



RE overview KS2 2024 - 2025

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Faith	<u>Christianity</u>	<u>Christianity</u>	<u>World Faith</u>	<u>Christianity</u>	<u>World Faith</u>	<u>Christianity</u>
3	What is the Bible's Big story?	How does the season of Advent and the feast of Epiphany point towards the true meaning of Christmas?	<u>Judaism</u> What does it mean to be Jewish?	Who is the most important person in the Easter story?	<u>Buddhism</u> What did Buddah teach his followers about life?	Who is Jesus? 'I am ...' statements
4	How did the belief in God affect the actions of the people from the Old Testament?	Is the Christmas message of peace still relevant to today's world?	<u>Hinduism:</u> How do Hindu's worship?	What is Holy Communion and how does it build a Christian Community?	What does it mean to be a Hindu? (6 sessions)	Why is liturgy important to many christians?
5	What do the miracles tell us about Jesus?	How do art and music convey Christmas?	<u>Sikhi</u> How did the first five Sikh Gurus shape Sikhi?	What happened in churches during Lent, Holy week and Easter Sunday?	<u>Sikhi</u> How did the final five human Sikh Gurus shape Sikhi?	<u>Islam</u> How do Muslims live and embrace their faith in a diverse world?

6	What might the journey of life and death look like from a Christian perspective?-	How would Christians advertise Christmas to show what Christmas means today?	<u>Buddhism</u> What does it mean to be a Buddhist?	How does the Christian festival of Easter offer hope?	How has the Christian message survived for over 2000 years?	Bridging Unit - Who decides version A or B
Intent of LDBS syllabus	<u>The intent of the LDBS syllabus:</u> <ol style="list-style-type: none"> 1. To enable all children to become religiously literate. 2. To ensure RE enables all children to live life in all its fullness – vision for Education (Church of England) 3. To offer a systematic enquiry- based approach to the teaching of RE so that the following skills in children can be developed: 4. Ability to be critical thinkers 5. Ability to engage critically with texts 6. Ability to ask deep and meaningful questions 7. Ability to make connections within and across religions and worldviews 8. Ability to reflect, respond and express their own religious, spiritual and/or philosophical convictions 9. Ability to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices. 					
Three strands for RE learning	A: know about and understand a range of religions and world views. B: express ideas and insights about the nature, significance and impact of religions and worldviews. C: gain and deploy the skills needed to engage seriously with religions and world views.					

** Follows the LDBS model curriculum map July 2024

Aims of LDBS syllabus for RE can be found in the document linked here:

[Aims-and-Pedagogy-of-the-LDBS-Syllabus-for-Religious-Education.docx - Google Docs](#)