

Religious Education Curriculum Map

Questful RE • Two-Year Cycle • 2026–2027

Curriculum intent, statutory/Church of England expectations, SMSC, spirituality, British values and SIAMS evidence

Purpose of this map

This expanded map sits alongside the school's existing long-term overview. It makes explicit how the planned Questful RE units build religious and theological literacy, develop pupils' ability to enquire, interpret, reflect and evaluate, and contribute to pupils' wider spiritual, moral, social and cultural development.

Important curriculum note: as of August 2026, Religious Education is not yet a National Curriculum subject in England. The Government has announced consultation on potentially bringing RE into the National Curriculum. Therefore this document maps to the current statutory entitlement for RE, Church of England expectations and Questful RE curriculum intent rather than claiming current "National Curriculum aims".

School curriculum structure

- RE is taught in phase groups: EYFS, Years 1/2, Years 3/4 and Years 5/6, following a two-year cycle.
- The school follows Questful RE, the Blackburn Diocesan Board of Education syllabus, recommended locally by Carlisle Diocese.
- The curriculum deliberately includes Christianity, other world faiths and worldviews, with opportunities for authentic enquiry, comparison and reflection.
- Each unit should generate meaningful evidence of knowledge, enquiry and reflection; the existing school expectation is a minimum of four pieces of evidence per unit, alongside assessment and appropriate display/photo evidence.

Curriculum aims and entitlement

Knowledge and understanding: Pupils build secure, sequenced knowledge of Christianity as a living global faith, alongside knowledge of other religions and worldviews. They learn religious vocabulary, sacred texts, concepts, practices, symbols, communities and ways belief influences life.

Disciplinary RE: Pupils learn to ask increasingly challenging questions; investigate sources and lived experience; interpret texts and symbols; compare perspectives; make connections; analyse, reflect, evaluate and justify conclusions.

Personal knowledge and worldview awareness: Pupils are given space to recognise that everyone approaches questions of meaning and value from a particular standpoint. They can articulate their own responses without being required to adopt a religious position.

Religious literacy and diversity dexterity: Pupils learn to speak accurately, respectfully and confidently about religion and belief, recognising diversity within as well as between traditions.

Flourishing: RE contributes to wisdom, knowledge and skills; hope and aspiration; community and living well together; and dignity and respect, enabling pupils to engage thoughtfully with themselves, others, the world and questions of ultimate meaning.

How Questful RE supports SMSC and spirituality

Dimension	How it is developed through Questful RE	What this can look like in evidence
Spiritual	Big questions, awe and wonder, reflection, prayer and worship as objects of study, meaning, purpose, identity, hope and transcendence.	Pupil questions; reflective writing/art; responses to sacred texts/symbols; moments of wonder; reasoned personal responses.
Moral	Ethical questions, justice, stewardship, forgiveness, compassion, responsibility, choices and consequences.	Debate; scenario responses; links between belief and action; reasoned judgements; charity/social action links.
Social	Belonging, community, relationships, service, dialogue, collaboration and encounter with lived faith.	Visits/visitors; paired enquiry; community links; discussion records; examples of faith in action.
Cultural	Christian heritage and global Christianity; religions and worldviews; sacred texts, festivals, art, music, places and practices.	Comparative work; vocabulary; artefacts; visits; festival studies; recognising diversity within traditions.
Spirituality: Self	Identity, values, personal response, hopes, choices and questions.	"I think / I wonder" responses; reflection journals; personal connections.
Spirituality: Others	Empathy, dignity, relationships, difference, reconciliation and service.	Perspective-taking; respectful dialogue; community action; responses to lived experience.
Spirituality: Beauty / World	Awe, creativity, creation, art, symbol and the natural world.	Art/symbol interpretation; outdoor reflection; creation/stewardship work; music/poetry.
Spirituality: Beyond / God	Ultimate questions, mystery, transcendence, prayer, sacred text and Christian understandings of God.	Deep questions; theological reflection; interpretation of prayer/text/symbol; thoughtful responses to mystery.

