



RE AT BUTLERS HILL INFANT
AND NURSERY SCHOOL

TO BE RELIGIOUSLY LITERATE....

- I have a sound level of religious understanding and knowledge.
- I show a good level of engagement with a range of questions about the meaning and significance of symbols and celebrations.
- I have the ability to ask significant and reflective questions about religions.
- I show a strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- I have the ability to think for myself and take the initiative in, for example, asking questions, evaluating ideas and working constructively with others.
- I show good levels of originality, imagination or creativity, which are shown in my responses to my learning in RE.
- I have the ability to link the study of religion and belief to personal reflections on meaning and purpose.
- I show a wide knowledge and deep understanding across a wide range of religions and beliefs.

OUR RE SYLLABUS

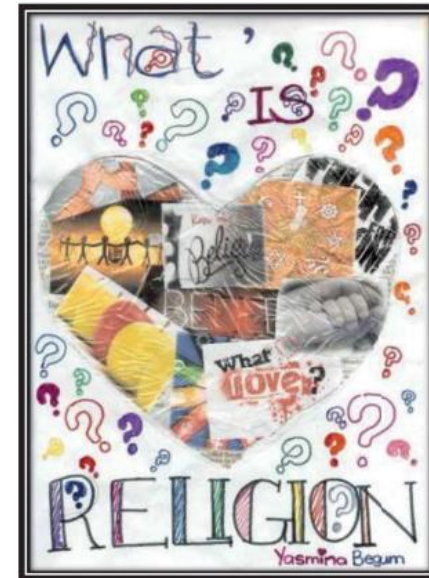
The syllabus plans around three elements in RE:

Know about and understand a range of religions and worldviews (Christianity, Judaism and Hinduism)

Express ideas about the significance and impact of religions and world views.

Gain and deploy skills to engage the children.

Religious Education for All



The Agreed Syllabus for RE
in Nottingham City and Nottinghamshire
Intentions, Implementation and Impact
2021-2026

LINKS TO THE NATIONAL CURRICULUM

- The NC states state funded schools must offer a balanced and broad curriculum which promotes spiritual, social, moral and cultural developments. RE prepares pupils for responsibilities and experiences of later life.
- With RE being a core subject SACRE have followed the structure of English, Maths and Science in the NC by including examples and notes and the purpose, aims and programs of study are highlighted.
- The syllabus aims to develop religious literacy including the skills of investigating religions and world views through experiences, reflecting on and expressing their own and others ideas and becoming able to be reasonable in responses to religions and views.
- British values of tolerance and respect are key.

End Goals

EYFS

In Religious Education lessons pupils will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories. Pupils will be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They will ask questions and reflect on their own feelings and experiences. They will use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

KS1

The focus of Religious Education in KS1 is for children to develop their knowledge and understanding of religions and worldviews. They will find out about simple examples of religion that are drawn from local, national and global contexts. They will be exposed to subject specific vocabulary for each topic. They should raise questions and begin to express their own views in response to the material they learn about using story, music, drama, activity, teamwork, thinking structures and language work to enable deepening engagement from every child.

