



Brookland Junior School

RE Curriculum Overview

Intent

At Brookland Junior School, Religious Education is an **academically** rigorous and inclusive subject that enables pupils to develop a deep understanding of religion, belief and worldviews within our diverse local, national and global communities. Through the exploration of the **six Big Questions** based on the academic work of Ann Taves under the guidance of **Barnet Agreed Syllabus**, pupils are encouraged to **engage with fundamental questions** about what it means to be human, how people make sense of the world and how beliefs and values influence individuals and societies.

Our curriculum is carefully sequenced so that the six Big Questions act as the Golden Threads running through all learning. These concepts are revisited and explored in increasing depth, enabling pupils to build, connect and apply substantive and disciplinary knowledge over time. Quick recaps and retrieval questions and activities are spaced at the start of each unit so pupils can recall where the unit builds from previous years and at the start of each lesson, allowing pupils to secure previous learning. Religious festival and celebration assemblies and visit to religious places of worship are embedded in the calendar for the year, ensuring every pupil has an opportunity to participate and all pupils draw on their classroom learning, personal experiences and worldviews to extend their learning beyond classroom. The curriculum intends to:

- Develop secure knowledge and understanding of a range of religious and non-religious worldviews.
- Ask perceptive questions and engage critically with complex ideas about meaning, purpose, identity, morality and belonging.
- Understand the diversity that exists within and between religious and non-religious traditions.
- Use appropriate religious, philosophical and disciplinary vocabulary with increasing accuracy and confidence.
- Evaluate different viewpoints, drawing on evidence and knowledge to form balanced and informed judgements.
- Develop respect, empathy and intellectual curiosity, preparing them for life in a diverse democratic society.

Through high-quality RE, pupils at Brookland learn to hold respectful, balanced and well-informed conversations about religion and worldviews. The curriculum is both intellectually ambitious and personally enriching, ensuring that all pupils are equipped with the knowledge, skills and cultural understanding needed to thrive as thoughtful, reflective and responsible citizens.

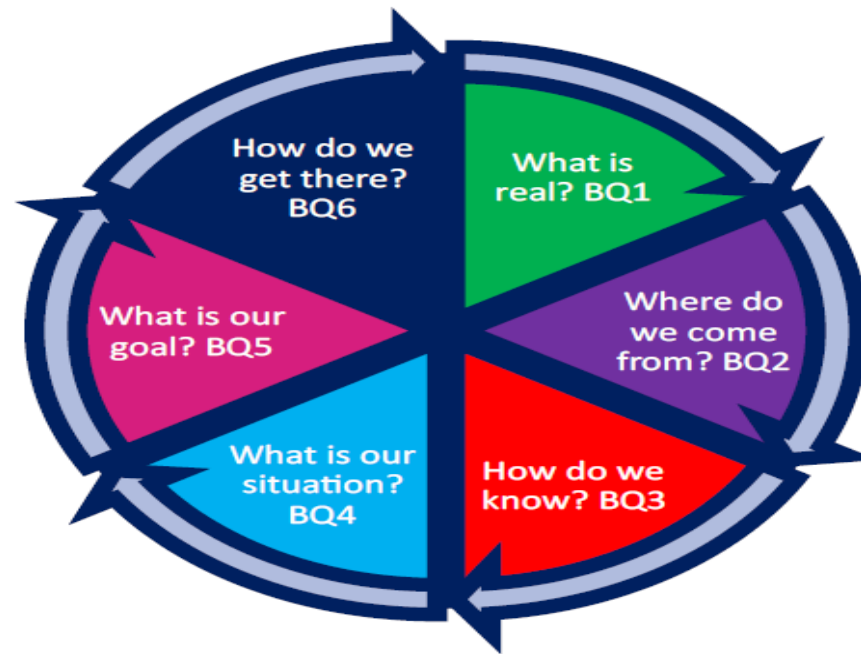
Our RE knowledge (Substantive Knowledge): The core facts, concepts, and practices of religious and non-religious worldviews. This includes learning *about* sacred texts, vocabulary, beliefs, and lived traditions and festivals

Our RE skills (Disciplinary Knowledge): The tools and methods pupils use to think like scholars of religion. This includes learning *how* to identify and describe, explore, compare and contrast, observe, interpret texts, analyse, and discuss our 6 big questions. Our disciplinary RE skills can be found on the map below.



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Ann Taves:
Humans Ask
Big Questions



Implementation

At Brookland Junior School, Religious Education is implemented through a **carefully sequenced** and **ambitious curriculum** based on the **Barnet Agreed Syllabus and its six Big Questions**. These Big Questions provide the conceptual framework for learning and enable pupils to revisit and deepen their understanding of religion and worldviews over time. This ensures that knowledge is built **cumulatively**, allowing pupils to make **meaningful connections** between prior learning and new concepts.

