

Derbyshire and Derby City Agreed Syllabus for Religious Education - Overview

Principal aim: The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own

Pupil friendly aim: RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.

Notes:

- The religions listed in the key question grid are to be covered as a minimum - if you wish to look at other religious / non-religious viewpoints you can, but as an addition, not an alternative.
- RE in schools without a religious character should be inclusive of both religions and non-religious worldviews.

Religions to be taught KEY: Christians = C Muslims = M Jews=J Hindus = H Sikhi = S Humanists = NR (Non-religious)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2	See separate document "FS2 learning in RE" for an overview of how RE is taught in FS2. Teachers do have access to the units of work connected to the Derby and Derbyshire Agreed Syllabus. They can access if the class teachers feel it is useful / would support the learning.					
Year 1	1.1 Who is a Christian and what do they believe? C	1.9 Who is a Hindu and what do they believe? H	1.7 What does it mean to belong to a faith community? C M J	1.6 How and why do we celebrate special and sacred times? C J M		1.5 What makes some places sacred? C M J <i>Church visit</i>
Year 2	1.2 Who is a Muslim and what do they believe? M	1.10 Who is a Sikh and what do they believe? S	1.3 Who is Jewish and what do they believe? J <i>Shabbat experience</i>	1.4 What can we learn from sacred books? C M J		1.8 How should we care for others and the world, and why does it matter? C J
Year 3	Split unit U2.11 What does it mean to be a Sikh in Britain today? S <i>Link with Akaal for one class</i> <i>Gurdwara Visit</i>	L2.7 What does it mean to be a Christian in Britain today? C	L2.2 Why is the bible so important for Christians today? C	L2.5 Why are festivals important to religious communities? C H M J <i>Easter Experience Visit (TBC?)</i>	L2.1 What do different people believe about God? C H M J NR	L2.4 Why do people pray? C H M
Year 4	L2.8 What does it mean to be a Hindu in Britain today? H <i>Mandir Visit</i>	L2.3 Why is Jesus inspiring to some people? C	L2.5a How do people from religious and non religious communities celebrate key festivals? C J NR	L2.9 What can we learn from religions about deciding what is right or wrong? C J NR	L2.10 How do family life and festivals show what matters to Jewish people? J	L2.6 Why do some people think that life is like a journey and what significant experiences mark this? C J H
Year 5	U2.1 Why do some people think God exists? C NR	U2.6 What does it mean to be a Muslim in Britain today? M <i>Mosque Visit</i>	Split unit U2.11 What does it mean to be a Sikh in Britain today? S	U2.4 If God is everywhere, why go to a place of worship? C H J	U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21 st century?) C	U2.7 What matters most to Christians and Humanists? C NR
Year 6	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? C M NR	U2.9 What can be done to reduce racism? Can religion help? C M NR	U2.10 <i>Green religion?</i> What do religious and non religious worldviews teach about caring for the Earth? C H J NR	U2.8 What difference does it make to believe in Ahimsa, Grace and / or Ummah? C H M		U2.3 What do religions say to us when life gets hard? C H NR <i>Humanist visitor (?)</i>