COVERAGE AT BUTLERS HILL

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Which stories, places, and people are special and why?</p> <p>Bible</p> <p>Stories about Jesus' miracles</p>	<p>Which stories, places, and people are special and why?</p> <p>Diwali – Festival of Lights: Story of Rama and Sita</p> <p>Bible -Nativity Story</p>	<p>Which stories, places, and people are special and why?</p> <p>Old Testament Stories – Jonah and the Whale;</p> <p>Noah and the Ark</p>	<p>Which stories, places, and people are special and why?</p> <p>Bible</p> <p>Easter Story</p>	<p>Which stories, places, and people are special and why?</p> <p>Belonging - Baptism</p> <p>Who are we and how do we belong?</p> <p>Bible</p> <p>Jesus being baptised</p>	<p>Which stories, places, and people are special and why?</p> <p>Creation - Bible</p> <p>Our wonderful World: how can we care for living things and the earth?</p>
Year 1	<p>Symbols in Religious Worship – Christianity and Judaism</p>	<p>Celebrations and Festivals – Christmas and Hanukkah</p> <p>Diwali</p> <p>Stories: Christmas story, The Maccabees, Rama and Sita</p>	<p>Beliefs and Teaching</p> <p>Christianity – parables / fables / miracles</p> <p>Stories: Feeding the 5000, Calming the Storm, Jesus Heals a Blind Man, Zacchaeus, The House on the Rock, The prodigal Son</p>	<p>Celebrations and Festivals – Easter</p> <p>Stories: The Easter Story</p>	<p>Myself and Caring for Others – Christianity and Judaism</p> <p>Stories: The Good Shepard, The Good Samaritan, The Unforgiving Servant, Moses in the Bulrushes, Joseph and his Wonderful Coat, The Creation Story</p>	<p>Myself and Caring for Others – Humanism</p>
Year 2	<p>Leaders -Christianity and Judaism and Humanism</p> <p>Stories: Moses in the bulrushes, prince who ran away, burning bush, ten plagues, parting of red sea, ten commandments, Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians</p>	<p>Stories – Christianity and Judaism</p> <p>Stories: Daniel and the Lion, Jacob, Jonah and the whale, Noah, Abraham and Sarah. Maccabee, Brothers, Christmas Story</p>	<p>Stories from the Torah – Christianity, Judaism, Humanism</p> <p>Stories: Daniel and the Lion, Jacob, Jonah and the whale, Noah, Abraham and Sarah. Maccabee, Brothers, Christmas Story</p>	<p>Believing – Judaism</p> <p>Stories: The Creation Story</p>		<p>Belonging – Christianity</p>

F1 YEARLY OVERVIEW

Growth Mindset	Perseverance and resilience - to keep going/ have another try, knowing its ok to make mistake and to ask for help, knowing who or where to get help,					
Curriculum Drivers	Lets talk! (ipcc , BSL & Makaton) Confident	Me and my world (ipcc , celebrations) Caring, confident, creative	Busy hands, busy bodies Creative	Story tellers chair (ipcc , rhymes) (ipcc , squiggle wiggle) creative, confident	There's adventures to be had! Caring	
Book focus & book ideas	<p>Focus: 1. Sharing lots of stories and rhymes as part of settling in. 2. <u>Dear Zoo</u>, Rod Campbell (repetitive, language)</p> <p>Enhance reading experience: Hug by Jez Alborough</p> <p>- Selection of books about starting school & short stories</p>	<p>Focus: 1. Spots first walk, Eric hill (questions) 2. The Pine Tree</p> <p>Enhance reading experience: - Where's spot? By Eric Hill - All welcome here, Alexandra Penfold</p> <p>- Diwali - Christmas - religions</p>	<p>Focus: 1. The snowy day, Ezra Jack Keats 2.</p> <p>Enhance reading experience: We're going on a bear hunt by Michael Rosen</p> <p>- chinese new year - internet safety - environments - recycling</p>	<p>Focus: 1. My Alien and me <u>whoos</u>, the alien around here anyway? Smriti <u>prasad</u> Halls 2. <u>Jaspers</u> beanstalk by Nick Butterworth and Mick <u>loken</u>, (pie)</p> <p>Enhance reading experience: You choose by Pippa Goodhart and Nick <u>Serratt</u></p> <p>- occupations</p>	<p>Focus: 1. The Crunching Munching Caterpillar 2. The Enormous Turnip</p> <p>Enhance reading experience: Each Peach Pear Plum by Allan and Janet <u>Abber</u> The very Hungry Caterpillar by Eric Carle</p> <p>- traditional tales/rhymes - children's choice of books - Old and new familiar</p>	<p>Focus: 1. Pirates in the Supermarket by Timothy <u>Koappan</u> 2.</p> <p>Enhance reading experience: The train ride by June Crebbin</p> <p>- holidays - countries - changing schools/year groups - books of other</p>
	- picture books/ wordless books - noisy/ action books - books of different language - IWB Makaton books - poetry books - Grandparent books (<u>grandparents</u> day) (confident)	- Different people - maps etc - dual language books - bonfire night - what I like about me, Alli Zobel-Nolan	(caring, creative)	- building - crafting <u>ie</u> sewing/ modelling - cooking - gardening/ growing – focus (allotment area) - what I like about me, Alli Zobel-Nolan - growth <u>ie</u> plants (creative, caring)	books - Caring for Earth - life cycles <u>ie</u> butterflies (Creative)	countries - (C) growth <u>ie</u> plants - caring for Oceans (Caring)
Wow factor or immersing	* Curiosity cube – equipment we use in Nursery	* Diwali Day * Christmas immersion	* <u>Chinese New year</u> Day immersion	* Careers week/ day * World book day immersion	* Story land – dress up (favourite book/nursery rhyme character) * caring for caterpillars	* International week – each day new a country, passports etc

