

# Our Religious Education

## Curriculum



# Chandag Infant School

### EYFS

#### **Personal, Social and Emotional development**

- Respond to significant experiences showing a range of feelings when appropriate.
- 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.
- Making relationships and behaviour and self-control
- 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.
- Think about issues of right and wrong and why. Consider the consequences of their words and actions for themselves and others.
- 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.

#### **Communication, language and literacy**

- Listen with enjoyment and respond to stories, songs and other music rhymes and poems and make up their own stories, songs, rhymes and poems.
- Extend their vocabulary, exploring the meaning and sounds of new words.
- Using language to imagine and recreate roles and experiences. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Retell narratives in the correct sequence, drawing on language patterns of stories.

#### **Exploration and investigation**

- 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.
- Sense of time
- Investigate past and present events in their own lives, and those of their families and other people they know.
- Sense of place
- Explore their environment and talk about those features they like and dislike.
- Cultures and beliefs
- Begin to know about their own cultures and beliefs and those of other people.

#### **First hand experiences and pupil offer:**

In EYFS our children are introduced to the world of religion and belief through focusing on special people, places, objects, stories, music and Celebrations. They learn to recognise that religion is important to some people in their local community. They reflect on what is important to themselves and others. They engage with RE through a range of resources especially stories, artefacts, pictures, posters, ICT and simple songs, dance and drama. We are also lucky to have special visitors that talk to the children about festivals and celebrations such as Diwali. Children have the opportunity to explore special stories in whole class input from the teacher and talk about their ideas of what is fair and unfair, and how to behave towards each. Through first hand experiences and interactions with their peers, children also learn about the consequences of their actions through play. 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. Alongside this, children explore relevant foods using senses. Using stories from religious traditions as a stimulus, children talk about the importance of valuing and looking after the environment. Using a religious celebration as a stimulus, children talk about the special events associated with the celebration, e.g. making Diwali lanterns out of clay and making pancakes as part of lent celebrations.

## KS1 overview of knowledge and skills

### Investigation of religious and non-religious worldviews.

I can talk about what is important to me and to other people with respect for their feelings  
[Units 3, 4, 6]

I can talk about things and people that make people ask questions; [Units 2, 5, 9]

I can ask my own questions about God/deity, special people and special occasions; [Units 1, 7, 8]

I can provide reasons for my views and make connections. [All Units]

### Knowledge and understanding of Christianity

I can recall some of the ways in which Christmas and Easter are celebrated in different ways by different Christians; [Units 4, 5]

I can recall the key features of the Gospel stories of Christmas and Easter; [Units 2, 9]

I can say something about how Christians talk about a relationship with God [Units 1, 7, 8]

I can say something about how and why Christians try to help others; [Units 3, 6, 9]

### Knowledge and understanding of religions or worldviews other than Christianity

I can recall key events in stories about an inspirational person; [Units 1, 4]

I can recall key features of an inspirational event, place, ritual or special occasion; [Units 2, 7]

I can say how stories in a selected tradition are inspirational for believers; [Units 5, 8]

I can say something about how and why followers of this tradition try to help others; [Units 3, 6]

### Year 2 skills in blue.

#### Investigation

I can ask relevant questions

I know how to use sources in order to gather information

**I understand what may count as good evidence in understanding religion(s)**

#### Interpretation

I can draw meaning from artefacts, works of art, poetry and symbolism.

I can talk about the moral and meaning after listening to a story.

**I can interpret religious language and suggest meanings of religious texts.**

#### Reflection

I can reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.

I can make links to my own experiences and thoughts after quiet reflection.

#### Empathy

I am developing the power of imagination to identify and communicate feelings such as love, wonder, forgiveness and sorrow.

I can consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;

**I can the world through the eyes of others, and to see issues from their point of view.**

#### Evaluation

**I can debate issues of religious significance with reference to evidence, argument, opinion and statements of faith.**

#### Analysis

I can distinguish between opinion, belief and fact.

I am able to talk about similarities and differences between the features of different religions studied.

**I can recognise bias, caricature, prejudice and stereotyping.**

#### Synthesis

**I can link significant features of religion together in a coherent pattern, connecting different aspects of life into a meaningful whole.**

#### Application

I can identify key religious values and their links with common world and our own school values.

**I can make links between religion and individual, community, national and international life.**

#### Expression

I can articulate my own ideas, beliefs and values

I can respond to religious ideas, beliefs and questions through a variety of media.

#### Self-understanding

I can draw meaning from significant experiences in my own and others' lives.

