



Chandag Infant School - Religious Education Scheme of Work

Vision statement/overall aim of subject

EYFS

Personal, social and emotional development

Self-confidence and self-esteem	Examples of what children could do in RE
Respond to significant experiences showing a range of feelings when appropriate.	Children reflect upon their own feelings and experiences in some stories from religious traditions and explore them in different ways.
Have a developing awareness of their own needs, views and feelings and be sensitive to those of others.	Have a developing awareness of their own needs, views and feelings and be sensitive to those of others.
Have a developing respect for their own cultures and beliefs, and those of other people.	Have a developing respect for their own cultures and beliefs, and those of other people.
Making relationships and behaviour and self-control	Examples of what children could do in RE
Work as part of group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.	Using story from a religious tradition as a source, children talk about their ideas of what is fair and unfair, and how to behave towards each other.
Think about issues of right and wrong and why. Consider the consequences of their words and actions for themselves and others.	Using story as a stimulus, children reflect upon the words and actions of characters in the story and decide what they would have done in a similar situation. Children also learn about the consequences of their actions through play.
Sense of community Understand that people have different needs, views, cultures and beliefs that need to be treated with respect. Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.	Using religious artefacts as a stimulus, children handle sensitively a religious object and talk about why it might be special for some people, showing respect.



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Communication, language and literacy	
Communication, language and literacy	Examples of what children could do in RE
Listen with enjoyment and respond to stories, songs and other music rhymes and poems and make up their own stories, songs, rhymes and poems.	Using stories and songs from religion as a stimulus, children ask questions about things they find interesting or puzzling.
Extend their vocabulary, exploring the meaning and sounds of new words.	Having visited a local place of worship, children learn new words associated with the place, showing respect
Using language to imagine and recreate roles and experiences. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Using a religious celebration as a stimulus, children talk about the special events associated with the celebration.
Retell narratives in the correct sequence, drawing on language patterns of stories.	Children identify and talk about the sequence of events in a story about love and forgiveness.
Knowledge and understanding of the world	
Exploration and investigation	Examples of what children could do in RE
Investigate objects and materials by using all of their senses as appropriate. Find out about and identify some features of living things, objects and events they observe. Use ICT to support their learning.	Using religious artefacts as a stimulus, children think about uses and meanings associated with the artefact. Visit a place of worship and explore different methods / explore relevant foods using senses. Using appropriate software children find out about special events in religious traditions.
Sense of time Investigate past and present events in their own lives, and those of their families and other people they know.	Children talk about important events such as the birth of a baby and how, for some people, this is celebrated by a religious ceremony.
Sense of place Explore their environment and talk about those features they like and dislike.	Using stories from religious traditions as a stimulus, children talk about the importance of valuing and looking after the environment.
Cultures and beliefs Begin to know about their own cultures and beliefs and those of other people.	Through artefacts, stories and music, children learn about important religious celebrations.



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In **Years 1 and 2** pupils are taught the skills:

- a) Investigation – this includes:
 - asking relevant questions;
 - knowing how to use a variety of sources in order to gather information;
 - knowing what may count as good evidence in understanding religion(s).

- b) Interpretation – this includes:
 - the ability to draw meaning from artefacts, works of art, poetry and symbolism;
 - the ability to interpret religious language;
 - the ability to suggest meanings of religious texts.

- c) Reflection – this includes:
 - the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.

- d) Empathy – this includes:
 - developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
 - the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
 - the ability to see the world through the eyes of others, and to see issues from their point of view.

- e) Evaluation – this includes:
 - the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith;
 - weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

- f) Analysis – this includes:
 - distinguishing between opinion, belief and fact;
 - recognizing bias, caricature, prejudice and stereotyping;
 - distinguishing between the features of different religions.



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- g) Synthesis – this includes:
linking significant features of religion(s) together in a coherent pattern;
connecting different aspects of life into a meaningful whole.
- h) Application – this includes:
making links between religion and individual, community, national and international life;
identifying key religious values and their links with secular values.
- i) Expression – this includes:
the ability to articulate ideas, beliefs and values;
the ability to respond to religious ideas, beliefs and questions through a variety of media.
- j) Self-understanding – this includes:
the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.

