Our RE Curriculum.

Good RE should:

* develop pupils’ knowledge and understanding of Christianity as well as other principal religions and world views
* focus on concepts as well as content, within the context of enquiry based learning
* explore authentic religious material, e.g. sacred texts
* reflect diversity in terms of the changing religious landscape of the UK (see 2011 census below) so that they are prepared for life in modern Britain  engage and challenge pupils  reflect pupils’ own experiences and provide a safe space for discussion
* present religious belief as a real, lived phenomenon, not something exotic or belonging to the past
* take into account the increase in the number of people with non-religious beliefs and identities
* provide opportunities for personal reflection and spiritual development  help to prepare pupils for adult life, enabling them to develop respect and sensitivity for others

Skills in RE Pupils should develop key skills in RE in order to enhance learning and this should be evident across key stages:

1. Investigation and enquiry: asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.

2. Critical thinking and reflection: analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.

3. Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.

4. Interpretation: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.

5. Analysis: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.

6. Evaluation: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

**Programmes of Study – Early Years Foundation Stage**

RE is, unlike the subjects of the National Curriculum, a legal requirement for all pupils on the school roll, including those in the Reception year.

The contribution of RE to the specific areas of the early learning goals.

**Communication and language:**

**Children:**

* respond creatively, imaginatively and meaningfully to memorable experiences;
* use a religious celebration as a stimulus and talk about the special events associated with it;
* learn about important religious celebrations through artefacts, stories, music, etc.
* Personal, social and emotional development (PSED)

Children:

* use some stories from religious traditions as a stimulus to reflect on their own experiences and explore them;
* use role play as a stimulus and talk about some of the ways that people show love and concern for others and why this is important;
* think about issues of right and wrong and how humans help one another;
* demonstrate a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others;
* show a developing respect for their own cultures and beliefs and those of other people;
* show an understanding of what is right, wrong and why. Literacy Children:  listen with enjoyment and respond to stories, songs, music, rhymes and poems and make up some of their own;
* extend their vocabulary, exploring the meaning and sounds of new words. Understanding the world

Children:

* begin to learn and become aware of their own cultures, beliefs and those of other people;
* ask questions about religion and culture as they encounter them in everyday experiences;
* visit places of worship, learn new words associated with these places and show respect towards them;
* talk about similarities and differences between themselves and others, among families, communities and traditions. Expressive arts and design
* Children:
* explore and play with a wide range of media and materials and have opportunities and encouragement to share their thoughts, ideas and feelings through a variety of activities;
* use religious artefacts as a stimulus to enable them to think about and express meanings associated with the artefact.