Possible dates	13th September: Roald Dahl Day 16th September: World Clean-up Day 21st September: Peace	24 th October: Diwali 5th November: Bonfire Night 11 th November: Remembrance Day, Sunday 14 th Children in need- 18th November	16th January - Martin Luther King Day 25th January - Burns Night 22 nd January - Chinese New Year (Year of the	1st March – Women's history month 1st March - St David's Day 21 st February - Pancake Day 2nd March: Dr Seuss's Birthday 2 nd March - World book day 10 th – 19 th March - Science	22nd April - Earth Day 23rd April - St George's Day 23 rd April – Shakespeare day 5 th May – National space day 21 st April - Eid al-Fitr	8 th June – world ocean day 2 nd June - The Queen's Birthday (official - celebrations) 18 th June - Father's Day <u>Wc</u> 1 st July - Tour de France
Dream big aim high - creative - Caring - confident						
	Day 23 rd October - Harvest 6th October - National Poetry Day (theme: environment) 2 nd October – <u>grandparents</u> day 4th October – world animal day 3 th -9 th October - Libraries week	14 th -18 th November – anti bullying week 13 th November: world kindness day 27 th November to 5 th December – national tree week 30th November: St Andrew's Day 18th November - 26th December: Hanukkah Christmas – 25th December	rabbit 7th February: Charles Dickens' Birthday 14 th February: Valentine's Day 22nd February: World Thinking Day	week (theme 'connections') 17 th March - Sport/comic relief 19 th March - <u>Mothers day</u> 17th March: St Patrick's Day 8 th March: Holi (colour mixing) 5 th April: Passover 9th April: Easter Sunday	8th May - VE Day 12th May - Florence Nightingale's Birthday 15th May - International Day of Families 21 th April: The Queen's Birthday (actual) 3 rd to 9 th May TBC: Sun Awareness Week Jubilee	12 th to 16 th June - Healthy living week 3 rd – 16 th July - Wimbledon 30th July - Friendship Day

F2 YEARLY OVERVIEW

Themes	When	Which stories are special and why	Which people are special and why	What places are special and why	What times are special and why	Special Objects
Jesus' miracles	Autumn 1	Bible Stories about Jesus' miracles	Jesus Jesus' disciples (friends)	Israel, Bethsaida, Sea of Galilee		Bible
Diwali	Autumn 2	Rama and Sita	Rama and Sita Lakshmi	Mandir (temples) People's homes Streets	Diwali	Hindu Artefacts Rangoli patterns, Diva lamps,
Christmas	Autumn 2	Bible Nativity story	Jesus, Mary, Joseph, the Shepherds, the Wise Men (Vicar/minister – church visit)	Churches People's homes Streets	Christmas	
Old Testament Stories	Spring 1	Jonah Noah	Jonah Noah	Ark	Flood	
Easter	Spring 2	Bible Easter story	Jesus, disciples (Vicar/minister – church visit)	Jerusalem Church People's homes	Easter	
Belonging - Baptism Who are we and how do we belong?	Summer 1	Bible Jesus being baptised	Jesus, babies, Vicar/minister	Churches Rivers Seaside	Baptism	
Creation Our wonderful World: how can we care for living things and the earth?	Summer 2	Bible Creation story	God	Our world	Creation	

RE is taught in weekly blocks each half term to fully immerse the children in what they are learning. The teachers always spark curiosity through role play and by encouraging the children to ask questions about what could be coming up. The children will then be taught discrete lessons and the children can then continue to advance their learning through the role play even more. The children learn better and retain more from learning this way than if they learn week to week.

