

Mayflower Primary School RE Curriculum (adapted from Agreed Syllabus for Leicester and Leicestershire) – Teaching Units

The Agreed Syllabus for Leicestershire stipulates that the following units are taught across school:

EYFS*	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Pupils should encounter religions and worldviews through exploring special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about religious stories. Pupils can be introduced to new vocabulary including subject specific words and use all their senses to explore beliefs, practices, and forms of expression. They can ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the natural world in which they live.</p>	<ol style="list-style-type: none"> 1. Where do I belong? What do I believe? How and why do we celebrate special and sacred times (Navratri, Diwali, Easter, Vaisakhi, Eid)? Who is a Christian and what do they believe? 2. Who is a Sikh and what do they believe? 3. Who is an inspiring person and who inspires me? 4. Who is a Muslim and what do they believe? 5. How should we care for others and the world? 6. Hinduism, Sikhism, Islam and Christianity: What does it mean to belong to a faith community? 7. What can we learn from sacred books? 8. What makes some places sacred? 	<ol style="list-style-type: none"> 1. How is new life welcomed into the world? 2. In the context of Hinduism, Islam, and Sikhism, what is dark and what is light? 3. Which special days and festivals are important to Christians? 4. Who is my neighbour? 5. Values – what matters most (all religions and Humanism) 6. How does a Christian follow Jesus? 7. Who inspires me? 8. What are the deeper meanings of our celebrations? 	<ol style="list-style-type: none"> 1. India: What does it mean to be a Hindu? 2. What will make our city a more respectful place? 3. What can we learn from reflecting on wisdom? 4. What happens when we die? 5. What can we learn from temptation and finding your way through the moral maze? 6. What can we learn from reflecting on Sikh, Christian and Muslim wisdom? 7. How does a Christian follow Jesus? 8. What does it mean to be a Christian? 9. What do the religions teach about the natural world and why should we care about it? 10. Justice and Poverty: Can religion help to build a fair world and 'make poverty history'? 11. What does it mean to be a Muslim?

*This guidance has been adapted from DfE legal guidance regarding Religious Education in the Early Years Foundation Stage

In-line with the Agreed Syllabus, all world faiths are taught, with recurring themes as detailed above. Humanist perspectives are also considered, which begin in Key Stage 2. The Equality Act (2010) is actively taught through the RSE curriculum, ensuring that the following understanding is embedded across the school, as well as preparing our older children for effective transition to Key Stage 3:

- The Equality Act (2010) says you must not be discriminated against because you are (or are not) of a particular religion.
 - You hold (or do not hold) a particular philosophical belief.
- Someone thinks you are of a particular religion or hold a particular belief (this is known as discrimination by perception)

Taught through PBL		Taught as a Discrete Unit		Assemblies and Curriculum Days	
Year	Autumn Term	Spring Term		Summer Term	
EYFS*	Diwali, Christmas Discussion about current celebration and those personal to us – focusing on similarities and differences	Chinese New Year, Shrove Tuesday Easter, Vaisakhi, Ramadan, Eid Discussion, celebrations and those personal to us – focusing on similarities and differences		Celebrating us What makes us unique? Discussion about current celebration and those personal to us – focussing on similarities and differences	
Year 1	Where do I belong and what do I believe? Who is an inspiring person and who inspires me? In Hinduism and Christianity – how do I celebrate special and sacred times? Who is a Christian and what do they believe?	Who is a Sikh and what do they believe? How and why do we celebrate special and sacred times: Easter		How does where we live differ from other places How do we celebrate special and sacred times: Vaisakhi and Eid Who is a Muslim and what do they believe? How should we care for others and the world?	
	Diwali and Navratri will be covered, themed day for Diwali, Christmas (including Advent), stories from world faiths (see online plan)	Easter, stories from world faiths (see online plan), the birthday of Guru Nanak		Vaisakhi, Eid (and associated themed days), stories from world faiths	
Year 2	Hinduism and Sikhism	Christianity		Islam	
	Diwali and Navratri will be covered, themed day for Diwali, Christmas (including Advent), stories from world faiths (see online plan)	Easter, stories from world faiths (see online plan), the birthday of Guru Nanak		Vaisakhi, Eid (and associated themed days), stories from world faiths	
Year 3	How is new life welcomed into the world? What does dark and light mean? Festivals in Christianity: Christmas	How has Evington changed since 1888? Who is my neighbour? Festivals in Christianity: Easter		What matters most (all world faiths and Humanism)	
	Diwali and Navratri will be covered, themed day for Diwali, Christmas (including Advent), stories from world faiths (see online plan)	Easter, stories from world faiths (see online plan), the birthday of Guru Nanak		Vaisakhi, Eid (and associated themed days), stories from world faiths	
Year 4	Who inspires me?	How does a Christian follow Jesus?		Values: What matters most? What are the deeper meanings of our celebrations?	
	Diwali and Navratri will be covered, themed day for Diwali, Christmas (including Advent), stories from world faiths (see online plan)	Easter, stories from world faiths (see online plan), the birthday of Guru Nanak		Vaisakhi, Eid (and associated themed days), stories from world faiths	
Year 5	How did life change for children during WW2?	Why is space travel and exploration so important?		How does climate change affect people and communities?	
	Judaism – life and importance of faith to individuals and communities (link to the Holocaust)	What can we learn from reflecting on wisdom? Science v Religion - heliocentric Vs. geocentric models		What does it mean to be a Hindu (link to Uttarakhand) What happens when we die?	
	Diwali and Navratri will be covered, themed day for Diwali, Christmas (including Advent), stories from world faiths (see online plan)	Easter, stories from world faiths (see online plan), the birthday of Guru Nanak		Vaisakhi, Eid (and associated themed days), stories from world faiths	
Year 6		Why do people settle in Leicester?		Did early Islamic civilisation invent it all first?	
	What do religions teach about the natural world and why should we care about it? How does a Christian follow Jesus and what does it mean to belong to the faith?	Can religion help to build a fair world and make poverty history?		What does it mean to be a Muslim?	
	Diwali and Navratri will be covered, themed day for Diwali, Christmas (including Advent), stories from world faiths (see online plan)	Easter, stories from world faiths (see online plan), the birthday of Guru Nanak		Vaisakhi, Eid (and associated themed days), stories from world faiths	