Detailed unit-by-unit curriculum mapping

EYFS - Year A

Term / Unit	RE curriculum aims covered	SMSC	Spirituality	British values / personal development	Suggested evidence / assessment	Questful / SIAMS emphasis
Autumn Unit 2 - Harvest	Explore creation, stewardship, gratitude, justice and responsibility; connect religious belief with ethical action; encounter Christian and other faith/worldview perspectives.	S: awe and wonder; M: stewardship, justice and generosity; So: interdependence and service; C: harvest/creation traditions across communities.	Beauty/World through awe and care for creation; Others through justice; Beyond/God through creator belief; Self through responsibility.	Democracy through shared responsibility; mutual respect; active citizenship and respect for diverse beliefs.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Autumn Unit 4 - Christmas	Develop secure knowledge of Christian belief about Jesus, incarnation, salvation and/or the Church; interpret biblical material; explain how belief is expressed in worship and lived practice.	S: meaning, hope and mystery; M: love, sacrifice and responsibility; So: belonging and community; C: Christian traditions and their influence.	Beyond/God through wonder, incarnation and mystery; Self through personal response; Others through love, service and community.	Mutual respect; individual liberty in thoughtful personal response; respectful dialogue with differing beliefs.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Spring Unit 1 - Why are we all different and special?	Investigate how religions and worldviews shape identity, values and ways of living; compare perspectives fairly; develop religious literacy, empathy and reasoned evaluation.	S: identity, meaning and values; M: right/wrong and ethical reasoning; So: relationships, peace and community; C: diversity of faiths and worldviews.	Self through identity and values; Others through empathy and difference; Beyond through ultimate questions; World through human flourishing.	Mutual respect and tolerance; democracy through dialogue; rule of law where ethical rules are considered; individual liberty.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Spring Unit 7 - Easter	Explore Christian understandings of salvation, resurrection, hope and new life; handle biblical and theological ideas; compare belief, practice and personal/worldview responses.	S: ultimate questions, hope and transcendence; M: sacrifice, forgiveness and choices; So: empathy and support; C: Easter traditions and Christian diversity.	Self through reflection on hope and loss; Others through empathy; Beyond/God through resurrection and mystery.	Mutual respect and tolerance; sensitive listening; individual liberty in expressing considered responses.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Summer Unit 10 - Prayer	Understand how belief is expressed through worship, prayer, rites, places, people and community; use religious vocabulary accurately; connect practice with underlying belief.	S: prayer, reflection and belonging; M: commitment and responsibility; So: community and participation; C: religious practices, places and traditions.	Beyond/God through worship and prayer; Others through belonging; Self through identity and commitment; Beauty through sacred spaces/symbols.	Mutual respect and tolerance; individual liberty; respectful encounter with faith communities.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Summer Unit 5 - Which stories did Jesus hear when he was a child?	Develop secure knowledge of Christian belief about Jesus, incarnation, salvation and/or the Church; interpret biblical material; explain how belief is expressed in worship and lived practice.	S: meaning, hope and mystery; M: love, sacrifice and responsibility; So: belonging and community; C: Christian traditions and their influence.	Beyond/God through wonder, incarnation and mystery; Self through personal response; Others through love, service and community.	Mutual respect; individual liberty in thoughtful personal response; respectful dialogue with differing beliefs.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".

