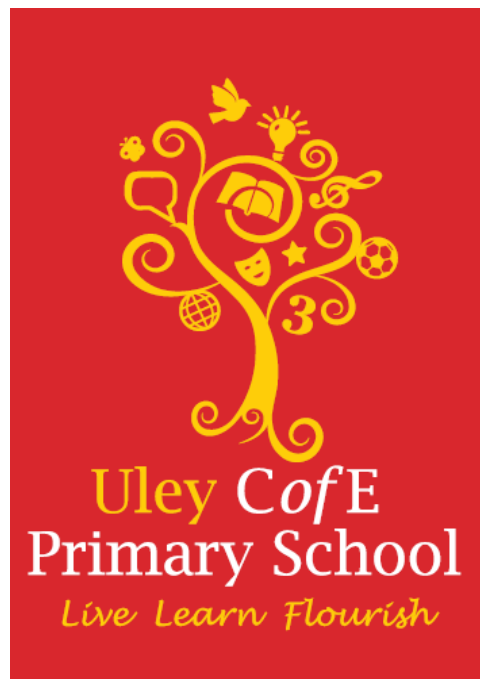


ULEY C OF E PRIMARY SCHOOL



RELIGIOUS EDUCATION POLICY

AUTUMN 2025

They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3

Ethos Statement

We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

OUR SCHOOL VISION

Live – Learn – Flourish



Live: at home, in school, and in our local community



Learn: about self, others, and our ever-changing world



Flourish: be the best we can be in all that we do

OUR SCHOOL MISSION



We give all – pupils and staff – the opportunities and encouragement to be the best that they can be



We create an environment that has the right balance of challenge and support



We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas



We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do



We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community



We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision “I have come that they may have LIFE, and have it to the full”. (John 10:10)

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Legal Position of Religious Education in School

Religious Education is unique in the curriculum as it is neither a core or foundation subject. In the 1988 Education Act it states, 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils'.

Uley Primary is a Church of England Voluntary Controlled School and therefore follows the Gloucestershire Agreed Syllabus for Religious Education 2017 – 2022.

The Church of England's Statement of Entitlement

The Church of England's *Statement of Entitlement* outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE.

It begins by stating: *Religious Education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10) It will help to educate for dignity and respect encouraging all to live well together.* Quoting from the Church of England's Vision for Education: Deeply Christian, Serving the Common Good, it continues *Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.* (Full details of this document can be found on the Diocese Website).

Religious Education in the context "School's Christian Vision"

Building on these themes, RE in this school contributes to the outworking of our vision by supporting all children in Live, Learning and Flourishing. At Uley School we adopt the core principle as outlined in the agreed syllabus:

"The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living."

This core principle aim captures the our desire for Religious Education to enable pupils to participate in high quality learning that will facilitate them becoming open, articulate and understanding members of society.

In alignment with our psalm and core values of friendship, compassion, wisdom and trust, we wish our RE teaching to prepare pupils for an ever changing world. For pupils to have a strong self-identify and feel confident to challenge both theirs and others 'views respectively. We aspire to develop character that can show strength in their gentleness, which is assertive yet, sensitive.







Religious education contributes dynamically to children and young people's education at Uley School by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

Overview of School's Approach to Religious Education

In line with all church schools, this school has duty to provide accurate knowledge and understanding of religions and world views.

A wide range of imaginative teaching methods and pupil groupings ensure effective Religious Education sessions. We appreciate the positive impact that local faith communities can have on pupils' experience in RE. Therefore, this school encourages visits to places of worship and welcomes visitors from different faith communities. We recognise it is vitally important that teachers demonstrate respectful attitudes towards all faiths, modeling the attitudes and responses we would expect from our pupils.




As identified in the Statement of Entitlement, teaching and learning in RE in this school will provide:

-  A challenging and robust curriculum based on an accurate theological framework.
-  An assessment process that has rigor and demonstrates progression based on knowledge and understanding of core religious concepts.
-  A curriculum that draws on the richness and diversity of religious experience worldwide.
-  A pedagogy that instills respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
-  The opportunity for pupils to deepen their understanding of the religion and worldviews as served by believers.
-  RE that makes a positive contribution to SMSC development.

