

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.

RE – Year group coverage

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Year 3</u>	L2.1 What do people believe about God? (B) Links to KS1 What do Christians/Muslims believe? 2.4 Why do people pray? (E)	2.2 Why is the bible important to Christians? (B) Links to KS1 Sacred Books	2.3 Why is Jesus inspiring to some people? (B) KS1 Belonging to a faith community
<u>Year 4</u>	2.8 What does it mean to be a Hindu? (L) Links to 2.3 Y3 Why is Jesus inspiring to some people? 2.5 Why are festivals important to religious communities? (E)	2.6 Why do some people think life is a journey? (E) Links to KS1 Celebrating Sacred events 2.7 What does it mean to be Christian in Britain today? (L)	2.9 What can we learn from religions about right or wrong? (L) Links to KS 1 Why should we care for others and the world, and why does it matter?
<u>Year 5</u>	U2.1 Why do some people believe God exists? (B) links to L2.1 (Y3) What do people believe about God?	U2.6 What does it mean to be a Muslim in Britain today? (L) links to L2.7 & L2.8 (Y4) 2.7 What does it mean to be Christian? 2.8 What does it mean to be a Hindu?	U2.4 If God is everywhere, why go to a place of worship? (E) Links to (Y4) 2.4 Why do people pray?
<u>Year 6</u>	U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? (L) Links to 1.8 How should we care for others and the world and why does it matter?	U2.5 Is it better to express your religion in arts and architecture or in charity and generosity? (E) Links to L2.5 (Y4) Why are festivals important to religious communities?	U2.7 What matters most to Christians and Humanists? (L) Links to 2.9 Y4 What can we learn from religions about right or wrong?

Believing (B) – Religious beliefs, teachings, Sources; questions about meaning, purpose and truth.

Expressing (E) – Religious and Spiritual forms of expression; questions about identity and diversity.

Living (L) – Religious practices and ways of living; questions about values and commitments.

If the children can for example, talk about the life of a named Muslim/ Christian/Hindu child then this helps to avoid the confusion that can arise in the children's minds between different faiths.

This allows the children to identify with the life of a child who is both the same as them but also has different cultural experiences, faith stories and practices. This can be explored through visits and visitors, pictures, or a bag of objects that belong to a child of a particular faith.

Learning about and learning from religion through direct teaching and for example: enquiry, exploration, discussion, asking and answering questions, using a range of sources, including artefacts, visits and ICT.

The key concepts for pupils are:

Acceptance

Appreciation

Understanding

Tolerance

Faith

Expression

Exploring