The **National Curriculum for Religious Education key stage 1** aims to ensure that all pupils:

LITERACY RE

acquire and develop a specialist vocabulary; communicate their ideas with depth and precision; listen to the views and ideas of others, including people from religious traditions; be enthusiastic about the power and beauty of language, recognizing its limitations; develop their speaking and listening skills when considering religious beliefs and ideas and articulating their responses; read, and interpret at an appropriate level, sacred texts; write in different styles such as poetry, diaries, extended writing and the synthesis of differing views, beliefs and ideas; evaluate clearly and rationally, using a range of reasoned, balanced arguments.

Of all the key areas in the curriculum, literacy, in many ways, is the one RE has the strongest connections with. In terms of speaking and listening, learning in RE can help pupils to:

listen well to the viewpoints of others; structure ideas and viewpoints clearly;

make relevant comments on their learning in RE; articulate their own views and ideas using reasoned arguments; use specialist vocabulary with increasing accuracy and fluency.

In terms of reading RE can help pupils to: explore a range of key stories, teachings and sayings from different religions, considering their meanings and the ways in which they have been interpreted;



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distinguish between facts, opinions and beliefs; make connections between different parts of a text; consider viewpoints and arguments carefully ; reflect on how the contemporary media conveys the place of religion in the world e.g., newspapers, magazines, articles, leaflets, advertisements; consider how and why texts have been influential and significant; compare texts, looking at style, theme and language, identifying connections; reflect on how ideas, values and emotions are explored and portrayed.

In terms of writing RE can help pupils to:

use a range of techniques and different ways of structuring material to convey ideas, themes and beliefs; present material clearly, using appropriate layout, illustrations and organisation; develop logical arguments and cite evidence; analyze critically their own and others' writing; use specialist vocabulary accurately and consistently; use a variety of writing styles e.g. diaries, poetry and structured essays to convey their learning in RE.

ICT CAPABILITY RE can help pupils to:

make appropriate use of the internet or CD-ROM sources to investigate, analyze and evaluate aspects of religious beliefs and practices, ultimate questions and ethical issues; use email or video conferencing to communicate and collaborate with individuals in different locations, enabling associations to be made between religions and individual, national and international life; use multimedia and presentation software to communicate a personal response, the essence of an argument or a stimulus for discussion; use writing support and concept-mapping software to organise ideas and communicate knowledge and understanding of the diversity of belief and practice within and between religious traditions; use equipment such as digital cameras and videos, to bring authentic images into the classroom to support discussion and reflection, and to enhance understanding of the impact of religious beliefs and practices on the lives of local individuals and faith communities.

LEARNING and THINKING SKILLS

RE can help pupils to:

investigate beliefs, practices and ways of life using resources effectively and developing knowledge and understanding; think creatively, sharing their own thoughts and conclusions, reflecting on how religions and beliefs express key beliefs and teachings in a variety of ways; investigate, reflect on and evaluate important question of meaning; communicate both ideas and values in religion and belief and their own thoughts and ideas, interacting with different audiences and using a range of media; evaluate the place and significance of religion and belief in today's world, developing their own views, using reasoned and thoughtful arguments.

PERSONAL and EMOTIONAL SKILLS RE can help pupils to:

identify their strengths and areas for improvement in their learning in RE be aware of both their own feelings and those of others, especially people from different faiths and beliefs; reflect on their experiences and how these might relate to their learning in RE; work both independently and collaboratively with others; demonstrate perseverance in their learning in RE especially when faced with challenging concepts and ideas.

SOCIAL SKILLS RE can help pupils to:

listen well and respond respectfully and sensitively when encountering people from different faiths and beliefs; show both empathy and critical awareness; consider their rights and responsibilities and the key beliefs and teachings within religion on human nature, relationships and the value /purpose of human beings.



