

R.E Policy



'Love your neighbour as yourself'

Parable of the Good Samaritan Luke 10:25-37

POLICY CONTROL	
Responsible Governor Committee:	Standards and Curriculum
Approved by Governors:	Spring 2023
Review Date:	Spring 2026

Our school policies are written with the objective of realising our vision:

As we journey together. we learn to live as good neighbours, demonstrating love, compassion, dignity and respect to all in our communities.

Through this we aspire to become global citizens, courageous advocates and people of wisdom and integrity.

We look towards the parable of the Good Samaritan as our guide.

A school where all **children** are **valued**, where they **feel safe**, are **happy** and **learn well**. We want our school to have a warm friendly atmosphere, which supports families, builds relationships and sets children up for a life of learning. We want our Christian values to guide our pupils along the right path and help them to achieve fulfilling and happy lives.

OUR SCHOOL VALUES

Adderley and Moreton Say Church of England Primary Schools values:

Respect □ **Hopefulness** □ **Kindness** □ **Courage** □ **Integrity** □ **Curiosity**



The Church of England around Staffordshire, northern Shropshire and the Black Country

CONTENTS

1. Statement of intent
2. RE Statement of Entitlement
3. Legal requirements
4. Right to withdrawal
5. Time for RE
6. Our RE Curriculum
7. Religions taught
8. Assessment and Reporting
9. RE Outcomes for Pupils
10. Spiritual, Moral, Social and Cultural Development (SMSC)
11. The Management of RE
12. Current RE Practice and Principle
13. Links with the Church and other community members

Statement of Intent

As we journey together, we explore beliefs shared not only amongst our own school and church but also of those in the wider community and world. We encourage children to discuss the potential differences this makes in terms of how we live our lives both locally and globally, aspiring to become global citizens, courageous advocates and people of wisdom and integrity.

Through this, we learn to live as good neighbours, demonstrating love, compassion, dignity and respect to all communities.

Our curriculum facilitates, through a breadth of learning experiences, opportunities for our children to develop the skills needed to foster healthy approaches to questioning and debate, whilst also articulating their knowledge and understanding in RE.

The confidence instilled in our pupils and the safe and secure environment we create, enables all to share their beliefs safely whilst exploring and discussing the 'big ideas' and questions raised by religion and belief.

Our Christian values are the foundation blocks for life and learning within the AddMore Federation.

RE Statement of Entitlement:

RE teaching across our federation is in line with the recommendations of the **Statement of Entitlement for Church Schools**, published by the Church of England Education Office (Feb 2019), see link below:

<https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/religious-education>

Legal Requirements:

RE is for all pupils:

- Every pupil has an entitlement to Religious Education (RE).
- RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over).
- This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes).
- The 'basic' school curriculum includes the national curriculum, RE and Relationships and Sex Education.

RE is determined locally, not nationally:

- A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus Conference for adoption by a local authority.
- Voluntary Controlled schools with a religious character should follow the locally agreed syllabus, unless parents request RE in accordance with the trust deed or religious designation of the school.

RE is plural:

- The RE curriculum drawn up by a SACRE, or by an academy or free school 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.
- According to case law, the agreed syllabus has a duty 'to take care that information or knowledge included in the curriculum is conveyed in a pluralistic manner' and 'must accord equal respect to different religious convictions, and to non-religious belief'. Note that the term 'religion' encompasses both religious and non-religious beliefs.

Right of withdrawal:

This was first granted when RE was actually religious instruction and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad, exploring a range of religious and non-religious worldviews. However, parents have the right to withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not have a significant impact on the pupil's attendance. Schools should have a policy setting out their approach to provision and withdrawal. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right.

Time for RE:

Our schools have a statutory responsibility to deliver religious education to all pupils, except those withdrawn by parents. This is to ensure that sufficient time is given in order to enable pupils to meet the expectations set out in the agreed syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages.

In order to deliver the aims and expected standards of the syllabus effectively, we dedicate at least 5% of our curriculum time for RE.

4–5s

36 hours of RE per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision)

5–7s

36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)

7–11s

45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

RE is separate from collective worship, however we do make careful links between worship themes and learning within RE lessons.

On occasion an RE themed day, or week of study will complement the regular programme of timetabled lessons.

The Purpose of Religious Education:

Across the Addmore Federation, we follow The Shropshire Agreed Syllabus 2021-2026

The following statements underpin the syllabus and the purpose of Religious Education:

- Religious education contributes dynamically to children and young people’s education in schools 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.
- In RE 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.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values, identities and purpose in life.
- RE should 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. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

The purpose of RE is captured in this principle aim:

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.

Our RE Curriculum

Our RE curriculum aims to ensure that all children:

1. 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

2. 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

3. 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

RE units of study have been mapped out within a two-year rolling program (Moreton Say) and a four-year rolling program (Adderley).

