

Religious Education

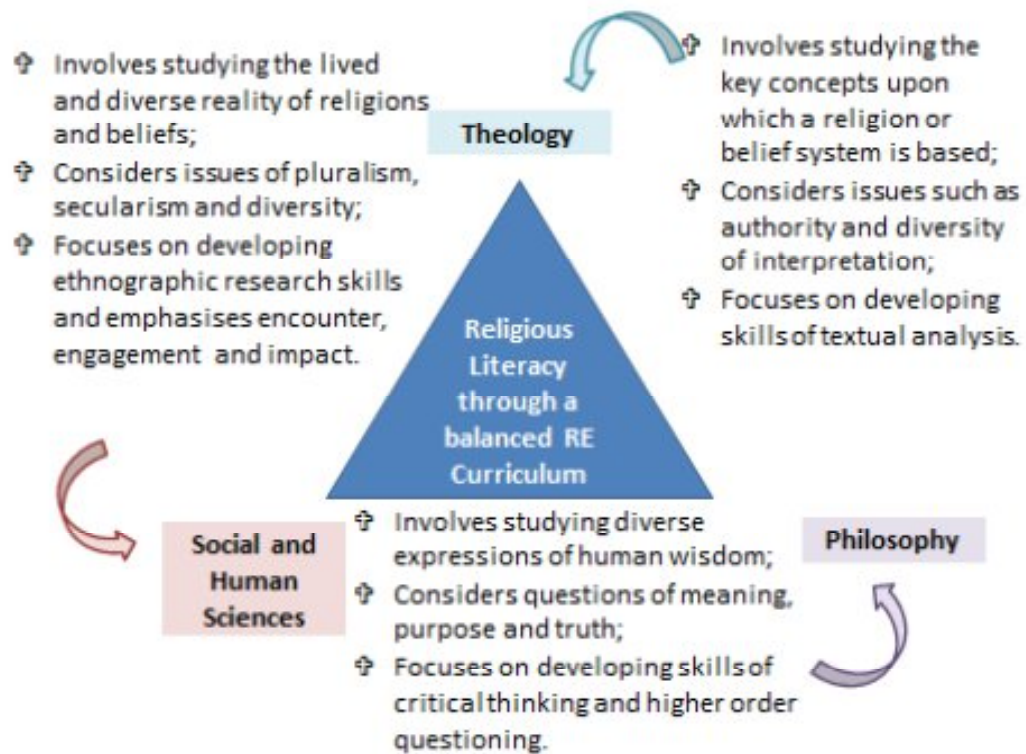
RE should involve 3 aspects to promote religious literacy:

Theology (**believing**)

Philosophy (**thinking**)

Social and Human Sciences (**living**)

If you cover these 3 areas then you have a balanced curriculum (some of this can be done just in discussions).



This applies to all religions and worldviews covered.

We should have 1 hour per week for RE, or you can teach it in a block, having an RE day/afternoon, as long as the correct amount of time is covered.

We should ensure that 2/3 of our RE is Christianity and the other 1/3 is other religions and worldviews. Again, you can teach this 1/3 as a block over two half terms, or make comparisons with Christianity in an enquiry. I have included a curriculum map of what should be covered when, and this lends itself to a comparison method, with other religions and worldviews being included in enquiries.

As we have several mixed cohort classes I appreciate that it is not possible to cover everything in one year (although some of the areas can be merged), so I suggest that you highlight the areas you have covered as you go, which will then inform long term planning over the appropriate **key stage**.

I have therefore provided suggestions for enquiries for the Key Stages over the year (including YR as this is not on the map!).

Please use the Understanding Christianity units where appropriate as a resource for ideas, although bear in mind you need to ensure that theology, philosophy and social and human sciences are covered and the ideas in Understanding Christianity do not always cover these, so you need to adapt them.

