



The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.



KEY AIMS:	<ul style="list-style-type: none"> • A Know about and understand a range of religions and worldviews • B Express ideas and insights about the nature, significance and impact of religions and worldviews • C Gain and deploy the skills needed to engage seriously with religions and worldviews 					
Worldviews to be taught:	<p style="text-align: center;">Religious traditions studied:</p> <p style="text-align: center;">EYFS (50 mins per week): Christians and people of other faiths as part of their growing sense of self and their community and non-religious worldviews</p> <p style="text-align: center;">KS1 (1 hour a week): Christians and Muslims and non-religious worldviews</p> <p style="text-align: center;">KS2 (1 hour per week and RE experiences): Christians, Muslims and Hindus and non-religious worldviews</p>					
STRANDS (A balance of the 3 strands over the year)	BELIEVING		EXPRESSING		LIVING	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A Units: NY Agreed Syllabus 2024-2029	L2.1 What do different people believe about God? (Hindus and Muslim and Christian focus)	L2.5a How do people from key religious and non-religious communities celebrate key festivals? (Christmas from Christian and Humanist Points of View)	L2.7 What does it mean to be a Christian in Britain today? (Christian)	L2.4 Why do people pray? (Hindu/Muslim/Christian)	L2.10 How do family and festivals show what matters to Jewish people? (Jew)	
Key Learning Objectives	<ul style="list-style-type: none"> • Identify beliefs about God that are held by Christians, Hindus and Muslims (B1). • Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1). • Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). • Ask questions and suggest some of their own responses to ideas about God (C1). • Identify some similarities and differences between ideas about what God is like in different religions (B3). 	<ul style="list-style-type: none"> • Describe how the way some people celebrate festivals might show something about their beliefs (A2). • Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews (A3). • Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons (B1). • Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live (C1). • Suggest how and why religious festivals are valuable to many people (B2). 	<ul style="list-style-type: none"> • Identify and name examples of what Christians have and do in their families and at church to show their faith (A3). • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). 	<ul style="list-style-type: none"> • Describe what some believers say and do when they pray (A1). • Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). • Consider and evaluate the significance of prayer in the lives of people today (A1) 	<ul style="list-style-type: none"> • Recognise that some Jewish people remember God in different ways – Shema, mezuzah and Shabbat • Identify and name examples of what Jewish people have and do in their families to show their faith (A3). • Retell some stories behind festivals e.g. Yom Kippur, Pesach (A2). • Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people (A3). • Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1). • Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils’ own lives (C1). • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including in pupils’ own lives, and giving good reasons for their ideas (C2). 	
Commentary (Why are we teaching what we are teaching and in the order we are teaching it?)	Unit taught to introduce Hindu beliefs and introduce the dharmic religion at the beginning of the year. (This may be the first formal learning on the Hindu faith.) This unit builds on children’s learning in 1.1 and 1.2 on Christian and Muslim beliefs.	Taught at the end of T2 to compare how religious and non-religious people celebrate Christmas. This unit builds on F4 and 1.6. Note that the humanist point of view is taught here and may be the first experience of this for some children.	The unit builds on 1.1 and gives children the opportunity to build a detailed understanding on being a Christian in Britain and reflect on the diversity between Christians.	This unit builds on F3 and 1.5 and gives the opportunity to understand the importance of prayer in all religions.	The unit introduces the Jewish faith and so an introductory objective is taken from unit 1.3. The unit is taught at the end of the year to enable children to develop their knowledge on other religions first. A whole term is given to introduce and build an understanding of the beliefs of Jews.	