Teaching is structured to develop both **substantive knowledge** and **disciplinary knowledge**. **Substantive knowledge** includes concepts such as belief, faith, worship, pilgrimage, sacred, scripture, community, salvation, karma, dharma and worldview. It helps pupils develop knowledge and understanding of different religions and non-religious worldviews. **Disciplinary knowledge** includes enquiry, evidence, interpretation, analysis, comparison, critical thinking, reasoning, evaluation, debate, personal reflection, perception and bias. It enables pupils to investigate religious and worldview questions, evaluate different perspectives and construct informed responses. This distinction helps pupils recognise that RE involves both **learning about religions and worldviews (substantive knowledge)** and **learning to think like scholars of religion and worldview studies (disciplinary knowledge)**. Lessons are enquiry-led and provide regular opportunities for pupils to ask questions, investigate evidence, compare perspectives, articulate reasoned viewpoints and reflect on personal opinions.



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Our curriculum reflects the diversity of both our school community and wider society. Pupils encounter a range of religious and non-religious worldviews through carefully selected case studies, local examples and contemporary lived experiences. Learning highlights the diversity that exists within traditions and avoids overgeneralisation by using language such as *some*, *many* and *may*, helping pupils develop a nuanced understanding of belief and practice.

The curriculum is enriched through the **VAT approach – Vocabulary, Artefacts and Texts**. Pupils are explicitly taught ambitious subject-specific vocabulary (3 key words for each lesson), engage with high-quality artefacts and authentic sources and explore a wide range of stories, sacred texts, artwork, music and other forms of expression. This enables pupils to develop **deeper understanding** and **disciplinary thinking** while fostering curiosity and engagement.

First-hand experiences are an integral part of implementation. Pupils learn from visitors representing a variety of faiths and worldviews and participate in visits to places of worship and community settings. Pupils have opportunities to share their lived experiences in assemblies on religious festivals, celebrations and special days. These encounters provide authentic contexts for learning and support pupils in connecting classroom knowledge with lived experience.

Across the curriculum, there is a strong emphasis on reflective conversations, critical thinking and respectful dialogue. Pupils are supported to develop the confidence, knowledge and vocabulary needed to discuss complex questions about identity, belonging, meaning, purpose and morality. In this way, RE contributes significantly to pupils' personal development, cultural understanding and readiness for life in modern Britain. Recaps and retrieval activities are strategically placed so pupils can know more and remember more over time.

Inclusion and Adaptive Teaching

All units have vocabulary and other tasks designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. Learning is scaffolded through modelling critical discussions, adapted tasks (sentence stems, visual vocabulary support etc.) word banks and creating real-life experiences, so that all pupils, including those with SEND and disadvantaged backgrounds, can access an equally ambitious curriculum with high expectations. Provisions are in place to also ensure that all pupils experience the visits and learn and remember more from them through extra adult support, where needed and also adapted tasks in connection to the learning acquired during the visits. Whole school meetings with specific focus on understanding the pupils' perspectives and voices on the 6 Big Questions Learning Threads of RE ensure that all pupils are being able to engage and reflect on their learning over time and learning is adapted on pupil feedback.

Impact

At Brookland Junior School, the impact of our Religious Education curriculum is that pupils will develop **an in-depth understanding** as they engage with the six Big Questions that underpin the Barnet Agreed Syllabus. Through **a carefully sequenced curriculum**, pupils will **build secure knowledge** of religious and non-religious worldviews and will be increasingly able to apply this knowledge when exploring questions about identity, belief, meaning, purpose, belonging and values.



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Pupils will **demonstrate strong progression** as they **revisit key concepts and ideas** throughout their RE learning journey. They will **remember more over time, make connections between prior and new learning** and develop an increasingly sophisticated understanding of both religion and worldviews. As a result, pupils will be well prepared for the next stage of their education and for life in a diverse and multicultural society.

The impact of the curriculum will be evident through pupils' ability to:

- Recall and apply substantive knowledge about a range of religions and worldviews.
- Use subject-specific vocabulary accurately and confidently.
- Ask enquiring and reflective questions about religion, belief and human experiences.
- Understand and explain the diversity that exists within and between religious and non-religious worldviews.
- Interpret, compare and evaluate different perspectives using evidence and examples.
- Engage in respectful discussion and balanced dialogue, demonstrating curiosity, empathy and respect for others.
- Reflect critically on their own ideas and respond thoughtfully to the beliefs and experiences of others.

