

Year Group	AUT 1	AUT 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
5	What does it mean if God is holy and loving? (God) U2.1	Why do Christians believe Jesus was the Messiah? U2.3 (Incarnation)	What does it mean to be a Muslim in Britain today? U2.8	How do Christians decide how to live? <i>'What would Jesus do?'</i> (Gospel) U2.4 (Easter Enrichment)	Why is the Torah so important to Jewish People? U2.9	What matters most to Christians and Humanists? U2.10
6	Creation and Science: Conflicting or Complementary? (Creation) U2.2	For Christians, what kind of King is Jesus? (kingdom of God) U2.6	Why do Hindus try to be good? U2.7 (Easter Enrichment)		What do Christians believe Jesus did to 'save' people? (Salvation) U2.5	What do religious and non-religious world views teach about caring for the earth? U2.14
7	What is good and what is challenging about being a Muslim teenager in Britain today? U3.10	Why do Christians believe Jesus is God on earth? (Incarnation) U3.6	The Buddha: How and why do his experiences and teachings have meaning for people today? U3.8 (Easter Enrichment)		What does it mean for Christians to believe in God as Trinity? (God) U3.1	Does the world need prophets today? (People of God) U3.4
8	What is so radical about Jesus? (Gospel) U3.7	How are Sikh teachings on equality and service put into practice today? U3.12		Should Christians Be Greener than everyone else? (Creation) U3.2 (Easter Enrichment)	Why is there suffering? Are there any good solutions? U3.16	

Christmas Enrichment Day for all year groups – Christmas around the world

The Religious Education curriculum is structured thematically to ensure coherent progression across Years 5–8.

Each year revisits key Christian concepts—**God, Incarnation, Gospel, Creation, Salvation, and the Kingdom of God**—while interweaving studies of other major world faiths to promote understanding and respect.

Approximately **50% of the curriculum focuses on Christianity**, reflecting its significance within the agreed syllabus, with remaining units exploring diverse religious and nonreligious worldviews.

The map also aligns with the **Christian liturgical year**, embedding **Christmas (Autumn 2)** and **Easter (Spring 2)** enrichment to deepen pupils' theological and ethical reflection through seasonal celebration and enquiry.