportunities for prayer/reflection provide a wider context in which pupils encounter lived Christianity.
- Assessment focuses on what pupils know, understand, connect and can explain, rather than on the strength or nature of a pupil's personal belief.

Impact: What Will We See?

- Pupils remember important religious knowledge and make connections between units and year groups.
- Children talk confidently about Christianity and the other faith traditions they have studied using increasingly precise vocabulary.
- Pupils can explain links between religious belief and practice rather than simply naming religious features.
- Children ask thoughtful questions and understand that complex religious and philosophical questions may have different answers.
- Pupils compare beliefs and practices sensitively, recognising both similarity and difference.
- Children support explanations with examples from texts, practices, traditions or lived experience.
- Pupils listen respectfully, disagree appropriately and show curiosity about perspectives different from their own.
- By the end of Year 6, pupils are increasingly reflective and well prepared to continue the study of religion and worldviews at secondary school.

Subject Leadership & Monitoring

The RE subject leader monitors implementation and impact through planning scrutiny, pupil voice, book/work scrutiny, lesson visits or learning walks, discussion with teachers and review of curriculum coverage. Monitoring considers the balance and depth of Christianity and world-faith learning, progression in knowledge and vocabulary, the quality of enquiry and discussion, pupils' ability to make connections, and the contribution of visitors, visits and church links to authentic learning.

Curriculum-development note: St Peter's current RE approach provides a useful model for making disciplinary thinking, progression, vocabulary, lived religion and authentic encounters highly visible. Newton Bluecoat's existing content already offers a strong base for this; future review can focus on sharpening progression and ensuring the most current diocesan and locally agreed RE expectations are reflected.

RE HELPS CHILDREN KNOW FAITH DEEPLY, ASK BIG QUESTIONS AND MEET DIFFERENCE WITH CURIOSITY AND RESPECT.