Some of the enquiries given below are based on ideas from other schools: there are detailed medium term plans for some of them on the following website that you can use or adapt: <http://www.ecre.co.uk/plans.php> . There are also lots of resources on there you can use.

I will be giving all of you a Religious Education scrap book in September to collect evidence that is not normally recorded. You could ask the children to include a post it of a question they have asked, photos of role-play or artwork etc, alongside the LO. I will include a copy of the curriculum map for you.

RE Curriculum Map

| | Beliefs and questions | Belonging: family, community and world | Expressions of belief: rituals and practices | Inspiration, influence and the impact of belief | Teachings and Authority | Ethics and relationships |
|----|--|--|--|---|---|--|
| YR | | | | | | |
| Y1 | What some families believe about God, the natural world, human beings and significant figures – <i>Christianity and Buddhism</i> | Where and how people belong and why belonging is important - <i>Christianity</i> | How and why some people pray or meditate, and what happens in a place of worship – <i>Christianity & Buddhism</i> | Figures who have an influence on others locally, nationally and globally in religions and worldviews and why - <i>Christianity</i> | How and why some stories and books are sacred and important - <i>Christianity and Judaism</i> | |
| Y2 | What some families believe about God, the natural world, human beings and significant figures – <i>Judaism</i> | What celebrations are important in religions and worldviews and why – <i>Judaism and Islam</i> | How symbols and artefacts are used to express beliefs, including religious meaning and why they are used – <i>Christianity & Judaism</i> | Figures who have an influence on others locally, nationally and globally in religions and worldviews and why – <i>Judaism & Buddhism</i> | How and why some are stories and books sacred and important - <i>Hinduism & Islam</i> | |
| Y3 | What key beliefs people hold about God, the world and humans – <i>Christianity, Buddhism, Islam & Hinduism</i> | | Where, how and why people worship, include the importance of some particular religious sites – <i>Christianity, Islam & Judaism</i> | | What sacred texts and other sources say about God, the world and human life – <i>Christianity & Islam</i> | What is expected of an individual who follows a religion or worldview and the impact of beliefs on their lives - <i>Christianity</i> |
| Y4 | | How religious families and communities practice their faith and the contributions this makes to their local life – <i>Christianity, Judaism & Hinduism</i> | Why some occasions are sacred to believers; how religious and spiritual ideas and concepts are expressed – <i>Christianity & Islam</i> | Why some key figures e.g. founders, leaders and teachers, inspire religious believers and followers of worldviews – <i>Christianity, Hinduism & Sikhism</i> | | What is expected of an individual who follows a religion or worldview and the impact of beliefs on their lives - <i>Hinduism</i> |
| Y5 | What religious and non-religious groups think about life after death – <i>Christianity, Islam, Hinduism and Buddhism</i> | | | How religious and worldviews respond to and address global issues e.g. human rights, fairness, social justice and the importance of the environment – <i>Christianity, Islam & Humanism</i> | What sacred texts and other sources say about God, the world and human life – <i>Buddhism & Hinduism</i> | What is expected of an individual who follows a religion or worldview and the impact of beliefs on their lives - <i>Buddhism</i> |
| Y6 | | How religious families and communities practice their faith and the contributions this makes to their local life – <i>Islam & Buddhism</i> | Why some occasions are sacred to believers; how religious and spiritual ideas and concepts are expressed – <i>Judiasm</i> | | | What is expected of an individual who follows a religion or worldview and the impact of beliefs on their lives - <i>Islam</i> |