Enhancing the Curriculum (Visits/Visitors/Experiences)	Hindu Case Study	Case studies on range of people who celebrate Christmas and Why. Collection of data from school community: pupils, staff and parents on celebrating Christmas St Mary's Church Christmas visit – themed session by Rev and church volunteers on advent, the Christmas story... Opportunity for KS2 children to ask Christians in their community about why the festival of Christmas is important to them. (A good opportunity for children to see firsthand the diversity amongst Christian believers.) School Service in Church – Celebrating the Christmas Story and its importance to Christians in our community.	Case studies to compare diversity of Christianity.	Visit from Reverend with focus on prayer. The children will also prepare and present for a whole school assembly about Easter in St. Mary's church.	Arrange Jewish Visitor into school.	
Year B Units: NY Agreed Syllabus 2024-2029	L2.8 What does it mean to be a Hindu in Britain today? (Hindu)		L2.9 What can we learn from religions about deciding what is right and wrong? (Hindu/Holi Festival/Jew/Christian/Humanist)	L2.3 Why is Jesus inspiring to some people? (Easter/Christian)	L2.2 Why is the Bible so important for Christians today? (Christian)	L2.6 Why do some people think that life is like a journey and what significant experiences mark this? (Hindu/Jew)
Key Learning Objectives	<ul style="list-style-type: none"> Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3). Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1). 		<ul style="list-style-type: none"> Find out at least two teachings from religions about how to live a good life (C3). Make connections between stories of temptation and why people can find it difficult to be good (A2). Give examples of ways in which some inspirational people have been guided by their religion (B1). Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3). 	<ul style="list-style-type: none"> Ask questions raised by the stories and life of Jesus and followers today; give examples of how Christians are inspired by Jesus (B1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2). 	<ul style="list-style-type: none"> Identify at least two ways Christians use the Bible in everyday life (B1). Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression (A1). Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). Suggest why Christians believe that God needs to rescue/save human beings (B2). 	<ul style="list-style-type: none"> Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). Explain similarities and differences between ceremonies of commitment (B3).
Commentary (Why are we teaching what we are teaching and in the order we are teaching it?)	Unit taught to introduce Hindu beliefs and introduce the dharmic religion at the beginning of the year. (This may be the first formal learning on the Hindu faith.) Therefore, a full term unit in order to have time to explore the faith more fully. It is taught at the beginning of the year in order to be able to compare the Hindu faith with other religions throughout the year. This unit builds on children's learning in 1.1 and 1.2 on Christian and Muslim beliefs.		The thematic unit is an opportunity to compare and contrast religions but also to revisit and build on learning in earlier units. Notice that non-religious beliefs are explicitly brought in here and may be the first experience of this for some children. This is taught in Term 2 to build on learning from L2.8. It builds on learning from KS1 and 1.8. It gives a good opportunity for the learning about the Hindu faith in Term 1 to be compared to other religions.	Continues to build up knowledge and understanding of Christian people. This unit builds on learning from KS1 unit 1.1. This is taught at this point to fit with the calendar of Easter.	The unit builds on learning in EYFS on F1 and KS1 1.4. The unit builds on the previous taught unit L2.3 which focuses on the inspiration of Jesus to enable children an understanding for this unit for the inspiration of God to Christians.	The thematic unit is an opportunity to compare and contrast religions but also to revisit and build on learning in earlier units. The learning builds on previous units F5 and KS1 unit 1.6. This offers the opportunity to begin to explore beliefs of what happens after death which is taught later in KS2 U2.3.
Enhancing the Curriculum (Visits/Visitors/Experiences)	Case studies on range of people who celebrate Christmas and Why: St Mary's Church Christmas visit – themed session by Rev and church volunteers on advent, the Christmas story... Opportunity for KS2 children to ask Christians in their community about why the		Case studies to compare diversity within the religions studied.	The children will also prepare and present for a whole school assembly about Easter in St. Mary's church. They could focus	Case Studies	Arrange Hindu Visitor in School.

	<p>festival of Christmas is important to them. (A good opportunity for children to see firsthand the diversity amongst Christian believers.) School Service in Church – Celebrating the Christmas Story and its importance to Christians in our community.</p>		<p>this on their learning from one of the key objectives. Have visitors in school to explain they celebrate Easter and Holy week/Case Studies</p>		
<p>Mosque Visit – November 2024 – Leeds – Y3-Y6 Repeat: 2028/2029</p>					