Religious Education Intent

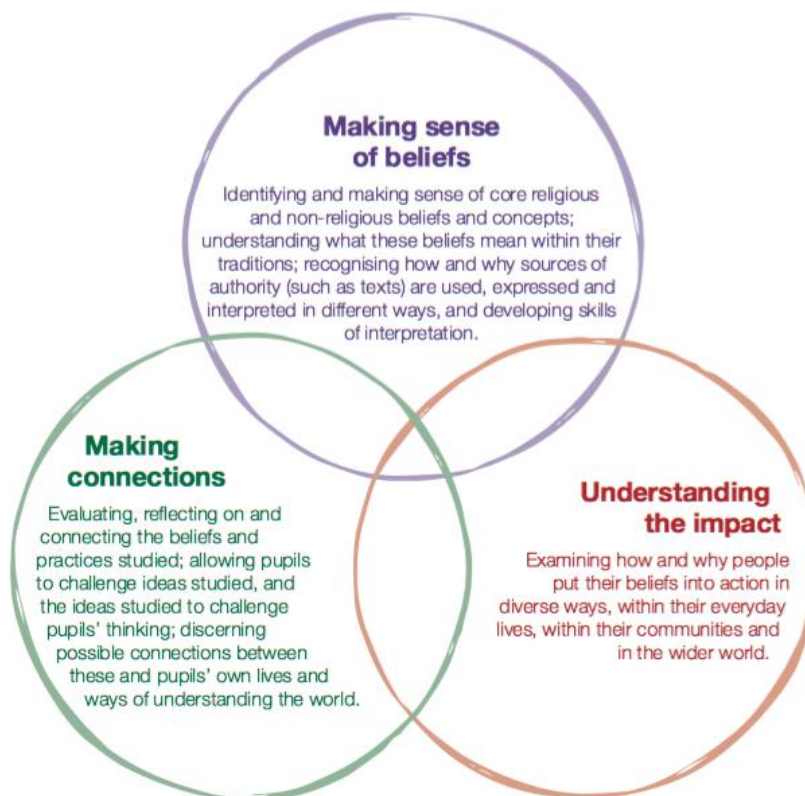
Religious Education at Uley School is designed to give pupils a progressive understanding of major world faiths. Primarily Christianity, Judaism, Islam and Hinduism. Developing tolerance of other faiths and an appreciation of diversity is an important part of this subject. Other faiths such as Buddhism along non-faith sector for example, humanism will also be included especially in the Thematic Question Units.

The programmes of study for RE is divided into three core strands that capture learning in:

-  Christianity (supported by Understanding Christianity)
-  Other World Faiths (Judaism, Islamic, Hinduism)
-  Thematic Questions (drawing on a range of faiths)

The intent of Religious Education at Uley School is to deliver well-designed rolling programme (Annex A) that systematically build pupils knowledge and skills, allowing them to consolidate previous learning and extend their increasing knowledge. Well-structured units are taught

that allows pupils to develop and question their own understanding of different faiths, how this impact how people live and reflect on the implications for their own life's (as shown in the diagram below).



Further information on the purposes of three distinct parts of RE teaching is outlined below:

Make sense of a range of religious and non-religious beliefs, so that they can:

- ✿ identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- ✿ explain how and why these beliefs are understood in different ways, by individuals and within communities
- ✿ recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

Understand the impact and significance of religious and non-religious beliefs, so that they can:

- ✿ examine and explain how and why people express their beliefs in diverse ways
- ✿ recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world



appreciate and appraise the significance of different ways of life and ways of expressing meaning

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:



evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses



challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response



discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

In accordance with our vision we are developing a culture of curiosity and openness. All questions posed in RE by either children or staff should be treated with respect and considered thoughtfully in order to contribute the development of our daily evolving worldviews.

Religious Education Implementation

In the Foundation Stage pupils will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year. They will follow a yearly rolling cycle that explores these core questions:



Being Special: where do we belong?



Why is Christmas special for Christians?



What times/stories are special and why?



Why is Easter special to Christians?



Why is the word 'God' so important to Christians? F



What places are special and why?

In addition to exploring these questions children should be exposed further to other faiths and their festivals through the EYFS curriculum.

Reception stage Religious Education lays the foundations to how pupils will develop an understanding of how we explore key questions. As such they will be introduced to the procedures used throughout Key Stage 1 and Key Stage 2 at an age appropriate level.

At Key Stage 1, pupils study Christians, Jews and Muslims lives. RE will be taught for at least 36 hours over the year. Key Stage 1 is the cornerstone to embedding our approaches at Uley to openly, sensitively and with dignity unpick some huge concepts. Children are usually taught units in discrete weekly lessons but on occasion where appropriate such as a visiting speaker then RE days will be delivered.