EYFS - Year B

Term / Unit	RE curriculum aims covered	SMSC	Spirituality	British values / personal development	Suggested evidence / assessment	Questful / SIAMS emphasis
Autumn Unit 1 - Why are we all different and special?	Investigate how religions and worldviews shape identity, values and ways of living; compare perspectives fairly; develop religious literacy, empathy and reasoned evaluation.	S: identity, meaning and values; M: right/wrong and ethical reasoning; So: relationships, peace and community; C: diversity of faiths and worldviews.	Self through identity and values; Others through empathy and difference; Beyond through ultimate questions; World through human flourishing.	Mutual respect and tolerance; democracy through dialogue; rule of law where ethical rules are considered; individual liberty.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Autumn Unit 11 - Special Times	Understand how belief is expressed through worship, prayer, rites, places, people and community; use religious vocabulary accurately; connect practice with underlying belief.	S: prayer, reflection and belonging; M: commitment and responsibility; So: community and participation; C: religious practices, places and traditions.	Beyond/God through worship and prayer; Others through belonging; Self through identity and commitment; Beauty through sacred spaces/symbols.	Mutual respect and tolerance; individual liberty; respectful encounter with faith communities.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Spring Unit 8 - Friendship	Investigate how religions and worldviews shape identity, values and ways of living; compare perspectives fairly; develop religious literacy, empathy and reasoned evaluation.	S: identity, meaning and values; M: right/wrong and ethical reasoning; So: relationships, peace and community; C: diversity of faiths and worldviews.	Self through identity and values; Others through empathy and difference; Beyond through ultimate questions; World through human flourishing.	Mutual respect and tolerance; democracy through dialogue; rule of law where ethical rules are considered; individual liberty.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Spring Unit 3 - Special People	Understand how belief is expressed through worship, prayer, rites, places, people and community; use religious vocabulary accurately; connect practice with underlying belief.	S: prayer, reflection and belonging; M: commitment and responsibility; So: community and participation; C: religious practices, places and traditions.	Beyond/God through worship and prayer; Others through belonging; Self through identity and commitment; Beauty through sacred spaces/symbols.	Mutual respect and tolerance; individual liberty; respectful encounter with faith communities.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Summer Unit 9 - Special Places	Understand how belief is expressed through worship, prayer, rites, places, people and community; use religious vocabulary accurately; connect practice with underlying belief.	S: prayer, reflection and belonging; M: commitment and responsibility; So: community and participation; C: religious practices, places and traditions.	Beyond/God through worship and prayer; Others through belonging; Self through identity and commitment; Beauty through sacred spaces/symbols.	Mutual respect and tolerance; individual liberty; respectful encounter with faith communities.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Summer Unit 6 - Stories Jesus Told	Develop secure knowledge of Christian belief about Jesus, incarnation, salvation and/or the Church; interpret biblical material; explain how belief is expressed in worship and lived practice.	S: meaning, hope and mystery; M: love, sacrifice and responsibility; So: belonging and community; C: Christian traditions and their influence.	Beyond/God through wonder, incarnation and mystery; Self through personal response; Others through love, service and community.	Mutual respect; individual liberty in thoughtful personal response; respectful dialogue with differing beliefs.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".

