



## 1. The Aims, Intent and Rationale of Primary Religious Education

At the Brigshaw Learning Partnership (BLP), Religious Education provides children with the opportunity to develop religious literacy, cultural understanding, critical thinking and respectful curiosity about the diverse world around them. Our curriculum is rooted in the principles of the Leeds Agreed Syllabus and reflects the values of our local communities while preparing pupils for life in modern Britain. Religious Education enables pupils to explore a range of religious and non-religious worldviews, understand how beliefs influence people's lives and develop respect for those whose beliefs, values and experiences may differ from their own.

“Religious Education (RE) gives children the chance to learn about a range of faiths and beliefs, both religious and non-religious. It builds cultural cohesion and tolerance, and gives context to much of the world and its history. It gives children the chance to express their opinion in a respectful manner and connect with their own moral and spiritual selves.”

The BLP RE curriculum has been carefully designed to:

- Develop secure knowledge of Christianity, Islam, Judaism, Sikhism and non-religious worldviews. \*
- Build understanding of how beliefs influence identity, behaviour and communities.
- Encourage pupils to ask meaningful questions about belief, morality, purpose and meaning.
- Develop respectful discussion and appreciation of diversity.
- Promote community cohesion and mutual understanding.
- Prepare pupils for Religious Education at Key Stage Three.
- Support pupils' spiritual, moral, social and cultural development.
- Develop pupils' ability to analyse, compare, interpret and evaluate religious and non-religious viewpoints.

\*In Key Stage 1 and Key Stage 2, pupils develop detailed knowledge of these religions and worldviews through the Brigshaw Learning Partnership curriculum. At Key Stage 3, pupils broaden their understanding through the study of a wider range of religions and worldviews, including Hinduism and Buddhism. Schools within the partnership may also adapt learning opportunities, assemblies and enrichment experiences to reflect the faiths, beliefs and backgrounds represented within their own school communities.

The curriculum is deliberately sequenced so that pupils study and experience:

- lived experiences and belonging,
- stories, histories and beliefs,
- religious practices,
- meaning and spirituality,
- commitment, identity and authority.

Through this progression, children develop an increasingly sophisticated understanding of both religion and worldview.

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## 2. Curriculum Overview

Year/Unit	Topic	Key Learning
Y1 Unit 1	How does faith affect the choices people make?	Explore the outward signs of some Muslims and Christians;
Y1 Unit 2	Special Places and Books	Know about the key features of churches and mosques; understand that the Bible is an important text to Christians; understand that the Qur'an is an important text to Muslims and physical copies are treated with respect.
Y1 Unit 3	Who brings messages from God?	Understand prophets and key religious figures as messengers of God; compare Christian and Muslim beliefs; explore messages in the Bible and Qur'an.
Y2 Unit 1	What do Christians learn from the life of Jesus?	Learn the main events in Jesus' life, his teachings, miracles and example; understand how Christians use Jesus' life as guidance.
Y2 Unit 2	Prayer and Worship	Explore why and how Christians and Muslims pray and worship; compare practices, places of worship and the role of prayer in believers' lives.
Y2 Unit 3	Celebrations	Investigate religious and non-religious celebrations, their meanings, symbols and traditions; understand why key festivals (Easter, Eid etc.) are important to faith communities.
Y3 Unit 1	Our Precious Planet	Explore creation, stewardship and responsibility for the Earth through religious stories and beliefs, particularly from Christianity and Islam.
Y3 Unit 2	Abraham and Moses	Study the stories of Abraham and Moses, covenant, faith, obedience and leadership; understand their importance across Abrahamic religions.
Y3 Unit 3	Judaism	Introduction to Jewish beliefs, worship, holy texts, synagogue life and key traditions; recognise similarities and differences with Christianity and Islam.
Y4 Unit 1	The Pillars of Islam	Learn the Five Pillars, beliefs about Allah and Muhammad, and how Islamic practices shape Muslim identity and daily life.
Y4 Unit 2	Judaism (Practices)	Explore Jewish worship, synagogue features, festivals, customs, prayer and the role of the Torah in Jewish life.
Y4 Unit 3	Codes for Living	Compare moral codes and values from different religions and Humanism; examine how beliefs influence behaviour and ethical choices.