YEAR 1 YEARLY OVERVIEW

Autumn 1 – 7 weeks	Autumn 2 – 7 weeks	Spring 1 – 6 weeks	Spring 2 – 6 weeks	Summer 1 – 6 weeks	Summer 2 - 7weeks
6 x 1 hr lessons	7 x 1hr lessons	6 x 1 hrs lessons	5 x 1hr Lessons Easter Day (7hrs)	6 x 1 hr lessons	6 x 1 hr lessons
Symbols in Religious Worship and Practice Shabbat included	Celebrations and Festivals ➤ Christmas ➤ Hanukkah ➤ Diwali Day (3hrs)	Beliefs and Teaching Miracles / Parables	Celebrations and Festivals Easter	Myself and Caring for others Christians and Jewish People	Myself and Caring for others Non-religious worldviews

YEAR 2 YEARLY OVERVIEW

Y2	Theme	Enquiry Questions	Religion	Intentions	Implementation	Impact
Autumn 1	Leaders	What makes some people inspiring to others? Moses and Saint Peter	Christians Jewish people Non-religious worldviews such as Humanism	Knowledge: Learn some stories of Moses (e.g. Baby in the bulrushes, prince who ran away, burning bush, ten plagues, parting of red sea, ten commandments). Find out he is a great leader for the Jewish people. Learn some stories about Jesus and Saint Peter (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians.) Find out about Peter as a Christian leader. Consider what makes a good leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they made. A non-religious leader as a comparison Skills: Thinking and discussion skills, information gathering skills Key concepts and words Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation		Most pupils will be able to: -Recall and name key figures in the stories they studied, saying what they did -Recognise what is meant by describing Moses as a great leader, or St Peter as a Saint, giving examples of their leadership -Ask questions about leadership and suggest answers -Respond to the idea that Moses and St Peter were guided by God or given wisdom by God -Express an idea of their own about leadership, linking it to stories they learned -Give an example of what makes a great leader
Autumn 2	Story	Jewish and Christian stories: How and why are some stories important in religions? What can we learn from these stories, from the Torah and the Bible	Christians Jewish people Stories from non-religious world views such as humanism	Knowledge: Learn Jewish and Christian stories Daniel and the Lion, Jacob, Jonah and the whale, Noah, Abraham and Sarah, Maccabees, Brothers, Christmas S Jewish Bible Skills: use an observation remember suggest why to some pec	Talk partners-discussion Hot seating in the role of characters from stories Freeze frames from Torah readings	Most pupils will be able to: -Retell a story from the Jewish Bible skilfully -Recognise and talk about the role

				Key concepts and words Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, God, Creator	Learning a song to help remember a Jewish story Learning a dance and song to help remember a Jewish story. Writing a poem about a Jewish story. Acting out and discussing dilemmas in a Humanist way .Creating a poster to demonstrate how we can demonstrate humanist values and ways of life	-Respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create? -Express an idea of their own about some of the big questions studied -Give at least 2 examples of Bible characters who 'got it wrong' and say what happened in the story
Spring 1	Story	Jewish and Christian stories: How and why are some stories important in religions? What can we learn from these stories, from the Torah and the Bible	Christians Jewish people Stories from non-religious world views such as humanism	Knowledge: Learn Jewish and Christian stories Daniel and the Lion, Jacob, Jonah and the whale, Noah, Abraham and Sarah, Maccabees, Brothers, Christmas Story, Gain knowledge about the Jewish Bible and the importance of the Torah Skills: use and develop skills of discussion, observation, information gathering and remembering. Use their factual knowledge to suggest what makes ancient stories valuable to some people today Key concepts and words Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, God, Creator		Most pupils will be able to: -Retell a story from the Jewish Bible skilfully -Recognise and talk about the role God plays in stories from the Jewish Bible -Suggest a meaning for the story they study, and suggest answers -Ask questions about the stories -Respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create? -Express an idea of their own about some of the big questions studied -Give at least 2 examples of Bible characters who 'got it wrong' and say what happened in the story
Spring 2	Believing	What do Jewish people believe about God, creation, humanity, and the natural world? What are some of the ways	Jewish people	Knowledge: Learn some Jewish peoples' idea about God and the story of creation. Find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat. Learn about some ways a Rabbi teaches the community about God. Skills: Use and develop skills of discussion, observation, information gathering and		Most pupils will be able to: -Recall and name some key words about Jewish beliefs (e.g. God the creator, Almighty, Eternal) -Retell the story of Genesis 1 -Suggest a meaning for the story -Recognise that different people see different meanings in the story