At Key Stage 2 pupils study Christians, Jews, Hindus and also consider non-religious worldviews. RE will be taught for at least 45 hours over the year. This is usually over weekly

lesson but where appropriate RE maybe blocked. This decision is based on the Class Teachers' professional judgment of the curriculum and how to ensure effective learning. Pupils study more in-depth concepts and materials in their foundation curriculum and as such may need to immerse themselves in one subject at a time. However, pupils will be encouraged to find links to faith in other subjects such as Gods in Ancient Civilisations and Geographical sites of importance. *"How faith and religion has contributed to world development?"* The core question is to be considered continuously.

Responding to pupil's voice, staff should consider time-tabling carefully to ensure sufficient time for deep reflective learning. RE lessons should be taught at different times of day and week depending on the desired outcomes. It is recommended that significant written work such as end of Christian unit Summary sheet be delivered in the morning.

RE Lesson Sequence

Each unit is structured into key component lessons. These different lesson types have distinct purposes and place in children securing a deep learning in RE. The planning pro-forma employed at Uley School guides teachers to include each lesson in sequence.

A sample lesson sequence for a Christian Unit can be seen below:

Impact	Opening Sheet (PL)	Make sense of belief	Understand the Impact	Make connections	Express	Revisit Opening sheet
	Key question response				Summary reflection sheet	Revisit key question


The lesson stages shown as explained here:


Impact Lesson: The purpose of the impact lesson to engage the children and create a memorable experience to look back on through the unit. **Try to get out the classroom – be creative!** Use other areas in school grounds such as spiritual gardens. Invite in visiting speakers or go on a class trip.

Opening Sheet: The sheet allows the children to explore the new key question from a range of angles.



Set up books with the unit cover – **Faith Symbol & Key Question**

 Set the **Key question** in context for children - *explain where it fits in Key Stage planning e.g. how it builds on previous learning in RE, and what other subject area it links to, if appropriate*

 Allow children to response sharing their thoughts and ideas; ask them to record these on **thought bubble**, ask children to **record questions in speech bubble, and their feelings within the heart shape**.

For **Understanding Christianity** based units – allow children time to explore the frieze – remember the Old Testament parts also apply to Jewish and Muslim people.







At end of lesson work through the key vocab **glossary**, and then allow time for children to explore **Knowledge organiser** to expand their knowledge.

Please note that Reception do the Opening Sheet this collectively and by Class 4, pupils present their ideas directly into books using symbols.

Making Sense of the text and beliefs (MB): within this part of the sequence children will be exploring the sacred text of the faith of current study.

Understanding the impact for people of faith (UI): within this part of the sequence children consider how a believer's interpretation of a text impact their life today. This includes their day to living as well as the calendar observed by their faith. A clear example can often be found between scriptures and festivals observed. A festival calendar can be seen below:

World festivals and celebrations calendar

Religion	Autumn term	Spring term	Summer term	Any term
 Buddhism	Kathina	Losar Parinirvana	Esala Perahera Vesak Dharma Day	
 Christianity	Harvest Christmas	Lent Holy Week Easter	Pentecost	Sunday
 Hinduism	Janmashtami Ganesh Chaturthi Diwali Navratri	Holi		Kumbh Mela
 Islam*	Milad un Nabi	Ramadan Eid al-Fitr Lailat al Miraj	Eid ul-Adha Ramadan Eid al-Fitr Hajj	Jumu'ah
 Judaism	Hanukkah Rosh Hashanah Yom Kippur	Purim Passover	Shavuot	Shabbat
 Sikhism	Guru Nanak Gurpurab Bandi Chhor Divas	Vaisakhi	Guru Arjan Gurpurab	Naam Karan Anand Karaj

* The dates for many Islamic festivals change each year.

Connecting to self (CS): within this part of sequence it is important taking both factual and

empathetic learning they have mastered of a faith and discuss what they may like to take from it for their own life. As a Church of England school often the Christianity units may give rise to action that we undertake as a whole school such as sending Christmas Cards, write a prayer or contribute to an offering at Church Service. These are invitational opportunities that demonstrate in some aspects of how Christian people may live today. There is no expectation that pupils will engage in them at spiritual levels. For other faith questions, there are clear themes of thanks giving, peace, hope, and community that we can all be inspired by and learn from.

Re-visit Opening Sheet: revisit the opening sheet allowing time for discussion around each area. Allow them to indicate knowledge gained and answers to questions. Ask them to reflect again on how they feel about their learning journey and if they have further questions. Additional information at this stage can be added in purple or blue pen.

