



Hilton Lane Primary School

RE Overview

	EYFS (Discovering)	KS1 (Exploring)	LKS2 (Connecting)	UKS2 (Connecting)
National Curriculum	<p>Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998.</p> <p>The key document in determining the teaching of RE is the locally agreed syllabus within the LA concerned (see 'Agreed syllabus', p.14). Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses. LAs must, however, ensure that the agreed syllabus for their area is consistent with Section 375(3) of the Education Act 1996, which requires the syllabus to reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.</p> <p>Schools are not obliged to provide RE to pupils who are under compulsory school age (section 80(2)(a) of the Education Act 2002), although there are many instances of good practice where RE is taught to these pupils. Separate legislative provision on RE is made for maintained special schools. Regulations 4 covering maintained special schools require them to ensure that, as far as practicable, a pupil receives RE. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf</p>			
Believing (Religious beliefs, teachings, sources, questions about meaning, purpose and truth)	<p>F1 – Which stories are special and why?</p> <p>F2 – Which people are special and why?</p>	<p>1.1 - Who is a Christian and what do they believe?</p> <p>1.2 - Who is a Muslim and what do they believe?</p> <p>1.3 - Who is Jewish and what do they believe?</p> <p>1.4 - What can we learn from sacred books?</p>	<p>L2.1 - What do different people believe about God?</p> <p>L2.2 - Why is the bible so important for Christians today?</p> <p>L2.3 - Why is Jesus inspiring for some people?</p>	<p>U2.1 - Why do some people believe that God exists?</p> <p>U2.2 - What would Jesus do? Can we live by the values of Jesus in the 21st century?</p> <p>U2.3 - What do religions say to us when life gets hard?</p>
Expressing (Religious and spiritual forms of expression, questions about identity and diversity)	<p>F3 – What places are special and why?</p> <p>F4 – What times are special and why?</p>	<p>1.5 - What makes some places sacred?</p> <p>1.6 - How and why do we celebrate special and sacred times?</p>	<p>L2.4 - Why do people pray?</p> <p>L2.5 - Why are festivals important to religious communities?</p> <p>L2.5a* - How do people from religious and non-religious communities celebrate key festivals?</p> <p>L2.6 - Why do some people think that life is a journey and what significant experiences mark this?</p>	<p>U2.4 - If God is everywhere, why do people go to a place of worship?</p> <p>U2.5 - Is it better to express your beliefs in arts and architecture or charity and generosity?</p> <p>U2.9* - What can be done to reduce racism? Can religion help?</p>



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<p>Living (Religious practices and ways of living, questions about values and commitments)</p>	<p>F4 – Being special: where do I belong?</p> <p>F6 – What is special about our world?</p>	<p>1.7 - What does it mean to belong to a faith community?</p> <p>1.8 - How should we care for others in the world, and why does it matter?</p>	<p>L2.7 - What does it mean to be a Christian in Britain today?</p> <p>L2.8 - What does it mean to be a Hindu in Britain today?</p> <p>L2.10** - How do family life and festivals show what matters to Jewish people?</p> <p>L2.9 - What can we learn from religions about deciding what is right and wrong?</p>	<p>U2.7 - What matters most to Christians and Humanists?</p> <p>U2.8 - What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?</p> <p>U2.10* - Green religion? How and why should religious communities do more to care for the Earth?</p>
<p>Vocabulary</p>				

* Optional unit

** If the school does not have a systematic unit on Jewish people, they should include this in LKS2