We have worked alongside our Diocesan Advisor to ensure that units of study are mapped out to create a spiral curriculum, allowing children to revisit prior learning within different year groups.

Religions Taught:

The Shropshire Agreed Syllabus requires that all pupils develop understanding of Christianity in each key stage. In addition, across the age range, pupils will develop understanding of the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study in thematic units.

Pupils are to study in depth the religious traditions of the following:

4–5s- Reception

Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

5–7s-Key Stage 1

Christianity, Judaism and Islam

7–11s- Key Stage 2

Christianity, Islam, Hinduism and Judaism

Consideration of other religions and nonreligious worldviews can occur at any key stage, as appropriate to the school context.

Assessment and Reporting

We believe that RE bears equal significance to the core and other foundation subjects taught across the wider curriculum.

To explore our children's understanding of the 'Big Questions' teachers assess children's prior knowledge at the beginning of a unit of study. This is then repeated at the end of a unit of study as a way of measuring and assessing understanding and impact. This encourages our children to apply skills such as reflection, analysis, interpretation and application as well as encouraging them to explore and develop their understanding of religion and belief. 'Big Questions' are also referred back to throughout a unit of study to enable pupils to reflect on their learning journey.

Assessment and attainment in RE is reported annually through the schools annual summer reports. Alongside this, a comment specifically relating to RE is provided for parents.

Outcomes in RE:

Below, are the end of phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end of phase outcomes.

Teaching and learning approach	End of KS1 Pupils can...	End of Lower KS2 Pupils can...	End of Upper KS2 Pupils can...
Element 1: Making sense of beliefs	<ul style="list-style-type: none"> • identify core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers. 	<ul style="list-style-type: none"> • identify and describe the core beliefs and concepts studied • make clear links between texts/ sources of authority and the core concepts studied • offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> • identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions • describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
Element 2: Understanding the impact	<ul style="list-style-type: none"> • give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> • make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and in the way they live • identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> • make clear connections between what people believe and how they live, individually and in communities • using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
Element 3: Making connections	<ul style="list-style-type: none"> • think, talk and ask questions about whether the ideas they have been studying, have something to say to them • give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> • make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently • consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

Children in EYFS encounter religious and non-religious 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

Area of Learning	RE enables children to...
Prime area: Communication and Language	<ul style="list-style-type: none"> • Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews • Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts • Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field • Become comfortable using a rich range of vocabulary and language structures in relation to RE content. • Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.
Prime area: Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others • Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story • Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably • Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

Prime area: Physical Development.	<ul style="list-style-type: none"> • Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play
Specific area: Literacy	<ul style="list-style-type: none"> • Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief • Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together. • Build their skills in RE-related word reading, recognizing religious words and discovering new vocabulary in relation to religions and worldviews • Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.
Specific area: Mathematics.	<ul style="list-style-type: none"> • Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content • Look for patterns and relationships and spot connections, sorting and ordering objects simply.
Specific area: Understanding the World.	<ul style="list-style-type: none"> • Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities • Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world. • Extend their knowledge and familiarity with words that support understanding of religion and belief • Talk about the lives of people around them, understanding characters and events from stories. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class. • Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.
Specific area: Expressive Arts and Design.	<ul style="list-style-type: none"> • Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings. • Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste. • See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts. • Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work. • Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively

Spiritual, Moral, Social and Cultural Development (SMSC)

In addition, the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural (SMSC) development.

Spiritual	Widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of God.
Moral	helping each pupil develop their own informed values
Social	helping pupils understand some major forces shaping the values of our society
Cultural	aiding pupils in exploring aspects of their own cultural heritage, and developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with **personal, social, health and citizenship education (PSHCE)** and **British values**. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

The Management of RE

RE is given equal status with other core subjects in staffing, responsibility and resourcing. Pupil achievement in RE should equal or be better than comparable subjects. Teachers should share effective practice locally and regionally and engage in professional development (SIAMS 2018).

As a church school we recognise that it should be a priority to build up staff expertise in RE.

The RE subject leader is responsible for:

- producing a scheme of work for the school
- supporting colleagues in the detailed planning and delivery of RE provision
- ensuring Religious Education has status within the school
- keeping in touch with subject developments and disseminating information as appropriate
- auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff
- undertaking personal development and subject training and ensuring provision for staff INSET
- monitoring RE provision, practice and outcomes
- creating the RE Development Plan and ensuring its regular review
- accountability for RE standards in the school
- meet with member of the Diocesan RE advisory team when possible

Current RE Practices and Principles

Across the AddMore Federation class teachers are responsible for the delivery of RE lessons. Occasionally, visitors -including the Diocesan Advisor - may support the school with this. E.g., The Christmas Journey Workshop Day, The Easter Journey Workshop Day.