RE Curriculum, EYFS and Agreed Syllabus Coverage

This document provides a summary of how guidance for the EYFS and Agreed Syllabus for years 1-6 have been covered through the teaching units previously described. It can also serve as a useful planning aid, ensuring that staff can plan progressive learning experiences for our children, with due regard for their prior learning, which can also be accessed via the Digital Archive. From the planned units, it can be concluded that the curriculum has been covered in full, with a breadth of study in Key Stage 2 that allows children to deepen their knowledge and understanding.

Year	Autumn Term	Spring Term	Summer Term
EYFS	Diwali Rangoli sensory play/art/patterns Henna patterns Salt dough divas (pattern/making arrangements) Dandya stick dancing Dress up Christmas Craft, songs, nativity characters	Chinese New Year Chinese artefacts, dragon dancing Books with a CNY theme Shrove Tuesday Making pancakes (cooking) Easter Egg hunt, objects representing Easter as an invitation to learning Lots of books with an Easter theme Ramadan calendar (Reception) Eid Henna patterns Cards	Continuation of Eid to reflect the worldwide religious calendar
Year 1 and Year 2 (1-8)	Where do I belong and what do I believe? (1) Who is an inspiring person and who inspires me? (3) In Hinduism and Christianity – how do I celebrate special and sacred times? (1) Who is a Christian and what do they believe? (1)	Who is a Sikh and what do they believe? (2) How and why do we celebrate special and sacred times: Easter (1)	How do we celebrate special and sacred times: Vaisakhi and Eid (1) Who is a Muslim and what do they believe? (4) How should we care for others and the world? (5)
	Hinduism and Sikhism, to include a study of sacred books and sacred places (6, 7 and 8)	Christianity, to include a study of sacred books and sacred places (6, 7 and 8)	Islam, to include a study of sacred books and sacred places (6, 7 and 8)
Year 3 and Year 4 (1-8)	How is new life welcomed into the world? (1) What does dark and light mean? (2) Festivals in Christianity: Christmas (3)	Who is my neighbour? (4) Festivals in Christianity: Easter (3)	What matters most (all world faiths and Humanism) (5)
	Who inspires me? (7)	How does a Christian follow Jesus? (6)	Values: What matters most? (5) What are the deeper meanings of our celebrations? (8)
Year 5 and Year 6 (1-11)	Judaism – life and importance of faith to individuals and communities (link to the Holocaust)	What can we learn from reflecting on wisdom? Science Vs. Religion (heliocentric Vs. geocentric models of the Universe) (6)	What does it mean to be a Hindu (link to Uttarakhand) (1) What happens when we die? (4)
	What do religions teach about the natural world and why should we care about it? (9) How does a Christian follow Jesus and what does it mean to belong to the faith? (7 and 8)	Can religion help to build a fair world and make poverty history? (2 and 10)	What does it mean to be a Muslim? (11)

