

Subject RE

Intent- Our curriculum intent is to develop children with a strong sense of self and to foster respect and compassion for others. We encourage our children to begin to develop a curiosity and knowledge of different faiths, beliefs, values and people.

Concept	Foundation Stage	Year One	Year Two	End of Key Stage Expectations
Know about and understand religions and worldviews	<p>Pupils are taught to begin:</p> <ul style="list-style-type: none"> To develop their sense of responsibility and membership of a community. (3/4 PSED) To continue to develop positive attitudes about the differences between people. (3/4 Understanding the World) To think about the perspectives of other, (R PSED) To understand that some places are special to members of their community. (R Understanding the World) To recognise that people have different beliefs and celebrate special times in different ways. (R Understanding the World) To understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG Understanding the world) To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (ELG Understanding the World) 	<p>Pupils should be taught to:</p> <p>A1 - Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2 – Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.</p> <p>A3 – Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.</p>	<p>Pupils should be taught to:</p> <p>A1 - Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2 – Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.</p> <p>A3 – Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> Recall, name and talk about materials in RE. Retell stories, suggesting meanings for sources of wisdom, for festivals and for acts of worship. Describe religions and worldviews, connecting ideas.

Express ideas and insights into religions and worldviews	<p>Pupils are taught to begin:</p> <ul style="list-style-type: none"> To talk about members of their immediate family and community. (R Understanding the World) To name and describe people who are familiar to them. (R Understanding the World) To talk about the lives of the people around them and their roles in society. (ELG Understanding the World) 	<p>Pupils should be taught to:</p> <p>B1 – Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</p> <p>B2 – Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3 – Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>Pupils should be taught to:</p> <p>B1 – Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</p> <p>B2 – Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3 – Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> Observe, notice and recognise materials in RE. Ask questions and give opinions about religions, beliefs and ideas. Give thoughtful responses using different forms of expression in RE.
Gain and deploy the skills for learning from religions and worldviews	<p>Pupils are taught to begin:</p> <ul style="list-style-type: none"> To see themselves as a valuable individual. (R PSSED) To show sensitivity to their own and others' needs. (ELG PSSED) 	<p>Pupils should be taught to:</p> <p>C1 – Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2 – Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3 – Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Pupils should be taught to:</p> <p>C1 – Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2 – Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3 – Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> Notice and find out about religions and worldviews. Collect, use and respond to ideas in RE. Consider and discuss questions, ideas and point of view.
Curriculum coverage	<p>Christianity</p> <p>Religions and beliefs in the class or school</p> <p>Autumn 1</p> <p>We're special</p> <p>Caring, belonging and baptism</p> <p>Autumn 2</p> <p>Special times - Celebrations</p> <p>Spring 1</p> <p>Special stories from the Bible</p> <p>Spring 2</p> <p>Jesus' miracles – A Special Person</p> <p>Easter</p> <p>Summer 1</p> <p>A Special place -At a Church</p> <p>Summer 2</p> <p>Jesus' Stories – A Special Person</p>	<p>Judaism, Christianity and explore other religions represented in the school community.</p> <p>Autumn 1</p> <p>Belonging</p> <p>Autumn 2 Diwali and Christmas Celebrations</p> <p>Spring 1</p> <p>From Creation to Shabbat</p> <p>Spring 2</p> <p>Jesus and His Stories</p> <p>Easter</p> <p>Summer 1</p> <p>Jewish Stories (Moses and Jonah)</p> <p>Summer 2</p> <p>Visiting a Church</p>	<p>Judaism, Christianity and explore other religions represented in the school community.</p> <p>Autumn 1</p> <p>Jewish Celebrations and Stories</p> <p>Autumn 2</p> <p>Eid and Christmas</p> <p>Spring 1</p> <p>Jesus and His Miracles</p> <p>Spring 2</p> <p>The Torah and Jewish Stories</p> <p>Summer 1</p> <p>The Synagogue</p> <p>Summer 2</p> <p>Jesus' Friends and Followers</p>	<p>Religious education always engages pupils in looking at the question 'what does this mean to me?'</p> <p>Religions and beliefs</p> <ul style="list-style-type: none"> Christianity at least one other principal religion (the recommended example is Judaism) a religious community with a significant local presence, where appropriate a secular world view, where appropriate.
Vocabulary	<p>Belong, church, Easter, Christmas, birthday, baptism, religion, Christianity, Christian, festival, celebration, worship, prayer, symbol, Bible, Jesus, God, Harvest</p>	<p>Belong, church, Easter, Christmas, birthday, baptism, religion, Christianity, Christian, festival, celebration, worship, prayer, symbol, Bible, Jesus, God, Harvest, Jewish,</p>	<p>Belong, church, Easter, Christmas, birthday, baptism, religion, Christianity, Christian, festival, celebration, worship, prayer, symbol, Bible, Jesus, God, Harvest, Jewish,</p>	<p>Belong, church, Easter, Christmas, birthday, baptism, religion, Christianity, Christian, festival, celebration, worship, prayer, symbol, Bible, Jesus, God, Harvest,</p>

		Judaism, Shabbat, parable, Diwali, Hindu, Rama, Sita, creation, altar, aisle, pews, lectern, pulpit, steeple, holy, sacred, spiritual	Shabbat, parable, Muslim, mosque, Allah, Eid, Islam, synagogue, disciple, Miracle, faith, synagogue, Torah, bimah, kippur, yad, holy, sacred, spiritual	Jewish, Shabbat, parable, Diwali, Hindu, Rama, Sita, creation, Muslim, mosque, Allah, Eid, Islam, synagogue, disciple, Miracle, faith, synagogue, Torah, bimah, kippur, yad, altar, aisle, pews, lectern, pulpit, steeple, holy, sacred, spiritual
Enquiry	Pupils begin: <ul style="list-style-type: none"> to identify questions to find out facts to learn concepts to compare information and ideas. 	Pupils begin: <ul style="list-style-type: none"> to identify questions to find out facts to learn concepts to compare information and ideas to build understanding to use the skill of investigation to use a range of methods, media and sources to find out about religions. 	Pupils begin: <ul style="list-style-type: none"> to identify questions to find out facts to learn concepts to compare information and ideas to build understanding to use the skill of investigation to use a range of methods, media and sources to find out about religions to gather information to look for links between religions to present information and ideas in different ways to identify similarity and difference to communicate and express ideas about, and learning from, religions. 	'Enquiry skills should be developed at each stage of the cycle of learning.' Children should have planned opportunities to question, discuss, debate, explore and engage with different religious and non-religious beliefs confidently, to develop their own sense of identity, belonging and a personal view of the world.
Attitudes	Self-awareness Respect for all Open mindedness Appreciation and wonder	Self-awareness Respect for all Open mindedness Appreciation and wonder	Self-awareness Respect for all Open mindedness Appreciation and wonder	Self-awareness Respect for all Open mindedness Appreciation and wonder

Enrichment Opportunities

Visits from people of different faiths represented within our community and beyond.

Visits to our local churches to worship, observe and investigate.

Listening to stories from different faiths and cultures represented in our community and beyond.

To listen to music, try food, watch and participate in dances and handle artefacts relating to different faiths and cultures.

To be exposed to languages and ideas from a variety of faiths and cultures.

Outcomes and Assessment