Both schools also enhance curriculum delivery by taking part in other religious activities e.g., Open Door at Shrewsbury Abbey biannually.

We take every opportunity across both our sites to appreciate God's creation and include the opportunity for 'awe and wonder' in our curriculum, through Faith in the Forest- Our forest School programme.

The Federation has drawn up a Rolling Programme of topics to cover the full range of the RE curriculum, taking account of the Shropshire Agreed Syllabus and using resources from the Diocese. The Rolling Programmes for Adderley and Moreton Say are attached as appendices.

Class teachers are experienced in delivering to mixed age classes of mixed ability. We aim to include all children within our RE curriculum and this is done through adaptive teaching and ensuring all teachers have a strong understanding of pupils needs and targets.

RE activities are recorded in a variety of ways, predominately RE workbooks but some activities may also be displayed in floor books, displays and practical activities such as singing, cooking and art.

Both schools access a variety of resources to further enrich learning in R.E. We use the Shropshire Library Service to access artifact boxes and books and both schools have a selection of books within our own libraries.

Links with the Church and other community members:

Both schools enjoy a close relationship with their local churches: St Margrets (Moreton Say) and St Peters (Adderley)

Pupils have opportunities to visit the local church throughout the year. We recognise significant Christian festivals throughout the year and pupils take part in planning for these events; inviting parents and members of the community to take part and share. Children also visit the church to

further enhance their learning within RE which enables them to further explore Christian places of worship. Local church leaders support both our schools by: leading special services at key times of the year, coming into school to offer further support and guidance, working within classrooms to further enhance learning in R.E and leading collective worships.

Both schools are also visited weekly by Chaplin Hannah, who runs lunch time clubs and works within classrooms to offer further knowledge and expertise.

Both schools also enjoy a close relationship with the representatives from the Diocese of Lichfield and access further support and guidance in this way.

RE Long Term Overview- Adderley 2021-2025

Cycle A 21/22	Willow	Chestnut	Oak
Autumn 1	F1: Why is the word 'God' special to Christians?	1.2 Who do Christians say made the world?	L2.1 What do Christians learn from the creation story?
Autumn 2	F2: Why is Christmas special for Christians?	1.3 Why does Christmas matter to Christians?	L2.3 What is the Trinity and why is it important to Christians?
Spring 1	F3: Why is Easter special for Christians?	1.7 Who are Jewish and how do they live? Part 1	L2.10 How do festivals and family life show what matters to Jewish people?
Spring 2	F4: Being special: where do we belong?	1.5 Why does Easter matter to Christians?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?
Summer 1	F5: Which places are special and why?	1.6 Who is a Muslim and how do they live? Part 1	L2.9 How do festivals and worship show what matters to Muslims?
Summer 2	F6: Which stories are special and why?	1.9 How should we care for the world and others and why does it matter? Thematic unit	L2.12- How and why do people try to make the world a better place? Thematic unit

Cycle B 22/23	Willow	Chestnuts	Oak
Autumn 1	F4: Being special: where do we belong?	1.1 What do Christians believe God is like?	L2.2 What is it like for someone to follow God?
Autumn 2	F2: Why is Christmas special for Christians?	1.3 Why does Christmas matter to Christians? UC Digging Deeper	L2.3 What is the Trinity and why is it important to Christians? UC Digging Deeper
Spring 1	F1: Why is the word 'God' special to Christians?	1.7 Who is Jewish and how do they live Part 2	L2.4 What sort of world did Jesus want?
Spring 2	F3: Why is Easter special for Christians?	1.5 Why does Easter Matter to Christians? UC Digging Deeper	L2.5 Why do Christians call the day Jesus died 'Good Friday'? UC Digging Deeper
Summer 1	F5: Which places are special and why?	1.6 Who is a Muslim and how do they live? Part 2	L2.7 What do Hindus believe God is like?
Summer 2	F6: Which stories are special and why?	1.10 What does it mean to belong to a faith community?	L2.11 How and why do people mark the significant events of life?