Express: For an Understanding Christianity Unit it is expected that the pupils will complete a Summary Reflection Sheet that walks them back through the core learning from this unit. It is not intended to be a form of assessment but more an opportunity to revisit core ideas and principles. Pupils should be encouraged to answer honestly and without any judgment. Conversations should be supportive and allow children to find connections in their learning. Apart from expectations to special key vocabulary in the faith glossaries, formal feedback should remain in allowing children to express their ideas. Therefore, scribed responses, or re-written responses are essential to allow pupil's full ideas are expressed.

RE Lesson Structure

An RE lesson is a special point in the week and should be considered different to other subjects. As such it is expected that clear lesson structure be adhered to; ensuring adapted appropriately for each point in sequence.



Introductory Knowledge: Knowledge Organiser & Glossary

- (*Discuss language/ knowledge gained so far*)



Spiritual Time

- Set a calm atmosphere with music
- Placing a reflection space image on the screen
- Create a “Now” moment using the appropriate language and prompts



Revisit the Key Question (W/W)

- Establish point in sequence
- Dip back in learning so far



Learning Together

- Set WALT for session (skill based)
- Engage in an input and set a task to develop the focused skill

- Pit-stop as necessary to keep responding to children and their learning- re-direct, challenge misconceptions and extend with open questions



Reflecting Together

- Come back together and elicit from children their understanding and thoughts
- Define key learning points (WILF)

Constantly refer to working wall and the visual bible – keep asking *what is the purpose of the scripture/ festival? What does it mean for the person of faith? What does it mean for our lives?*

RE in the Environment and Recording

In each classroom a clear visible RE working wall is maintained with the progress through the current unit of study. These walls are to be utilised at the start to lessons to recap with children the learning journey so far. Starting with recalling the main focus Key Question. Working walls must display the glossary and knowledge organiser associated with the unit. A class set of these should be available for child use.

The lesson type cards should be used to indicate the stages of learning covered to date with samples/ photos of children's work. The wall is not intended to be tidy but a reference point to support children learning. They need to engage with it, and this needs to be modeled with younger year groups.

Each classroom must display at the front of the room the visual bible from the Understanding Christianity resources. Class sets are available for use and in Christian units' pupils are encouraged to engage with the relevant part, which is also displayed on the working wall.

In other World faiths the visual bible is also a useful reference point as the Jewish Torah and Muslim Quran overlaps as with the Old Testament and parts of the New Testament. This visual bible is especially inviting to non-readers and presents information in an accessible format that is inclusive of all languages.

In reception a class learning journey is maintained in one central book that is accessible to pupils at either the working wall or their value area. This needs to be child height so they can access it during their continuous provision time. Continuous provision for RE should also be present in the environment for example small world Church and Noah's Ark. Enhanced provision linked to current needs to be added into the environment. This can simply be achieved by leaving out resources such as storytelling puppets from biblical stories taught.

Once in Year 1 children need individual RE books that follow them through the school. Children must treat books with the respect they deserve and adhere to the presentation policy. At the start of a unit a divider page (with the focus question) is placed in books. The lesson type needs to be initialed with the codes:

The learning journey through should clear to support the child in consolidating learning through unit and also supporting them in discussing their understanding of what has been taught.

Inclusive RE Provision

As an inclusive school, all children are entitled to quality education in RE. As such careful consideration is given when planning and delivering to vulnerable pupils or groups including those with Special Education Needs and Pupil Premium. RE lessons are a prime opportunity for spiritual development and therefore must be invitational to all. It is essential that barriers to access this curriculum e.g. literacy skills are considered and addressed sensitively. An invaluable resource in achieving this are teaching assistants. These adults are on a spiritual journey with us as, school and are an instrumental part in developing our pupils. The SENCO can advise on individual circumstances. RE can be an evocative subject challenging both staff and children thoughts and beliefs here is also a lot of complex content. Teachers should be vigilant to pupil response implement extra one-to-one or group discussion time if required.

Religious Education Assessment and Reporting

The Gloucestershire Agreed Syllabus for Religious Education 2017-2022 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of key stage learning outcomes as outlined in the syllabus.

Each unit is assessed to the core outcomes defined under the three areas of Making Sense of the Beliefs, Understanding Impact, and Making Connections. An example is shown below:

UNIT: 1.10 BELONGING

TERM & YEAR: Autumn 2, 2024

TEACHER:

BELOW	OBJECTIVE	ABOVE
	Pupils can recognise that loving others is important in lots of communities	
	Pupils can say simply what Jesus and one other religious leader taught about loving other people	
	Pupil can give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean	

	Pupil can identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)	
	Pupil can talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas	
	General Comments:	

CLASS LIST INCLUDING SURNAMES – please put in brackets SEN and PP







YEAR GROUP X 2024-2025	YEAR GROUP X 2024-2025

This information alongside planning and book looks allows the RE leader to monitor the progress of pupils in RE including vulnerable groups as SEN and PP.