		Jewish people show their beliefs and how they belong?		remembering. Use their factual knowledge to suggest meanings in Jewish Practice Key concepts and words Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, Shabbat, creation story, worship, holiness, sacred
Summer 2	Belonging	What does it mean to belong? What is it like to belong to the Christian religion in Nottingham City and Nottinghamshire today?	Christianity	Knowledge: Learn about belonging in a family, to a school and in the community. Gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism. The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity Skills: Use and develop skills of discussion, observation, information gathering and remembering. Use their factual knowledge to suggest what it means to belong in various ways Key concepts and words Religion, Christian, church, Bible, symbol, Golden Rule ('do to others what you would like them to do to you'), belonging, worship, holiness, sacred

		Most pupils will be able to: -Retell the story of Jesus being baptised in the river Jordan -Suggest some reasons why it matters to people to belong to groups and communities -Ask questions about Christenings and Believer's Baptism for themselves -Recount how a baby, child, young person or adult is welcomed into the Christian community -Express an idea of their own about belonging to God – is this important? Is it important for Christians? -Give an example of their own community life and say why it matters: what groups do you belong to? What do you like about belonging?
--	--	--

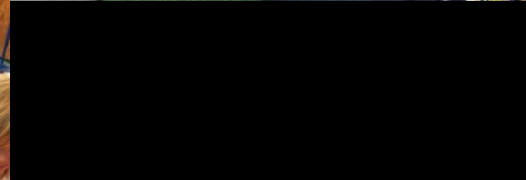
DATA



**Data shows Year 2 children left at 67% ARE in Year 2 in the year 2021-2022.
The children just below were only missing a couple of objectives.**

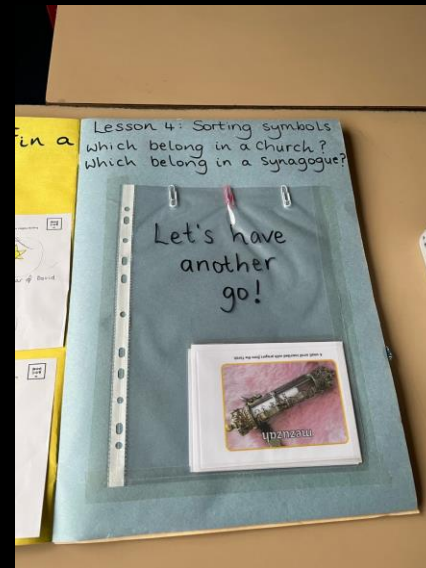
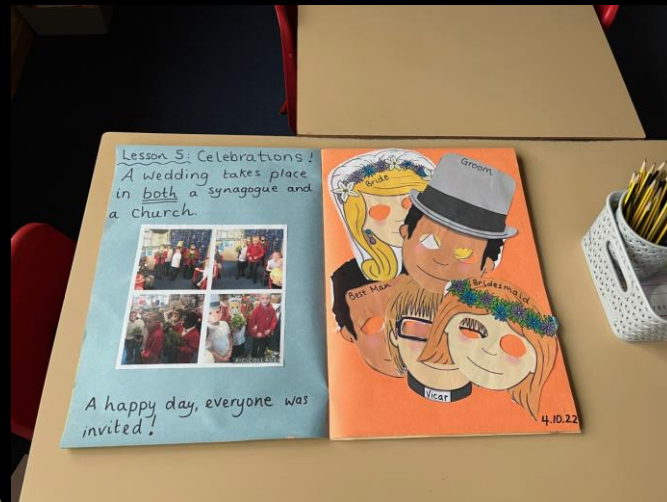
TARGET – 70% + in 2022-2023

