

RE Programme of Study - Whole School Overview

Key Stage	Strands	Key Questions:	Year
EYFS Discovering the world	Believing	F1 Which stories are special and why? F2 Which people are special and why?	FS2
	Expressing	F3 Which places are special and why? F4 Which times are special and why?	FS2
	Living	F5 Where do we belong? F6 What is special about our world and why?	FS2
KS1 Religions and worldviews During KS1, 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. <i>*Choose a minimum of 3 key questions per year, balancing across the strands.</i>			
KS1	Believing: Religious beliefs, teachings, sources; questions about meaning, purpose and truth	1.1 Who is a Christian and what do they believe? <i>*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
	Expressing: Religious and spiritual forms of expression; questions about identity and diversity	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? Christians, Jewish people and/or Muslims <i>*Key question split across the two years as schools encounter and explore major celebrations each year.</i>	Y1 & Y2
	Living: Religious practices and ways of living; questions about values and commitments	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

KS2 Religions and worldviews

During KS2, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jewish people. Pupils may also encounter other religions and worldviews in thematic units.

**Choose a minimum of THREE questions per year, taking at least one from each strand of Believing, Expressing and Living*

KS2 - Lower	Believing: Religious beliefs, teachings, sources; questions about meaning, purpose and truth	L2.1 What do different people believe about God? <i>Christians, Hindus and/or Muslims</i>	Y3
		L2.2 Why is the Bible so important for Christians today?	Y3
		L2.3 Why is Jesus inspiring to some people?	Y4
	Expressing: Religious and spiritual forms of expression; questions about identity and diversity	L2.4 Why do people pray? <i>Christians, Hindus and/or Muslims</i>	Y3
		L2.5 Why are festivals important to religious communities? <i>Christians, Hindus and/or Muslims and/or Jewish people</i>	Y3 & Y4
		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)</i>	Y4
	Living: Religious practices and ways of living; questions about values and commitments	L2.7 What does it mean to be a Christian in Britain today?	Y3
		L2.8 What does it mean to be a Hindu in Britain today?	Y4
		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)</i>	Y4
KS2 - Upper	Believing: Religious beliefs, teachings, sources; questions about meaning, purpose and truth	U2.1 Why do some people think God exists? <i>Christians and non-religious (e.g. Humanists)</i>	Y5
		U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	Y5
		U2.3 What do religions say to us when life gets hard? <i>Christians, Hindus and non-religious (e.g. Humanists)</i>	Y6
	Expressing: Religious and spiritual forms of expression; questions about identity and diversity	U2.4 If God is everywhere, why go to a place of worship? <i>Christians, Hindus and/or Jewish people</i>	Y5
		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)</i>	Y6
	Living: Religious practices and ways of living; questions about values and commitments	U2.6 What does it mean to be a Muslim in Britain today?	Y5
		U2.7 What matters most to Christians and Humanists?	Y6
		U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? <i>Christians, Hindus and/or Muslims</i>	Y6