RE Curriculum – Sequencing

Year	Autumn Term	Spring Term	Summer Term
EYFS	As our children begin to settle into their new school, they will be encouraged to engage with activities that are specific to them, their home-lives and the rhythm of the school year. Many links will be established (creating with materials and physical development)	Now that the children are more settled within the respective bases, they can begin to diversify their experience of the major world faiths. Art and craft will be a unifying theme but practitioners will also focus on some of the associated narrative.	Given the profile of our school, Eid provides an opportunity to relate faith back to the children's day-to-day experience at home. 97% of our children are Muslim, and this unit will help the children to understand more about customs and practices.
Year 1	To follow on from the work that has been undertaken in EYFS, our children will begin to think about belonging, those they look up to, and celebrations, especially in Hinduism, with the themed Diwali Day that all of our children take part in.	Easter falls into the spring term, and this is a natural link for the children as it remains rooted in their own experience. The unit on Sikhism will build on the work that has already been completed on Hinduism, and will deepen their understanding of major world faiths.	The majority of our children follow Islam, and this unit will allow them to use their own cultural experiences across the unit of study. The PBL also allows the children to consider the environment in which they live, and how we can look after this effectively.
Year 2	In-line with the Agreed Syllabus, our children will revisit Hinduism and Sikhism, deepening their knowledge and understanding by focusing on more abstract concepts, including sacred books and sacred places. Their understanding of faith will also deepen, through their understanding of the word sacred.'	Given their prior experience, children will be able to use and apply their developing understanding of what is sacred and what is not through a study of Christianity. Using their own culture to reflect this understanding will help the children to place their learning into a real context, including the use of our already strong community links (SPC).	Given that a very strong majority of our children are Muslim, applying their developing understanding of sacred books and places will really come to life, as they can use their own experiences to enrich their lessons. This will also present a real opportunity to deepen our links within and across the local community.
Year 3	Now that the children are a little older, they are ready to embrace more challenging and abstract concepts. New life is often viewed as a miracle, and can contrast with the concepts of dark and light in the context of all world religions. Christmas will also be celebrated, as one might expect!	Linked to the PBL, and giving children an opportunity to deepen their understanding of studies in Year 1 (summer term), the children will be working within their local community considering neighbours, what this means in a religious context, and the obligations we have to be a good neighbour.	In Year 3, we feel the children are ready to look at the concept of not having a faith, and this will certainly challenge the majority of our children, given the deep faith they hold. They will also have prior experience of all major world faiths, allowing them to use this to determine what matters most and why.
Year 4	Revisiting prior learning from Year 1 will allow our children to deepen their understanding, and also provide a showcase for much of the work that has been completed around Social Justice. Many great leaders and people that we study have a deep sense of faith and understanding this will help our children to learn more about what motivates them.	Given the progression of the church year, our children will have an opportunity to deepen their understanding of Christianity, and how the story of Easter is recognised as being the most religious time of year for Christians. Prior learning will also be revisited, as well as the work that is carried out every year in respect of Easter and the biblical narrative.	Now that our children have developed their knowledge and understanding of world faiths, they can also begin to consider some of the deeper meanings that underpin celebrations. At school, we celebrate all of the festivals from the major world faiths, but knowing these meanings will help our children to show a deep respect for all other children who attend the school.
Year 5	Now that our children have reached Year 5, and fully supported by the PBL, our children will begin to learn about some of the consequences of when different faith groups cannot live well together. For many followers of Judaism, their faith was more important than life itself. Learning from these devout examples help our children to recognise the importance of faith in world history, and how this defines the character of many followers.	Wisdom from faith leaders and followers had driven the body of world knowledge, and this also links back to the role of science in trying to answer many of the unanswered ultimate questions. Given the age of the children, they are now ready to look at how science provides different answers, although some scientists believe that faith and science do not need to be oppositional in their ambition for meaning.	The region of Uttarakhand provides a very good link to climate change, and this will also deepen the children's understanding of the impact of humanity's actions on the sustainability of the rain forests. Given the faith of those people affected, our children will recognise the obligations that are taught to care for the planet, the animals, and all aspects of the natural world. Death is also a complex concept that religions address.
Year 6	Following on from the previous unit, children will be able to learn about the teachings of all religions around how we care for the planet. Belonging will also be revisited within the context of faith, enabling children to recognise how faith can provide emotional support to all followers. Links will also be established with the SDGs and mindfulness teaching throughout the school.	Our CGL work lends itself very well to this unit, allowing children to use Nepal as the basis for their developing understanding of what poverty means in the western world. The contrast is that Government Policy in Nepal prevents foodbanks from being established, given the cultural commitment to caring for the most vulnerable people in society.	There are some very strong links with the ongoing Year 6 PBL that also reflects the composition of our school community. There will also be an opportunity for the children to reflect on their own faith, noting how the school has prepared them to live in partnership with others who may share their faith, have a different faith, or none.

