

Shottery St Andrew's CofE Primary School – RE Curriculum overview

2025-2026



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Hedgehogs 	F1 How can people show they belong together? With the Make it more Challenging Components	F2 Who are the people in sacred (special) stories and why might they still be important today? With the Make it more Challenging Components	F3 How do people know how to treat each other? With the Make it more Challenging Components			
Opportunities for visits/visitors	Visit St Andrew's Church for Harvest and Christmas Monthly SHINE Together at St Andrew's Church Open the book Christening Heart of England Forest – Spirituality focus	Visit St Andrew's Church for Easter Monthly SHINE Together at St Andrew's Church Open the book Heart of England Forest – RE focus	Visit St Andrew's Church for Easter Monthly SHINE Together at St Andrew's Church Open the book	Visit St Andrew's Church for Easter Monthly SHINE Together at St Andrew's Church Open the book		
Owls 	K1.1: How might your religion or worldview be seen in the choices you make?	K1.2: Where do people turn for guidance in life?			K1.3: How do people with similar religion and worldviews share and celebrate their beliefs?	
Opportunities for visits/visitors	Visit St Andrew's Church for Harvest, Remembrance and Christmas Monthly SHINE Together at St Andrew's Church Open the book Visit to Leamington Gurdwara Temple Heart of England Forest – Spirituality focus	Visit St Andrew's Church for Easter Monthly SHINE Together at St Andrew's Church Open the book Lifeways Centre, Stratford upon Avon Coventry Cathedral visit Holy Trinity Church (Shakespeare week) Heart of England Forest – RE focus	Visit St Andrew's Church for Easter Monthly SHINE Together at St Andrew's Church Open the book	Visit St Andrew's Church for Easter Monthly SHINE Together at St Andrew's Church Open the book	Broad Street Mosque visit	

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Hares 	L2.4: How might your worldview lead you to do hard things for good reasons?	L.2.6: Do you have to be part of a faith community to express an organised worldview?	L2.7: How have religion and history entwined in this area?
Opportunities for visits/visitors	Visit St Andrew's Church for Harvest, Remembrance and Christmas Monthly SHINE Together at St Andrew's Church Open the book Heart of England Forest – Spirituality focus	Visit St Andrew's Church for Easter Monthly SHINE Together at St Andrew's Church Open the book Coventry Cathedral visit Holy Trinity Church (Shakespeare week) Heart of England Forest – RE focus	Visit St Andrew's Church Monthly SHINE Together at St Andrew's Church Open the book
Foxes 	U2.4 What does it mean to live well?	U2.5 How do beliefs and ideas about land shape the way human beings live?	U2.6 How might your worldview impact on the way you understand death and beyond?
Opportunities for visits/visitors	Lesson 3; What might it mean to live well if you are following Sanatan Dharma? Within this lesson it suggests we interview someone with Dharmic worldviews. Lesson 4; What might it mean to live well if you have a Sikh worldview? Planning suggests sharing the quote from Professor Jagbir Johal-Jhutti (professor of Sikh studies at University of Birmingham) about Langer. Contact could be made with the Professor directly - long shot - but they	Lesson 1; What kind of ideas do people have about land and ownership? The lesson focuses on symbols - <u>we could visit the 3 spires of Coventry</u> . Lesson 3; How do Eco Churches express Christian ideas about being caretakers of Creation? The lesson suggests contacting a local Eco Church in Coventry Diocese (itself awarded a Bronze award)	Lesson 4; What do Abrahamic worldviews say about life after death? The lesson is split into Christian and Muslim worldview and suggests visitors from each faith - <u>an opportunity for Craig to visit again</u> . Lesson 5; What do Dharmic worldviews say about life after death? It suggests inviting a Hindu visitor then a Buddhist visitor into school to share their views about life after death.

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	<p>may be willing to offer to help further, or a visit from Langer Aid in Coventry.</p> <p>Lesson 7; Why is prayer so important in religious worldviews?</p> <p><u>Maybe this could be a visit to the church and Craig for a Christian worldview</u></p> <p>Jewish worldviews Muslim worldviews</p> <p>Buddhist worldviews are also considered, and they would be separate lessons - lots of opportunity if we have the connections.</p>	<p><u>Or it suggests inviting a church in (Craig) and ask them about whether they would like their church to be an Eco Church.</u></p> <p>Lesson 4; What are some Christian and non-religious responses to climate change?</p> <p>Lesson suggests researching Hindu Climate Action or Eco Sikh websites for looking at ecology and climate change from a Dharmic perspective and inviting a visitor with Dharmic worldviews into the classroom to talk about why this is an important part of their worldview and what they do/how they live as a result.</p> <p>Lesson 9; Why do those with Muslim worldviews go to Mecca?</p> <p>We could invite someone in to share their Hajj story?</p>	<p>Lesson 6; What do non-religious worldviews say about life after death?</p> <p>It suggests inviting a Humanist speaker into school to explain ideas of life and death.</p>
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