

ACET Junior Academies

Overview - Religious Education



	Units of work	Enquiries	Total
Foundation	F1 What stories are special and why? F2 Which people are special and why F3 Which places are special and why? F4 Which times are special and why? F5 Where do we belong? F6 What is special about our world?	7 6 7 5 6 7	38
Key Stage 1	1:1 Who is a Christian and what do they believe? 1:2 Who is a Muslim and what do they believe? 1:3 Who is Jewish and what do they believe? Hannukah 1:4 How can we learn from cared books? 1:5 What makes some places sacred? 1:6 How and why do we celebrate special and sacred times? Part 1 Christmas 1:6 How and why do we celebrate special and sacred times? Part 2 Easter 1:7 What does it mean to belong to a faith community 1:8 how should we care for others and the world and why does it matter?	7 10 4 7 6 6 5 6 5	56
Lower key Stage 2	L2:1 what do different people believe about God? Christian focus and either or both Hindu or Muslim L2:2 Why is the Bible important for Christians today? L2:3 Why is Jesus inspiring for some people? L2:4 Why do people pray? L2:5 Why are festivals important to religious communities? Easter focus This could be an RE week L2:6 why do some people think that life is a journey? What significant experiences mark this? L2:7 What does it mean to be a Christian in Britain today? L2:8 What does it mean to be a Hindu in Britain today? L2:9 What can we learn from religions about deciding what is right and wrong?	10 8 11 9 9 6 6 4 6	69
Upper Key Stage 2	U2:1 Why do some people believe that God exists? U2:2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century U2:3 What do religions say to us when life gets hard? U2:4 If God is everywhere, why go to a place of worship? U2:5 Is it better to express your religion in arts and architecture or charity and generosity? U2:6 What does it mean to be a Muslim in Britain today? U2:7 What matters most to Christians and Humanists U2:8 What difference does it make to believe in Ahimsa (harmlessness) Grace (the generosity of God) and Ummah (Community)?	5 7 7 6 8 9 7 9	58

- This RE scheme incorporates the requirements of the Derbyshire, Rotherham and Sheffield syllabuses. It is based on the sample units provided by Lat Blaylock and his team from RE Today. Within each topic there is a wealth of ideas and activities for staff to draw from to cover the objectives and reach the assessment criteria. This is intended to be flexible and teaching staff are urged to select accordingly, as the activities and time required will be heavily dependent on the learning and the depth of discussion with particular groups.
- Units differ in length, as do terms and therefore flexibility is recommended. Some "enquiries" may also not fit into one lesson.
- Resources listed are often generic story titles rather than specific versions. The list of resources and links are not exhaustive, but are just a starting point. They may be adjusted, amended and added to.
- Useful links were checked and active at the time of writing.
- Some activities refer to further details in RE Today - this should not be required to teach the unit but does give further background.
- **COVID -19** UKS2:3 This unit is focussed on times of difficulty and in particular provides pupils with time to explore the feelings around death and bereavement. These issues are dealt with in greater detail at KS3. Staff will need to be sensitive to pupils for whom this will provoke strong feelings due to recent events or the loss of an especially close relative or friend. Advice is given within the unit but due to COVID-19 this may be particularly challenging or relevant at this time.