Years 1/2 - Year A

Term / Unit	RE curriculum aims covered	SMSC	Spirituality	British values / personal development	Suggested evidence / assessment	Questful / SIAMS emphasis
Autumn Unit 1.1 - Harvest	Explore creation, stewardship, gratitude, justice and responsibility; connect religious belief with ethical action; encounter Christian and other faith/worldview perspectives.	S: awe and wonder; M: stewardship, justice and generosity; So: interdependence and service; C: harvest/creation traditions across communities.	Beauty/World through awe and care for creation; Others through justice; Beyond/God through creator belief; Self through responsibility.	Democracy through shared responsibility; mutual respect; active citizenship and respect for diverse beliefs.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Autumn Unit 1.3 - Christmas	Develop secure knowledge of Christian belief about Jesus, incarnation, salvation and/or the Church; interpret biblical material; explain how belief is expressed in worship and lived practice.	S: meaning, hope and mystery; M: love, sacrifice and responsibility; So: belonging and community; C: Christian traditions and their influence.	Beyond/God through wonder, incarnation and mystery; Self through personal response; Others through love, service and community.	Mutual respect; individual liberty in thoughtful personal response; respectful dialogue with differing beliefs.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Spring Unit 1.7 - Baptism	Understand how belief is expressed through worship, prayer, rites, places, people and community; use religious vocabulary accurately; connect practice with underlying belief.	S: prayer, reflection and belonging; M: commitment and responsibility; So: community and participation; C: religious practices, places and traditions.	Beyond/God through worship and prayer; Others through belonging; Self through identity and commitment; Beauty through sacred spaces/symbols.	Mutual respect and tolerance; individual liberty; respectful encounter with faith communities.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Spring Unit 1.5 - Easter	Explore Christian understandings of salvation, resurrection, hope and new life; handle biblical and theological ideas; compare belief, practice and personal/worldview responses.	S: ultimate questions, hope and transcendence; M: sacrifice, forgiveness and choices; So: empathy and support; C: Easter traditions and Christian diversity.	Self through reflection on hope and loss; Others through empathy; Beyond/God through resurrection and mystery.	Mutual respect and tolerance; sensitive listening; individual liberty in expressing considered responses.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Summer Unit 2.1 - The Bible	Build biblical and theological literacy; retell, interpret and make connections between sacred texts, belief and lived faith; ask and answer increasingly thoughtful questions.	S: meaning and reflection; M: choices and consequences; So: relationships and community; C: sacred texts, heritage and interpretation.	Self through personal meaning; Others through human experience; Beyond/God through sacred text and revelation.	Respect for differing interpretations; individual liberty; reasoned discussion and listening.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Summer Unit 1.8 - Joseph	Build biblical and theological literacy; retell, interpret and make connections between sacred texts, belief and lived faith; ask and answer increasingly thoughtful questions.	S: meaning and reflection; M: choices and consequences; So: relationships and community; C: sacred texts, heritage and interpretation.	Self through personal meaning; Others through human experience; Beyond/God through sacred text and revelation.	Respect for differing interpretations; individual liberty; reasoned discussion and listening.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.

Years 1/2 - Year B

Term / Unit	RE curriculum aims covered	SMSC	Spirituality	British values / personal development	Suggested evidence / assessment	Questful / SIAMS emphasis
Autumn Unit 1.4/2.3 - Jesus	Develop secure knowledge of Christian belief about Jesus, incarnation, salvation and/or the Church; interpret biblical material; explain how belief is expressed in worship and lived practice.	S: meaning, hope and mystery; M: love, sacrifice and responsibility; So: belonging and community; C: Christian traditions and their influence.	Beyond/God through wonder, incarnation and mystery; Self through personal response; Others through love, service and community.	Mutual respect; individual liberty in thoughtful personal response; respectful dialogue with differing beliefs.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Autumn Unit 2.2 - Christmas	Develop secure knowledge of Christian belief about Jesus, incarnation, salvation and/or the Church; interpret biblical material; explain how belief is expressed in worship and lived practice.	S: meaning, hope and mystery; M: love, sacrifice and responsibility; So: belonging and community; C: Christian traditions and their influence.	Beyond/God through wonder, incarnation and mystery; Self through personal response; Others through love, service and community.	Mutual respect; individual liberty in thoughtful personal response; respectful dialogue with differing beliefs.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Spring KS1 S3 - The Old Testament	Build biblical and theological literacy; retell, interpret and make connections between sacred texts, belief and lived faith; ask and answer increasingly thoughtful questions.	S: meaning and reflection; M: choices and consequences; So: relationships and community; C: sacred texts, heritage and interpretation.	Self through personal meaning; Others through human experience; Beyond/God through sacred text and revelation.	Respect for differing interpretations; individual liberty; reasoned discussion and listening.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Spring Unit 2.4 - Easter	Explore Christian understandings of salvation, resurrection, hope and new life; handle biblical and theological ideas; compare belief, practice and personal/worldview responses.	S: ultimate questions, hope and transcendence; M: sacrifice, forgiveness and choices; So: empathy and support; C: Easter traditions and Christian diversity.	Self through reflection on hope and loss; Others through empathy; Beyond/God through resurrection and mystery.	Mutual respect and tolerance; sensitive listening; individual liberty in expressing considered responses.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Summer Unit 2.5 - The Church	Understand how belief is expressed through worship, prayer, rites, places, people and community; use religious vocabulary accurately; connect practice with underlying belief.	S: prayer, reflection and belonging; M: commitment and responsibility; So: community and participation; C: religious practices, places and traditions.	Beyond/God through worship and prayer; Others through belonging; Self through identity and commitment; Beauty through sacred spaces/symbols.	Mutual respect and tolerance; individual liberty; respectful encounter with faith communities.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Summer Unit 1.2 - Creation	Explore creation, stewardship, gratitude, justice and responsibility; connect religious belief with ethical action; encounter Christian and other faith/worldview perspectives.	S: awe and wonder; M: stewardship, justice and generosity; So: interdependence and service; C: harvest/creation traditions across communities.	Beauty/World through awe and care for creation; Others through justice; Beyond/God through creator belief; Self through responsibility.	Democracy through shared responsibility; mutual respect; active citizenship and respect for diverse beliefs.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.

