**RE in The Acorn Federation**

RE teaching follows the guidance and planning from the Derbyshire Agreed Syllabus.

**RE in EYFS**

Religious Education is statutory for all pupils registered on the school roll. In the EYFS Curriculum, learning is play-centred and child-centred to develop the child’s interest and curiosity.

The Agreed Syllabus for RE sets out experiences and opportunities and appropriate topics for children in the Foundation Stage. These also connect to the EYFS 7 areas of learning.

Children in EYFS encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. Children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

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| **Strands:** | **Foundation Stage: Discovering the world** |
| Believing | F1 Which stories are special and why?  F2 Which people are special and why? |
| Expressing | F3 Which places are special and why?  F4 Which times are special and why? |
| Living | F5 Where do we belong?  F6 What is special about our world and why? |

**RE in Key Stage 1**

Topics have been chosen to ensure coverage of the Derbyshire Agreed Syllabus and to incorporate Understanding Christianity units to deepen children’s understanding of Christianity. Units in Key Stage 1 provide the building blocks for the learning to take place in Key Stage 2. In KS1, pupils develop their knowledge and understanding of religions and worldviews, recognising local, national and global contexts. They develop confidence in using basic subject specific vocabulary. They begin to raise questions and to express their own views and questions.

During this key stage, pupils are taught knowledge, skills and understanding, through learning about Christians, Jewish and Muslim people. Pupils also draw on other religions and worldviews in thematic units.

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|  | **EYFS** | **Year A** | **Year B** |
| **Autumn 1** | F5 Being special: where do we belong? | 1.7 What does it mean to belong to a faith community? | 1.2 Who is a Muslim and what do they believe? (Part 1) |
| **Autumn 2** | UC F2 Why is Christmas special for Christians? | UC 1.1 What do Christians believe God is like? | UC 1.3 Why does Christmas matter to Christians? |
| **Spring 3** | UC F1 Why is the word God so important to Christians? | 1.3 Who is Jewish and what do they believe? | 1.2 Who is a Muslim and what do they believe? (Part 2) |
| **Spring 4** | UC F3 Why is Easter special to Christmas? | The Easter Story (events and importance of Holy Week) | UC 1.5 Why does Easter matter to Christians? |
| **Summer 5** | F3 What places are special and why? | UC 1.2 Who do Christians say made the world? | UC 1.4 What is the ‘good news’ Christians believe Jesus brings? |
| **Summer 6** | F1 What times/stories are special and why? | 1.8 How should we care for the world and for others, and why does it matter? | 1.5 What makes some places sacred? |

Rationale: Overview based on the Derbyshire Agreed Syllabus example LTP, adapted for our mixed age Church School and strengthened by Understanding Christianity units. Over the 2-year cycle, there is coverage of Christian, Jewish, and Muslim beliefs and people; by covering 3 religions children are prepared for learning in KS2.

Systematic units look at individual religions and these are built on through thematic units in the summer term. This enables the skills of comparing similarities and differences. The highlighted Understanding Christianity units replace Derbyshire Agreed Syllabus units and strengthen the teaching of Christianity in our church school.

**RE in Key Stage 2**

Pupils extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They are introduced to an extended range of sources and subject specific vocabulary in each unit. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils 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.

During the key stage, pupils are taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jewish people. They may also encounter other religions and worldviews in thematic units.

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| Term | Year A (2022/23) | | Year B (2023/24) | Year C (2024/25) | Year D (2025/26) |
| Autumn 1 | UC L2a.2 What is it like for someone to follow God? PEOPLE OF GOD | | UC L2a.4 What Kind of a World Did Jesus Want? GOSPEL | UC L2a.1 What do Christians learn from the Creation story? CREATION | UC L2a.3 What is the ‘Trinity’ and why is it important for Christians? INCARNATION/GOD |
| HARVEST CELEBRATION | | | | | |
| Autumn 2 | U2.7 What matters most to Humanists and Christians? (C, M/J, NR) | | UC U2b.1 What does it mean if Christians believe God is holy and loving? GOD | L2.8 What does it mean to be Hindu in Britain today? (H) | |  | | --- | | U2.6 What does it mean to be a Muslim in Britain today? (M) | |
|  | | ADVENT and CHRISTMAS STORY (C) | | | |
| Spring 1 | U2.4 If God is everywhere, why go to a place of worship? (C/J/H) | | L2.2 Why is the Bible so important for Christians today? (C) | L2.7 What does it mean to be a Christian in Britain today? (part 1) | UC U2b.5 Christians and how to live: ‘What would Jesus do? |
| Spring 2 | |  | | --- | | U2.1 Why do some people believe in God and some people not?  (C, NR) | | | L2.5 Why are festivals important to religious communities?  (J/M) | UC L2a.5 Why do Christians call the day Jesus died ‘Good Friday’? SALVATION | UC U2b.6 What do Christians believe Jesus did to ‘save’ people? SALVATION |
|  | | LENT and EASTER STORY (C) | | | |
| Summer 1 | UC U2b.4 Why do Christians believe Jesus was the Messiah? INCARNATION | | UC L2a.6 For Christians, when Jesus left, what was the impact of Pentecost? KINGDOM OF GOD | L2.7 What does it mean to be a Christian in Britain today? (part 2) | L2.6 Why do some people think that life is a journey and what significant experiences mark this? (C, H, NR) |
|  | | PENTECOST (C) | | | |
| Summer 2 | U2.5 Is it better to express your belief in arts and architecture or in charity and generosity? (C, M, NR) | | U2.3 What do religions say to people when life gets hard? (C, H, NR) | L2.9 What can we learn from religions about deciding what is right and wrong? (C, M/J, NR) | L2.4 Why do people pray? (M/C) |

Rationale: The overview is based on best practice from Derbyshire Agreed Syllabus example plans, adapted for our Church School and strengthened by Understanding Christianity units. The 4-year programme covers Christian, Jewish and Muslim people, also introducing a focus on Hindu people, not studied in depth in KS1. It also covers non-religious beliefs. Each year starts with a systematic unit designed to promote understanding of underpinning Christian principles/ beliefs. It also includes units focusing on individual religions and thematic units, drawing on and building on work done in KS1 and earlier in KS2. UC concepts have been chosen from the Christian calendar, e.g. Easter and Pentecost. The Summer term includes a thematic unit enabling pupils to revisit learning from earlier in the cycle. In these units particularly, Years 5 and 6 children and our more able pupils are expected to use the skills of contrasting, comparing and analysing.