



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"> • Know about and understand a range of religions and worldviews • Express ideas and insights about the nature, significance and impact of religions and worldviews • 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	U2.1 Why do some people think God exists? (Humanist/Christian)	U2.4 If God is everywhere why go to a place of worship? (Jew/Hindu/Christian – diversity Anglican/Baptist)	U2.6 What does it mean to be a Muslim in Britain today? (Muslim)		U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21st Century) (Christian)	
Key Learning Objectives	<ul style="list-style-type: none"> • Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1). • Give two reasons why a Christian believes in God and one why an atheist does not (A3). • Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). • Express thoughtful ideas about the impact of believing or not believing in God on someone’s life (B1). • Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1). 	<ul style="list-style-type: none"> • Recall and name some key features of places of worship studied (A1). • Make connections between how believers feel about places of worship in different traditions (A3). • Select and describe the most important functions of a place of worship for the community (B3). • Present ideas about the importance of people in a place of worship, rather than the place itself (C1). • Comment thoughtfully on the value and purpose of places of worship in religious communities (B1). 	<ul style="list-style-type: none"> • Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1). • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur’an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1). • Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim’s daily life (B1). Answer the title key question from different perspectives, including their own (C1). 		<ul style="list-style-type: none"> • Make connections between some of Jesus’ teachings and the way Christians live today (A1)/ Outline Jesus’ teaching on how his followers should live (A2). • Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3). • Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live (B3). • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). • Explain the links between Jesus’ death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2). • Investigate and explain the challenges of following Jesus’ teaching about love, forgiveness, justice and/or generosity, expressing their own ideas (C3). 	
Commentary (Why are we teaching what we are teaching and in the order we are teaching it?)	<p>The unit builds on the learning about God for Christians and Muslims in KS1 1.1 and 1. It builds on learning from LKS2 2.1 where Hindu beliefs in God are introduced. The unit develops the views of Humanists which was taught in LKS2 2.5a and 2.9. A broader understanding of the humanist view is taught here to allow children to compare and contrast this view in their learning across the year.</p>	<p>This unit builds on previous learning in F3, KS1 1.7, and L2.5a. Taught at this point to make opportunity of asking Christians at St Mary’s church about the importance of their place of worship to them.</p>	<p>This unit builds on previous learning in F5, KS1 1.2 , 1.7 and 1.8 LKS2 2.7 and L2.8 What does it mean to be a Christian / Hindu. A whole Term is taken to enable a detailed exploration of the Muslim faith and understanding being a Muslim in Britain today. It also allows opportunities for a visitor.</p>		<p>A full term unit to allow time to fully investigate and explore Jesus’s teaching on love, forgiveness, justice and generosity and time for children’s own reflection with their beliefs and to compare and contrast with other religions on these themes. Teaching in the final term should offer the children the timing of maturity to really reflect on this learning.</p>	

Enhancing the Curriculum (Visits/Visitors/Experiences)	Case Studies from different religions and points of view.	Case studies on range of religions and the importance of their holy buildings. 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 ask Christians in their community about why the church is special to them.) School Service in Church – Celebrating the Christmas Story and its importance to Christians in our community.	Arrange Muslim Visitor to school. The children will also prepare and present for a whole school assembly about Easter in St. Mary's church. They could focus this on their learning from one of the key objectives.		Case studies from diverse Christian beliefs.
Year B Units: NY Agreed Syllabus 2024-2029	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? (Muslim/Christian)	U2.8 What difference does it make to believe in ahimsa, grace and Ummah? (Hindu/Christian/Muslim)	U2.7 What matters most to Christians and Humanists? (Christian/Humanist)	U2.3 What do religions say to us when life gets hard? (Hindu/Humanist/Christian)	U2.9 What can be done to reduce racism? Can religion help?
Key Learning Objectives	<ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Apply ideas about values from scriptures to the title question (C2). Outline how and why some Humanists criticise spending on religious buildings or art (A3). 	<ul style="list-style-type: none"> Describe what ahimsa, grace or ummah mean to religious people (A1) Make connections between beliefs and behaviour in different religions (A1). Consider similarities and differences between beliefs and behaviour in different faiths (B3). Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3). 	<ul style="list-style-type: none"> Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). Describe some Christian and Humanist values simply (B3)/ Give examples of similarities and differences between Christian and Humanist values (B3). Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). 	<ul style="list-style-type: none"> Explain some similarities and differences between beliefs about life after death (B2). Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1). Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Outline Christian, Hindu and/or non-religious beliefs about life after death (A1). Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3). 	<ul style="list-style-type: none"> Find out about at least two examples of anti-racism that have been effective (C3). Understand the challenges racism presents to human communities and consider different religious responses (B2). Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3). Explain how different religious leaders have responded to the challenges of racism in and beyond their own communities (A1) Express ideas about a religious question to do with reducing prejudice and racism, e.g. through the creative arts or in reasoned argument (C3). <p>Full resources for the unit are available free from NATRE: www.natre.org.uk/aboutnatre/projects/anti-racist-re/primary-classroom-resources/</p>
Commentary (Why are we teaching what we are teaching and in the order we are teaching it?)	This unit is built upon in KS3 but is an opportunity for children to begin to understand how religion can be expressed in different ways and consider the importance of this for believers and begin to understand their beliefs and thoughts about this.	This unit builds on learning from LKS2 unit 1.8 to develop an understanding of how religion and faith plays an active role in caring for others.	This unit builds on learning in KS1 unit 1.8 and LKS2 unit 2.9	This unit builds on LKS2 2.6 where religious beliefs about death were introduced briefly. The unit continues to broaden understanding of humanists from units UKS2.1 and UKS2.7. The unit is taught at the point of Easter in the calendar so children have the opportunity to reflect on life after death for Jesus.	This unit is taught at the end of the year to allow children to have developed the maturity to address key questions.
Enhancing the Curriculum (Visits/Visitors/Experiences)	Case Study	Case Study on children's belief in and action on Ummah. (RE Today) St Mary's Church Christmas visit – themed session by Rev and church volunteers on advent, the Christmas story... School Service in Church – Celebrating the Christmas Story and its importance to Christians in our community.	Arrange Humanist Visitor into school.	The children will also prepare and present for a whole school assembly about Easter in St. Mary's church. They could focus this on their learning from one of the key objectives.	PCSO visitor to discuss racism.

Rolling Programme of visits/visitors every 4 years:
Mosque Visit – November 2024 – Leeds – Y3-Y6 Repeat: 2028/2029