Years 3/4 - Year A

Term / Unit	RE curriculum aims covered	SMSC	Spirituality	British values / personal development	Suggested evidence / assessment	Questful / SIAMS emphasis
Autumn Unit 3.6 - Harvest	Explore creation, stewardship, gratitude, justice and responsibility; connect religious belief with ethical action; encounter Christian and other faith/worldview perspectives.	S: awe and wonder; M: stewardship, justice and generosity; So: interdependence and service; C: harvest/creation traditions across communities.	Beauty/World through awe and care for creation; Others through justice; Beyond/God through creator belief; Self through responsibility.	Democracy through shared responsibility; mutual respect; active citizenship and respect for diverse beliefs.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Autumn Unit 3.2 - Christmas	Develop secure knowledge of Christian belief about Jesus, incarnation, salvation and/or the Church; interpret biblical material; explain how belief is expressed in worship and lived practice.	S: meaning, hope and mystery; M: love, sacrifice and responsibility; So: belonging and community; C: Christian traditions and their influence.	Beyond/God through wonder, incarnation and mystery; Self through personal response; Others through love, service and community.	Mutual respect; individual liberty in thoughtful personal response; respectful dialogue with differing beliefs.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Spring Unit 3.5 - Rules for Living	Investigate how religions and worldviews shape identity, values and ways of living; compare perspectives fairly; develop religious literacy, empathy and reasoned evaluation.	S: identity, meaning and values; M: right/wrong and ethical reasoning; So: relationships, peace and community; C: diversity of faiths and worldviews.	Self through identity and values; Others through empathy and difference; Beyond through ultimate questions; World through human flourishing.	Mutual respect and tolerance; democracy through dialogue; rule of law where ethical rules are considered; individual liberty.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Spring Unit 3.4 - Easter	Explore Christian understandings of salvation, resurrection, hope and new life; handle biblical and theological ideas; compare belief, practice and personal/worldview responses.	S: ultimate questions, hope and transcendence; M: sacrifice, forgiveness and choices; So: empathy and support; C: Easter traditions and Christian diversity.	Self through reflection on hope and loss; Others through empathy; Beyond/God through resurrection and mystery.	Mutual respect and tolerance; sensitive listening; individual liberty in expressing considered responses.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Summer Unit 4.6 - Prayer	Understand how belief is expressed through worship, prayer, rites, places, people and community; use religious vocabulary accurately; connect practice with underlying belief.	S: prayer, reflection and belonging; M: commitment and responsibility; So: community and participation; C: religious practices, places and traditions.	Beyond/God through worship and prayer; Others through belonging; Self through identity and commitment; Beauty through sacred spaces/symbols.	Mutual respect and tolerance; individual liberty; respectful encounter with faith communities.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Summer Unit 4.1 - Which values are considered important by people of faith?	Investigate how religions and worldviews shape identity, values and ways of living; compare perspectives fairly; develop religious literacy, empathy and reasoned evaluation.	S: identity, meaning and values; M: right/wrong and ethical reasoning; So: relationships, peace and community; C: diversity of faiths and worldviews.	Self through identity and values; Others through empathy and difference; Beyond through ultimate questions; World through human flourishing.	Mutual respect and tolerance; democracy through dialogue; rule of law where ethical rules are considered; individual liberty.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".

