



Lotus
Academy

**Religious Education
Curriculum
Our World**



Religious Education Overview

Intent

At our school, Religious Education (RE) plays a vital role in supporting pupils' personal development, emotional wellbeing and understanding of the world around them. In line with the Sheffield Agreed Syllabus, RE provides a safe and supportive environment where pupils can explore challenging and meaningful questions about life, including issues of identity, belonging, purpose, belief, and morality.

We aim to ensure that RE contributes dynamically to pupils' education by encouraging curiosity, reflection, and respectful dialogue. We recognise that many of our pupils may have experienced disruption or barriers to learning; therefore, RE is carefully structured to promote our school's key drivers of enhancing communication skills, developing independence, build healthy relationships and build resilience.

Through RE, we aim to equip pupils with the knowledge, understanding and interpersonal skills needed to participate positively in a diverse society. RE supports pupils in developing their identities, building empathy, and learning how to navigate differences with respect and confidence—key skills for life both within and beyond school.

Implementation

Our RE curriculum is carefully planned and sequenced to ensure that pupils build understanding progressively through the key concepts of:

- Making sense of beliefs – developing knowledge and understanding of religious and non-religious worldviews
- Understanding the impact – exploring how beliefs influence individuals, communities and ways of living
- Making connections – reflecting on personal responses and linking learning to pupils' own experiences and wider society

The curriculum is structured to reflect both statutory requirements, with an emphasis on depth over breadth, allowing time for exploration, discussion and reflection.

Key Stage 2 - Pupils study Christianity alongside Islam, Hinduism and Judaism, developing foundational knowledge of key beliefs, practices and stories. Learning focuses on recognising similarities and differences, exploring meaning, and beginning to express personal responses.

Key Stage 3 - Pupils deepen their understanding of Christianity, Islam, Sikhism and Buddhism, engaging with more complex theological and philosophical concepts. They are encouraged to analyse how beliefs shape identity and behaviour, and to engage in respectful dialogue and debate.

Key Stage 4 - Pupils study two religions, including Christianity, in greater depth. The curriculum focuses on applying knowledge to ethical issues, contemporary debates and real-life contexts, supporting pupils to form reasoned arguments and articulate informed personal viewpoints.

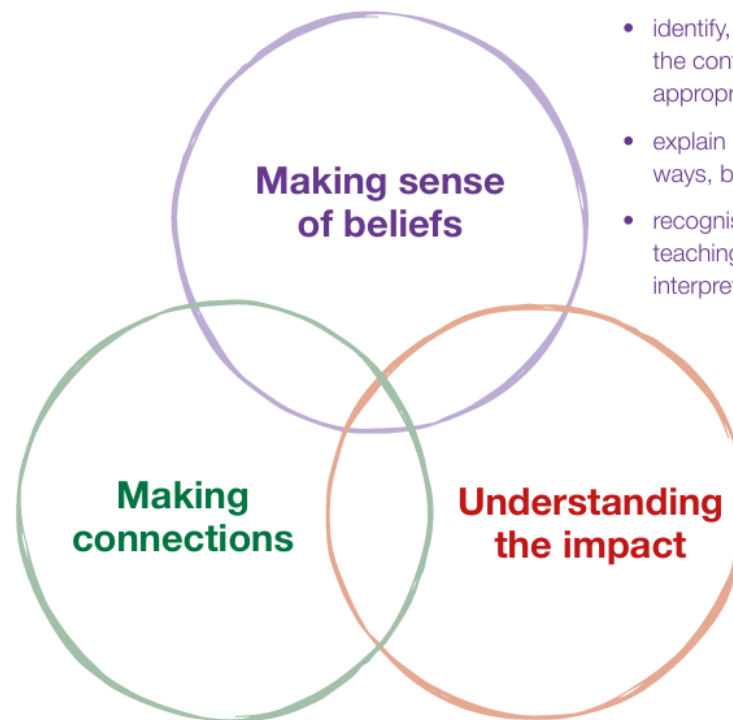


To meet the needs of our learners, teaching in RE is:

- Adapted and inclusive, using a range of approaches such as storytelling, discussion, visual media and experiential learning to support engagement
- Dialogic in nature, promoting structured talk, active listening and respectful disagreement
- Emotionally supportive, providing clear routines and safe spaces for pupils to explore potentially sensitive topics
- Contextualised, linking learning to pupils' own lives, relationships and experiences to enhance relevance and understanding

Sheffield Agreed Syllabus 2024-2029

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding



- identify, describe, explain and analyse beliefs and concepts in the context of living religions and non-religious worldviews, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning



	Autumn		Spring		Summer	
Year 3/4 – Cycle A	What do Christians learn from the creation story?	What is it like for someone to follow God?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What kind of world did Jesus want?	How and why do people try to make the world a better place?
Year 3/4 – Cycle B	What is the 'Trinity' and why is it important for Christians?	What do Hindus believe God is like?	What does it mean to be Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	For Christians, when Jesus left, what was the impact of Pentecost?	How and why do people mark the significant events of life?
Year 5/6 – Cycle A	What does it mean if Christians believe God is holy and loving?	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah?	Why is the Torah so important to Jewish people?	Christians and how to live: 'What would Jesus do?'	What matters most to Humanists and Christians?
Year 5/6 – Cycle B	Creation and science: conflicting or complementary?	Why do some people believe in God and some people not?	Why do Hindus want to be good?	What do Christians believe Jesus did to 'save' people?	For Christians, what kind of king is Jesus?	How does faith help people when life gets hard?
Year 7/8 – Cycle A	What does it mean for Christians to believe in God as Trinity?		Why don't Hindus want to be reincarnated and what do they do about it?		What is good and what is challenging about being a Muslim teenager in Britain today?	
Year 7/8 – Cycle B	For Christians, why are people good and bad?		What is good and what is challenging about being a Jewish teenager in the UK today?		How far does it make a difference if you believe in life after death?	
Year 9	The Buddha: how and why do his experiences and teachings have meaning for people today?		What is so radical about Jesus?		How can people express the spiritual through the arts?	
Year 10	Why do Christians believe Jesus was God on Earth?		How are Sikh teachings on equality and service put into practice today? [God/the Gurus/ values/Panth]		Should happiness be the purpose of life?	
Year 11	What do Christians do when life gets hard?		Why is there suffering? Are there any good solutions?		Good, bad; right, wrong: how do I decide?	

Explicit links to the Sheffield Agreed Syllabus