Y5 Unit 1	Sikhism/Sikhi: Gurus	Learn about the Sikh Gurus, especially Guru Nanak and Guru Gobind Singh, and how their teachings guide Sikh beliefs and actions.
Y5 Unit 2	The Death and Resurrection of Jesus	Study Holy Week, crucifixion, resurrection and ascension; understand their significance for Christian belief and salvation.
Y5 Unit 3	Pilgrimage	Explore pilgrimage in different faiths, including Hajj and other sacred journeys; understand spiritual meaning and personal impact.
Y6 Unit 1	Sikh Practices	Examine Sikh worship, the Gurdwara, Guru Granth Sahib, seva, the Khalsa and commitment to Sikh values.
Y6 Unit 2	Christianity: Denominations and Practices	Compare Christian denominations, beliefs and worship practices; understand diversity within Christianity while recognising shared core beliefs.

### Curriculum Enrichment

Schools can further enrich their Religious Education curriculum through a programme of **visits**, **visitors** and **assemblies** that extends learning beyond the core curriculum. Educational visits to places of worship (such as churches, mosques, synagogues, gurdwaras and temples) provide pupils with first-hand experiences of living faith communities and deepen their understanding of religious beliefs and practices. Inviting faith representatives, community leaders and individuals from a range of religious and non-religious worldviews into school enables pupils to engage with authentic voices and ask meaningful questions. Assemblies can be used to reflect significant religious festivals and events throughout the year, ensuring that pupils develop an awareness of the diversity of beliefs represented both locally and globally. These enrichment opportunities also provide flexibility to celebrate faiths and worldviews that may not be studied in depth within the core curriculum, particularly those represented within the school community. As a result, pupils develop greater religious literacy, respect for diversity and a stronger sense of belonging within a multicultural and multi-faith society.



### **3. Progression in Religion-Specific Knowledge Throughout the Programme**

#### **Christianity**

Pupils begin in Key Stage 1 by exploring Christian lived experience, places of worship, special books and key stories from the life of Jesus. In Year 1, pupils learn about the Bible as a special book and encounter stories of prophets and messages from God. In Year 2, pupils develop their understanding of Jesus through the study of the Nativity, baptism, miracles, parables, crucifixion and resurrection.

In Lower Key Stage 2, pupils deepen their understanding of Christian beliefs through the study of Creation, Abraham, Moses and the covenant. They begin to understand how Christian beliefs influence behaviour and moral decision-making through the teachings of Jesus and Christian values.

In Upper Key Stage 2, pupils encounter increasingly complex theological concepts including salvation, resurrection, ascension and the role of Jesus as Messiah. By Year 6, pupils explore the diversity of Christianity through the study of denominations, sacraments, Church authority and the global Christian community.

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#### **Islam**

Pupils begin by learning about the lived experiences of Muslim children and families, special places, the Qur'an and the role of the mosque and imam. They encounter key Islamic stories and prophets and begin to understand the importance of prayer and worship.

As pupils progress, they develop knowledge of Abrahamic traditions shared with Christianity and Judaism before studying the Five Pillars of Islam in depth during Year 4. By Upper Key Stage 2, pupils understand how beliefs influence practice through the study of Hajj, pilgrimage, Ramadan, Eid and Muslim identity. Pupils increasingly recognise the significance of commitment, worship and belonging within Islam.

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#### **Judaism**

Judaism is first encountered through the shared stories of Abraham and Moses before pupils undertake a systematic study of Judaism in Year 3. Pupils learn about covenant, Torah, synagogue worship, Shabbat and Passover. In Year 4, pupils develop their understanding through the study of Jewish practices, prayer, kosher living, sacred texts and festivals. By Year 5, pupils explore Jerusalem, the Temple and Jewish pilgrimage traditions, enabling them to appreciate the significance of place, identity and continuity within Judaism.

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#### **Sikhism**

Pupils are first introduced to Sikh values through ethical enquiry in Year 4. In Year 5, they undertake a systematic study of Sikhism through the lives and teachings of Guru Nanak, Guru Gobind Singh and the Sikh Gurus. By Year 6, pupils deepen their understanding through the study of the Guru Granth Sahib, the Mool Mantar, the Khalsa, the Five Ks, langar and sewa. Pupils explore how Sikh beliefs influence identity, belonging and commitment in contemporary life.

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#### **Non-Religious Worldviews**

Throughout the curriculum, pupils are encouraged to understand that not everybody belongs to a religion and that people may make sense of the world in different ways. In Key Stage 1, pupils explore special books, important places, celebrations, ceremonies and experiences that are meaningful to both religious and non-religious people. Pupils learn that communities may celebrate births, marriages and significant life events in different ways and are introduced to opportunities for reflection, mindfulness and meditation as ways of developing self-awareness and wellbeing.



In Year 3, pupils encounter Humanism through the study of creation, scientific explanations for the origins of the universe and questions about responsibility for the natural world. In Year 4, pupils study Humanist values including reason, evidence, empathy and human flourishing through the unit on Codes for Living.