Years 3/4 - Year B

Term / Unit	RE curriculum aims covered	SMSC	Spirituality	British values / personal development	Suggested evidence / assessment	Questful / SIAMS emphasis
Autumn Unit 3.3/4.3 - Jesus	Develop secure knowledge of Christian belief about Jesus, incarnation, salvation and/or the Church; interpret biblical material; explain how belief is expressed in worship and lived practice.	S: meaning, hope and mystery; M: love, sacrifice and responsibility; So: belonging and community; C: Christian traditions and their influence.	Beyond/God through wonder, incarnation and mystery; Self through personal response; Others through love, service and community.	Mutual respect; individual liberty in thoughtful personal response; respectful dialogue with differing beliefs.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Autumn Unit 4.2 - Why is light an important symbol in world faiths?	Explore creation, stewardship, gratitude, justice and responsibility; connect religious belief with ethical action; encounter Christian and other faith/worldview perspectives.	S: awe and wonder; M: stewardship, justice and generosity; So: interdependence and service; C: harvest/creation traditions across communities.	Beauty/World through awe and care for creation; Others through justice; Beyond/God through creator belief; Self through responsibility.	Democracy through shared responsibility; mutual respect; active citizenship and respect for diverse beliefs.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Spring KS2 S12 - Peace	Investigate how religions and worldviews shape identity, values and ways of living; compare perspectives fairly; develop religious literacy, empathy and reasoned evaluation.	S: identity, meaning and values; M: right/wrong and ethical reasoning; So: relationships, peace and community; C: diversity of faiths and worldviews.	Self through identity and values; Others through empathy and difference; Beyond through ultimate questions; World through human flourishing.	Mutual respect and tolerance; democracy through dialogue; rule of law where ethical rules are considered; individual liberty.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Spring Unit 4.4 - Easter	Explore Christian understandings of salvation, resurrection, hope and new life; handle biblical and theological ideas; compare belief, practice and personal/worldview responses.	S: ultimate questions, hope and transcendence; M: sacrifice, forgiveness and choices; So: empathy and support; C: Easter traditions and Christian diversity.	Self through reflection on hope and loss; Others through empathy; Beyond/God through resurrection and mystery.	Mutual respect and tolerance; sensitive listening; individual liberty in expressing considered responses.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Summer Unit 4.5 - The Church	Understand how belief is expressed through worship, prayer, rites, places, people and community; use religious vocabulary accurately; connect practice with underlying belief.	S: prayer, reflection and belonging; M: commitment and responsibility; So: community and participation; C: religious practices, places and traditions.	Beyond/God through worship and prayer; Others through belonging; Self through identity and commitment; Beauty through sacred spaces/symbols.	Mutual respect and tolerance; individual liberty; respectful encounter with faith communities.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".
Summer KS2 S13 - Stories with meanings from other world faiths	Explore creation, stewardship, gratitude, justice and responsibility; connect religious belief with ethical action; encounter Christian and other faith/worldview perspectives.	S: awe and wonder; M: stewardship, justice and generosity; So: interdependence and service; C: harvest/creation traditions across communities.	Beauty/World through awe and care for creation; Others through justice; Beyond/God through creator belief; Self through responsibility.	Democracy through shared responsibility; mutual respect; active citizenship and respect for diverse beliefs.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to "dive deeper".

