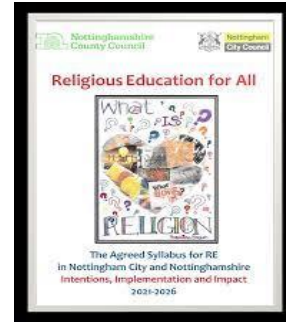


Religious Education

Intent

Our RE syllabus provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. The teaching should equip children with the knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identity. Pupils will make progress by reflecting on the impact of religions and worldviews on contemporary life locally, nationally and globally to increasing levels of depth. Pupils should gain and deploy the skills needed to interpret accounts of their own personal beliefs, ideas, values and experiences whilst respecting the rights of others to have different views and ways of life.



Implementation

Pupils will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. The children will listen to and discuss different stories from different religions. Pupils will be introduced to subject specific words and use all of their senses to explore beliefs, practices and forms of expression. The children will be given opportunities to ask questions and reflect upon their own feelings and experiences. The children will be encouraged to use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. Children will find out about simple examples of religion that are drawn from local, national and global contexts. The children should begin to 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.

<p>Aims and Values Caring, creative & Confident Values</p> <ul style="list-style-type: none"> • Respectful • Resilient • Responsible 	<p>Enrichment opportunities</p> <ul style="list-style-type: none"> • Visits to the church • Assemblies on different religions or values led by the local vicar / governor • Special workshops in school around different religions • Immersion activities for special days or events • Food tasting from around the world 	<p>Assessment/sticky knowledge</p> <ul style="list-style-type: none"> • Assessment grid to know % of children that are meeting ARE – subject leader to identify any areas where a large % of children have gaps. • Pupil interviews • Big 5 quizzes at the end of the topics
<p>Concepts</p> <ul style="list-style-type: none"> • Celebration and Festivals • myself and caring for others • beliefs and teaching • symbols • belonging • believing • leaders and stories 	<p>Local community links Visits to the church Visits from the local vicar</p>	<p>Cross Curricular Links PSHE – respecting and accepting others Science – understanding and looking after the world around us History – differences over time English – writing, poetry Art – creative tasks to express thoughts and opinions</p>

Key Knowledge

Key Content and Sequencing

Know about and understand religions and worldviews:

N/R – Learn about stories and why they are special

- Learn about special people and why they are special
- Talk about special places

Year 1 – Recall and name religious festivals, objects and symbols

- retell a story that lies behind a festival
- Suggest a meaning for an object use in worship
- Re-tell a story
- Recall and name key figures from stories
- Suggest the hidden meaning in stories that Jesus told
- Recognise that holy buildings are connected to beliefs about worshipping God

Year 2 – Recall and name key figures in the stories they study

- Recognise what is meant by describing Moses as a great leader or Peter as a saint
- Recall and name some key words about Jewish beliefs
- Retell the story of genesis and suggest a meaning for that story
- Recognise that different people see different meanings in stories
- Retell the story of Jesus being baptised and suggest why it matters to people to belong to groups/communities
- Retell a story from the Jewish bible and suggest a meaning for that story
- Recognise and talk about the role God plays in stories from the Jewish bible

Express ideas and insights into religions and worldviews:

N/R – Talk about who we are and where we belong

Year 1 – Ask questions about what happens and why in holy buildings

- Recount their visit to a holy building
- Ask questions about Jesus' special powers

- Respond to the Christian belief that Jesus was a God come to earth with a question or idea of their own
- Ask questions about or show how we care for others
- Respond to ideas and values such as care kindness and generosity
- Ask questions about the meaning of festivals and respond to some of the experiences and emotions during these

Year 2 – Ask questions about the stories they study and suggest answers

- Respond to big ideas and beliefs in the stories
- Ask questions about christenings and believer's baptism for themselves
- Recount how a baby or young adult is welcomed into the Christian community
- Ask questions about God for themselves
- Ask questions about leadership and suggest answers

Gain and deploy the skills for learning from religions and worldviews:

N/R – Talk about how we can care for living things and the earth

Year 1 – Express an idea of their own about why festivals matter

- Give an example of a big day in their own life
- Express ideas of their own about a religious story
- Give examples of how a person can show values
- Give an example of a belief about Jesus
- Find out about Jesus, inferring ideas from a simple story
- Express their own ideas about why some people go to holy buildings
- Give an example of a sacred space and talk about their own sacred places

Year 2 – Express their own ideas about leadership linking it to learned stories

- Give example of what makes a great leader
- Express their own ideas about God
- Find out about Jewish beliefs and ways of talking about God
- Express their own ideas about belonging to God
- Give examples about their own community life and say why it matters
- Express own ideas about the big questions
- Give examples about bible characters who got it wrong and say what happened in the story



EYFS Curriculum	Key Stage One National Curriculum
<p>Communication & Language: Children will listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments or questions</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>And who, how and why questions about experiences in response to stories</p> <p>Talk about they and others show feelings</p> <p>Personal, social and emotional development: Children understand needs, views and cultures should be treated with respect.</p> <p>Talk about behaviour and consequences</p> <p>Think and talk about right and wrong</p> <p>Respond to significant experiences showing a range of feelings</p> <p>Have a developing respect for their own cultures and beliefs as well as those of others – show sensitivity</p> <p>Understanding the World: Children talk about similarities and differences between themselves and others among families communities and traditions</p> <p>Begin to know about their own cultures and beliefs and those of others</p> <p>Explore and observe places and objects that matter in different beliefs</p>	<p>The Focus of RE for KSI enables children to develop their knowledge and understanding of religions and worldviews. They find out about simple examples of religion that are drawn from local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. The RE curriculum is engaging and interactive, using story, music, drama, activity, teamwork, thinking structures and language work to enable deepening engagement from every child. The aim of RE is expressed in age appropriate outcomes for most 7-year olds.</p>

