

RE Overview – coverage and sequencing summary

Brookburn's rationale behind the RE curriculum design:

At Brookburn, we follow the Manchester Agreed Syllabus. Our Religious Education curriculum is shaped around three areas – Believing, Expressing and Living. The curriculum is designed to ask thought-provoking and challenging questions about life and world views, and offers an inclusive education to all of our pupils, whatever their personal world views might be. Our aim is to prepare our pupils for active citizenship in a diverse and rapidly changing world, exploring some aspects of British values in relation to religions and beliefs.

Our RE curriculum creates opportunities for all learners to share their own experiences and beliefs and to learn from one another and the religions and beliefs within our community. It also gives pupils the opportunity to explore their own thoughts and beliefs with regards to religion and world views. Our curriculum supports children to develop positive attitudes of respect and tolerance towards others.

RE promotes the spiritual, moral, social and cultural development of our children, whilst also helping to prepare them for the opportunities, responsibilities and experiences of later life.

	Autumn	Spring	Summer
Nursery (People, Culture and Communities)	-To talk about how Christmas is celebrated (perform a singalong for families)	-To talk about how the Lunar New Year is celebrated -To talk about the Hindu festival Holi and read the story -To talk about how Easter is celebrated -To talk about how Muslims celebrate Eid (Eid cards)	
Reception (People, Culture and Communities)	-Recognise that people have different beliefs and celebrate special times in different ways (Diwali, Christmas, Lunar New Year, Easter, EID, Hanukkah) -Think Equal Programme		
Year 1	Faiths: Christianity and Islam 1.7 What does it mean to belong to a faith community? (L)	Faith: Christianity 1.1 Who is Christian and what do they believe? (B)	Faiths: Judaism and Islam 1.2 Who is a Muslim and what do they believe? (B) 1.5 What makes some places sacred? Christians, Muslims and/or Jewish people (E)
Year 2	Faiths: Christian and Muslim 1.4 What can we learn from sacred books? Christians, Muslims and/or Jewish people (E)	Faiths: Muslim and Judaism 1.3 Who is Jewish and what do they believe? (B) 1.6 How and why do we celebrate special and sacred times? Christians, Jewish people and/or Muslims (E)	Faiths: Christianity and Judaism 1.8 How should we care for others and the world, and why does it matter? Christians, Muslims and/or Jewish people (L)

Year 3	Faiths: Christianity, Islam, Hinduism L2.1 What do different people believe about God? Christians, Hindus and/or Muslims (B) L2.2 Why is the Bible so important for Christians today?(B)	Faiths: Christianity, Islam, Hinduism L2.8 What does it mean to be a Hindu in Britain today? (L) L2.4 Why do people pray? Christians, Hindus and/or Muslims (E)	Faiths: Christianity L2.7 What does it mean to be a Christian in Britain today? (L)
Year 4	Faith: Christianity L2.3 Why is Jesus inspiring to some people? (B)	Faiths: Christianity/Hinduism and Islam L2.5 Why are festivals important to religious communities? Christians, Hindus and Muslims (E) L2.5A How do people from religious and non-religious communities celebrate key festivals? (E)	Faith: Islam Judaism Islam L2.9 What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and Muslims (L) L2.6 Why do some people think that life is a journey? What significant experiences mark this? (E)
Year 5	Faiths: Christian U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) (What are the teachings of Christianity? (Jesus' beliefs / teachings and what that meant for day to day life) What are the messages found in Christian parables? (B)	Faiths: Christianity, Hinduism and Judaism U2.1 Why do some people believe God exists? (B) U2.4 If God is everywhere, why go to a place of worship? Christians, Hindus and/or Jewish people (E)	Faiths: Islam, Judaism, Hinduism, Christianity U2.10 Green religion? How and why should religious communities do more to care for the Earth? (L) U2.6 What does it mean to be a Muslim in Britain today? (E)
Year 6	Faiths: Christianity, Islam and Humanist U2.3 What do religions say to us when life gets hard? Christians, Hindus and non-religious (e.g. Humanists) (B)	Faiths: Christian, Hinduism and Non-religion U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) (E) U2.6 What does it mean to be a Muslim in Britain today? (E)	Faiths: Christianity & Islam U2.9 What can be done to reduce racism? Can religion help? (L) U2.7 What matters most to Christians and Humanists? (L)
	B- Believing E- Expressing L- Living		