RE AT BUTLERS HILL



WHAT DOES RE LOOK LIKE THROUGH SCHOOL?

- In KS1 flipcharts begin with the question 'What is RE?' with a brief definition revealed.



It is important to accept everyone even if they do not agree – Y2

Jewish people go to synagogues and Christians go to church – Y1

Mary is having a baby, we have had to make a bed ready for Jesus – F2

Christmas is when Jesus was born – F2

Leaders create rules to keep everyone safe – Y2

I like to think about symbols in different stories – Y2

This is what the children say...

SEND

- SEN are involved in enrichment activities e.g. workshops and church visits
- Activities planned in for Easter and Christmas
- Bible videos / story sacks
- Values encouraged daily in learning
- Those who have been withdrawn can have a value focus activity to still be involved
- Differentiated activities for those who aren't as verbal or able
- Peer support



CELEBRATIONS AT BUTLERS HILL

EYFS

Christmas / Easter

Learn about the characters and the main story, key information being that Jesus was born. Immerse in role play and ask questions to find answers and learn more about the story.

Opportunities to get into character and re-enact what they are learning in their lessons.

KS1

Christmas / Easter

Y1 – Recap the story of Christmas and dig deeper into a specific element e.g. gifts around Christmas, is this similar or different to now. What about non materialistic gifts. Opportunities for children to suggest their own thoughts about gifts that don't involve money. Compare Christmas to Hannukah – what is the same and what is different?

Look at how Christians celebrate Christmas and Easter and how symbols in Church represent these stories and meanings behind them.

Y2 – Stories are revisited and then looked at from the characters point of view. Children are taught to character behaviours and asked to think about these characteristics creatively, drawing on their own thoughts and opinions.

SEF ON A PAGE

Strengths

- Following the Nottinghamshire syllabus – clear progression through KS1 and from EYFS, planning matches this.
- The creative approach means more children are understanding and engaged in the learning.
- Scrap books show clear progression and a good range of activities throughout school.
- Big 5 quizzes – show children are retaining and remembering more – also included on sticky knowledge flipcharts.
- Enrichment opportunities – visits to the local church, workshops, value assemblies.
- Special days planned in e.g. Diwali, Easter, Christmas
- Role play happens a lot to get the children involved e.g. wedding in Year 1.
- Cross curricular writing e.g. poems, recounts.
- Knowledge ladders matches the planning and lessons.
- Year 2 re-cap learning taught in Year 1. Clear on flipcharts.
- Included on the sticky knowledge mats sent home to parents.
- Lots of enrichment days / activities taking place in EYFS.
- Values displayed around school and in classrooms – embedded through assemblies and children are confident with these.

Area of Development

- British values to be embedded around school through displays and planning.

