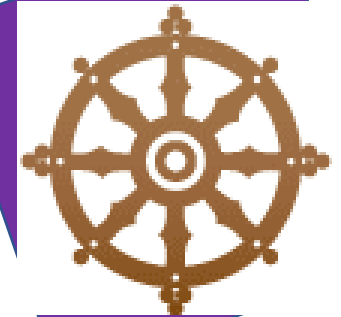


# RE @ Mereside Primary Academy

Intent: High quality RE will support pupils' religious literacy. Pupils will be able to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling students to become free thinking, critical participants of the public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

At Mereside, we follow an RE curriculum that is built from three academic disciplines: theology, philosophy and human/social sciences. The children are given the opportunity to study 6 units per year, 2 from each discipline. All of our units are based on a range of religions and world views, ranging from Christianity to Islam to Humanism. The children are given the opportunity to study different religions in depth to allow them to understand the global landscape better. All pupils, from Early Years to Year 6 access a broad and balanced RE curriculum and provides opportunities for debate, discussion and analysis.

Our RE curriculum is bespoke to our setting and context. We follow a curriculum that is broadly based on Christianity and supplemented by other world views and religions. To enquire about our RE curriculum further, please email [teacher@mereside.fcat.org.uk](mailto:teacher@mereside.fcat.org.uk)



## Cycle 1

	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5	Enquiry 6
EYFS	Topic planning following the children's interests   <input type="text"/>					
KS1	Why is light an important symbol for Christians, Jews and Hindus? <b>C/J/H</b>	What does the nativity story teach Christians about Jesus? <b>C</b>	How do Christians belong to their faith family? <b>C</b>	How do Jewish people celebrate Passover (Pesach)? <b>J</b>	Why do people have different views about the idea of God? <b>Multi</b>	What is 'good' and what is 'bad'?
LKS2	Where do religious beliefs come from? <b>C</b>	What do we mean by Truth? <b>Multi</b> inc. Sikh	How do religious groups contribute to society and culture? <b>H/C</b>	Why is there so much diversity within Christianity? <b>C</b>	What does sacrifice mean? <b>Multi</b>	What is the Bible and how do people interpret it? <b>C</b>
UKS2	How do Buddhists explain suffering in the world? <b>B</b>	What does it mean to be human? Is being happy the greatest purpose in life? <b>H/C</b>	Creation or Science: conflicting or complementary? <b>C/H</b>	How do beliefs shape identity for Muslims? <b>I</b>	Is it possible for something to always be right or wrong? <b>Multi</b>	Are Angels Real? <b>Hum/C/I</b>

Cycle 2

	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5	Enquiry 6
EYFS	Topic based planning following the children's interests					
KS1	What do my senses tell me about the world of religion and belief? <b>Christian/Hindu/Jewish</b>	How does a celebration bring a community together? <b>Muslim/Christian</b>	What do Jewish people remember on Shabbat? <b>Jewish</b>	What does the cross mean to Christians? <b>Christian</b>	How did the universe come to be? <b>Hindu, Christian</b>	What does it mean to be part of a religious family? <b>Multi</b>
LKS2	What is the impact of different religious groups in the local area? <b>Multi</b>	What is the Trinity? <b>Christian</b>	What is philosophy? How do people make moral decisions? <b>Christian/Humanist</b>	What do Muslims believe about God? <b>Islam</b>	What difference does being a Muslim make to daily life? <b>Islam</b>	How do people express commitment to a religion or worldview in different ways? <b>Hindu/Christian</b>
UKS2	Is believing in God reasonable? <b>Multi</b>	How has belief in God impacted on music and art through history? <b>Christian/Islam</b>	What can we learn about the world from the great philosophers? <b>Christian/Humanist</b>	What difference does the resurrection make to Christians? <b>Christian</b>	How do Hindus make sense of the world? <b>Hinduism</b>	Does religion bring peace, conflict or both? <b>Multi</b>