



'Working and growing together'

Religious Education Scheme of Work

Date	Review Date	Subject Leader
September 2020	August 2021	Sarah Jones

Introduction

This document provides a developmental programme of Religious Education work for the children of Fitzwilliam Primary School. The scheme is reviewed annually. The last review was August 2020.

Continuity and progression

In order to ensure continuity and progression in the Religious Education Scheme of Work the following strategies have been adopted:

- The scheme has been developed by the Religious Education subject leader in collaboration with all staff.
- The Religious Education programmes of study in the Wakefield Agreed Syllabus are the basis of the scheme.
- Staff meetings have been and will be used to discuss Religious Education in our school and implementing the scheme of work.
- Religious Education planning follows the same format throughout school and is monitored by the Religious Education subject leader.

Structure

Religious Education is taught in a two- week block in each of the three terms in each year group. There are two levels of planning in RE:

Long Term Planning

This is the termly plans for each year group, with a Religious Education focus in each term, taught throughout the school, and it is reviewed annually.

Short Term Planning

Short term planning is completed on a termly basis by the class teacher, is guided by long term planning.

Recording Evidence

Photographic, written and art evidence will be used to record children's progress and show the progression within RE.

E-safeguarding

The Religious Education scheme of work adheres to the whole school E-safeguarding Policy.

Foundation Stage

Key Stage 1			
	Autumn	Spring	Summer
Year 1	<u>LIVING</u> What does it mean to belong to a faith community? CHRISTIANITY, JUDAISM,ISLAM	<u>BELIEVING</u> Who is a Christian and what do they believe? CHRISTIANITY	<u>EXPRESSING</u> What makes some places sacred? CHRISTIANITY, JUDAISM,ISLAM
Year 1/2	How and why do we celebrate special and sacred times? CHRISTIANITY/ISLAM, JUDAISM	How and why do we celebrate special and sacred times? CHRISTIANITY/ISLAM, JUDAISM	
Year 2	<u>BELIEVING</u>	<u>BELIEVING</u>	<u>BELIEVING</u>

	What can we learn from sacred books? CHRISTIANITY/ISLAM/JUDAISM	Who is Jewish and what do they believe? JUDAISM	Who is Muslim and what do they believe? ISLAM
Key Stage 2			
	Autumn	Spring	Summer
Year 3	<u>BELIEVING</u> Why is the Bible important for Christians today? <u>LIVING</u> What does it mean to be a Christian in Britain today? <u>CHRISTIANITY</u>	<u>BELIEVING</u> What do different people believe about God? CHRISTIANS, HINDUS AND/OR MUSLIMS	<u>EXPRESSING</u> Why do people pray? CHRISTIANS, HINDUS AND/OR MUSLIMS
Year 3/4	<u>EXPRESSING</u> Why are festivals important to religious communities? CHRISTIANS, HINDUS AND/OR MUSLIMS AND/OR JEWISH PEOPLE	<u>EXPRESSING</u> Why are festivals important to religious communities? CHRISTIANS, HINDUS AND/OR MUSLIMS AND/OR JEWISH PEOPLE	
Year 4	<u>LIVING</u> What does it mean to be a Hindu in Britain today? HINDUISM	<u>BELIEVING</u> Why is Jesus inspiring to some people? CHRISTIANITY	<u>EXPRESSING</u> Why do some people think that life is a journey? CHRISTIANITY, HINDUISM AND/OR JUDAISM AND HUMANISM LIVING What can we learn from religions about deciding what is right and wrong?

			CHRISTIANITY, JUDAISM AND HUMANISM
Year 5	<p><u>LIVING</u> What does it mean to be a Muslim in Britain today? ISLAM</p>	<p><u>BELIEVING</u> What would Jesus do? (Can we live by the values of Jesus in the 21st century?) CHRISTIANITY</p>	<p><u>BELIEVING</u> Why do some people believe God exists? CHRISTIANITY AND HUMANISM</p> <p>EXPRESSING If God is everywhere, why go to a place of worship? CHRISTIANITY, HINDUISM AND /OR JUDAISM</p>
Year 6	<p><u>EXPRESSING</u> Is it better to express your religion in arts and architecture or in charity and generosity? CHRISTIANITY, ISLAM AND HUMANISM</p>	<p><u>LIVING</u> What matters most to Christians and Humanists? CHRISTIANITY AND HUMANISM</p>	<p><u>BELIEVING</u> What do religions say to us when life gets hard? CHRISTIANITY, HINDUISM AND HUMANISM</p> <p>LIVING What difference does it make to believe in Ahisma(harmlessness), Grace (the generosity of God) and Ummah (community)? CHRISTIANITY, HINDUISM AND/OR MUSLIMS</p>

