

Each year group will use one of the planned Imaginative Learning Projects in the Love to Celebrate resources from Cornerstones. Year groups will have a different religion focus so they have exclusive use of the resources box for that religion.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Our World: Special People		Our World: Special Places		Our World: Special Times	
Year 1	Christianity: Harvest	Hinduism: Diwali	Sikhism: Naam Karan	Judaism: Purim	Islam: Milad un Nabi	Buddhism: Esala Perahera
Year 2	Hinduism: Navratri	Christianity: Christmas	Sikhism: Anand Karaj	Judaism: Hanukkah	Islam: Jumu'ah	Buddhism: Losar
Year 3	Sikhism: Guru Nanak Gurpurab	Islam: The Hajj	Judaism: Shavuot	Christianity: Lent	Buddhism: Vesak	Hinduism: Ganesh Chaturthi
Year 4	Sikhism: Vaisakhi	Islam: Eid ul-Adha	Judaism: Shabbat	Christianity: Holy Week & Easter	Buddhism: Kathina	Hinduism: Janmashtami
Year 5	Judaism: Passover	Buddhism: Dharma Day	Islam: Ramadan & Eid al-Fitr	Hinduism: Holi	Christianity: Pentecost	Sikhism: Guru Arjan Gurpurab
Year 6	Judaism: Rosh Hashanah & Yom Kippur	Buddhism: Painirvana	Islam: Lailat al Miraj	Hinduism: Kumbh Mela	Christianity: Worship	Sikhism: Bandi Chhor Divas
Religious corridor displays	Buddhism	Sikhism	Christianity	Islam	Hinduism	Judaism

Within the Imaginative Learning Projects for each religion there are Four Cornerstones of Learning and these provide structure to the lessons for that term. These are called Engage, Develop, Innovate, and Express.

The four stages are as follows:

Engage – hook children in with a memorable experience.

Develop – allow children time to gather the skills and knowledge they need to develop a deep understanding.

Innovate – offer creative experiences that allow children to apply their skills, knowledge and understanding.

Express – provide the space and time for reflecting, evaluating, and celebrating learning.

How might we make RE more engaging for young people growing up in the 21st century?

Central to Big RE are the concepts of transfer and relevance. By engaging with BIG RE, the children see that it has some relevance for their lives, whether or not they regard themselves as 'religious'. A 'relevant' idea is one that young people can apply to a wide range of situations in the contemporary world in order to make sense of them. In order to do so, they need to be able to transfer what they have learnt in the classroom to other subjects and to situations beyond school. Therefore, in selecting the questions we asked, 'when today's children leave school, what issues and debates relating to religion and spirituality are they most likely to encounter during their lives?'

These also link where possible to the government drive to promote the 5 fundamental British values linked to RE.

- *Democracy*
- *The rule of law*
- *Individual liberty*
- *Mutual respect*
- *Tolerance of those of different faiths and beliefs*

BIG RE will be covered during class assemblies.

	BIG RE questions 2018-2019	BIG RE questions 2019-2020
Autumn 1	Why should we bother to live a 'good' life? Why not be bad?	Do we need rules? What is the best way of deciding on the right course of action?
Autumn 2	What is the most significant part of the nativity story for us today?	What is more important – giving or receiving?
Spring 1	If God is good, why is there suffering? What is good news?	How can we explain experiences that are sometimes described as 'mystical' or 'religious'?
Spring 2	Why should I forgive? How should groups resolve their differences?	Who is wise? What is best, being good or being happy?
Summer 1	What makes our world so wonderful?	How can we work together to build a just and fair world?
Summer 2	Where do I fit in? Do our lives have a purpose, and if so, what is it?	Why am I here? What is my big picture of the world and where I fit in?

BIG RE questions aim to encourage:

- genuine and relevant enquiry into the big ideas and core content;
- provoke deep thinking, discussion, enquiry, new understanding and new questions;
- require children to weigh evidence, support their ideas, consider alternatives and justify their answers;
- encourage continuous rethinking of prior learning and personal experiences;
- create opportunities for transfer to other situations and subjects;
- spark meaningful connections with prior learning and personal experiences;
- naturally recur, creating opportunities for transfer to other situations and subjects

BIG RE is based around these 6 ideas:

1. **Continuity, Change & Diversity** - There is an amazing variety of religions, non-religious worldviews and ways of life in the world, each being characterised by beliefs, practices and values. They are also highly diverse and change in response to new situations and challenges. These patterns of diversity and change can be the cause of debate, tension and conflict or result in new, creative developments.
2. **Words & Beyond** - People use both verbal and non-verbal forms of communication, literal and figurative, to express beliefs, values, experiences and identities. There are different ways of interpreting both verbal and non-verbal forms of expression, often depending on a persons' view of the origin or inspiration behind them.
3. **A Good Life** - There are many ways in which religious and non-religious worldviews provide guidance on how to be a good person and live a good life; members share an understanding as to the sort of characteristics and behaviours a good person will seek to achieve, as well as dealing with what is, or is not, acceptable moral behaviour. People have different ideas about how and why we should lead a good life. The ideal is usually presented in the lives and character of exemplary members. There may be considerable agreement across different religions on some matters and considerable difference on others. Also there are often major disagreements over the interpretation and application of moral principles.
4. **Making Sense of Life's Experiences** - Religions and worldviews are about experience as much as belief, and they can help individuals interpret their experiences. Many people have deeply felt experiences, which they may refer to as being religious or spiritual or simply part of what it means to be human. These experiences may result in people undergoing transformative change and on rare occasions the experience of a single person has led to the formation of a new religion or worldview. Many people find that belonging to religious or non-religious groups with others who share their beliefs, values and traditions gives them a sense of identity and belonging.
5. **Influence, Community, Culture & Power** - Religious and non-religious worldviews interact with the wider communities and cultures, affecting and affected by politics, artistic and cultural life, social values and traditional rituals, sometimes having considerable power and influence beyond their own followers; this can lead to positive and life-changing contributions to communities. It can also give considerable power, which may lead to both positive and negative outcomes.
6. **The Big Picture** - Religious and non-religious worldviews provide coherent overall accounts, 'grand narratives', of the nature of reality – life, the universe and everything. They seek to answer the big questions about the universe and the nature of humanity such as 'Does anything exist beyond the natural world?', 'Is there life beyond death?', 'What is the path to salvation?' and 'Do we have one physical life or many? These narratives are usually based on approaches to life, texts or traditions, which are taken to be authoritative. People interpret and understand these traditions in different ways.