

Collaboration of East Harptree and Ubley Primary Schools

Religious Education Curriculum Overview

We follow the Somerset Agreed Syllabus for Religious Education entitled, 'Awareness, Mystery and Value' and 'Understanding Christianity'. This area of learning develops children's knowledge and understanding of the nature of religion and belief. Although Christianity has a central place in the RE curriculum we also study other principal religions, religious traditions and world views, in the context of a diverse society.



	Autumn Term	Spring Term	Summer Term
EY	<p>2. Why are some times special? (B&E) This unit explores those aspects of life on earth which are reflected in the pattern of religious and other practices and festivals. + Christmas</p>	<p>1. Who are we? (A&D) ~ explores ideas of what it is to be human and relates them to religious and other beliefs. + Easter</p>	<p>4. Where do we belong? (B&D) ~ explores ideas of those aspects of human nature which relate to the practices of religion and belief communities.</p>
Y1	<p>3. Why are some stories special? (C&F) ~ explores how religions and beliefs express values and commitments in a variety of creative ways. (Christmas)</p>	<p>7. Why are some places special? (C&D) ~ explores how religions and beliefs express aspects of human nature in a variety of creative ways. (Easter)</p>	<p>5. How do we celebrate our journey through life? (C&E) ~ explores how religions and beliefs express aspects of life's journey in a variety of creative ways.</p>
Y2	<p>9. Why is Jesus important? (B&F) ~ explores how people's values and commitments might be demonstrated in people's lives. (Christmas)</p>	<p>6. How should we live our lives? (A&F) ~ explores how religious and other beliefs affect approaches to moral issues.</p>	<p>8. Why is our World Special? (A&E) ~ explores ideas about the nature of life on earth and relates them to religious and other beliefs.</p>
Y3	<p>1. What is Important to me? (A&D) ~ explores ideas of what it is to be human and relates them to religious and other beliefs.</p>	<p>2: What can we learn from the life and teaching of Jesus? (B&E) (Easter) ~ explores aspects of the person, life and teaching of Jesus and how they relate to Christian life, practices, celebrations and the pattern of Christian festivals.</p>	<p>12. What does it mean to belong to a religion? Judaism (BD&E) ~ explore aspects of religious festivals, celebrations, practices and communities and the beliefs to which they relate.</p>
Y4	<p>4. What does it mean to belong to a religion? Christianity (B&D) ~explores aspects of Christian festivals, celebrations, practices and communities and the beliefs to which they relate.</p>	<p>5. Why are some journeys and places special (C&E) ~ explores how religions and beliefs express aspects of life's journey in a variety of creative ways.</p>	<p>10 What does it mean to belong to a religion? Hinduism (BD&E) ~ explore aspects of religious festivals, celebrations, practices and communities and the beliefs to which they relate.</p>
Y5	<p>6. How do we make moral choices (A&F) ~ explores how religious and other beliefs affect approaches to moral issues.</p>	<p>7. How do people express their beliefs and identity? (C&D) ~ explores how religions and beliefs employ signs, symbols and the arts to express aspects of human nature</p>	<p>11 What does it mean to belong to a religion? Islam (BD&E) ~ explore aspects of religious festivals, celebrations, practices and communities and the beliefs to which they relate.</p>
Y6	<p>8. What do people believe about life (A&E) ~ explores ideas about the natural world and our place in it and relates them to religious and other beliefs.</p>	<p>9. How might we live and who can inspire us? (B&F) ~ explores how people's values and commitments might be demonstrated in the lives of [religious] leaders and believers. It may include a study of a particular religious or belief community.</p>	<p>What does it mean to belong to a religion? Buddhism (BD&E) Or What does it mean to be a Humanist? (optional plan available)</p>

Each unit's key question is followed by two capital letters, e.g., "A&D". This means that the enquiry is to be carried out with a focus on area A – Beliefs, Teachings and Sources, and area D – Identity, Diversity and Belonging. Teaching should plan for breadth & balance and learning sequences should include a twin focus on both areas of enquiry as defined in AMV www.awarenessmysteryvalue.org

The first focus in each unit is taken from the AMV 'areas of enquiry' and are learning ABOUT religion and belief: A = Beliefs, Teachings and Sources; B = Practices and Ways of Life; C = Forms of Expressing Meaning

The second focus is taken from the AMV 'areas of enquiry' and are learning FROM religion and belief: D = Identity, Diversity and Belonging; E = Meaning, Purpose and Truth; F = Values and Commitments