

Dodford First School

Our Values				
Perseverance	Respect	Independence	Determination	Excellence
Our Golden Threads				
Vocabulary and Oracy	Breadth and Mastery	Diversity and Inclusion	Digital Literacy and Personal Safety	

Religious Education Curriculum Statement

Our Religious Education curriculum follows the Worcestershire SACRE (2025-2030) Agreed Syllabus, adapted thoughtfully for our small, rural, mixed-age village school. We aim to provide an engaging, inclusive and coherent RE curriculum that enables every pupil to explore religious and non-religious worldviews with curiosity, respect and openness. Our teaching is built around three complementary aims: pupils 'make sense' of the religious and non-religious worldviews they encounter, 'understand the impact' of beliefs and practices on individuals and communities, and 'make connections' between their learning, their own experiences and the wider world. Through this approach, RE contributes to pupils' knowledge and understanding alongside their spiritual, moral, social and cultural development. Pupils develop secure knowledge of religions and worldviews before drawing connections and comparisons. Key core concepts are revisited across the curriculum so that pupils can build progressively on prior learning.

Where appropriate, pupils work together through shared units, big questions and common experiences, creating opportunities for discussion, collaboration and learning from one another. Within these shared units, teachers differentiate through the depth, complexity and independence of learning, rather than simply providing entirely separate topics for different year groups. Planning identifies the knowledge and concepts that pupils need to encounter and revisit at each stage. Younger pupils may focus on identifying, describing and beginning to explain beliefs and practices, while older pupils are expected to make increasingly sophisticated connections, comparisons and evaluations, drawing on a wider range of evidence and perspectives. Tasks and outcomes are therefore matched to pupils' age, prior knowledge and individual starting points. This approach enables pupils to revisit important concepts without repeating learning, while ensuring clear progression as they move through the school.

Our curriculum embraces the religion and worldviews approach. Alongside Christianity and other principal religious traditions, pupils encounter Humanism and other non-religious perspectives, recognising the diversity of contemporary society.

Furthermore, as a rural village school, we make meaningful connections with our local community and environment, while broadening pupils' understanding through local, national and global examples. Pupils are encouraged to use different 'ways of knowing', including exploring texts and artefacts, considering lived experience, interpreting evidence, asking questions and reflecting thoughtfully. RE provides a safe and respectful space in which pupils can encounter different perspectives, develop their own emerging worldviews and learn to participate thoughtfully in a diverse society.

Humanities Curriculum Overview

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
EYFS Cycle A Understanding the World	Being Special: Where do we belong?	Why do Christians perform Nativity Plays at Christmas?	What times or stories are special and why?	Why do Christians put a cross in an Easter garden?	Why is the word 'God' so important to Christians?	What places are special and why?
EYFS Cycle B Understanding the World	Being Special: Where do we belong?	Why do Christians perform Nativity Plays at Christmas?	What times or stories are special and why?	Why do Christians put a cross in an Easter garden?	Why is the word 'God' so important to Christians?	What places are special and why?
Years 1 and 2 Cycle A	Who Made the World? Harvest	What does it mean to belong to a faith community?	What do Christians believe God is Like?	Who is Jewish and how do they live? (Part 1)	Who is Jewish and how do they live? (Part 2)	How should we care for the world and for others, and why does it matter?
Years 1 and 2 Cycle B	Who is Muslim and how do they live? (Part 1)	Why does Christmas matter to Christians?	Who is Muslim and how do they live? (Part 2)	Why does Easter matter to Christians?	What is the good news Jesus brings?	What makes some places sacred to believers?
Years 3 and 4 Cycle A	What do Christians learn from the creation story?	How do festivals and family life show what matters to Jewish people?	What is it like to follow God?	How do festivals and worship show what matters to a Muslim?	What kind of world did Jesus want?	How and why do religious and non-religious people try to make the world a better place?
Years 3 and 4 Cycle B	What do Hindus believe God is like?	What is the Trinity?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'? Easter	When Jesus left what was the impact of Pentecost?	How and why do people mark significant events of life?