

SCHEME OF WORK FOR RE – BERKSHIRE (2026-2031) SYLLABUS LINKED

Please read these notes carefully in conjunction with the introduction and the intent document.

This is not intended to be three terms of Christian Worldviews followed by three terms of worldviews but the 'beliefs and questions' units should be taught before the other units of the same worldview in that year group. Throughout the scheme, units will weave in opportunities to explore what is meant by a worldview and grow the vocabulary that pupils need to engage in this approach to religious education.

'Beliefs and questions' units focus on theology; 'Community and identity' units focus on human and social science and history; 'Reality and truth' units focus on philosophy and ethics. These are not exclusive though and the disciplinary lenses can and should, be applied to any of the questions.

The choice of religions covered is ultimately up to the school, but this is written to follow the recommended religions in the versions of the Berkshire (2026-2031) Syllabus. The Current Y5/6 units only cover Islam and Hindu Dharma but can easily be adapted as required.

Remember to weave in non-religious and other worldviews (such as Baha'i or Buddhism) where appropriate. The reality and truth units will be a good place to do that, as well as the worldview studied in the other units.

Additional teaching on Christmas and Easter can happen in special days around the time of the festival, but the concepts of incarnation and salvation are woven into the Christianity units.

Mixed age classes will need to plan carefully.

The question titles are not the same as the syllabus questions. The referred syllabus question is highlighted in red.

The Core Questions from the syllabus for each year group are **NOT** included in this overview, as lesson suggestions are included in the syllabus. As with any scheme of work and syllabus, schools need to craft their own curriculum to suit their context and cohort.

VC (maintained) schools will need to ensure that their curriculum fully meets the requirements of the locally agreed syllabus. For VA schools and academies that do not require the school to follow the locally agreed syllabus, content can be adapted to context.

These questions can be adapted and altered as required but we would like you to send in any changes and alterations that you propose so that these can be shared and used to improve the scheme.

	Christian Worldviews			Religious and non-religious Worldviews Judaism, Islam, Hindu Dharma and Sikhi recommended		
Year group	Beliefs & questions	Community & Identity	Reality and truth	Beliefs & questions	Community & Identity	Reality and truth
Reception	Who are Christians and what do they believe? <i>What can we learn from stories?</i> <i>Why are some people remembered by others?</i> What is the church and who goes there? <i>Why are some places special?</i> <i>Why are some items and actions special?</i> Who am I and where do I belong? <i>What does it mean to be kind?</i> <i>Why are some items and actions special?</i>			Does everyone believe in God? <i>Why are some people remembered by others?</i> <i>What can we learn from stories?</i> What do people celebrate and why? <i>Why are some occasions special?</i> <i>What can we learn from stories?</i> <i>Why are some items and actions special?</i> Are all families the same? <i>What does it mean to be kind?</i> <i>Why are some people remembered by others?</i> <i>Why are some places special?</i> <i>Each of these questions takes one of the themes from the Christian units and expands on them from a multi-religious and multi-secular perspective. These and the Christian units can and should be woven through continual provision.</i> At EYFS the divisions between the themes are less emphasised and the philosophical elements are woven through all units		
NSE*	This will largely be up to teachers to include as appropriate to their setting.					
Year 1	Why do most Christians call God ‘creator’?	What do most Christians celebrate together?	What questions do the parables of Jesus and/or stories in the Bible make us want to ask?	What do different Jewish people believe about God?	How and why is Shabbat important to some Jewish people in Britain? Alternative Unit: What do Jewish people celebrate and why?	How do people know how to behave? Alternative Unit: What is important to people with non-religious worldviews?

Syllabus questions	What do Christians believe about God and why?	How and where do different Christians worship and celebrate?	What is the story of Jesus and how do Christians remember him?	What is Judaism and where does it come from?	What might a Jewish way of life look like? What important things are remembered at Shabbat and Rosh Hashanah or Pesach?	What might a Jewish way of life look like? What happens in families where there is no religion?
NSE*	a, b, d, g, i, j	a, b, c, h, j, k	d, f, j, k	a, b, f, g, i	a, b, c, e, h, i	b, e, f, i, j, k
Year 2	How do Christians find out what God is like?	Why do many Christians meet together regularly and what do they do? Alternative Unit: What role does the church play in Christian life?	How do Christians decide what is right? Alternative Unit: How and why do Christians pray?	How do Hindus understand God (Brahman)? (Adapt from Y4)	What role does worship play in the life of a Hindu? (Adapt from Y4)	What are the best reasons for following a leader?
Syllabus questions	What do Christians believe about God and why? What did Jesus teach his followers and how did he teach?	What is the story of Jesus and how do Christians remember him? What role does the church play in the life of a Christian?	How and why do Christians pray?	What beliefs and values are most important to Hindus and why?	What role does a place of worship play in Hindu life? What might a Hindu way of life look like?	What might Hindus learn from traditional stories? What role does the synagogue play in Jewish life? What happens in families where there is no religion?
NSE*	a, b, d, g, i, j, k	a, b, c, g, h, i, j	a, b, c, e, f, g, j, k	a, b, d, f, g, j	b, f, h, i	d, e, f, g, i, j, k