Years 5/6 - Year A

Term / Unit	RE curriculum aims covered	SMSC	Spirituality	British values / personal development	Suggested evidence / assessment	Questful / SIAMS emphasis
Autumn KS2 S7 - Change The World	Explore creation, stewardship, gratitude, justice and responsibility; connect religious belief with ethical action; encounter Christian and other faith/worldview perspectives.	S: awe and wonder; M: stewardship, justice and generosity; So: interdependence and service; C: harvest/creation traditions across communities.	Beauty/World through awe and care for creation; Others through justice; Beyond/God through creator belief; Self through responsibility.	Democracy through shared responsibility; mutual respect; active citizenship and respect for diverse beliefs.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Autumn Unit 5.7 - Christmas	Develop secure knowledge of Christian belief about Jesus, incarnation, salvation and/or the Church; interpret biblical material; explain how belief is expressed in worship and lived practice.	S: meaning, hope and mystery; M: love, sacrifice and responsibility; So: belonging and community; C: Christian traditions and their influence.	Beyond/God through wonder, incarnation and mystery; Self through personal response; Others through love, service and community.	Mutual respect; individual liberty in thoughtful personal response; respectful dialogue with differing beliefs.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Spring KS2 S5 - Christian Art	Explore how religious ideas are communicated through symbol, art and creative expression; interpret meaning; compare traditions and express informed personal responses.	S: wonder, symbolism and reflection; M: values communicated through art; So: shared expression; C: religious artistic traditions and diversity.	Beauty through creative expression; Beyond/God through symbol; Self through response; Others through interpreting lived faith.	Mutual respect; appreciation of cultural diversity; individual liberty in creative and reasoned response.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Spring Unit 5.4 - Easter	Explore Christian understandings of salvation, resurrection, hope and new life; handle biblical and theological ideas; compare belief, practice and personal/worldview responses.	S: ultimate questions, hope and transcendence; M: sacrifice, forgiveness and choices; So: empathy and support; C: Easter traditions and Christian diversity.	Self through reflection on hope and loss; Others through empathy; Beyond/God through resurrection and mystery.	Mutual respect and tolerance; sensitive listening; individual liberty in expressing considered responses.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Summer Unit 5.1 - The Bible	Build biblical and theological literacy; retell, interpret and make connections between sacred texts, belief and lived faith; ask and answer increasingly thoughtful questions.	S: meaning and reflection; M: choices and consequences; So: relationships and community; C: sacred texts, heritage and interpretation.	Self through personal meaning; Others through human experience; Beyond/God through sacred text and revelation.	Respect for differing interpretations; individual liberty; reasoned discussion and listening.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Summer Unit 5.5 - Old Testament Women	Build biblical and theological literacy; retell, interpret and make connections between sacred texts, belief and lived faith; ask and answer increasingly thoughtful questions.	S: meaning and reflection; M: choices and consequences; So: relationships and community; C: sacred texts, heritage and interpretation.	Self through personal meaning; Others through human experience; Beyond/God through sacred text and revelation.	Respect for differing interpretations; individual liberty; reasoned discussion and listening.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.