Assessment is integral to teaching and learning and is used to check that pupils know more, remember more and can do more. Teachers regularly assess pupils' understanding through discussion, questioning, retrieval activities, written outcomes, half termly assessment grids, thinking books, reports and reflective tasks. These assessments inform future teaching and ensure that all pupils make progress through the curriculum.

The Six Big Questions provide a consistent framework for monitoring progress over time. Because pupils revisit these questions throughout Key Stage 2, teachers can evaluate how understanding develops and deepens across year groups. Prior knowledge is routinely checked and built upon, enabling pupils to strengthen their understanding and make meaningful connections within and across units of learning.

Leaders monitor the impact of the curriculum through pupil voice, book reviews, lesson visits and assessment information. This ensures that the curriculum is being implemented effectively and that pupils are acquiring the intended knowledge, skills and understanding.

By the end of Year 6, pupils will leave Brookland Junior School as knowledgeable, reflective and respectful learners who can engage confidently in informed conversations about religion and worldviews. They will be equipped with the knowledge, vocabulary and critical thinking skills needed to understand different perspectives and contribute positively to life in modern Britain and an increasingly diverse world.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	BQ 1 What is Real? Reality (Ontology)	BQ2 Where do we come from? Origins (Cosmology)	BQ3 How do we know? Knowledge (Epistemology)	BQ4 What is our Situation? Situation	BQ5 What is our Goal? Goal (Axiology)	BQ6 How do we get there? Path (Praxeology)
Year 3	Explore Christian beliefs about God, angels and the divine and compare these with beliefs from Islam, using subject-specific vocabulary such as <i>angel</i>, <i>divine</i>, <i>ontology</i> and <i>real</i>. Investigate how different religious and non-religious worldviews understand what is real, unseen or eternal, drawing on learning from visits, stories and sacred spaces, including St Jude's Church. Reflect on and discuss a range of viewpoints about the existence of spiritual or divine beings, using reasons and evidence to explain personal responses	Know and use key vocabulary including <i>Abrahamic</i>, <i>Dharmic</i> and <i>creation</i>, and retell the Christian creation story and Dharmic beliefs about the origins of the universe. Identify and describe similarities and differences between Abrahamic and Dharmic accounts of how the universe began. Explore and discuss a range of religious and non-religious worldviews about creation recognising that people hold different beliefs.	Know and use key vocabulary including <i>truth</i>, <i>lie</i>, <i>false</i>, <i>belief</i>, <i>interpretation</i> and <i>perception</i> when discussing religion and worldviews. Explain how beliefs and ideas about what is true can be learned from family, community, stories and role models. Recognise that different families and communities may hold different beliefs and perspectives about religion and worldviews.	Develop and apply key vocabulary to explore identity, community, influence, worldview and perspective. Examine the influences that shape beliefs, values, and ways of understanding the world, recognising how these contribute to individual worldviews. Explore the concept of worldview through the idea of a 'lens', reflecting on how experiences and influences affect perception.	Develop and apply disciplinary vocabulary to explore values, beliefs, teachings and ethical frameworks across religious Investigate how Christian, Muslim, and Sikh teachings provide guidance on living a good life, examining the role of rules, codes and religious authority. Compare and evaluate the influence of religious teachings on beliefs, actions	Develop substantive knowledge of key concepts and vocabulary including pilgrimage, Hajj and Walsingham, understanding their significance within different religious traditions. Investigate how pilgrimage is practised within Christianity and Islam, exploring how journeys of faith can support belonging and spiritual development. Apply disciplinary knowledge by comparing Christian and Muslim perspectives on



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	to the question: 'What is real?'	Reflect on and express their own ideas about the origins of the universe, giving reasons for viewpoints they find meaningful or convincing.	Reflect on and describe how their own beliefs, values and understanding of the world are influenced by family, community and personal experiences.	Compare and evaluate different perspectives, recognising how historical, cultural, and personal contexts can lead to diverse interpretations of people, events and issues.	and decision-making. Reflect on how values and teachings can inform personal goals and responsible choices making links to school, community and shared values.	pilgrimage, evaluating whether physical journeys are necessary for living remaining faithful to a worldview. Drawing connections between religious practice and lived experience, reflecting on personal journeys and considering how significant experiences can influence values, identity and purpose.
Year 4	Explore key Abrahamic beliefs about God and ultimate reality, using subject-specific vocabulary including <i>Abrahamic, God, Yahweh, ultimate reality and worldview.</i> Investigate how Christianity and Judaism understand the nature of God, considering concepts such as <i>loving, merciful,</i>	Know and use key vocabulary including <i>universe, creation, Abrahamic and Dharmic,</i> applying these terms when discussing beliefs about origins and identity. Recall and explain Jewish beliefs about creation, drawing on prior learning about the Christian creation story and	Recall and apply key vocabulary including <i>truth, lie, false, perception and knowledge</i> when discussing beliefs, worldviews and sources of authority. Explain how Christians and Jews understand what is true, using examples from sacred texts, teachings, prayer,	Develop and apply key vocabulary to understand situations, worldviews and organised worldviews. Explore how experiences, beliefs, values, and communities shape individual worldviews and perspectives.	Build substantive knowledge of the concepts of good and evil, recalling prior learning and exploring how these ideas are represented in Abrahamic and Dharmic/Islamic stories. Develop disciplinary	Develop substantive knowledge of key concepts and vocabulary including <i>path, praxeology,</i> understanding how these are expressed within religious and non-religious worldviews. Revisit and deepen prior learning through the study of significant



