

Scissett CE Academy – Overview of RE (by faith/theme)

Religion/belief/concept		FS (Discovering)	KS1 (Exploring)		Lower KS2 (Connecting)		Upper KS2 (Connecting)	
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	
<b>Christianity</b>	God		<b>1.1</b> What do Christians believe God is like? <sup>6-8</sup>			[see <b>L2.3</b> What is the Trinity?]	<b>U2.1</b> What does it mean if God is holy and loving? (UC2b.1) <sup>6-8</sup>	
	Creation	<b>F1</b> Why is the word God so important to Christians?		<b>1.2</b> Who made the world? <sup>6-8</sup>	<b>L2.1</b> What do Christians learn from the Creation story? (UC2a.1) <sup>6-8</sup>		<b>U2.2</b> Creation and science: conflicting or complementary? (UC2b.2) <sup>6-8</sup>	
	Fall							
	People of God				<b>L2.2</b> What is it like to follow God? (UC2a.2) <sup>8-10</sup>			
	Prophecy							
	Wisdom							
	Incarnation	<b>F2</b> Why do Christians perform nativity plays at Christmas?	<b>1.3a</b> Why does Christmas matter? <sup>4-6</sup>	<b>1.3b</b> Why does Christmas matter? <sup>4-6</sup>	Christmas link with L2.9	<b>L2.3</b> What is the Trinity? (Incarnation & God) (UC2a.3) <sup>6-8</sup>	<b>U2.4</b> Was Jesus the Messiah? (UC2b.4) <sup>6-8</sup>	
	Gospel			<b>1.4</b> What is the good news that Jesus brings? <sup>6-8</sup>		<b>L2.4</b> What kind of world did Jesus want? (UC2a.4) <sup>6-8</sup>		
	Salvation	<b>F3</b> Why do Christians put a cross in an Easter garden?	<b>1.5a</b> Why does Easter matter? <sup>4-6</sup>	<b>1.5b</b> Why does Easter matter? <sup>4-6</sup>	<b>L2.5a</b> Why do Christians call the day Jesus died 'Good Friday'? (UC2a.5) <sup>4-6</sup>	<b>L2.5b</b> Why do Christians call the day Jesus died 'Good Friday'? <sup>4-6</sup>	<b>U2.6</b> What did Jesus do to save human beings? [Y5] (UC2b.6) <sup>6-8</sup>	
Kingdom of God					<b>L2.6</b> When Jesus left, what next? (UC2a.9) <sup>6-8</sup>			
<b>Hinduism</b>					<b>L2.7</b> What does it mean to be a Hindu in Britain today? <sup>10-12</sup>	<b>L2.7</b> What does it mean to be a Hindu in Britain today? (deeper) <sup>10-12</sup>		
<b>Islam</b>			<b>1.7</b> Who is a Muslim and what do they believe? <sup>10-12</sup>	<b>1.7</b> Who is a Muslim and what do they believe? (deeper level) <sup>10-12</sup>				
<b>Judaism</b>							<b>U2.10</b> What does it mean for a Jewish person to follow God? <sup>10-12</sup>	
<b>Thematic units, including secular worldviews</b>		<b>F4</b> Being special: where do we belong?	<b>1.8</b> Who am I? What does it mean to belong? <sup>6</sup>	<b>1.9</b> What makes some places sacred to believers? <sup>8-10</sup>	<b>L2.9</b> What are the deeper meanings of festivals? <sup>6-10</sup>	<b>L2.10</b> How and why do believers show their commitments during the journey of life? <sup>8-10</sup>	<b>U2.13</b> Why is pilgrimage important to some religious believers? <sup>6-8</sup>	
		<b>F5</b> Which places are special and why?	<b>1.10</b> How should we care for the world and for others, and why does it matter? <sup>6-8</sup>					<b>U2.14</b> How do religions help people live through good times and bad times? <sup>6-8</sup>
		<b>F6</b> Which stories are special and why?						

Curriculum time for RE based upon the law and the statement of entitlement from the Church of England Education Office

Schools should aim to be close to 10% of curriculum for teaching RE, but must be no less than 5%. This means in practice that schools are expected to allocate a minimum of at least:

4–5s	36 hours of RE, (e.g. 50 minutes a week or as part of continuous provision)	Children will encounter Christianity and other religions and beliefs represented in the local area.
5–7s	36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)	<b>Christianity for approximately two thirds of study time and either Islam or Judaism</b> Pupils may also learn from other religions and non-religious worldviews in thematic units.
7–11s	45 hours of tuition per year (e.g. an hour and a quarter per week, or a series of RE days or weeks amounting to 45+ hours of RE)	<b>Christianity for approximately two thirds of study time and either Judaism or Islam (Y5) and either Hinduism or Sikhism (Y3 &amp; 4)</b> Pupils may also learn from other religions and non-religious worldviews in thematic units.

- **RE is a core subject of the curriculum for all pupils.** In Church schools RE has the status of a core subject. The requirements of this Diocesan syllabus are not subject to the flexibility of the Foundation Subjects. RE is a legal entitlement for all pupils in all year groups throughout their schooling, from Reception year up to and including Key Stage 5.
- **Flexible delivery of RE:** an RE-themed day or week of study can complement (but should not usually replace) the regular weekly programme of lessons.
- **RE is different from collective worship.** Curriculum time for Religious Education is distinct and separate from the time schools spend on collective worship. The times given above are for Religious Education.
- **RE should be taught in visibly identifiable time.** There is clearly a common frontier between RE and such subjects as literacy, citizenship or PSHE. However, the times given above are explicitly for the clearly identifiable teaching of Religious Education.
- **In EYFS,** teachers should be able to indicate the opportunities they are providing to integrate RE into children’s learning.