Year 3	How are different people inspired by the teachings of Jesus? .	How does the worldwide Christian family celebrate, worship and mark key events?	Does art help with understanding stories?	What do Muslims believe about God and where did Islam start? Alternative unit: Who is Prophet Muhammad and why is he important to Muslims?	What is the Qur'an and why do many Muslims try to learn it by heart? Alternative unit: What role does the Mosque play in Muslim life?	Does it matter if a story is true or not?
Syllabus questions	What do the biblical names for Jesus tell us about who Christians believe him to be? How did Jesus teach his followers to show friendship?	Why is Easter important to Christians? What difference does Pentecost make and to whom?	Why is Easter important to Christians?	What do Muslims believe about God and why? Who is Prophet Muhammad and why is he important to Muslims?	How and why is the Qur'an a source of guidance for life for a Muslim? What role does the Mosque play in Muslim life?	Where do ideas about right and wrong come from for non-religious families? Where do ideas about right and wrong come from for Christians?
NSE*	a, b, f, g, h, i, j	a, b, c, g, h, i, k, j	a, c, d, f, i, j, k	a, b, c, f, g, i	a, b, g, h, j	c, d, e, f, i, j, k
Year 4	Who do Christians believe Jesus is?	How and why has Christian practice changed over time?	Does prayer make a difference and how do Christians know? Alternative unit: How and why do Christians try to make a difference in the world?	How do Sikhs understand who God is?	What role does worship play in the life of a Sikh? Alternative unit: What is the Guru Granth Sahib and why is it important to Sikhs?	How and why do people argue that some places can be spiritual? Alternative Units: What might it look like to live as a Sikh?

Syllabus questions	What do the biblical names for Jesus tell us about who Christians believe him to be?	What difference does Pentecost make and to whom? How did Jesus teach his followers to show friendship?	Where do ideas about right and wrong come from for Christians? How and why do Christians try to make a difference in the world?	What do Sikhs believe about God and why?	What role does the Gurdwara play in Sikh life and worship? What is the Guru Granth Sahib and why is it important to Sikhs?	What role does the Gurdwara play in Sikh life and worship? What role does the Mosque play in Muslim life?
NSE*	b, c, f, g, i, j, k	b, c, f, g, h, i, j	a, b, d, e, h, j, k	a, b, c, f, g, h, i, j	a, b, c, f, g, h, j, k	b, d, h, i, j, k
Year 5	What do Christians believe about the death of Jesus?	How do rites of passage shape the lives of different Christians? Alternative unit: Why is the Bible important to some Christians in worship both in church and at home?	Does wisdom look the same for everyone?	Why is it important to Muslims that Muhammad is known as the seal of the prophets?	How far does the mosque contribute to the Muslim concept of Ummah?	What does it mean to live a good life?
				Alternative Unit: How do sacred texts and tradition influence a Jewish way of life?		
Syllabus questions	What do different Christians believe about life after death and how do they show these beliefs?	Why is the Bible important to some Christians in worship both in church and at home?	How does the Bible teach Christians to be wise?	What do Muslims learn about God and human life from their sacred texts and traditions? <i>What do Jews learn about God and human life from their sacred</i>	What might it mean to be a Muslim in different parts of the world? <i>What does it mean to live a Jewish life and how does this vary among different Jewish communities?</i>	What influences the way Muslims respond to local and global issues of social justice? What influences the way Jewish people respond to local and global issues of social justice?

