

Year Group Narrative – A summary of what learning is taught in each phase.

	Cycle A			Cycle B		
EYFS	<u>Autumn</u> Hinduism- Diwali Christianity – Christmas /Harvest	<u>Spring</u> Hinduism- Holi Judaism – Passover Sikhism – Vaisakhi	<u>Summer</u> Islam- Hajj /Eid Judaism – Shabbat Sikhism- Naam Karan	<u>Autumn</u> Hinduism- Diwali Christianity – Christmas /Harvest	<u>Spring</u> Hinduism- Holi Judaism – Passover Sikhism – Vaisakhi	<u>Summer</u> Islam- Hajj /Eid Judaism – Shabbat Sikhism- Naam Karan
KS1	<u>Autumn</u> Christianity–Harvest Islam- Milad un Nabi	<u>Spring</u> Buddhism – Losar Judaism – Purim	<u>Summer</u> Buddhism – Perahera Islam- Jumu’ah	<u>Autumn</u> Hinduism- Diwali Christianity– Christmas	<u>Spring</u> Judaism – Hanukkah Hinduism- Navrati	<u>Summer</u> Sikhism- Naam Karan Sikhism- Anand Karaj
LKS2	<u>Autumn</u> Hinduism- Ganesh Chaturthi Sikhism- Guru Nanak	<u>Spring</u> Judaism –Shavout Christianity – Lent	<u>Summer</u> Buddhism – Vesak Islam- Hajj	<u>Autumn</u> Hinduism-Janmashtami Buddhism – Kathina	<u>Spring</u> Sikhism – Vaisakhi Christianity – Easter/ Holy week	<u>Summer</u> Islam – Eid al Adha Judaism – Shabbat
UKS2	<u>Autumn</u> Judaism – Rosh Hashannah Sikhism- Guru Arjan	<u>Spring</u> Hinduism- Holi Islam- Eid Al Fitr	<u>Summer</u> Christianity – Pentecost Buddhism – Dharma Day	<u>Autumn</u> Christianity – Sunday Sikhism- Bandi Chor Divas	<u>Spring</u> Islam- Lajlat al Mirraj Judaism – Passover	<u>Summer</u> Buddhism – Parinjrana Hinduism- Kumbg Mela

In a diverse society, religious education (RE) is important for children’s personal and academic development. Taught well, it helps children to empathise, respect others and explore deep human concepts. As a school we are using the Council outline in accordance with the projects provided on the Cornerstone curriculum to plan our R.E lessons. Cornerstones provides the R.E curriculum as projects rather than a focus on specific religion per term.

These projects cover the six major world religions: Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. There are six projects per year, from Year 1 to Year 6. They are sequenced so that children’s knowledge of each religion builds over time. Central to each project is a significant religious festival or celebration which are linked to the religion taught that term. Each project gives children the opportunity to broaden their knowledge and understanding of the significant people, teachings, beliefs, and practices of

each religion. To help children to learn and use the correct vocabulary, these projects include key vocabulary to help support develop their understanding of the religion.

All projects follow the four-stage pedagogy. The first is the Engage stage, which introduces the festival as a hook. Then, through the Develop stage, the children build their knowledge about the religion linked to specific festival. In the Innovate stage, the children explore the relevance of the concepts studied in their own lives, whether in a religious or non-religious context. Finally, in the Express stage, the children showcase and reflect upon what they have learned.

In addition to this we link our school R.E program with the Derbyshire and Derby City Agreed Syllabus for **Religious Education 2020-2025**. This syllabus aims to extend pupil knowledge and understanding of religions and worldviews, recognising their local, national, and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values, and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples, and giving reasons to support their ideas and views.

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. The agreed syllabus recommends schools to choose a minimum of THREE questions per year, taking at least one from each strand of **Believing, Expressing and Living**. The images below show the inquiry questions from each strand, they have then been covered with the different topic each term. The key question from each strand is highlighted in **green** in the unit overview and the key vocab is in **red** to ensure our planning coincides with the county agreed syllabus.