Years 5/6 - Year B

Term / Unit	RE curriculum aims covered	SMSC	Spirituality	British values / personal development	Suggested evidence / assessment	Questful / SIAMS emphasis
Autumn Unit 5.3/6.3/6.4 - Jesus/The Eucharist	Develop secure knowledge of Christian belief about Jesus, incarnation, salvation and/or the Church; interpret biblical material; explain how belief is expressed in worship and lived practice.	S: meaning, hope and mystery; M: love, sacrifice and responsibility; So: belonging and community; C: Christian traditions and their influence.	Beyond/God through wonder, incarnation and mystery; Self through personal response; Others through love, service and community.	Mutual respect; individual liberty in thoughtful personal response; respectful dialogue with differing beliefs.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Autumn Unit 6.2 - Advent	Develop secure knowledge of Christian belief about Jesus, incarnation, salvation and/or the Church; interpret biblical material; explain how belief is expressed in worship and lived practice.	S: meaning, hope and mystery; M: love, sacrifice and responsibility; So: belonging and community; C: Christian traditions and their influence.	Beyond/God through wonder, incarnation and mystery; Self through personal response; Others through love, service and community.	Mutual respect; individual liberty in thoughtful personal response; respectful dialogue with differing beliefs.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Spring Unit 5.6 - Loss, Death and Christian Hope	Explore Christian understandings of salvation, resurrection, hope and new life; handle biblical and theological ideas; compare belief, practice and personal/worldview responses.	S: ultimate questions, hope and transcendence; M: sacrifice, forgiveness and choices; So: empathy and support; C: Easter traditions and Christian diversity.	Self through reflection on hope and loss; Others through empathy; Beyond/God through resurrection and mystery.	Mutual respect and tolerance; sensitive listening; individual liberty in expressing considered responses.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Spring Unit 6.5 - Ascension and Pentecost	Develop secure knowledge of Christian belief about Jesus, incarnation, salvation and/or the Church; interpret biblical material; explain how belief is expressed in worship and lived practice.	S: meaning, hope and mystery; M: love, sacrifice and responsibility; So: belonging and community; C: Christian traditions and their influence.	Beyond/God through wonder, incarnation and mystery; Self through personal response; Others through love, service and community.	Mutual respect; individual liberty in thoughtful personal response; respectful dialogue with differing beliefs.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Summer Unit 6.1 - Life as a Journey	Understand how belief is expressed through worship, prayer, rites, places, people and community; use religious vocabulary accurately; connect practice with underlying belief.	S: prayer, reflection and belonging; M: commitment and responsibility; So: community and participation; C: religious practices, places and traditions.	Beyond/God through worship and prayer; Others through belonging; Self through identity and commitment; Beauty through sacred spaces/symbols.	Mutual respect and tolerance; individual liberty; respectful encounter with faith communities.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.
Summer Unit 6.7 - People of Faith	Investigate how religions and worldviews shape identity, values and ways of living; compare perspectives fairly; develop religious literacy, empathy and reasoned evaluation.	S: identity, meaning and values; M: right/wrong and ethical reasoning; So: relationships, peace and community; C: diversity of faiths and worldviews.	Self through identity and values; Others through empathy and difference; Beyond through ultimate questions; World through human flourishing.	Mutual respect and tolerance; democracy through dialogue; rule of law where ethical rules are considered; individual liberty.	Retrieval of core knowledge; key-question response; use of vocabulary; source/text/symbol interpretation; comparison or reflection; end-of-unit assessment.	Enquiry; religious literacy; lived faith; challenging questions; informed personal response; opportunities to “dive deeper”.

Progression: what should become more sophisticated?

Phase	Expected progression
EYFS	Encounter stories, people, places and celebrations; notice similarities/differences; ask questions; express ideas through talk, play, art and reflection.
Years 1/2	Retell and recall accurately; use simple religious vocabulary; identify beliefs and practices; ask relevant questions; make simple connections and give reasons for personal responses.
Years 3/4	Explain connections between belief, text and practice; recognise diversity; compare viewpoints; interpret symbols/texts; use evidence and religious vocabulary to support ideas.
Years 5/6	Analyse and evaluate sources and viewpoints; explain theological concepts and lived diversity with nuance; make connections across units; justify conclusions; reflect critically and respectfully on ultimate and ethical questions.

Subject leadership checks

- Is the intended knowledge for each unit clear and remembered beyond the unit?
- Do books and pupil voice show genuine enquiry rather than a sequence of disconnected activities?
- Can pupils explain how beliefs influence the lives of real people and communities?
- Does the curriculum show Christianity as a diverse, living and global faith and represent other religions/worldviews accurately?
- Are spiritual opportunities progressively deeper, with pupils increasingly able to articulate questions and responses?
- Do assessment checks identify what pupils know, understand and can do in RE, rather than assessing a pupil's personal faith or spirituality?
- Are visits, visitors, church links and encounters used to enrich curriculum knowledge and lived-religion understanding?

Reference framework

- Questful RE: Blackburn Diocesan Board of Education RE syllabus (5th revision), described as an enquiry-based, balanced primary RE curriculum exploring Christianity, world faiths and worldviews.
- Church of England expectations for high-quality RE and religious/theological literacy, alongside the Church of England Vision for Education and SIAMS expectations.
- SMSC and spiritual development: spiritual development is treated as distinct from, but complementary to, wider SMSC; this map uses the helpful lenses of Self, Others, Beauty/World and Beyond/God.
- British values are mapped where they arise authentically through RE: mutual respect and tolerance, individual liberty, democracy/dialogue, rule of law/ethical frameworks and active citizenship.