

Religious Education Curriculum Plan

The RE Agreed Syllabus, 2018-2023 (identities, meanings, values) is followed by all schools in Bedford Borough, Central Bedfordshire and Luton. It is designed to support schools in developing and delivering excellence in RE. It does this by studying one religion at a time (systematic units) and then including thematic units, which build on learning by comparing the religions, beliefs and practices studied.

The principal aim of RE 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.

<u>Year Group</u>						
<u>FS</u>	Which stories are specially valued and why? Learn from at least 2 religions F6	Why is Christmas special for Christians? F2	Which places are specially valued and why? Learn from at least 2 religions. F5	Why is Easter special for Christians? F3	Being special: Where do we belong? Learn from at least 2 religions. F4	Why is the word 'God' so important to Christians? F1
<u>1</u>	What do Christians believe God is like? Unit 1	Why does Christmas matter to Christians? How and why do we celebrate special times? Unit 2	Who is Jewish? What do they believe and how do they live? Unit 3	Why does Easter matter to Christians? Unit 5	Who is Muslim? What do they believe and how do they live? Unit 4	How do we show we care for others? Why does it matter? Unit 9
<u>2</u>	How and why do we celebrate significant times? What makes some celebrations sacred to believers? Unit 7	Who is an inspiring person? What stories inspire Christian, Muslim, or Jewish people?	What makes some places significant? What makes some places sacred to believers Unit 6	What is the 'good news' Christians believe Jesus brings? Unit 12	Unit 11 What can we learn from sacred books and stories? Unit 8	How do we show we care for the Earth? Why does it matter? Unit 10

<u>3</u>	How do festivals and worship show what matters to Muslims? L2.9	What are the deeper meanings of festivals? L2.11	Why do some people think life is like a journey? How and why do people mark significant events? Unit L2.2	Why do Christians call the day Jesus died 'Good Friday'? L2.5	L2.3 What is 'Trinity' and why is it important to Christians? L2.3	For Christians, what was the impact of Pentecost? L2.10
<u>4</u>	How do festivals and family life show what matters to Jewish people? L2.6	How and why do people try to make the world a better place? L2.12	How is faith expressed in the Hindu communities and traditions? L2.7	What kind of world did Jesus want? L2.4	How is faith expressed in the Sikh communities and traditions? L2.8	Where, how and why do people worship? Unit L2.12
<u>5</u>	How and why do some people inspire others? Examples from religions. U2.4	Values: what matters most to Humanists and Christians? U2.3	Why do some people believe in God and some people not? U2.11	How do Christians decide how to live? What would Jesus do? U2.5	What does it mean if Christians believe God is holy and loving? U2.1	How is faith expressed in Islam? U2.8
<u>6</u>	What will make our community a more respectful place? U2.10	What helps Hindu people as they try to be good? U2.7	How does Faith enable resilience? U2.12	Creation and Science: conflicting or complementary? U2.2	What do Christians believe Jesus did to 'save' people? U2.6	Justice and Poverty: why does faith make a difference? U2.9