At the end of the academic year in the summer term school reports are sent home and achievement level in RE is given. Within the Live, Learn and Flourish personal statement teachers can refer individual pupils' work and attitude.

Religious Education Impact








The following points underpin the impact of the agreed syllabus employed:

-  Pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
-  Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
-  Pupils learn systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
-  RE develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
-  Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.
-  Pupils learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.




We have adopted these as our aspiration for pupil outcomes in Religious Education. These will form the basis for pupil conferencing to measure the impact of our curriculum.





Responsibilities for RE in School

The **subject leader** is responsible for overseeing the teaching and learning of religious education in the school. The role includes:

-  Ensuring personal subject knowledge and expertise are kept up-to-date by participating in CPD for RE and share good practice
-  Providing and sourcing in-service training for staff as necessary
-  Ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*
-  Supporting and clarifying approach to planning, delivery and assessment being clear about the subject's intent, implementation and impact.
-  Acquiring and organising appropriate resources, managing a budget when necessary
-  Monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and be able to discuss impact and standards
-  Contributing to the SIAMS self-evaluation process particularly around Strand 7

The **Head Teacher** and **Governors** make sure:

-  RE has a high profile within the curriculum
-  All pupils make progress in achieving the learning outcomes of the RE curriculum
-  The subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation

-  Those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD
-  Teachers newly appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
-  Clear information is provided for parents on the RE curriculum and the right to withdraw
-  RE is resourced, staffed and timetabled so that the school can fulfill its legal obligations on RE and pupils make good progress

The Right of Withdrawal from Religious Education

At Uley Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history and citizenship. We would ask any parent considering this to contact the head teacher to discuss any concerns and anxieties about the policy, provision and practice of religious education at our school.

Managing the Right of Withdrawal

The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.

- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.

Curriculum Policy Links:



Spirituality Policy



Social, Moral, Spiritual and Cultural Development



PSHE Policy/ SRE Policy



Collective Worship

Annex A: Religious Education Rolling Programme

TWO YEAR ROLLING PROGRAMME CYCLE A Years 1, 3 and 5						
Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	F6 Being Special: where do we belong?	F2 Why is Christmas special for Christians?	F6 What times/stories are special and why?	F3 Why is Easter special to Christians?	F1 Why is the word 'God' so important to Christians?	F4 What places are special and why?
1 & 2	1.2 Who do Christians say made the world? Harvest	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live? (PART 1)	1.7 Who is Jewish and how do they live? (PART 2)	1.9 How should we care for the world and for others, and why does it matter?
3 & 4	L2.1 What do Christians learn from the creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place?
5 & 6	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah? Christmas	U2.1 What does it mean if Christians believe God is holy and loving?	U2.9 Why is the Torah so important to Jewish people?	U2.4 How do Christians decide how to live? 'What would Jesus do?'	U2.11 Why do some people believe in God and some people not? OR U2.10 What matters most to Humanists and Christians?

TWO YEAR ROLLING PROGRAMME CYCLE B Years 2, 4 and 6						
EYFS	F6 Being Special: where do we belong?	F2 Why is Christmas special for Christians?	F5 What times/stories are special and why?	F3 Why is Easter special to Christians?	F1 Why is the word 'God' so important to Christians?	F4 What places are special and why?
1 & 2	1.6 Who is Muslim and how do they live? (PART 1)	1.3 Why does Christmas matter to Christians?	1.6 Who is Muslim and how do they live? (PART 2)	1.5 Why does Easter matter to Christians?	1.4: What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers?
3 & 4	L2.7 What do Hindus believe God is like?	L2.3 What is the 'Trinity' and why is it important for Christians? Christmas	L2.8 What does it mean to be a Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, what was the impact of Pentecost ?	L2.11 How and why do people mark the significant events of life?
5 & 6	U2.7 Why do Hindus want to be good?		U2.2 Creation & Science – Conflicting or Complementary?	U2.5 What do Christians believe Jesus did to 'save' people? Easter	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?

The yellow in the long term plan for the agreed syllabus is the link to Understanding Christianity to deepen understanding

Grey in the long term plan for the agreed syllabus is the thematic – all learning that has gone before

Green, Blue & red are the multi faiths

Use the questions to populate display

Start the unit with the question / End the unit with the question

Use the questions to encourage the children's own thinking at the beginning and the end of a unit