

Alderwood Haven RE Curriculum Overview 2025/26

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RE	<p>Christianity</p> <p>What do Christians believe about God?</p> <p>(Theology)</p>	<p>Islam</p> <p>What kind of world should we live in?</p> <p>(Philosophy)</p>	<p>Hinduism</p> <p>How do Hindus express their religious beliefs in modern Britain and India?</p> <p>(Human and Social Science)</p>	<p>Sikhism</p> <p>How do Sikhs make sense of the world?</p> <p>(Theology)</p>	<p>Judaism</p> <p>Can kindness and love change the world?</p> <p>(Philosophy)</p>	<p>Christianity</p> <p>How do religious groups contribute to society and culture across the world?</p> <p>(Human and Social Science)</p>
Core Knowledge	<ul style="list-style-type: none"> • Concepts: Creation and Fall, God (Trinity), Incarnation, and Salvation. • The life and teachings of Jesus. • Sources of authority such as the Bible, creeds, tradition and different genres and interpretations. 	<ul style="list-style-type: none"> • The different views about the nature of knowledge, meaning and existence. • Introducing ethical theory. • Muslim perspectives on moral issues, including the idea of 'intention'. 	<ul style="list-style-type: none"> • Key vocabulary and global diversity associated with the study of Hinduism. • Sanatan Dharma, the diversity of practice and expression and festivals. 	<ul style="list-style-type: none"> • Concepts: Ik Onkar, Equality, hukam and Samsara. • The life and teachings of the 10 Gurus • The Guru Granth Sahib, including its compilation and diversity of contents. 	<ul style="list-style-type: none"> • The different views about the nature of knowledge, meaning and existence. • Introducing ethical theory • Jewish perspectives on moral issues including the impact of the 613 mitzvot, 	<ul style="list-style-type: none"> • Key vocabulary and global diversity associated with the study of Christianity. • The church, worship and festivals. • The impact of Christian teachings on

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	<ul style="list-style-type: none"> • Key teachings from important Christian thinkers. • How events in society have influenced Christian beliefs. 		<ul style="list-style-type: none"> • The impact of ahimsa, dharma and karma on daily life and beyond. 	<ul style="list-style-type: none"> • Stories from the life of Guru Nanak (janamaskhis) • Impact of martyrdom on Sikh teachings. 	<p>especially the 10 commandments.</p> <ul style="list-style-type: none"> • The importance of loving one's neighbour. • Gemillut Chasadim, Tzedakah 	<p>daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work.</p>
<p>Key Skills</p>	<ul style="list-style-type: none"> • Engage Stage 1: The new enquiry is introduced by exploring the conceptual focus and core question. • Enquire Stage 2: The enquiry is co-constructed with the pupils whilst staying within the parameters of the learning outcomes. • Explore Stage 3: Pupils enquire into the core question through the suggested core knowledge. • Evaluate Stage 4: Pupils respond to, analyse and evaluate their understanding of the core question. • Express Stage 5: Pupils express the knowledge and understanding they have gained to answer the key question, with an opportunity for the teacher to assess if pupils have met the age-related expectations if appropriate. 					