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Topics and Learning Activities in Year 1

Autumn 1 Why are some times special? Unit 2

2. Why are some times special? This unit explores those aspects of life on earth which are reflected in the pattern of religious and other practices and festivals.

- (a) What special times and seasons can I remember? Why were these times special?
- (b) Why are some festivals and celebrations special?
 - i. When do they happen?
 - ii. What do they remember?
 - iii. What do people do and why?
- (c) What special objects might be used in festivals and celebrations?
- (d) How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives?

Autumn 2 Why is Jesus important? Unit 9

9. Why is Jesus important?

This unit explores how people's values and commitments might be demonstrated in people's lives

- (a) What people help, inspire and guide me? What makes them special?
- (b) What do stories from the Bible say about Jesus? (His birth, friends and followers, miracles, parables, death and resurrection)
- (c) What things did Jesus say and do that guide people in their lives? What do I think? (E.g. love your neighbour / teachings on love and forgiveness)



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Spring 1 and 2 Why are some places special? Unit 7

7. Why are some places special? This unit explores how religions and beliefs express aspects of human nature in a variety of creative ways.

- (a) What places are special to me? Why are they special?
- (b) What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home)
- (c) What do these buildings that are special to religious or belief communities look like?
 - i. Do they have special places, objects, pictures or symbols?
 - ii. How are these used?

Summer 1 Who are we? Unit 1

1. Who are we?

This unit explores ideas of what it is to be human and relates them to religious and other beliefs.

- (a) Who and what is special to me? (People, places, experiences, feelings, stories, objects, beliefs, values)
- (b) Who and what supports and guides us? (People, experiences, feelings, beliefs, values, ideas)
- (c) What makes us joyful, peaceful, wonder, reflective, happy and sad? (Experiences, places, celebrations, stories, songs and, for some people, prayers)
- (d) How might stories, prayers, songs, etc. help us understand more about ourselves and ideas of God?

Summer 2 Where do we belong unit 4

4. Where do we belong? This unit explores ideas of those aspects of human nature which relate to the practices of religion and belief communities.

- (a) Where do I belong? (Feelings, experiences)
- (b) Where do people belong? (Family, local community, group, club, place, country, faith)
- (c) What do people do because they belong to a faith or belief community?
- (d) How might ideas of family and community be reflected in our own lives?



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Topics and Learning Activities in Year 2

Autumn 1 and 2 Why are some stories special? Unit 3

3. Why are some stories special? This unit explores how religions and beliefs express values and commitments in a variety of creative ways.

- (a) What stories and books are special to me and my family?
- (b) What stories and books are special to people within religions and beliefs?
- (c) How are stories told and books used within religions and beliefs?
- (d) What do some stories and books say about how people should live?

Spring 1 and 2 How should we live our lives unit 6

6. How should we live our lives? This unit explores how religious and other beliefs affect approaches to moral issues.

- (a) How does what I do affect other people?
- (b) What rules and codes of behaviour help me know what to do?
- (c) What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness)
- (d) How do some stories from religions and beliefs and the example set by some people show me what to do?our lives?

Summer 1: Why is our world special? Unit 8

8. Why is our world special? This unit explores ideas about the nature of life on earth and relates them to religious and other beliefs

- (a) How do I feel about the natural world? (e.g. wonder, amazement, mystery, worry, sadness)
- (b) What do songs, poems, prayers and stories say about God as the Creator?
- (c) What different ways can I use to show what I think and believe about our world?
- (d) How do people show they care / don't care about our world?



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Summer 2: How do we celebrate our journey through life? Unit 5

5. How do we celebrate our journey through life? This unit explores how religions and beliefs express aspects of life's journey in a variety of creative ways.

- (a) How do people celebrate the important events in their lives? (Birth, naming ceremonies, coming of age, joining a group, marriage, death)
- (b) How do members of a religious faith celebrate these milestones in the journey of life?
- (c) What artefacts, symbols and ceremonies are used at significant times?
- (d) Why are some times in life significant or special?