**Curriculum For RE: Taken from the Lincolnshire Agreed Syllabus**

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| Term: | **Reception** | | **Year 1** | |
| Autumn 1 | Topic overview – **‘Me, Myself and I.’**  Do you want to be friends?  Rules and expectations.  Staying safe and healthy  Seasons and season changes **RE Topic – My Friends**  *Introduce the idea of community and the Golden Rule: Treat others as you would want to be treated yourself, which can be found in many religions*  **RE Topic 2 – Our Special Things**  *Introduce objets that are important to members of a religious group e.g. cross, beads, prayer mat etc.* | *1 Learning Aim – how do you like to be treated?*  Set up classroom rules for conduct between peers and agree the golden rules of how to treat each other. | Topic Overview – **Me, Myself and I** (Memory Box)  Rules and expectations  Relationships and friendships  Living memory and family  Local area geography  Human science  Healthy eating  **RE Topic – Being Human, Christian**  *What does the Bible say about how Christians should treat others and live their lives?*  *How can Christian faith an beliefs be seen in the actions of inspirational Christians>* | *1 Learning aim- to explore the belief that humans are created by God in his image.*  Explore the story of creation in Genesis. |
| 2 *Learning Aim – how do you like to be treated?*  Look at stories from other cultures about people being kind to each other. i.e. the prophet Salih and the camel (Islam) joseph and his brothers (Judaism) | 2 *Learning Aim – to understand that other cultures and faiths have creation stories that help them explain where humanity comes from.*  Look at creation stories from cultures such as African, Native American, Hindu etc. |
| *3, 4, 5 and 6 learning aim – use the senses to explore a range of artefacts from different religions and what they might be used for.*  Use a different key object weekly in the sharing circle to feel with eyes closed, then look at, describe and to then hear what it is for and what it is called.  Create a ‘special objects’ table so these things can be accessible to the children at all times, with the understanding that they are taught that these are sacred and special and must be treated with utmost respect.  Suggested artefacts could be:  Menorah (Judaism)  Cross (Christianity)  Puja Set (Hinduism)  5 ‘K’s (Sikhism) | 3 *Learning Aim –* *belief that humans are created to look after God’s creation*  BBC Bitesize clip – God’s Creation  How can you as one person look after God’s creation?  Link to the story of the mango tree from the Jain faith. |
| *4 Learning Aim - Belief that humans should love God and love their neighbours as themselves (Mark 12:30)*  Story of the Good Samaritan.  BBC Bitesize clip – The Parable of the Good Samarian. |
| *5 Learning aim – how we can show we care about each other.*  Look at the parable of the lost sheep, when a shepherd would not stop looking for his sheep etc. |
| *6 Learning aim: Stories from other religious/cultural traditions that show how people should care for each other.* |
| Autumn 2 | Topic – **celebrations**  Peoples and communities  **Re Topic – Special Times for Me and Others**  *Introduce the idea of special times that bring people together as a community e.g. religious festivals*  *\*\* This lesson can be moved to fit in with where Diwali falls in the calendar* | 1 *Learning aim– understand from own experience why parties happen and how they bring people together.*  Why do we have parties and celebrations? How do celebrations bring people together in a community? | Topic overview – **Me, Myself and I** (Enchanted Woodland)  **RE Topic – God – Christianity**  *What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc. What do stories in the New Testament tell Christians about Jesus?* | 1 *learning aim – the importance of The Bible as the Christian sacred text and how it is made up.*  Learn key terminology about the Bible, such as Old Testament, New Testament, Gospel, Chapter, Verse, etc.  Hold and feel a copy, look through it and start to see its chronology. |
| 2 *Learning aim – To understand what needs to be put into place for a celebration to happen.*  Plan a party for a really important event. Plan the food, music, games, clothes and invitations. | 2 *Learning Aim – The difference between the Old and New Testament.*  Understand that a key event happened (the birth of Jesus) that changed everything for Christians. |
| 3 *Learning aim – to have a frame of reference for understanding how people from other cultures enjoy celebrations*  Let’s have a party! Follow the plans for food, music and games. | *3 Learning Aim – What stories do the children know from the Old Testament*? Re-cap on prior learning of Noah’s Ark from EYFS. |
| 4\*\* *Learning aim: To use the prior learning about celebrations to understand why Diwali parties happen and how/why people celebrate.*  Diwali – the story and celebration. | 4 Learning aim: *Read a story from the Old Testament outlining how God wanted people to work with him and he loved people and would not give up on them.*  Use Jonah and The Whale as a key OT story. |
| 5 *Learning aim: To use the prior learning about celebrations to understand how/why people celebrate at Holi and how it brings people together*  Holi – what happens at Holi festival? What do people do, eat, play wear | 5/6/7 *Learning aim – Who was Jesus?*  Start to look at the New Testament as a chronology of Jesus life, establish what children know from EYFS (i.e. Christmas etc) and start to plan the overview of Jesus’s life. |
| 6. The story of Hannukah – why is this a celebration and what do Hannukah celebrations look like? |
| 7. What is Christmas?  *Learning Aim: Why do we celebrate and what does a celebration look like in your house?*  BBC Bitesize clip – The First Christmas |
| Spring 1 | Topic – **Real life** superheroes i.e. people who help us.  Staying safe and healthy  How to get help  E-Safety  **RE Topic –Special People To Me**  *Introduce people who are important to members of a religious group e.g Jesus, Prophet Muhammed, Vicar, Imam etc.* | 1 *Learning aim – think about important people in the community.* | Topic – **Superheroes**  Significant individuals local and national  Materials  Humans  Working scientifically  **RE Topic – Community (Christianity)**  What do Christians do to express their beliefs?  Which celebrations are important to Christians? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world? | *1/2 learning aim: What is Baptism and why is it important?*  To understand that Baptism symbolises entry into the community of Christians; different types of baptism – child, adult; different ways of carrying out a baptism, e.g. Anglican, Baptist; key features = promises made to God by or on behalf of the person being baptised, a lit candle, the use of water, etc.; connections with the story of Jesus’ baptism (e.g. Matthew 3:13-17) |
| *2 Learning Aim – look at some people in religious community have special jobs* i.e. if you are from this faith, your special leader is called…… |
| 3, 4, 5, 6 *Learning Aim – think about important people who have done really great things and are important in different faiths:*  In the four weeks look at:  Prophet Muhammed (Islam)  Jesus (Christianity)  Guru Gobindh Sing (Sikhism)  Buddha (Buddhism) |
