

Religious Education



‘We may have different religions, different languages, different coloured skin, but we all belong to one human race.’ – Kofi Annan

Children are taught through discussion based topics about the wider world they live in. They are able to see why the world is the way it is today, empathise with different religious groups and learn how religions have shaped the world they live in. The children are able to make links between the main religions through themed based RE; linking between termly topics and throughout their primary school education. We are exploring different ways of evidencing our RE work, experimenting with the use of Tapestry and written work to consolidate their learning.

Religious education contributes dynamically to children and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Our world is enriched by a wide and profound diversity of cultures and beliefs. We as human beings are strengthened and empowered by learning from each other. Engaging and stimulating religious education helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security within which difficult or ‘risky’ questions can be tackled within a safe but challenging context.

Teaching should equip pupils with knowledge and understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views.

Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
EYFS	Which stories are special and why? (Christianity)	Which people are special and why? (Christianity)	Which places are special and why? (Christianity)	Which times are special and why? (Christianity)	Where do we belong?	What is special about our world and why?
year 1	Who is a Christian and what do they believe?	Who is a Christian and what do they believe? (Christmas Focus)	Sacred places in Christianity	How and why do we celebrate special and sacred times? (Easter Focus)	What does it mean to belong to a faith community?	How should we care for others and the world and why does it matter?

Year 2	Who is Jewish and what do they believe?	Who is Jewish and what do they believe? (Christmas and Hannuka)	What makes some places sacred? (Comparison between Church and Synagogue)	How and why do we celebrate special and sacred times? (Passover)	What can we learn from Sacred books? (Judaism and Christianity)	What can we learn from Sacred books? (Judaism and Christianity)
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Year 3	What does it mean to be a Christian in Britain today?	What does it mean to be a Christian in Britain today? (Christmas Focus)	Why is Jesus inspiring to some people?	Why are festivals important to religious communities? (Easter Focus)	Why do people pray?	Why is the bible so important for Christians today?
Year 4	What does it mean to be a Hindu in Britain today?	What does it mean to be a Hindu in Britain today? (Diwali Focus)	What do different people believe about God? (Hinduism and Christianity)	Why are festivals important to religious communities? (Hinduism and Christianity)	What can we learn from religions about deciding what is right and wrong? (Hinduism and Christianity)	Why do some people think that life is a journey and what significant experiences mark this?
Year 5	Why do some people believe God exists? (Christianity, Judaism and Hinduism)	If God is everywhere, why go to a place of worship?	If God is everywhere, why go to a place of worship?	What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	Is it better to express your beliefs in arts and architecture or in charity and generosity? (Judaism, Christianity and Hinduism)
Year 6	What difference does it make to believe in Ahimsa and grace? (Hinduism and Christianity)	What does it mean to be a Muslim in Britain today?	What does it mean to be a Muslim in Britain today?	What matters most to Christians and Humanists?	What matters most to Christians and Humanists?	What do religions say to us when life gets hard?