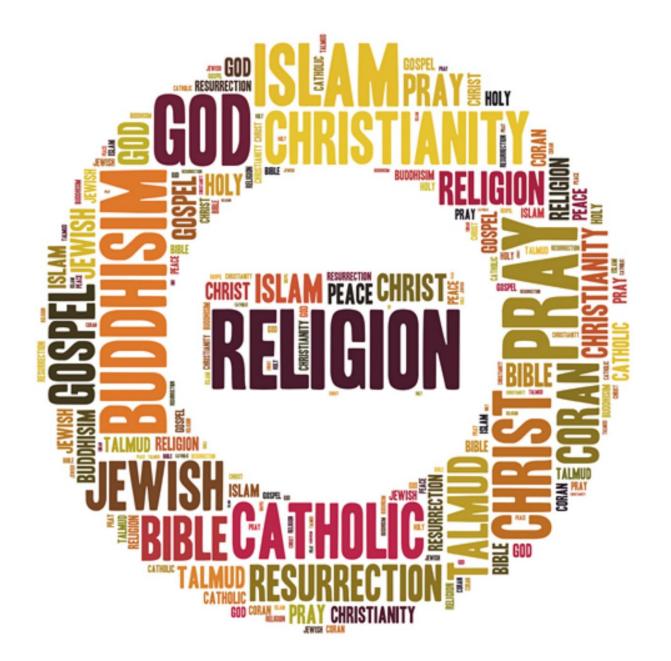


RELIGIOUS EDUCATION @ FENISCOWLES

Long Term Curriculum Plan



At Feniscowles Primary School, we follow the Blackburn with Darwen Agreed Syllabus for Religious Education. This curriculum map has been colour-coded to show when each unit is taught and also to show which of the three strands the unit follows: *Believing, Expressing* or *Living*. This is to allow teachers in school to cross-reference back to previously taught units with ease and to ensure that previously taught knowledge and skills are built upon in a progressive way.

Connection in Learning

Boxes shaded blue	Believing Strand
Boxes shaded yellow	Expressing Strand
Boxes shaded green	Living Strand

In our EYFS, our RE curriculum is designed to allow child-initiated learning. The following overview shows the suggest pathway, however we recognise that there is also room for freedom and enquiry as and when opportunities to learn about religion arise.

Feniscowles Primary School RE Overview - EYFS							
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Key Question	F4 Which times are special and why?	F2 Which people are special and why?	F1 Which stories are special and why?	F5 Where do we belong?	F3 Which places are special and why?	F6 What is special about our world?	
Link to Cultural Events / Festivals	Diwali	Christmas	Chinese New Year				
Religions Possibly Covered	Christianity, Hinduism and Judaism	Christianity and Sikhism	Christianity and other faith traditions	Christianity, Hinduism and Islam	Christianity, Hinduism and Islam	Christianity, Islam and Judaism	

	Feniscowles Primary School RE Overview – KS1						
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Key Question	1.7 What does it mean to belong to a faith community?	1.1 Who is a Christian believe?	n and what do they	1.6 How and why do we celebrate special sacred times? <i>(festival</i> <i>focus Easter)</i>	1.5 What makes so	ome places sacred?	
Religions Covered	Christians, Muslims and/or Jewish people	Christians		Christians	Christians, Muslims and/or Jewish people		
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Key Question	1.8 How should we care for others and the world, and why does it matter?	1.2 Who is a Muslim and what do they		1.4 What can we learn from sacred books?		1.6 How and why do we celebrate special and sacred times? <i>(festival focus Eid)</i>	
Religions Covered	Christians, Muslims and/or Jewish people.	Muslims and/or Jewish people	Muslims or Jewish	people	Christians, Muslim	is and/or Jewish people	

	Feniscowles Primary School RE Overview – LKS2							
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Key Question	L2.7 What does Christian in Brit		L2.1 What do different people believe about God?	L2.5 Why are festivals important to religious communities?	L2.4 Why do people pray?	L2.2 Why is the Bible so important for Christians today?		
Religions Covered	Christians		Christian focus and either or both Hindus and Muslims	Easter focus – possibly an RE week?	Christians, Hindus and/or Muslims	Christians		
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Key Question	in Britain today	it mean to be a Hindu	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.3 Why is Jesus inspiring to some people?	L2.5 Why are festivals important to religious communities?	L2.6 Why do some people think that life is like a journey and what significant events mark this?		
Religions Covered	Hindus		Christians, Jewish people and Humanist?	Christians	Eid focus (if date applicable)	Christians, Hindus and Jewish people, and Humanist?		

Feniscowles Primary School RE Overview – <u>UKS2</u>							
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Key Question	U2.1 Why do some people think God exists?	U2.4 If God is everywhere, why go to a place of worship?	U2.2 What would Jes by the values of Jesus century?)	· ·	U2.6 What does it mean to be a Muslim in Britain today? U2.3 What do religions say to us when life gets hard?		
Religions Covered	Christians and Humanists	Possible visit to a church or mandir?	Christians		Muslims Christians, Hindus and Humanists		
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Key Question	U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?		U2.7 What matters most to Christians and Humanists?		U2.5 Is it better to express your beliefs in arts and architecture, or in charity and generosity?		
Religions Covered	Christians, Hindus and/or Muslims		Christians and Humanists		Christians, Muslims and Humanists		