| *3/4 /5 Learning aim: What is Easter and why is it absolutely pivotal to the Christian beliefs?*  Building on from the work done in previous term looking at the life of Jesus and who he was, look more in depth at the Easter story and why it is so important in the Christian message that Christ died and rose again to give us the hope of eternal life.  Look at –   * How the story unfolded * Link back to the understanding of how God loves us. * The three days timeline and why we have Easter eggs – for new life linked to the resurrection. |
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| Spring 2 | Topic – **Superheroes** from fiction  RE Topic -  Writing stories  Investigations  National storytelling day  **RE Topic – My Senses**  *Introduce the idea that we can learn about things using our senses; use a range of religious objects/artefacts/resources that engage the senses e.g. incense, music, art, etc.* | 1 *Learning aim – using music from different cultures to help me understand how music makes me feel.*  Circle time – sit with eyes closed, talk about how music makes us feel.  Moving to pieces of music from a range of cultures to move in different ways.  \*\*\*Opportunity for dance workshop | Topic – **Superheroes – Bright Lights Big City**  Compare locality with a city  Significant individuals in history  Local/national events beyond living memory  Materials and working scientifically  D&T make.  **RE Topic: Life Journey (Christianity)**  *What do Christians do to celebrate birth?  What does it mean and why does it matter to belong?* | *1Learning aim: to understand that the Church is at the heart of the community.*  Build on prior learning about Baptism from the work done on Jesus. Go to a church (St Wulframs) and look at the provision for Baptism.  Talk about any experience they have. |
| *2 Learning aim – using music from different cultures to help me understand how music makes me feel.*  Meditation with music (primary schools meditation), relaxation and listening. Use music and story to help children understand how to start basic meditation, relax and breathe. | *2 – 6 Learning aim: PROJECT celebrating belonging. How can we do a project to support the community which can bring a sense of belonging as well as helping others.*  *Plan for example one of the following:*   * *Garden for supporting new wildlife* * *Fundraising event i.e. coffee morning, sports event for local charity such as Foodbank;* * *Visit to old people’s home*   *Decide on the project, gather information, plan together and then do the event.*  *Aim is to understand how important community is and how supporting community makes people stronger.* |
| 3 *learning aim – Build on the learning from last week, how the senses are used in different faiths to support spiritual experiences.*  Add in the sense of smell into the meditation, use incense or essential oils to expand the spiritual experience. |
| 4/5 *learning aim – look at Islamic art and shapes, understand that Islamic art does not reflect the human form in any way.*  Talk about art from the culture, then use chalks, coloured sand to make designs, draw around shapes etc. |
| 6 *learning aim – look at Mendhi and Rangoli patterns from the Hindu faith.*  Use different media to produce work inspired by the form. Record through paint, chalk, mixed media and photography. |
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| Summer 1 | Topic – **The World.**  Stories/traditional tales from around the world and storytelling cultures.  World/people and the lives of children around the world  **RE Topic – Our Special Books**  *Introduce stories from religions and important books for members of a religious groups.* | 1 *Learning Aim – to understand that certain stories have key importance in certain religions.*  The birth of Jesus (Christianity) | Topic – **The World, Paws and Whiskers.**  World geography  Animals/living things and their habitats  Working scientifically  **RE Topic – in-depth study of another religion (Judaism)** | *1 learning aim – Judaism is Belief in one God who created the world  Belief that the people of Israel (Jewish people) are God’s chosen people.* |
| 2 *Learning Aim – to understand that certain stories have key importance in certain religions.*  The Jews exodus from Egypt (Judaism) | *2 Learning aim - links with Old Testament – stories that we share.*   Belief that God has entered into a series of contracts (covenants) with his chosen people, including covenants with Noah, Abraham and Moses  Belief that it is important to follow God’s commandments |
| *3 Learning Aim – to understand that certain stories have key importance in certain religions.*  The story of Rama and Sita (Hinduism) | *3 - 4 Learning Aim - . key aspects of faith that are important i.e. sacred texts*  mitzvot)  The Torah and key stories/figures in the Torah (e.g. Moses, Abraham, Adam and Eve); the Torah scroll and the way in which it is treated and used in the synagogue  Other important texts in Judaism – the Tenakh (the Torah, Neviim [Prophets] and Ketuvim [Writings] – the Old Testament in the Christian Bible  Synagogue – the place of worship for Jewish people: o Torah scroll and its use during worship o The yad, used to follow the Torah scroll without touching it directly |
| *4 Learning Aim – to understand that certain stories have key importance in certain religions.*  BBC Bitesize – The Islamic story of The Prophet, the ants and the crying camel. | *5 -6 learning aim – building on prior learning, look at the festivals celebrated that are underpinned by beliefs taught earlier.*  Shabbat (the weekly festival) – related to the day of rest in the Jewish creation story; key practices associated with Shabbat, e.g. shared family meal, blessing, lighting candles, etc.  Key festivals, e.g. Rosh Hashanah, Yom Kippur, Sukkot, Hanukkah, Passover – stories associated with these festivals, beliefs that underpin them, key practices and the ways in which these relate to the beliefs |
| *5 Learning Aim – to understand that certain stories have key importance in certain religions.*  Sikhism – Sikhnet for children. Look at some of the stories of the Gurus. |
| *6 Learning Aim – to understand that certain stories have key importance in certain religions.*  Noah’s Ark – link to art, pictures and maths i.e. pairs and doubling etc. |
| Summer 2 | Topic – **The World**  Paws and Whiskers.  Animals from around the world, habitats and food  Adaptations  Life cycles  **RE Topic – Our Beautiful World**  *Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment; make links with Judaism* | 1 *learning aim – look at creation stories from around the world. Look at how people over time have made stories that help them understand how things came to be.*  In weeks 1-4, choose from Hindu, Judaism as well as cultures such as Native Americans and Aborigines in Australia about how we 4begin to write down as humans where we think we come from. |
| 5 – 6 *learning aim – start to look at how different faiths tell us we need to look after the environment*:  Use Hinduism and Dharma to look at stories of how we need to be looking after our environment.  For example:  <http://www.balagokulam>.  org/kids/stories/nobledeer.php  read the story, do some role play and drama then create a class-based piece of art to show the moral with children recording. |