

Willington Primary School Religious Education Planning Overview

Based on the 2020 – 2025 Derbyshire Agreed Syllabus



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F5: Where do we belong?	F4 Which times are special and why?	F6. What is special about our world?	F2 Which people are special and why?	F3 Which places are special and why?	F1 What stories are special and why?
	Christians, Hindus, Muslims	Christians, Hindus and Jewish people	Christians, Muslims and Jewish people	Christians, Muslims and Jewish people	Christians and Muslims	Christians, Hindus and Muslims
Year 1	1.1 Who is a Christian and what do they believe? (part 1 & 2)	1.6 How and why do we celebrate special and sacred times? (Part 1)		1.7 What does it mean to belong to a faith community?	1.5 What makes some places sacred? <i>This could be an RE week or fit into a cross curricular unit of study.</i>	
	Christians	Christians, Muslims or Jewish people	Muslims	Christians, Muslims, Jewish people	Christians, Muslims and/or Jewish people	
Year 2	1.3 Who is Jewish and what do they believe?	1.6 How and why do we celebrate special and sacred times? (Part 2)	1.2 Who is a Muslim and what do they believe? (part 1 & 2)		1.4 How can we learn from sacred books?	1.8 How should we care for others and the world, and why does it matter?
	Jewish people	Christians, Muslims or Jewish people	Muslims	Christians	Christians, Muslims and Jewish people	Christians and Jewish people
Year 3	L2.7 What does it mean to be a Christian in Britain today? (part 1 & 2)		L2.2 Why is the Bible so important for Christians today?	L2.5 Why are festivals important to religious communities? <i>Easter focus possibly an RE week</i>	L2.1 What do different people believe about God? <i>Christian focus and either or both Hindus and Muslims</i>	L2.4 Why do people pray?
	Christians		Christians	Christians and Hindus/Jewish people/Muslims	Hindus, Christians, Muslims	Christians, Hindus or Muslims

Year 4	L2.8 What does it mean to be a Hindu in Britain today? (part 1 & 2)		L2.5 Why are festivals important to religious communities? <i>Eid focus possibly an RE week</i>	L2.3 Why is Jesus inspiring to some people?	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?
	Hindus		Christians and Hindus/Jewish people/Muslims	Christians	Christians, Jewish people, non-religious people (Humanist)	Christians, Hindus and/or Jewish people
Year 5	U2.1 Why do some people think God exists?		U2.7 What matters most to Christians and Humanists?	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.4 If God is everywhere, why go to a place of worship? <i>Possible RE week or fortnight with a focus on a visit to the church and the mandir</i>	
	Christians, non-religious (Humanists)		Christians and non-religious (Humanists)	Christians	Christians, Hindus and Jewish people	
Year 6	U2.6 What does it mean to be a Muslim in Britain today? (part 1 & 2)	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>Please note this unit allows for some whole class or project work that recalls past study</i>		U2.3 What do religions say to us when life gets hard? <i>Please note this unit allows for some whole class or project work that recalls past study about being Christian, Hindu etc</i>	
	Muslims	Christians, Muslims and Hindus (recap)	Christians, Muslims and non-religious (Humanists)		Christians, Hindus and non-religious responses	

Changes to the original long term plan from Derbyshire;

Year 3 will do part 1 and 2 of What does it mean to be a Christian in Britain today?

Year 4 will do part 1 & 2 of what does it mean to be a Hindu in Britain today?

Year 6 will do part 1 & 2 of What does it mean to be a Muslim in Britain today?

Other notes from the 2020-2025 Derbyshire agreed syllabus:

Schools have a statutory responsibility to deliver Religious Education to all pupils, except those withdrawn by parents.

Based on the most recent national guidance:

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)
11–14s:	45 hours of tuition per year (e.g. an hour a week)

- **RE is different from assembly.** Curriculum time for RE is distinct from the time spent on collective worship or school assembly.
- **Flexible delivery of RE is often good practice:** an RE themed day, or week of study can complement – but not usually replace – the regular programme of timetabled lessons.
- **RE should be taught in clearly identifiable time.**