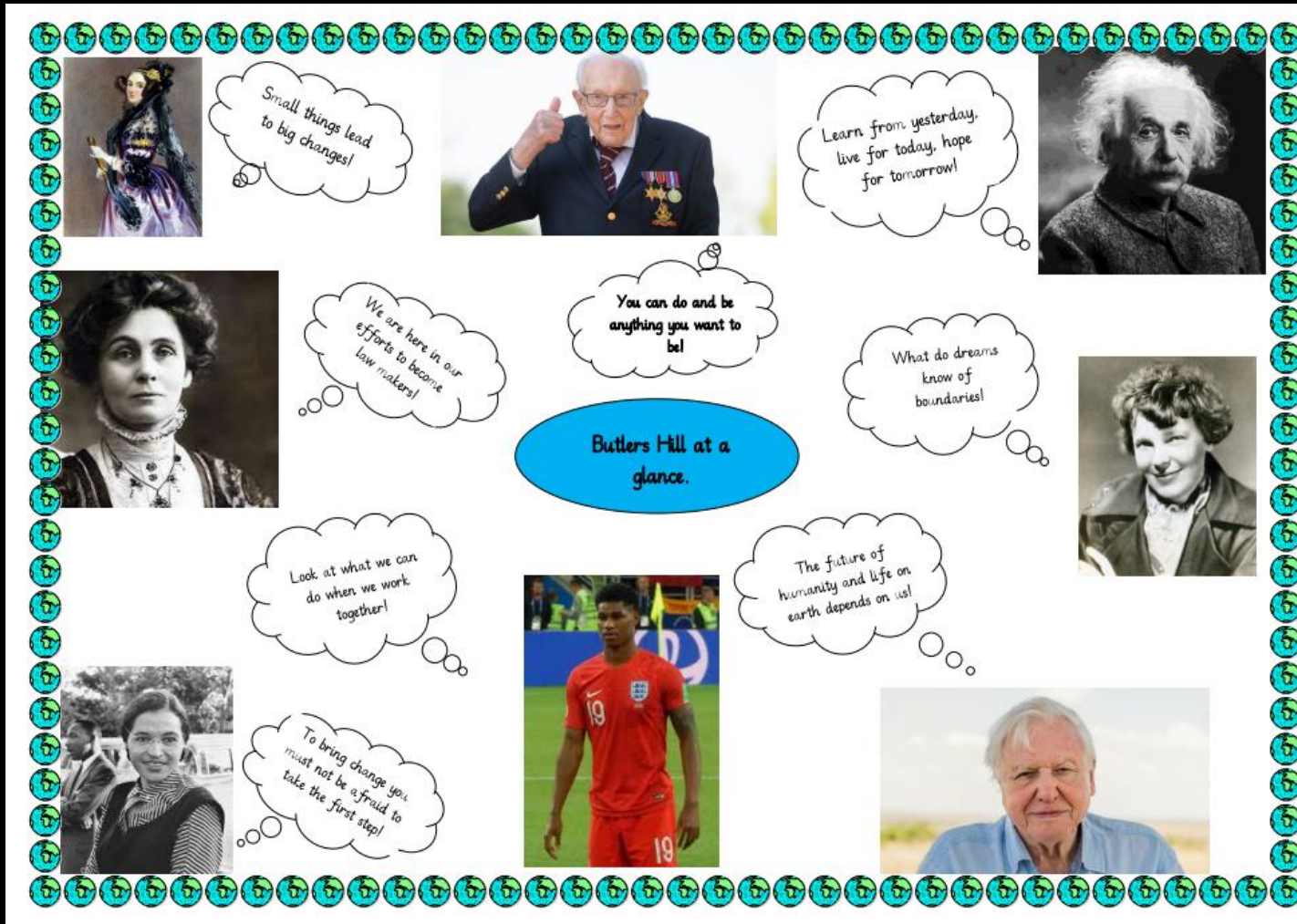
CPD

- Workshops on monitoring
- Workshops on writing intent, implement and impact documents
- Workshops of subject lead deep dives.
- RE networks – November 2021, March 22, November 22
- Regular meetings with link governor
- Mocksted with Nicola Turner and regular support / enrichment

Monitoring

Progression ladder / end points document
 Assessment on insight – check at the end of the academic years
 Planning scrutiny – ongoing
 Scrap book scrutiny Spring 2022 / Spring 2023
 KS1 learning walk – EYFS is the target for Spring / Summer 23

SCHOOL VALUES / BRITISH VALUES



- Assembly introduction each half term – displays referred to
- Flipcharts accessible to teach the value
- Jigsaw covers values
- Marbles as an incentive
- Displays in class and in the hall
- Everyday conversation, behaviour management, reward systems etc
- Rewards e.g. star of the week/day, milkshake, gold book and dojos