| Subject | Autumn One <i>Shipwrecked</i> | Autumn Two <i>Musical Minds</i> | Spring One <i>How to train Your dragon</i> | Spring Two <i>I can change the world</i> | Summer One <i>Into the woods</i> | Summer Two <i>Superheroes</i> |
|----------------|---|--|---|--|---|--|
| RE EYFS | <p>Why is the word 'God' so important to Christians?</p> <p>Understanding Christianity Unit: God/Creation</p> <p>Learning The Lord's Prayer</p> <p>Harvest Festival</p> | <p>Why do Christians perform nativity plays at Christmas?</p> <p>Understanding Christianity Unit: Incarnation</p> <p>Nativity Play</p> <p>Christmas</p> | <p>How does celebration bring a community together?</p> <p>Investigate celebrations around the world and different faiths:</p> <p>Diwali / Hanukkah / Chinese New Year</p> | <p>Why do Christians put a cross in an Easter garden?</p> <p>Understanding Christianity Unit: Salvation</p> <p>Easter</p> | <p>Where is the religion around us?</p> <p>Investigate religious buildings and symbols for Christianity / Islam / Judaism</p> | <p>What do Christians believe God is like?</p> <p>Understanding Christianity Unit: God (KS1)</p> |
| RE KS1 | <p>How do Jews and Christians celebrate God as provider?</p> <p>Understanding Christianity Unit: Creation</p> <p>Investigate Judaism and the festival of Sukkot</p> <p>Harvest Festival / Sukkot</p> | <p>Why is light an important symbol for Christians and Jews?</p> <p>Understanding Christianity Unit: Incarnation</p> <p>Investigate Shabbat & Hanukkah</p> <p>Advent / Christmas / Shabbat / Hanukkah</p> | <p>How do Christians belong to their faith family?</p> <p>Investigate belonging in Christian celebrations: Weddings/ christenings, confirmation etc. Compare with other faiths</p> | <p>What does the cross mean to Christians?</p> <p>Understanding Christianity Unit: Salvation</p> <p>Easter</p> | <p>How and why are some stories and books sacred and important?</p> <p>Investigate Hindu, Islamic and Buddhist stories and sacred texts. Compare to Christian stories and texts.</p> | <p>What do Christians believe God is like?</p> <p>Understanding Christianity Unit: God</p> <p>Compare with Buddhism</p> |

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| <p>RE Lower KS2</p> | <p>What do Christians learn from the creation story?</p> <p>Understanding Christianity Unit: Creation/Fall</p> <p>Harvest Festival</p> | <p>How do people show a commitment to a faith?</p> <p>Understanding Christianity Unit: People of God Investigate commitments to faith e.g. Bar Mitzvah, confirmation etc.</p> <p>Christmas</p> | <p>What is the Trinity?</p> <p>Understanding Christianity Unit: Incarnation/God</p> | <p>Why do Christians call the day that Jesus died Good Friday?</p> <p>Understanding Christianity Unit: Salvation</p> <p>Easter</p> | <p>What does it mean to be a pilgrim?</p> <p>Investigate pilgrimages of different faiths: Islam, Judaism, Hinduism & Christianity</p> <p>Trip to Walsingham?</p> | <p>What does it mean to belong to the Muslim community?</p> <p>Investigate Islam: beliefs and sacred texts, the 5 pillars, mosques, symbols & artefacts & life as a Muslim + influential Muslims</p> <p>Ramadan</p> |
| <p>RE Upper KS2</p> | <p>Who or what is God?</p> <p>Understanding Christianity Unit: God Compare with Muslim and Hindu beliefs and understanding of God/Allah</p> <p>Harvest Festival</p> | <p>How do Christians bring hope at Christmas?</p> <p>Investigate the meaning of hope. Research Salvation Army and other Christian charities. Set up own charitable event</p> <p>Christmas</p> | <p>How can following God bring freedom and justice?</p> <p>Understanding Christianity Unit: People of God</p> | <p>What did Jesus do to save human beings?</p> <p>Understanding Christianity Unit: Salvation</p> <p>Easter</p> | <p>Why do Buddhists believe there is suffering?</p> <p>Investigate the Buddhist faith and their beliefs</p> | <p>Can one person change the world?</p> <p>Investigate influential game-changers e.g. Nelson Mandela then focus on Ghandi & Hinduism</p> |