By the end of Year 6, pupils understand that non-religious worldviews provide ethical frameworks, sources of meaning and approaches to living a good life, just as religions do for many believers.

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## 4. Progression Through the RE Curriculum: Pathways

### Pathways

The Leeds Agreed Syllabus, which underpins the BLP RE curriculum, is based around six threads or 'pathways' through which the most important features of RE may be understood. Coherent and sequential learning is built on these pathways and then earthed by thematic and systematic study of specific religions/worldviews.

The syllabus therefore aims to:

- develop progressive understanding of the 'pathways'; and
  - build rich and profound knowledge of religions/worldviews.
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### Pathway 1: The Nature of Religion and Belief

Progression begins in Key Stage 1 with pupils learning foundational knowledge about Christianity and Islam through stories, sacred texts, places of worship and key beliefs. In Year 1, children explore prayer, special books and worship, recognising similarities between Christians and Muslims. By Year 2, they develop a more detailed understanding of the life of Jesus and Christian celebrations. In Year 3, learning broadens to include Creation, Abraham, Moses and Judaism, helping pupils understand how religions are connected historically and theologically. Year 4 deepens this through the Five Pillars of Islam and Jewish practices. By Years 5 and 6, pupils examine Sikhism, Christian denominations and differing religious interpretations. Progression moves from identifying basic beliefs to comparing, analysing and explaining how beliefs shape religious traditions and communities.

Examples: Year 1 learning that the Bible and Qur'an are holy books; Year 3 comparing shared Abrahamic stories; Year 6 exploring differences between Christian denominations.

### Pathway 2: Expressing Belief

Pupils gradually develop understanding of how beliefs are expressed through worship, symbols, festivals, rituals, art and sacred spaces. Early learning focuses on recognising churches, mosques, symbols and prayer. In Year 2, children explore Christian celebrations linked to the life of Jesus. Year 3 introduces synagogue worship and Jewish traditions, while Year 4 examines Islamic practices such as prayer, Ramadan and worship connected to the Five Pillars. In Year 5, pupils study pilgrimage and Sikh traditions, considering how faith is expressed through journeys, ceremonies and devotion. By Year 6, they analyse different forms of Christian and Sikh practice and understand how expression varies within and between traditions.

Examples: recognising the cross in KS1; studying synagogue features in Year 3 and 4; exploring Hajj in Year 5; comparing Catholic and Protestant practices in Year 6.

### Pathway 3: A Good Life

This pathway develops pupils' understanding of ethics, values and moral decision-making. Early units introduce how religious teachings influence behaviour. By Year 2, pupils consider lessons from the life of Jesus. In Year 4, the 'Codes for Living' unit explicitly explores how Christians, Muslims, Jews and Humanists use beliefs and values to guide choices. Learning becomes increasingly evaluative, with pupils considering how different communities respond to moral questions and social responsibilities. In Years 5 and 6, Sikh teachings, Christian practices and pilgrimage provide opportunities to explore service, commitment, sacrifice and community responsibility.

Examples: applying Jesus' teachings to everyday actions; exploring the Five Pillars as guidance for Muslim living; discussing sewa (service) in Sikhism.

### Pathway 4: Personal Journey

Progression within this pathway encourages pupils to reflect on identity, belonging, meaning and personal responses to belief. In younger years, pupils consider what is special to them and how communities belong together. As they encounter different religions, they begin reflecting on similarities and differences between their own experiences and those of believers. The



pilgrimage unit in Year 5 particularly develops understanding of spiritual journeys and personal commitment. By Year 6, pupils are able to discuss how beliefs and values shape identity and life choices while developing their own informed viewpoints.

Examples: reflecting on belonging to family and community in KS1; considering why pilgrims undertake difficult journeys in Year 5; discussing personal values alongside religious values in Year 6.

#### **Pathway 5: Influence and Authority**

Pupils move from recognising important religious figures and texts to understanding how authority operates within religious traditions. Early learning introduces the Bible, Qur'an and key religious leaders. Year 3 and 4 units develop understanding of prophets, Abraham, Moses and Muhammad. In Year 5, pupils study Sikh Gurus and their continuing influence through the Guru Granth Sahib. By Year 6, pupils can explore how different Christian denominations interpret authority, tradition and scripture differently. Progression therefore moves from identifying sources of authority to evaluating their influence on believers and communities.

Examples: learning about Muhammad as a prophet in Year 4; studying Guru Nanak and Guru Gobind Singh in Year 5; exploring denominational differences in Christianity in Year 6.

