



## **Chalton Lower School - Areas of Learning in Religious Education**

“The Bedfordshire RE Agreed Syllabus for 2024–2029 asserts the importance and value of RE for all pupils, with ongoing benefits for an open, articulate and understanding society.”

(Identities, Meanings, Values - The RE Agreed Syllabus, 2024 - 2029 p4)

To achieve this the Bedfordshire RE Agreed Syllabus has a threefold aim to ensure that all pupils can do the following:

### **1- Make sense of a range of religious and non-religious beliefs, so that they can:**

- Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary.
- Explain how and why these beliefs are understood in different ways, by individuals and within communities.
- Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

### **2- Understand the impact and significance of religious and non-religious beliefs, so that they can:**

- Examine and explain how and why people express their beliefs in diverse ways.
- Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world.
- Appreciate and appraise the significance of different ways of life and ways of expressing meaning.

### **3- Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**

- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
- Challenge the ideas they study and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response.
- Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

## **The Early Years Foundation Stage**

Religious Education in The Early Years Foundation Stage is taught mainly through the curriculum area of Understanding the World and also through Communication and Language, Literacy and Personal, Social and Emotional Development. The children will encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it. The table attached shows how children in The Early Years Foundation Stage experience opportunities to develop their spiritual understanding through topic work. This topic work links to the

recommended units of study in the Bedfordshire Agreed Syllabus for Religious Education.

In the Reception class RE is now a compulsory part of the basic curriculum for all Reception-age pupils and should be taught according to the agreed syllabus.

**Six units are provided. Schools should teach at least four of these:**

F1: Why is the word 'God' so important to Christians?

F2: Why is Christmas special for Christians?

F3: Why is Easter special for Christians?

F4: Being special: where do we belong?

F5: Which places are specially valued and why?

F6: Which stories are specially valued and why?

Three units below focus on Christianity, and the others include opportunities to encounter Christians, Hindus, Jews and Muslims, as well as non-religious responses and ways of living.

<b>Autumn Term 1</b>	F4: Being special: where do we belong?
<b>Autumn Term 2</b>	F2: Why is Christmas special for Christians?
<b>Spring Term 1</b>	
<b>Spring Term 2</b>	F3: Why is Easter special for Christians?
<b>Summer Term 1</b>	
<b>Summer Term 2</b>	F5: Which places are specially valued and why?

**Key Stage One**

The topics covered are shown below:

<b><u>Year A</u></b> <b><u>(2025-2026)</u></b>		<b><u>Year B</u></b> <b><u>(2024-2025)</u></b>	
Autumn Term 1	What do Christians believe God is like?	Autumn Term 1	Who is Jewish? What do they believe and how do they live? (Double unit)
Autumn Term 2	Why does Christmas matter to Christians? (Incarnation)	Autumn Term 2	
Spring Term 1	How and why do we celebrate significant times? What makes some celebrations sacred to believers?	Spring Term 1	How should we care for each other? Why does it matter?
Spring Term 2	What is the 'good news' Christians believe Jesus brings?	Spring Term 2	Why does Easter matter to Christians?
Summer Term 1	Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?	Summer Term 1	How should we care for the Earth? Why does it matter?
Summer Term 2	What makes some places significant? What makes some places sacred to believers?	Summer Term 2	What can we learn from sacred books and stories?

## Key Stage Two

The topics covered are shown below:

<u>Year A</u> <u>(2025-2026)</u>		<u>Year B</u> <u>(2024-2025)</u>	
Autumn Term 1	L2.12: How and why do people try to make the world a better place?	Autumn Term 1	L2.1: Where, how and why do people worship? (Muslims, Jewish people, Christians)
Autumn Term 2	L2.2: Why do some people think life is like a journey? How and why do people mark the significant events of life?	Autumn Term 2	L2.7: How is faith expressed in Hindu communities and traditions?
Spring Term 1	L2.10: For Christians, what was the impact of Pentecost?	Spring Term 1	L2.6: How do festivals and family life show what matters to Jewish people?
Spring Term 2	L2.8: How is faith expressed in Sikh communities and traditions?	Spring Term 2	L2.5: Why do Christians call the day Jesus died 'Good Friday'?
Summer Term 1	L2.4: What kind of world did Jesus want?	Summer Term 1	L2.11: What are the deeper meanings of religious festivals?
Summer Term 2	L2.9: How do festivals and worship show what matters to Muslims?	Summer Term 2	L2.3: What is the 'Trinity' and why is it important for Christians?