



National Curriculum Objectives

Religious Education

Religious Education

Every state-funded school must offer a curriculum which is balanced and broadly based¹ and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.

The Locally Agreed Syllabus

The key document in determining the teaching of RE is the locally agreed syllabus which can be accessed on the RE SACRE website; <http://www.eriding.net/all-ages/religious-education/statutory-requirements/>.

The 2016 Agreed Syllabus for Religious Education is the result of a collaborative partnership between the Standing Advisory Councils for Religious Education (SACREs) of the four local authorities that comprise the Humberside region, following the similar joint RE syllabuses of 1999, 2005 and 2010.

Ever since their formation in 1996, the four local authorities (East Riding of Yorkshire, Hull City, North Lincolnshire and North East Lincolnshire) have worked together in support of Religious Education in local schools.

The syllabus has three statutory Areas of Understanding, the same for each key stage:

- Beliefs and Practices
- Identity and Values
- Meaning and Purpose

All content in the Areas of Understanding is statutory and therefore must be taught. Each key stage builds upon the one before, so by the time pupils reach the end of KS3, they should have had the opportunity to receive a broad, inclusive religious education.

A programme of units for RE at Key Stages 1 & 2

These Units of Learning offer a ready-made scheme of work with built-in progression and coverage of all statutory aspects of the agreed syllabus. Teachers may choose to take Units of Learning in a different order to fit with other curriculum planning.

	KEY STAGE 1		KEY STAGE 2			
	Y1	Y2	Y3	Y4	Y5	Y6
AUTUMN <i>supplement ideas from Christmas overview</i>	1.1 Looking at me, looking at you <i>What makes us special?</i>	2.1 Belonging <i>What does it mean to belong?</i>	3.1 Remembering <i>Why remember?</i>	4.1 Belief in the community <i>What does it mean to belong to a faith?</i>	5.1 Expressions of faith <i>How do people express their faith?</i>	6.1 Justice and freedom <i>Is it fair?</i>
SPRING <i>supplement ideas from Easter overview</i>	1.2 Caring for the world <i>How can we keep the world special?</i>	2.2 Believing <i>How do people demonstrate their beliefs?</i>	3.2 Faith founders <i>Who are the faith founders and what did they teach?</i>	4.2 Saints and heroes <i>What makes a hero?</i>	5.2 Faith in action <i>What inspires people to follow a faith and what is the cost?</i>	6.2 Living a faith <i>What gives a sense of identity and belonging?</i>
SUMMER	1.3 Worship and festivals <i>What happens in a place of worship?</i>	2.3 Questions, questions <i>What are the Big Questions?</i>	3.3 Encounters <i>What makes a place sacred?</i>	4.3 Our world <i>What do religions teach about caring for our world?</i>	5.3 Pilgrimage <i>Why do people of faith make a pilgrimage?</i>	6.3 Hopes and visions <i>What is life about?</i>

- At Key Stage 1, it is recommended that only one other major faith is given detailed consideration, although further faiths could be approached to a lesser degree where appropriate. Due to its close relationship to Christianity, Judaism is also studied here
- At Key Stage 2, it will be appropriate to widen the children's experience of faith. Years 3 and 4 will study Christianity and Islam, whilst Years 5 and 6 will study Hinduism as their 'other' faith. As such, the programmes of study in the Agreed Syllabus will be addressed in KS2 via Christianity, Islam and Hinduism. It is recognised that teachers may encounter situations where reference or comparisons to other world faiths may be both appropriate and beneficial.