				<i>texts and traditions?</i>		
NSE*	a, b, d, g, i, j, k	a, b, c, f, h, j, k	a, e, f, g, h, j, k	a, b, f, g, i, j, k	a, b, c, e, f, g, h, j	b, d, e, f, h, i, j, k
Year 6	How far is belief in the resurrection important to Christians today?	How and why do Christians try to make the world a better place? Alternative or additional Unit: How and why do Christians show commitment to God?	How do people make valid judgements about how and why the world is as it is?	What is the significance of Karma and Moksha for a Hindu? Additional Unit: What influences the way Hindus respond to local and global issues of social justice?	What might a Hindu gain from a pilgrimage to India?	How does a worldview help people decide what is important? Humanist focus option: Do we need a deity to be committed to creating a better world?
Syllabus questions	What do different Christians believe about life after death and how do they show these beliefs? How is the Bible interpreted by different Christians?	How do Christian beliefs influence the way people respond to local and global issues? How and why do Christians show commitment to God?	How is the Bible interpreted by different Christians?	How do tradition, sacred text and story help Hindus understand their relationship with the world?	What might it look like to live as a Hindu in different parts of the world?	How do Christian beliefs influence the way people respond to local and global issues? What influences the way Hindus respond to local and global issues of social justice? What influences a non-religious and/or Humanist response to local and global issues of social justice?
NSE*	a, b, f, h, i, j	a, b, c, d, e, f, h, j	d, e, f, g, h, i, j, k	a, b, d, f, g, i, j	a, b, c, e, h, j, k	a, b, d, e, f, h, i, j, k

*Provisional
National
Statement of
Entitlement (NSE)

CONTENT	
<i>Core statements</i>	<i>Expanded statements</i>
a. Nature/formation/expression What is meant by worldview and how people's worldviews are formed and expressed through a complex mix of influences and experiences	The nature and variety of worldviews, and how people's worldviews are formed through a complex mix of influences and experiences, including (for example) rituals, practices, texts, teachings, stories, inspiring individuals, the creative arts, family, tradition, culture, and everyday experiences and actions. How these may also act as ways of expressing and communicating worldviews.
b. Organised/individual How people's individual worldviews relate to wider, organised or institutional worldviews	How people's individual worldviews relate to wider, organised or institutional worldviews (e.g. how individual worldviews may be consciously held or tacit; how individual and organised worldviews are dynamic; how individual worldviews may overlap to a greater or lesser extent with organised worldviews)
c. Contexts How worldviews have contexts, reflecting time and place, are highly diverse, and feature continuity and change.	How worldviews have contexts, reflecting their time and place, shaping and being shaped by these, maintaining continuity and also changing; how they are highly diverse and often develop in interaction with each other. (This applies to organised worldviews as well as to individual worldviews.)
d. Meaning and purpose How worldviews may offer responses to fundamental questions raised by human experience	How worldviews may offer responses to fundamental questions raised by human experience, such as questions of existence, meaning, purpose, knowledge, truth, identity and diversity. How worldviews may play different roles in providing people with ways of making sense of existence and/or their lives, including space for mystery, ambiguity and paradox.
e. Values, commitments and morality How worldviews may provide guidance on how to live a good life	How worldviews may provide a vision of, and guidance on, how to be a good person and live a good life, and may offer ideas of justice, right and wrong, value, beauty, truth and goodness. How individuals and communities may express their values through their commitments.
f. Influence and power How worldviews influence, and are influenced by, people and societies	How worldviews influence people (e.g. providing a 'grand narrative' or story for understanding the world) and influence the exercise of power in societies (e.g. on social norms for communities, or in relation to conflict or peace-making). How society and people can also influence and shape worldviews.

ENGAGEMENT	
Core statements	Expanded statements
g. Ways of knowing The field of study of worldviews is to be explored using diverse ways of knowing.	The field of study of worldviews is to be explored using diverse ways of knowing. Questions and methods should be carefully chosen, recognising that there are different understandings of what knowledge is deemed reliable, valid, credible, truthful etc.
h. Lived experience The field of study of worldviews is to include a focus on the lived experience of people.	The field of study of worldviews is to include a focus on the lived experience of people (e.g. religious, non-religious, embodied, diverse, fluid, material, experiential) in relation to local and global contexts, recognising the complex reality of worldviews as they are held, shared and expressed by people in real life.
i. Dialogue/interpretation The field of study of worldviews is to be shown as a dynamic area of debate.	The field of study of worldviews is to be encountered as a dynamic area of dialogue and debate, and one which engages with practices of interpretation and judgement within and between religious and non-religious communities.
POSITION	
Core statements	Expanded statements
j. Personal worldviews: reflexivity Pupils will reflect on and potentially develop their personal worldviews in the light of their study.	Pupils will come to understand their own worldview in greater depth, and how it relates to the worldviews of others, becoming more reflective and reflexive. As they develop this awareness of their positionality in relation to that of others, they will make informed judgements on how (far) this understanding prepares them for life in a diverse world
k. Personal worldviews: impact Pupils will reflect on how their worldviews affect their learning	Pupils will develop their understanding of how their encounters with the subject content of RE are affected and shaped by their worldviews, whether conscious or not, and that this is also true for everyone else. They will reflect on how (far) their learning may have an impact on their worldview.