Cycle C 23/24	Willow	Chestnut	Oak
Autumn 1	F1: Why is the word 'God' special to Christians?	1.2 Who do Christians say made the world?	U2.2 Creation and science: conflicting or complementary?
Autumn 2	F2: Why is Christmas special for Christians?	1.3 Why does Christmas matter to Christians?	U2.3 Why do Christians believe Jesus was the Messiah?
Spring 1	F3: Why is Easter special for Christians?	1.7 Who is Jewish and how do they live? Part 1	U2.9 Why is the Torah so important to Jewish people?
Spring 2	F4: Being special: where do we belong?	1.5 Why does Easter Matter to Christians?	U2.5 What do Christians believe Jesus did to 'save' people?
Summer 1	F5: Which places are special and why?	1.6 Who is a Muslim and how do they live? Part 1	U2.8- What does it mean to be a Muslim in Britain today?
Summer 2	F6: Which stories are special and why?	1.9 How should we care for the world and others and why does it matter? Thematic unit	U2.12 How does faith help people when life gets hard? Thematic unit

Cycle D 24/25	Willow	Chestnuts	Oak
Autumn 1	F4: Being special: where do we belong?	1.1 What do Christians believe God is like?	U2.1 What does it mean if Christians believe God is holy and loving?
Autumn 2	F2: Why is Christmas special for Christians?	1.3 Why does Christmas matter to Christians? UC Digging Deeper	U2.3 Why do Christians believe Jesus was the Messiah? UC Digging Deeper
Spring 1	F1: Why is the word 'God' special to Christians?	1.7 Who is Jewish and how do they live Part 2	U2.4 How do Christians decide how live? What would Jesus do?
Spring 2	F3: Why is Easter special for Christians?	1.5 Why does Easter Matter to Christians? UC Digging Deeper	U2.5 What do Christians believe Jesus did to 'save' people? UC Digging Deeper
Summer 1	F5: Which places are special and why?	1.6 Who is a Muslim and how do they live? Part 2	U2.7 Why do Hindus want to be good?
Summer 2	F6: Which stories are special and why?	1.10 What does it mean to belong to a faith community? Thematic Unit	U2.10 What matters most to Humanists and people of faith? Thematic Unit

RE Long Term Overview- Moreton Say- 2021-2023

Term A 21/22	Reception/1	Year 2	Year 3/4	Year 5/6
Autumn 1	1.2 Who do Christians say made the world?	1.1 What do Christians believe God is like?	L2 1 What do Christians learn from the creations tory?	U2.2 Creation and science: conflicting or complementary?
Autumn 2	1.3 Why does Christmas matter to Christians?	1.3 Why does Christmas matter to Christians? UC Digging Deeper	L2.3 What is the Trinity and why is it important to Christians?	U2.3 Why do Christians believe Jesus was the Messiah?
Spring 1	1.7 Who is Jewish and how do they live? Part 1	1.7 Who is Jewish and how do they live Part 2	L2.10 How do festivals and family life show what matters to Jewish people?	U2.9 Why is the Torah so important to Jewish people?
Spring 2	1.5 Why does Easter Matter to Christians?	1.5 Why does Easter Matter to Christians? UC Digging Deeper	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	U2.5 What do Christians believe Jesus did to 'save' people?
Summer 1	1.6 Who is a Muslim and how do they live? Part 1	1.6 Who is a Muslim and how do they live? Part 2	L2.9 How do festivals and worship show what matters to Muslims?	U2.8- What does it mean to be a Muslim in Britain today?
Summer 2	1.9 How should we care for the world and others and why does it matter? Thematic unit	1.10 What does it mean to belong to a faith community?	L2.12- How and why do people try to make the world a better place? Thematic unit	U2.12 How does faith help people when life gets hard? Thematic unit

Term B 22/23	Reception/1	Year 2	Year 3/4	Year 5/6
Autumn 1	F4- Being Special, Where do I belong	1.1 What do Christians believe God is like?	L2.2 What is it like for someone to follow God?	U2.1 What does it mean if Christians believe God is holy and loving?
Autumn 2	1.3 Why does Christmas matter to Christians?	1.3 Why does Christmas matter to Christians? UC Digging Deeper	L2.3 What is the Trinity and why is it important to Christians? UC Digging Deeper	U2.3 Why do Christians believe Jesus was the Messiah? UC Digging Deeper
Spring 1	1.7 Who is Jewish and how do they live? Part 1	1.7 Who is Jewish and how do they live Part 2	L2.4 What sort of world did Jesus want?	U2.4 How do Christians decide how live? What would Jesus do?
Spring 2	1.5 Why does Easter Matter to Christians?	1.5 Why does Easter Matter to Christians? UC Digging Deeper	L2.5 Why do Christians call the day Jesus died 'Good Friday'? UC Digging Deeper	U2.5 What do Christians believe Jesus did to 'save' people? UC Digging Deeper
Summer 1	1.6 Who is a Muslim and how do they live? Part 1	1.6 Who is a Muslim and how do they live? Part 2	L2.7 What do Hindus believe God is like?	U2.7 Why do Hindus want to be good?
Summer 2	1.9 How should we care for the world and others and why does it matter? Thematic unit	1.10 What does it mean to belong to a faith community?	L2.11 How and why do people mark the significant events of life?	U2.10 What matters most to Humanists and people of faith?