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	wrathful and disinterested. Examine how beliefs influence actions, exploring how Christian and Jewish teachings inspire charitable giving, service to others and support for those in need. Apply learning to real-life contexts through Harvest, understanding the role of food banks, community support and charitable organisations, culminating in participation in the school Harvest Assembly.	recognising links between the two Abrahamic faiths. Compare and contrast Jewish and Christian beliefs about how the universe began, identifying key similarities and differences. Explore and reflect on how stories, traditions and symbols shape beliefs and communities and their origins through the Hindu story of Rama and Sita (Diwali), the Jewish story of (Hanukkah).	worship and places of worship, whilst experiencing a synagogue visit and connect it to prior learning from St Jude's visit in year 3. Recognise that beliefs and interpretations can vary within Judaism, understanding that people may express their faith in different ways. Reflect on questions of truth and knowledge, drawing on prior and new learning to understand why different viewpoints exist and how they form their own ideas about what is true.	Investigate the diversity of worldviews within their school and wider community, including Christianity, Judaism and Humanism. Reflect on how shared values promote respectful relationships and harmonious communities, drawing on Brookland values and British values to understand living well together despite differences.	knowledge by interpreting religious narratives, examining how beliefs about good, evil and moral choice are expressed within different religious traditions. Compare perspectives within and across worldviews, using evidence from religious stories to explain and justify their own responses to moral dilemmas. Apply their understanding of good and evil to real-life contexts, reflecting on personal choices, consequences and shared school values when	narratives and festivals, exploring how stories communicate beliefs, values and ways of living. Apply disciplinary knowledge by examining how religious stories, symbols and practices can guide individuals in remaining committed to their beliefs and values during challenging times. Reflect on their own values, commitments and sense of purpose, making connections between worldview learning and the paths they choose to follow within school, home and the wider community.
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					considering ethical decision-making.	
Year 5	Develop and apply subject-specific vocabulary including <i>Islam, Muslim, ultimate reality, higher being, worldview</i> and <i>ontology</i> to explore Islamic beliefs about Allah and the nature of reality. Investigate how Islamic beliefs and the Five Pillars of Islam shape most Muslim worldviews and daily life, examining what Muslims understand to be true, meaningful and important. Reflect on different perspectives about the existence of a higher being, drawing on prior learning and making connections with new learning from a mosque visit and Islamic teachings to form and discuss	Know and use key vocabulary including <i>secular, non-religious, universe, origins</i> and <i>cosmology</i> when discussing different explanations for existence. Explain secular and scientific viewpoints about the origins of the universe, including Humanist perspectives and the Big Bang theory. Describe and compare at least two non-religious explanations for how the universe and life began, including the Big Bang theory and evolution by natural selection. Reflect on and evaluate a range of religious and non-religious views about	Know and use key vocabulary including <i>science, humanism, atheism, secularism, agnosticism, evidence, lens, knowledge</i> and <i>epistemology</i> when exploring how people understand truth and meaning. Explain how Humanists and other non-religious people may determine what is true, using evidence, reason, experience, community influences and shared values. Recognise that beliefs, practices and interpretations can vary within and between worldviews, understanding that people may express	Develop and apply disciplinary vocabulary to understand diversity, community, worldview, and belonging. Investigate the religious and worldview diversity of their local community through data, encounters, and lived experiences. Explore how religious and non-religious worldviews influence responses to social and moral issues. Evaluate how shared values and actions contribute to community cohesion, respect and harmonious living in a diverse society.	Develop substantive knowledge of key concepts and vocabulary including axiology, morality, afterlife, paradise, enlightenment, reincarnation, Abrahamic and Dharmic worldviews. Investigate how different religious and non-religious worldviews understand the concept of an 'ultimate goal' in life, examining Muslim, Hindu and Humanist perspectives.	Develop substantive knowledge of key concepts and vocabulary including role model, leader and founder, understanding how these shape religious and non-religious ways of living. Deepen their understanding of influential religious figures by comparing the lives of Jesus, Muhammad and other founders or leaders, exploring how commitment and resilience enabled them to remain faithful to their beliefs and values. Apply disciplinary knowledge by investigating how teachings, practices and