#### **Pathway 6: The Big Picture**

This pathway draws together knowledge across religions and worldviews, helping pupils recognise connections, diversity and overarching themes. Early units establish common features of religion such as worship, sacred texts and community. Year 3 introduces links between Judaism, Christianity and Islam through shared stories. Interfaith units such as Codes for Living and Pilgrimage help pupils compare beliefs and practices across traditions. By Year 6, pupils are able to understand both similarities and differences between religions, appreciate diversity within traditions, and discuss wider questions about meaning, purpose and human experience.

Examples: comparing Abrahamic faiths in Year 3; exploring common values across religions in Year 4; evaluating similarities and differences between Christian, Muslim, Jewish and Sikh traditions in Years 5 and 6.



## 5. Curriculum Impact

By the end of Year 6, pupils will:

- Demonstrate secure knowledge of major world religions and non-religious worldviews studied.
  - Use increasingly sophisticated religious vocabulary.
  - Understand similarities and differences between worldviews.
  - Explain how beliefs influence behaviour.
  - Engage respectfully with differing viewpoints.
  - Ask and answer meaningful questions about religion, morality and identity.
  - Be prepared for Religious Education at Key Stage Three.
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## 6. SMSC Through Religious Education

### Spiritual Development

Pupils are provided with opportunities to reflect on questions of meaning, purpose, identity and belief. Examples include:

Unit	Spiritual Development
Y1 Lived Experiences	Reflecting on what is special and important to themselves and others
Y1 Special Books and Places	Exploring why places and books are sacred to believers
Y2 Prayer and Worship	Considering why people pray and how prayer can support reflection
Y3 Our Precious Planet	Exploring creation, origins and humanity's place in the world
Y4 Pillars of Islam	Understanding fasting, prayer and devotion
Y5 Pilgrimage	Considering spiritual journeys and sacred places
Y5 Death and Resurrection of Jesus	Exploring beliefs about life, death and eternity
Y6 Sikh Practices	Reflecting on commitment, identity and belonging
Y6 Christianity: Sacraments	Exploring encounters with God through worship and ritual

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### Moral Development

Pupils consider questions of right and wrong, justice, responsibility and ethical decision-making.

Unit	Moral Development
Y1 Messages From God	Jonah, Noah and Joseph as stories with moral teachings
Y2 Life of Jesus	Parables and teachings about kindness and compassion
Y3 Abraham and Moses	The Ten Commandments and moral responsibility
Y3 Our Precious Planet	Stewardship and caring for the environment
Y4 Codes for Living	Humanist, Christian, Muslim, Jewish and Sikh ethical teachings
Y5 Sikh Gurus	Equality and service to others
Y6 Sikh Practices	Sewa and responsibility to the community
Y6 Christianity	Forgiveness and reconciliation

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### Social Development

Pupils develop understanding of belonging, community and relationships.

Unit	Social Development
Y1 Lived Experiences	Family, community and belonging
Y1 Special Books and Places	Role of churches and mosques within communities
Y2 Celebrations	Shared celebrations and life events
Y3 Judaism	Importance of synagogue and community worship
Y4 Pillars of Islam	Muslim communities and collective worship
Y5 Pilgrimage	Shared religious experiences
Y6 Sikh Practices	Langar and community service
Y6 Christianity	Church communities and denominations

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### Cultural Development

Pupils gain knowledge and understanding of Britain's religious and cultural diversity.



<b>Unit</b>	<b>Cultural Development</b>
Y1 Lived Experiences	Christian and Muslim families in contemporary Britain
Y1 Special Books and Places	Churches and mosques in Leeds
Y2 Celebrations	Different cultural approaches to birth and marriage
Y3 Judaism	Jewish traditions and heritage
Y4 Judaism Practices	Diversity within Jewish life
Y4 Pillars of Islam	Muslim life in Britain and worldwide
Y5 Pilgrimage	Jerusalem, Lourdes, Mecca and Amritsar
Y5 Sikhism	Sikh communities in Britain
Y6 Christianity	Global Christianity and denominational diversity
Y6 Sikh Practices	Sikh identity in modern Britain

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## **7. British Values**

### **Democracy**

The RE curriculum supports the development of democracy by encouraging pupils to listen to different viewpoints, express their own opinions and engage respectfully with the views of others. In Key Stage 1, pupils begin by sharing ideas about belonging, prayer, celebrations and special books, learning that people may think and believe differently. As pupils progress through Years 3 and 4, they encounter a wider range of religious traditions, including Christianity, Islam and Judaism, and learn to compare different perspectives fairly. By Years 5 and 6, pupils engage in more complex discussions about religious diversity, denominational differences and ethical questions, developing the skills needed to participate in democratic dialogue.