Each Phase is expected to evidence minimum of **4 lessons** in their topic books per half term. There needs to be a minim of **2 extended writing opportunities** linked to the topic per half term. Additionally, there needs to be at least **1 active learning experience** (such as a visit to a Mosque, Church, Gudwara,ect) arranged by the phase group per year to support children's understanding of diverse Britain.

### Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about **Christians and Muslims or Jewish people**. Pupils may also encounter other religions and worldviews in thematic units, where appropriate.

### Key questions

<b>Believing</b> <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>		Recommended year group
1.1 Who is a Christian and what do they believe?	<i>It is recommended that schools teach unit 1.1. plus at least one from 1.2 and 1.3</i>	Y1
1.2 Who is a Muslim and what do they believe?		Y2
1.3 Who is Jewish and what do they believe?		Y2
1.4 What can we learn from sacred books? <i>Christians, Muslims and/or Jewish people</i>		Y2
<b>Expressing</b> <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>		
1.5 What makes some places sacred? <i>Christians, Muslims and/or Jewish people</i>		Y1
1.6 How and why do we celebrate special and sacred times? <i>Christians, Jewish people and/or Muslims</i>		Y1 Y2
<b>Living</b> <i>(Religious practices and ways of living; questions about values and commitments)</i>		
1.7 What does it mean to belong to a faith community? <i>Christians, Muslims and Jewish people</i>		Y1
1.8 How should we care for others and the world, and why does it matter? <i>Christians, Muslims and/or Jewish people</i>		Y1 or Y2

It is recommended that schools choose a minimum of 3 key questions per year, balancing across the strands. Key question 1.6 can be split across the two years as schools encounter and explore major celebrations each year.

#### Notes:

The key questions are designed to enable children to achieve the end of key stage outcomes above. Schools may plan other units but should ensure that they support pupils in achieving the end of key stage outcomes. If planning other units, schools should also ensure that there is breadth and balance across the RE curriculum by addressing each of the three strands (believing, expressing, living) across the key stage. However, the recommendation is for fewer key questions explored in more depth.

### Key questions (recommended year groups in brackets)

<b>Believing</b> <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>	
L2.1 What do different people believe about God? <i>Christians, Hindus and/or Muslims (Y3)</i>	U2.1 Why do some people think God exists? <i>Christians and non-religious (e.g. Humanists) (Y5)</i>
L2.2 Why is the Bible so important for Christians today? <b>(Y3)</b>	
L2.3 Why is Jesus inspiring to some people? <b>(Y4)</b>	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) <b>(Y5)</b> U2.3 What do religions say to us when life gets hard? <i>Christians, Hindus and non-religious (e.g. Humanists) (Y6)</i>
<b>Expressing</b> <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	
L2.4 Why do people pray? <i>Christians, Hindus and/or Muslims (Y3)</i>	U2.4 If God is everywhere, why go to a place of worship? <i>Christians, Hindus and/or Jewish people (Y5)</i>
L2.5 Why are festivals important to religious communities? <i>Christians, Hindus and/or Muslims and/or Jewish people (Y3 &amp; Y4)</i>	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>Christians, Muslims and non-religious (e.g. Humanists) (Y6)</i>
L2.6 Why do some people think that life is like a journey and what significant experiences mark this? <i>Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist) (Y4)</i>	
<b>Living</b> <i>(Religious practices and ways of living; questions about values and commitments)</i>	
L2.7 What does it mean to be a Christian in Britain today? <b>(Y3)</b>	U2.6 What does it mean to be a Muslim in Britain today? <b>(Y5)</b>
L2.8 What does it mean to be a Hindu in Britain today? <b>(Y4)</b>	
L2.9 What can we learn from religions about deciding what is right and wrong? <i>Christians, Jewish people and non-religious responses (e.g. Humanist) (Y4)</i>	U2.7 What matters most to Christians and Humanists? <b>(Y6)</b>
	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? <i>Christians, Hindus and/or Muslims (Y6)</i>