



## **Broom Leys Primary School**

### **RE**

#### **Intent:**

Religious Education (RE) has an integral place in the curriculum at Broom Leys. RE provides a safe space for children and young people to develop their understanding of people, cultures, faiths and relationships. To be curious, to ask big questions and to wonder. RE is determined locally, not nationally, so our school follows the Leicestershire Agreed Syllabus for RE 2026 and Onwards, developed by Leicestershire SACRE with support from RE Today.

At Broom Leys, the teaching of Religious Education is an integral part of the curriculum, where we develop an individual's knowledge and understanding of the religions and beliefs which form part of a contemporary society. Religion and beliefs inform our values and are reflected in how we behave and what we say. In our school, our Religious Education curriculum provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and world-views that offer answers to questions such as these. RE also contributes to our pupils' personal development and wellbeing, and to community cohesion by promoting mutual respect and tolerance in our diverse society. The carefully planned and sequenced syllabus enables pupils to gain a developing understanding of the range of religious and non-religious world views studied, through EYFS, Key stage 1 and 2.

In our curriculum for RE, children will be able to:

#### **MAKE SENSE 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

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

## Implementation

### Broom Leys Whole School Curriculum Map:

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>EYFS</b>	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	
F6 What times/stories are special and why?						
<b>Year 1</b>	1.10 What does it mean to belong to a faith community?	1.7 Who is Jewish and how do they live? (part 1)	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live? (part 2)	1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
<b>Year 2</b>	1.6 Who is a Muslim and how do they live? Part 1	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2	1.4 What is the 'good news' Christians believe Jesus brings?	1.5 Why does Easter matter to Christians?	1.8 What makes some places sacred to believers? (C, M)
<b>Year 3</b>	L2.1 What do Christians learn from the Creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
<b>Year 4</b>	L2.7 What do Hindus believe God is like?	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	NEW Unit 2.13 How do people from religious and non-religious communities celebrate key festivals?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
<b>Year 5</b>	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.1 What does it mean if Christians believe God is holy and loving?	U2.9 Why is the Torah so important to Jewish people?	NEW Unit 2.11 What does it mean to be a Humanist in Britain today?	NEW Unit 2.13c What can be done to reduce racism? Can religion help?
<b>Year 6</b>	U2.7 Why do Hindus want to be good?	NEW Unit 2.4 Christians and how to live: 'What would Jesus do?'	U2.2 Creation and science: conflicting or complementary?	U2.6 For Christians, what kind of King is Jesus?	NEW Unit 2.10 What matters most to Humanists and Christians? (C, M/J, NR)	NEW Unit 2.14 What do religious and non-religious worldviews teach about caring for the Earth?

Note: Units are sequenced chronologically, building on key knowledge and skills each year. Approximately 50% of the curriculum focuses on Christianity, while all units encourage reflection on other religions and beliefs. Key Christian festivals (Christmas and Easter) are taught at appropriate times in the calendar.

**Timetable of religious events:**

**August:** Eid Il Fitr

**September:** Harvest festival, Rosh Hashannah

**October:** Yom Kippor, Diwali

**November:** Guru Nanak Day

**December:** Christmas, Hanukah,

**January:** Guru Gobind Singh Day, Orthodox Christmas, Buddhist New Year

**February:** Chinese New Year, Shrove Tuesday (Lent), Buddhist Day

**March:** St David's Day, Holi

**April:** Easter

**May:** Ramadan/Eid

**June:** St John Baptist

**July:** Vaishka

**Visits to places of worship:**

By the end of year 6, our children will have visited several places of worship, which develops cultural capital including: a church (EYFS – Y6), a mandir (Y4), a mosque (Y2) and a synagogue (Y5).

**Impact**

Children will leave Broom Leys as compassionate, respectful individuals who show an appreciation for the diverse religions and beliefs in the locality and world in which they reside. They will be confident and feel safe exploring their own beliefs, and building a sense of identity and belonging. Their understanding will be developed through the study of religious change over time and how religion influences, and is influenced by changes in society. They will study a range of faiths linking in with British values and understand the range of religious celebrations within their own culture and that of others.