Agreed syllabus-Myself and caring for others	
EYFS	Talk about special people and why they are special, talk about caring for the world
Year 1	Learn about uniqueness in a family and community. Examples of caring for others. Explore characteristics such as goodness, kindness, generosity, sharing. Religious stories and teaching e.g. the lost sheep, Jewish Psalm 23 and infer ideas about care from these texts
Year 2	Discussions about different families and the importance that everyone is equal.
Lower KS2	Learn about the humanist view and commitment to 'the one life we have'. Learn about key moments such as welcoming a baby, celebrating marriage and funeral rituals.
Agreed syllabus -Celebrations and Festivals	
EYFS	Children introduced to different celebrations and given creative and dramatized experiences around these
Year 1	Learn annual/weekly celebrations inc. Christmas, Easter, Hanukkah, Shabbat. Songs, worship, stories, artefacts, food. Festivals from other faiths e.g. Diwali
Year 2	Re-cap Year 1 before new learning and extended meanings
Lower KS2	Learn about Hindu worship and celebration including details about the story of Rama and Sita, celebrations of Diwali and at least one other Hindu festival.

Agreed syllabus - Beliefs and teaching	
EYFS	Talk about special times and why they might be special to people
Year 1	Learn some stories of Jesus e.g. Shepherds coming to manger, Healing the 10 lepers, Calming the storm on Galilee, Feeding 5,000. Learn some stories Jesus told e.g. the lost coin, the Lost son. Learn these stories matter to Christians because they believe Jesus was God come to earth, with the power to help people
Year 2	N/A – could re-cap Year 1 stories as starters
Lower KS2	Learn about the practice, meaning and importance of the 5 daily Islamic prayers and about the meaning of the Lord's prayer in Christianity.

Agreed syllabus - Symbols in religious worship	
EYFS	Children to be given opportunities to explore basic symbols
Year 1	Learn from visiting and studying churches and a synagogue about the use of a place of worship. Know about worship including the symbols, artefacts, music, holy books and other things that happen there. Learn about weddings in the buildings
Year 2	Explore/recap artefacts and their meanings, look at different holy books and special events
Lower KS2	Learn about churches, mosques and Mandirs and the way these buildings express key ideas about belief and worship. Learn about pilgrimages and religious journeys e.g. Makkah and look at the details and reasons for rituals. Learn about local places of worship (Southwell Minster / Beth Shalom) and what they represent.

Agreed syllabus - Leaders / inspirational people	
EYFS	NA
Year 1	Discussions about God/Jesus as leaders of the people
Year 2	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
Lower KS2	Learn at least two inspirational people from the Jewish and Christian bible e.g. Abraham, Jacob, Joseph, Moses or David. Look at teachings from the Christian gospels on the life, teaching and examples of Jesus. Learn about the life of Mohammed and his companions.

Agreed syllabus Believing	
EYFS	NA
Year 1	Year 1 introduce Shabbat as a special event in the Jewish faith and are exposed to the creation story in both Judaism and Christianity
Year 2	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.
Lower KS2	Learn about bible stories lie that behind the celebrations of Christmas, Easter, Pentecost and Harvest. Learn about contemporary practises in relation to festivities. Learn about key Christian ideas; incarnation, trinity, crucifixion, resurrection and the Holy Spirit. Learn about the 'fruit of the spirit'. Learn about the beliefs about Allah/God in prayer in the different religions.

Agreed syllabus - Belonging	
EYFS	Talk about who we are and how we belong
Year 1	Discussions about special events in churches, role play to introduce these events. Discussions about different types of families
Year 2	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
Lower KS2	Learn about worship and learning from Hindu community life.

Agreed syllabus - Story	
EYFS	Talk about special stories and why they might be special to some people
Year 1	Introduction to the bible and Torah
Year 2	Learn Jewish and Christian stories Daniel and the Lion, Jacob, Jonah and the whale, Noah, Abraham and Sarah. Maccabee, Brothers, Christmas Story, Gain knowledge about the Jewish Bible and the importance of the Torah
Lower KS2	Look at examples of stories from the Gospels on the life of Jesus and Islamic stories of the prophet Mohammed.

Subject Specific Vocabulary

Subject specific knowledge	
EYFS	Religion, special book, special place, special story, Christmas, bible. Church, Jesus, Torah
Year 1	Religion, spiritual, commitment, values, prayer, faith, thankful, worship, God, Christian, symbol, Christmas, Easter, Jesus, Church, Altar, font, altar, bible, Jewish, synagogue, Torah, Hanukkah, Judaism, shabbat, humanist
Year 2	Religion, wise sayings, rules for living, co-operation, holiness, belonging, worship, holiness, sacred, creation, creator, Christmas, Easter, gospel, bimah, Ark, shabbat, Judaism

Impact

Children will have sound knowledge and understanding of religions and world views and be able to recognise diversity which exists within communities. Children will be able to appreciate the nature and significance of different ways of living. Children will learn to express/communicate their ideas and insights and explain reasonably their ideas about how beliefs influence individuals and communities. Children will have gained and deployed skills needed to engage with religions and world views and be able to articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

