

Appendix 2 RE Teaching Sequence – Believing and Belonging – Updated March 2022 – (Adapted from The Local Agreed Syllabus for RE)

To achieve a broad and balanced curriculum, this syllabus is built around three aims (outlined below). These aims recognise that the universal provision of RE must help pupils to gain increasing understanding and empathy of our wide and diverse communities, as well as developing religious literacy, thinking skills and ethical judgments.

Teaching and learning should be focused around rigorous investigation or enquiry of key questions. Questions for enquiry should be contemporary, relevant and engaging. The Local Agreed Syllabus for RE requires all pupils to:

A. Investigate the beliefs and practices of religions and other world views , including:	<p>1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</p> <p>2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p>
B. Investigate how religions and other world views address questions of meaning, purpose and value , including:	<p>1. The nature of religion and belief and its key concepts;</p> <p>2. Ultimate Questions of belonging, meaning, purpose and truth.</p>
C. Investigate how religions and other world views influence morality, identity and diversity , including:	<p>1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;</p> <p>2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p>

- The syllabus requires schools to focus on specific core religions at each key stage: Christianity and Islam from KS1, adding Sikhism and Judaism at KS2. Being a VC Church of England school, 2/3 of our RE syllabus should be Christianity based. The religions covered are initialled under each unit title in the grids below.
- The units outlined below are non-statutory but **do cover the statutory requirements** of the new syllabus. Each unit of work provides an assessment activity suggestion and assessment statements. These are matched in the RE trackers, to be completed termly.
- Due to the nature of mixed-age classes, the RE curriculum has been split into a two-year rolling programme to ensure coverage in Key Stage 2. Reception, Year 1 and Year 2 are taught in discrete groups and so following a one-year programme and not two year. Please take time to review this and report any anomalies to RE Co-ordinator. Thank you.

Reception

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Where do we live and who lives there? F.1 C, I	How are special times celebrated? F.2 C, I, H, S Christmas Unit Y1- How do Christians celebrate Christmas? C	What makes a good helper? F.3 C, I	Easter Unit Y1 - What makes Easter important C	What can we see in our wonderful world? F.4 C	Who and what are special to us? F.5 C, I
Harvest visit to church	Christmas Nativity visit to church		Easter visit to church		

Year 1

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Which books and stories are special? 1.1 C, I (J, S)	How do we celebrate special events? 1.2 C, I, J Christmas Unit Y1 - How do Christians celebrate Christmas? C	What does it mean to belong to a church or mosque? 1.3 C, I	Easter Unit Y1 - What makes Easter important C	How and why do we care for others? 1.4 C, I and others in class	Who brought messages about God and what did they say? 1.5 C
Harvest visit to church	Christmas Nativity visit to church		Easter visit to church	Visit by Vicar	Visit to mosque/Muslim visitor

Year 2

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
How is new life welcomed? 2.1 C, I, non-R	How can we make good choices? 2.2 C, I, J Christmas Unit Y2 - Giving and Receiving C	How and why do people pray? 2.3 C, I	Easter Unit Y2 - What makes Easter important? C	How can we look after our planet? 2.4 C, I, non-R	What did Jesus teach and how did he live? 2.5 C
Harvest visit to church	Christmas Nativity visit to church		Easter visit to church	Visit to mosque/Muslim visitor	

Class 3

Year A

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
How do Jews remember God's covenant with Abraham and Moses? 3.1 J	How are important events remembered? 4.1 J, S, H Christmas Unit Y3 - Advent C	What faiths are shared in our country? 4.2 C, J, I, S, non-R	Easter Unit Y3 - Joy and Sadness C	Who can inspire us? (Additional unit) 3.5 C, I, J, non-R	What is spirituality and how do people experience this? 3.2 (Spirited Arts) C, J, I, S, non-R
Harvest visit to church	Christmas Nativity visit to church		Easter visit to church		

Year B

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
What do Christians believe about a good life? 3.3 C	Christmas Unit Y4 - Jesus 'Light of the World'/The Nativity Story C	What do creation stories tell us about the world? 3.4 C, J, I, S, non-R	Easter Unit Y4 - Loyalty and Betrayal C	How do the Five Pillars guide Muslims? 4.3 I	Why are Gurus at the heart of Sikh belief and practice? 4.4 S
Harvest visit to church	Christmas Nativity visit to church		Easter visit to church	Visit to mosque/Muslim visitor	Visit to Gurdwara/Sikh visitor

Class 4**Year A**

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
What faiths are shared in our country? 4.2 C, J, I, S, non-R	How are important events remembered? 4.1 J, S, H Christmas Unit Y5 - Epiphany, gifts and gift bringers C	Why are some places and journeys special? 5.1 I, C, J, S	Easter Unit Y5 - Victory C	What values are shown in Codes for Living? 5.2 C, I, J, non-R	How do people express ideas about God? (Christianity Unit 7)/Spirited Arts C
Harvest visit to church	Christmas Nativity visit to church		Easter visit to church		

Year B

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
How do the Five pillars guide Muslims? 4.3 I	Why are Gurus at the heart of Sikhs belief and practice? 4.4 S Christmas Unit Y4 - Jesus 'Light of the World' C	Should we forgive others? 5.3 C	Easter Unit Y4 - Loyalty and Betrayal C	What do Christians believe about the old and new covenants? 5.4 C	Can Christian Aid and Islamic Relief change the world? (Christianity Unit 8) C Spirited Arts?
Harvest visit to church	Visit to Gurdwara/Sikh visitor Christmas Nativity visit to church		Easter visit to church	Visit by Vicar	

Class 5

Year A

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Why are some places and journeys special? 5.1 I, C, J, S	Christmas Unit Y6 - Gospel accounts C	What values are shown in Codes for Living? 5.2 C, I, J, non-R	What do Christians believe about Jesus' death and resurrection? 6.2 C	How do Sikhs show commitment? 6.1 S	How do people express ideas about God? (Christianity Unit 7)/Spirited Arts C
Harvest visit to church	Christmas Nativity visit to church		Easter visit to church	Visit to Gurdwara/Sikh visitor	

Year B

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Should we forgive others? 5.3 C	What do Christians believe about the old and new covenants? 5.4 C Christmas Unit Y5 - Epiphany, gifts and gift bringers C	How does growing up bring responsibilities? 6.3 C, J, S	What do Christians believe about Jesus' death and resurrection? 6.2 C	How do Jews remember the Kings and Prophets in worship and life? 6.4 J (C, I)	How does religion help people live through good and bad times? (Diocese Unit U2.14) Spirited Arts?
Harvest visit to church	Christmas Nativity visit to church		Easter visit to church	Visit to synagogue/Jewish visitor	