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| **Description: C:\Users\DHARDY\Desktop\Deerhurst & Apperley School Logo\Deerhurst&Apperley School Logo WHITE.jpg**EYFS/Key Stage 1/Key Stage 2 RE Coverage for Understanding Christianity & Gloucestershire Agreed Syllabus**TWO YEAR ROLLING PROGRAMME CYCLE A** **2025 -2026** |
| Values | **Friendship**Through the roof Jesus heals a paralysed man whose friends let him down through the roof.**Luke 5:18-25** The New Testament | **Respect**Jesus shares a very special last meal with his friends, the disciples. The last supper and a betrayalThe New Testament Matthew 26, Mark 14, Luke 22 & John 13 | **Perseverance**The Parable of the Lost Sheep The New Testament Luke 15:3-10 and Matthew 18:10-14  | **Thankfulness**Jesus heals ten men.The man who came back to Jesus to say, “Thank you”. Luke 17:11-19The New Testament | **Trust**The storm on the lake **Luke 8:23**The New Testament | **Truthfulness**Jacob and Rebecca fool Isaac into blessing Jacob instead of Esau. The Old Testament Gen. 27-28 |
| **Year group/Term** | **1** | **2** | **3** | **4** | **5** | **6** |
| EYFSFS1 and FS2 | F3. How might people in Gloucestershire show they belong together? a e hMYSELF, SPECIAL TIMES | F2. Why is Christmas special to Christians? UC a e f SPECIAL PEOPLESPECIAL TIMES | F1. Why is God so important to Christians?UC a d SPECIAL PEOPLE SPECIAL BOOKS | F4. What special times do people celebrate and why might these times be very important? a b c SPECIAL TIMES | F6. What stories are important in our school community/ local area and why? a d e SPECIAL BOOKS/STORIES | F5. Which places are special for people living in Gloucestershire and why? a c d SPECIAL PLACES OUR COMMUNITY |
| Key Stage 11 & 2 |  |
| 1.1 What do Christians believe God is like? UC b d f g i | 1.2 Why does Christmas matter to Christians and how do people celebrate it? UC a b h i | 1.7 What is it like to be brought up in a Muslim home in the UK today? a c e g h | 1.5 What is it like to be brought up in a Hindu home in the UK today? a c e | 1.9 How do stories and art express worldviews? d e a Christian, Muslim, Hindu, Non -Religious/Humanist |
| Lower Key Stage 23 & 4 |  |
| L2.2 What might Christians learn from the Old Testament about how to live? UC e f i | L2.7 Why is Muhammad important to Muslims today? c d e f g h | L2.4 Do all Christians believe and behave in the same way? Exploring diversity. a b c g | L2.8 What do Muslims believe about God and how do they respond? a b d | L2.10 How and why do people (in three traditions) use ceremonies to show their commitments? a b d e | L2.11 What is the ‘golden rule’, and how might it be put into practice by people from different religious and non-religious worldviews? e c b |
| Upper Key Stage 25 & 6 |  |
| U2.1 What influence does believing in God as Trinity have for Christian worldviews? UC d b f i | U2.7 How does Hajj show what matters to Muslims in Britain? a c e g h | U2.6 How does the Torah influence Jewish people today? a b e | U2.4 Why might the belief that Jesus ‘saved’ people be so important for many Christians? UC d e f | U2.9 How do non-religious people understand and respond to the world and life? Exploring diverse responses, including Humanist a d e | U2.10 How do organised and individual worldviews help people when times get hard? b d e f |
| **TWO YEAR ROLLING PROGRAMME CYCLE B Description: C:\Users\DHARDY\Desktop\Deerhurst & Apperley School Logo\Deerhurst&Apperley School Logo WHITE.jpg2026-2027** |
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| Key Stage 11 & 2 |  |
| 1.8 What is it like to be part of the Muslim community in the UK (and beyond)? a c e g h | 1.6 What is it like to be brought up in a Jewish home in the UK today? a c e h | 1.4 What is it like to be brought up in a Christian home in the UK today?a c e | 1.3 Why does Easter matter to Christians, and how do people celebrate it? UC a b | 1.10 How can someone’s worldview be seen in the choices they make? d e a |
| Lower Key Stage 23 & 4 |  |  |  |  |  |  |
| L2.6 How do Jews in England celebrate festivals, and how does this show what matters to them? a d e | L2.9 What is it like to be a Humanist in the UK today? a b d e | L2.1 What do Christians learn from the Creation narrative? UC d a e i | L2.5 What beliefs do Hindus hold about the Supreme Being? d a | L2.3 For Christians, what kind of world did Jesus want?UC e f b i | L2.12 What brings people meaning and purpose in life? Case studies from three worldviews (plus pupils’ own) d f j |
| Upper Key Stage 25 & 6 |  |
| U2.2 Creation and Science: conflicting or complementary? UC d a b i | U2.3 How and why do Christians follow the example of Jesus? UC e a b f h | U2.5 Why might Hindus want to be good? a d e f | U2.8 How do Muslims decide what is right and wrong?b c e f | U2.11 How might someone’s worldview affect how they view and treat the natural world? a d e |  |

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| **At the heart of the REC Handbook 2024 is the National Statement of Entitlement (NSE).** It sets out a benchmark for standards in an RW curriculum about how worldviews play out in or influence human life. It is a pedagogical tool for the selection of content and of appropriate teaching and learning approaches to enrich and deepen pupils’ understanding of, and scholarly engagement with, religion and worldviews. The three elements of the NSE are Content, Engagement and Position. |
| **Content** | **Engagement** | **Position** |
| **a. Nature/formation/expression**What is meant by worldview and how people’s worldviews are formed and expressed through a complex mix of influences and experiences.  | **g. Ways of knowing**The field of study of worldviews is to be explored using diverse ways of knowing. | **j. Personal worldviews: reflexivity**Pupils will reflect on and potentially develop their personal worldviews in the light of their study.  |
| **b. Organised/individual**How people’s individual worldviews relate to wider, organised or institutional worldviews.  | **h. Lived experience**The field of study of worldviews is to include a focus on the lived experience of people. | **k. Personal worldviews: impact**Pupils will reflect on how their worldviews affect their learning.  |
| **c. Contexts**How worldviews have contexts, reflecting time and place, are highly diverse, and feature continuity and change.  | **i. Dialogue/interpretation**The field of study of worldviews is to be shown as a dynamic area of debate.  |  |
| **d. Meaning and purpose**How worldviews may offer responses to fundamental questions raised by human experience.  |  |  |
| **e. Values, commitments and morality**How worldviews may provide guidance on how to live a good life. |  |  |
| **f. Influence and power** How worldviews influence, and areinfluenced by, people and societies. |  |  |

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| **Key**  | **Christianity/ Understanding Christianity Project (UC)**  | **Islam** | **Judaism** | **Hinduism** | **Humanism/ Non- Religious** | **Our Community & Worldviews** |