

R.E. Subject Profile

Subject Lead background:

Lead teacher - Experience R.E. teaching in KS2 and R.E. Lead for 10 years at my previous primary school.

Lead HLTA (ITT starting Sept. 23) - religion subject knowledge developed over 4 years. 1st Class Degree in Childhood Education. P4C/Thinking Classrooms, TPP - Scott King ethos at Holland Haven and overlaps with current further education studies.

Feeder secondary Clacton County High School from 2024 onwards are introducing R.E. exam in GCSE - 25% Islam, 25% Christianity and 50% Philosophical

New ESSEX SACRE from September 2023 - Holland Haven Primary School have purchased Saffron Academy Trust Scheme of Work based on research and reviews; this has provided us with an R.E. framework for which the implementation can be further explored (see emerging plans for meaningful LOtC opportunities below)



Religionist
Thinking through Living
(Human & Social Science)



Religionist
Thinking through Thinking
(Philosophy)



Religionist
Thinking through Believing
(Theology)



Year 2 Rolling Programme/R.E. Cycle A



LOtC R.E. Project 1 - Autumn/Spring April Celebration - experience - Visit to Local Church (Christian - KS1 Su1, The Seaside)

Multi Faith - Sikhism, Judaism, and Islam - Visit church Christmas for Carol Concerts before performance and visitors within school community


How does a celebration bring a community together? KS1

What does the cross mean to Christians? KS1

How do people express commitment to a religion? LKS2



LOtC Project 2 - Summer - Pupils' families - children's voice (LKS2) following Islamic Golden Age workshops/performances (whole school)

Note: Context Islamic Experience Day (Year 1 Rolling Programme/ RE Cycle A) - History NC Islamic Golden Age Drama Workshop and performance to Beach Hut house (involves whole school)  History - Subject Profile Islamic Golden Age

Impact - daily and cultural

What difference does being a Muslim make to daily life? LKS2

How has belief impacted on music and art through history? Christian and Muslim UKS2



LOtC Project 3 - Conflict and differences - Off timetable morning - Discussion P4C Debate 'Courtroom' Week 1 - September Programme 'welcome back'

Why should we be good? UKS2

Year 2 Rolling Programme/R.E. Cycle B



LOtC R.E. Project 1 - December Celebration - experience - Visit to Local Church (Christian)

What does the Nativity story teach Christians about Jesus? KS1

How do Christians belong to their faith family? KS1



LOtC Project 2 Spring Pupils' families and Multi-faith experience day (Year 2 Rolling Programme / RE Cycle B)

Impact - daily and cultural

How do/have religious groups contribute to society and culture? Hindu and Christian LKS2

How do beliefs shape identity for Muslims? UKS2



LOtC Project 3 - Conflict and differences -


LOtC experience at the church (extend Carols Concert session and discuss key themes whilst there, facilitated by Reverend) - Christianity Visit a local Buddhist temple

Why is there so much diversity of belief within Christianity? (Inventors, Su2) LKS2











How do Buddhists explain the suffering in the world? - UKS2










What does it mean to be human? Is being happy one of the greatest purposes of life? UKS2

Note: Families have the right to withdraw their child from all or part of the R.E. curriculum

	<i>Enquiry 1</i>	<i>Enquiry 2</i>	<i>Enquiry 3</i>	<i>Enquiry 4</i>	<i>Enquiry 5</i>
EYFS	<i>Why is the word God so important to Christians?</i> Christian	<i>Why do Christians perform Nativity plays at Christmas?</i> Christian		<i>Why do Christians put a cross in an Easter Garden?</i> Christian	
Year 1/2 Cycle A	<i>What do my senses tell me about the world of religion and belief?</i>	<i>How does a celebration bring a community together?</i>	<i>What do Jewish people remember on Shabbat?</i>	<i>1. b What does the cross mean to Christians?</i>	<i>How did the universe come to be?</i>
	Christian, Hindu, Jewish (A1 Planning)	Muslim, Christian (LOtC Project 1 - Su1)	Jewish (Sp1 Planning)	Christian (LOtC Project 1 - Su1)	Christian, Hindu (Su1 Planning)
Year 1/2 Cycle B	<i>Why is light an important symbol for Christians, Jews and Hindus?</i>	<i>What does the nativity story teach Christians about Jesus?</i>	<i>How do Christians belong to their faith family?</i>	<i>How do Jewish people celebrate Passover?</i>	<i>Why do people have different views about the idea of God?</i>
	Christian, Jewish, Hindu (A2 Planning)	Christian (A2 LOtC Project 1)	Christian (A2 LOtC Project 1)	Jewish (Sp2 Planning)	Multi / Humanist (Su2 Planning)
Year 3/4 Cycle A	<i>How do people express commitment to a religion?</i>	<i>What is the Trinity?</i>	<i>What is philosophy? How do people make moral decisions?</i>	<i>What do Muslims believe about God?</i>	<i>What difference does being a Muslim make to daily life?</i>
	Jewish, Sikh, Christian (A1 Planning - combined) A1 LOtC Project 1 - 2025	Christian (A1 Planning - combined) A1 Planning 2025	Christian (Sp1 Planning)	Muslim (Su1 Planning combined)	Muslim (Su1 Planning combined) LOtC Project 2 - 2026
Year 3/4 Cycle B	<i>Where do religious beliefs come from?</i>  Visitor	<i>What do we mean by truth? Is seeing believing?</i>	<i>How do religious groups contribute to society and culture?</i>	<i>Why is there so much diversity of belief within Christianity?</i>	<i>What does sacrifice mean?</i>
	Christian	Multi, Sikh	Hindu, Christian	Christian	Multi, Humanist

	(A2 Planning)	(Sp2 Planning)	(Sp2 LOTC Project 2)	(Su2 LOTC Project 3)	(Su2 Planning)
Year 5/6 Cycle A	<i>Is believing in God reasonable?</i>	<i>How has belief impacted on music and art through history?</i>	<i>Why should we be good?</i>	<i>What difference does the resurrection make to Christians?</i>	<i>How do Hindus make sense of the world?</i>
	Multi, Humanist (A1 Planning)	Christian, Muslim (Sp1 Planning - combined) Su1 LOTC Project 2 2026)	Multi (Sp1 Planning - combined) A1 LOTC Project 3 2025)	Christian (Su1 Planning - Sp1 next cycle 2026)	Hindu (Su1 Planning)
Year 5/6 Cycle B	<i>How and why does religion bring peace and conflict?</i>	<i>How do Buddhists explain the suffering in the world?</i>	<i>What does it mean to be human? Is being happy the greatest purpose in life?</i>	<i>Creation or science: conflicting or complementary?</i>	<i>How do beliefs shape identity for Muslims?</i>
	Multi (A2 Planning)	Buddhist (A2 LOTC Project 3)	Christian, Humanist (Su2 LOTC Project 3)	Christian, Humanist (Sp2 Planning)	Muslim (Su2 Planning)

	KS1 Links to Planning	LKS2 Links to Planning	UKS2 Links to Planning
A1	 CASTLES	 Charlie and the Chocolate Factory 	 Victorians
Sp1	 DINOSAURS	 PIRATES	 OUT OF THIS WORLD
Su1	 The Seaside	 Tudors	 AROUND THE WORLD

A2	 <p>Penguins</p>	 <p>Egyptians</p>	 <p>War and Conflict</p>
Sp2	 <p>WIZARDS</p>	 <p>RAINFORESTS</p>	 <p>POMPEII</p>
Su2	 <p>MINIBEASTS</p>	 <p>Inventors</p>	 <p>AUSTRALIA</p>