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	personal responses to questions about belief and reality.	the origins of the universe, justifying their own ideas using evidence and reasoned arguments.	their beliefs and identities in different ways. Reflect critically on the role of evidence and knowledge , considering why it may not be possible to know everything and explaining how evidence helps them decide what is important and meaningful in their own lives.		Develop disciplinary knowledge by comparing beliefs and interpretations across worldviews, considering how ideas about the ultimate goal influence moral decision-making and ways of living. Reflect on their own values, aspirations and moral choices, articulating reasoned viewpoints about what gives purpose to life and how beliefs may shape human behaviour.	role models guide individuals in making ethical choices and following a purposeful path through life. Reflect on sources of guidance and inspiration in their own lives, evaluating how trusted individuals, values and communities can influence decision-making, character development and personal responsibility.
Year 6	Develop and apply subject-specific vocabulary including <i>Abrahamic, Dharmic, Humanism, ultimate reality, ontology,</i>	Know and use key vocabulary including <i>Paley's watch analogy, cosmological argument, creator, science, universe,</i>	Know and use key vocabulary including <i>philosophy, allegory, reality, truth, knowledge</i> and	Develop and apply disciplinary vocabulary to explore identity,	Develop substantive knowledge of key concepts including morality, rights,	Develop substantive knowledge of key concepts and vocabulary including <i>path, praxeology,</i>



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	evidence and higher being when exploring questions about existence and reality. Compare and evaluate how Abrahamic, Hindu and Humanist worldviews understand ultimate reality, including different beliefs about the existence and nature of a higher being. Analyse and discuss a range of arguments and sources of evidence used by religious and non-religious worldviews to explain what is real and what exists. Reflect critically on personal and others' perspectives, using knowledge of different worldviews to construct and justify informed responses to questions	<i>evolution, origins</i> and <i>cosmology</i> when exploring beliefs about the existence of the universe. Explain the cosmological argument and Paley's watch analogy, describing how some people use these ideas to support belief in a cosmic designer or creator. Analyse and evaluate how different religions and worldviews interpret arguments for creation, making links to scientific explanations such as the Big Bang Theory and evolution from prior learning. Reflect critically on questions of origins and purpose, drawing on religious, philosophical and scientific perspectives to justify	epistemology when exploring questions about what is real and how we know. Recall and explain Plato's Cave allegory, making links to the Year 6 Science <i>Shadows</i> unit and considering how perceptions can shape understanding. Analyse and interpret how stories, symbols and images of deities communicate Hindu beliefs, drawing on learning from a temple visit. Reflect critically on concepts of reality and truth, comparing philosophical and religious perspectives and explaining how these ideas influence their own thinking and experiences.	plurality, worldview and global citizenship. Investigate the diversity and complexity of religious and non-religious worldviews at a national level, recognising plurality within and between traditions. Examine how different worldviews influence responses to contemporary global issues and situations. Reflect on their role as global citizens, evaluating how people with diverse beliefs and worldviews can live together with mutual respect and understanding.	responsibilities, human rights, commitment and the Golden Rule, understanding how these contribute to ideas of living a good life. Investigate and compare how religious and non-religious worldviews promote ethical living through shared values, moral codes and teachings. Apply disciplinary knowledge by examining contemporary issues such as food poverty and homelessness, evaluating how different worldviews respond through belief-	choices, the Golden Rule, Human Rights and Freedom of Religion or Belief (FoRB), recognising their significance within religious and non-religious worldviews. Build on prior learning by investigating how beliefs, teachings, practices and influential role models support individuals in following and sustaining a chosen worldview path. Apply disciplinary knowledge by exploring the diversity of religious and non-religious worldviews, comparing different paths and examining the reasons individuals make particular choices and commitments. Evaluate shared values across worldviews,
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	about existence, reality and belief.	and communicate their own informed views respectfully.			informed action and social responsibility. Reflect on their own values and moral decision-making, considering how rights, responsibilities and personal commitments influence individual behaviour and human flourishing.	including the Golden Rule, Human Rights and FoRB, and reflect on how these principles can inform their own ethical decision-making, behaviour and contribution to the school and wider community.
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