Examples include discussing why prayer is important to different believers in Year 1, comparing religious viewpoints in the Codes for Living unit in Year 4, and evaluating different Christian interpretations and practices in Year 6. Throughout the curriculum, pupils learn that disagreement can be respectful and constructive.

### **The Rule of Law**

The curriculum develops understanding of rules, responsibilities and moral frameworks through the study of religious teachings and community expectations. Younger pupils explore how religious communities follow guidance found in sacred texts and traditions. As they move through the curriculum, they learn about the Ten Commandments, the teachings of Jesus, Jewish laws and the Five Pillars of Islam. These examples help pupils understand why communities establish rules and how rules contribute to harmony and shared values.

Progression is particularly evident in units such as Jewish Practices, the Five Pillars of Islam and Codes for Living. By Upper Key Stage 2, pupils are able to compare different moral frameworks and consider how beliefs influence behaviour. This helps pupils understand the importance of laws, responsibilities and accountability both within religious communities and wider society.

### **Individual Liberty**

RE provides opportunities for pupils to explore personal beliefs, identity and freedom of thought. In the early years of learning, pupils are encouraged to talk about what is important to them and how people make different choices. As they study a wider range of religions and worldviews, pupils learn that individuals express belief in diverse ways and that people have the freedom to hold different convictions.

Units such as Pilgrimage, Sikhism and Christian Denominations particularly support this value. Pupils learn that individuals choose how they practise their faith and that beliefs can shape life decisions in different ways. By Year 6, pupils are able to discuss how personal values, beliefs and experiences influence identity while recognising the right of others to make different choices. This progression develops confidence, self-awareness and respect for freedom of belief.

### **Mutual Respect**

Mutual respect is embedded throughout the curriculum. From the earliest units, pupils encounter people whose beliefs, practices and traditions may differ from their own. Learning about worship, festivals, sacred texts and religious communities helps pupils appreciate diversity and recognise common human experiences.

As pupils progress, they move beyond simple recognition of difference to deeper understanding and appreciation. Units exploring Judaism, Islam, Christianity and Sikhism encourage pupils to consider the significance of beliefs from an insider perspective. In Years 5 and 6, pupils are increasingly expected to discuss similarities and differences respectfully, using appropriate religious vocabulary and demonstrating empathy towards believers.

Examples include studying synagogue worship in Year 3, Jewish practices and Islamic devotion in Year 4, Sikh teachings in Year 5 and denominational diversity within Christianity in Year 6. These experiences help pupils develop respectful attitudes towards people from all backgrounds.



### **Tolerance of Those with Different Faiths and Beliefs**

The curriculum makes a significant contribution to this value by introducing pupils to a broad range of religions and worldviews. Pupils begin by learning about Christianity and Islam before extending their knowledge to Judaism and Sikhism. Through this progressive exposure, they develop understanding of both shared values and distinctive beliefs.

The comparative nature of many units supports increasing levels of tolerance and understanding. For example, Year 3 pupils explore connections between Judaism, Christianity and Islam through shared stories such as Abraham and Moses. The Year 4 Codes for Living unit encourages pupils to compare religious and non-religious approaches to ethical living. In Years 5 and 6, pupils examine diversity within traditions as well as between them, recognising that religious communities are not homogeneous.

By the end of the curriculum, pupils are equipped to challenge stereotypes, appreciate religious diversity and understand the importance of tolerance within modern British society.

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## **8. Withdrawal From Religious Education**

Religious Education is a statutory subject in all maintained schools and academies. However, parents have the legal right to withdraw their child wholly or partly from Religious Education lessons without giving a reason. The Brigshaw Learning Partnership recognises and respects this legal right.

Parents wishing to withdraw their child from Religious Education should contact the Headteacher to discuss their request. Schools within the partnership will ensure that:

- Parents are fully informed about the curriculum being taught.
- Requests are managed respectfully and sensitively.
- Alternative arrangements are considered where appropriate.
- Pupils are supervised appropriately during withdrawal periods.

Whilst recognising the right of withdrawal, the Brigshaw Learning Partnership believes that Religious Education plays a vital role in preparing children for life in modern Britain by developing understanding, tolerance, cultural awareness and respect for diversity. The curriculum is educational rather than devotional and encourages pupils to explore a wide range of beliefs and worldviews in an open, balanced and respectful manner.

The partnership therefore encourages parents to discuss any concerns with school leaders before making a decision regarding withdrawal.