**I can draw meaning from religious questions and answers.**

## Cross curricular links.

<u>English</u>	<u>PSHE</u>	<u>Computing</u>
<p>I can use specialist vocabulary to communicate my ideas with depth and precision</p> <p>I can show an appreciation about the power and beauty of language and recognise its limitations</p> <p>I can listen to the views and ideas of others, including people from religious traditions</p> <p>I can show positive speaking and listening skills when considering religious beliefs and ideas, articulating appropriate responses.</p> <p>I can read and interpret at an appropriate level, sacred texts.</p> <p>I can apply my writing skills across different genres such as poetry, diaries, extended writing and the synthesis of differing views, beliefs and ideas.</p> <p>I can evaluate clearly and rationally, using a range of reasoned, balanced arguments.</p> <p>I can listen well to the viewpoints of others; structure my ideas and viewpoints clearly.</p> <p>I can make relevant comments on my learning in RE; articulate my views and ideas using reasoned arguments; use specialist vocabulary with increasing accuracy and fluency.</p> <p>I can explore a range of key stories, teachings and sayings from different religions, considering their meanings and the ways in which they have been interpreted.</p>	<p>I can identify strengths and areas for improvement in my learning in RE be aware my feelings and those of others, especially people from different faiths and beliefs.</p> <p>I can reflect on my experiences and how these might relate to learning in RE; working both independently and collaboratively with others.</p> <p>I can demonstrate perseverance in my learning in RE especially when faced with challenging concepts and ideas.</p> <p>I can listen well and respond respectfully and sensitively when encountering people from different faiths and beliefs.</p> <p>I can show both empathy and critical awareness; consider rights and responsibilities and the key beliefs and teachings within religion on human nature, relationships and the value /purpose of human beings.</p>	<p>I can use of the internet and other sources to investigate, analyse and evaluate aspects of religious beliefs and practices, ultimate questions and ethical issues.</p> <p>I can 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</p> <p>I can 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.</p> <p>I can use equipment such as 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.</p>

## Long term overview of units

	T1	T2	T3	T4	T5	T6
Year 1	<p><b>Why is Jesus important? U9</b> <b>Christianity</b> <i>This unit explores how people's values and commitments might be demonstrated in people's lives</i></p> <p>What people help, inspire and guide me? What makes them special?</p> <p>What do stories from the Bible say about Jesus? (His birth, friends and followers, miracles, parables, death and resurrection)</p> <p>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)</p>	<p><b>Why are some times special? U2</b> <b>Christianity and Judaism</b> <i>This unit explores those aspects of life on earth which are reflected in the pattern of religious and other practices and festivals.</i></p> <p>What special times and seasons can I remember? Why were these times special?</p> <p>Why are some festivals and celebrations special? When do they happen? What do they remember? What do people do and why?</p> <p>What special objects might be used in festivals and celebrations? How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives?</p>	<p><b>Why are some places Special? U7</b> <b>Christianity and Hinduism</b></p> <p><i>This unit explores how religions and beliefs express aspects of human nature in a variety of creative ways.</i></p> <p>What places are special to me? Why are they special?</p> <p>What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home).</p>	<p><b>Why are some places Special? U7</b> <b>Christianity and Hinduism</b></p> <p><i>This unit explores how religions and beliefs express aspects of human nature in a variety of creative ways.</i></p> <p>What do these buildings that are special to religious or belief communities look like?</p> <p>Do they have special places, objects, pictures or symbols?</p> <p>How are these used?</p>	<p><b>Who are We? U1</b> <b>Christianity</b></p> <p><i>This unit explores ideas of what it is to be human and relates them to religious and other beliefs.</i></p> <p>Who and what is special to me? (People, places, experiences, feelings, stories, objects, beliefs, values)</p> <p>Who and what supports and guides us? (People, experiences, feelings, beliefs, values, ideas)</p> <p>What makes us joyful, peaceful, wonder, reflective, happy and sad? (Experiences, places, celebrations, stories, songs and, for some people, prayers)</p> <p>How might stories, prayers, songs, etc. help us understand more about ourselves and ideas of God?</p>	<p><b>Where do we Belong? U4</b> <b>Christianity, Islam and Judaism</b></p> <p><i>This unit explores ideas of those aspects of human nature which relate to the practices of religion and belief communities.</i></p> <p>Where do I belong? (feelings and experiences)</p> <p>Where do people belong? (Family, local community, group, club, place, country, faith)</p> <p>What do people do because they belong to a faith or belief community</p> <p>How might ideas of family and community be reflected in our own lives</p>

Year 2	<p><b>Why are some stories special? U3 Christianity, Hinduism, Islam and Judaism</b></p> <p><i>This unit explores how religions and beliefs express values and commitments in a variety of creative ways</i></p> <p>What stories and books are special to me and my family?</p> <p>What stories and books are special to people within religions and beliefs?</p> <p>How are stories told and books used within religions and beliefs?</p> <p>What do some stories and books say about how people should live</p>	<p><b>Why are some times special? Supplementary Unit Christianity, Hinduism and Judaism</b></p> <p><i>This unit explores those aspects of life on earth which are reflected in the pattern of religious and other practices and festivals.</i></p> <p>Why are some festivals and celebrations special?</p> <p>When do they happen? What do they remember? What do people do and why?</p> <p>What special objects might be used in festivals and celebrations?</p> <p>How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives?</p>	<p><b>How should we Live our Lives? U6 Christianity and Judaism</b></p> <p><i>This unit explores how religious and other beliefs affect approaches to moral issues.</i></p> <p>How does what I do affect other people?</p> <p>What rules and codes of behaviour help me know what to do?</p>	<p><b>How should we Live our Lives? U6 Christianity and Judaism</b></p> <p><i>This unit explores how religious and other beliefs affect approaches to moral issues.</i></p> <p>What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness)</p> <p>How do some stories from religions and beliefs and the example set by some people show me what to do or how to live our lives?</p>	<p><b>Why is Our World Special? U8 Christianity/Judaism, Hinduism and Humanism</b></p> <p><i>This unit explores ideas about the nature of life on earth and relates them to religious and other beliefs</i></p> <p>How do I feel about the natural world? (e.g. wonder, amazement, mystery, worry, sadness)</p> <p>What do songs, poems, prayers and stories say about God as the Creator?</p> <p>What different ways can I use to show what I think and believe about our world?</p> <p>How do people show they care / don't care about our world?</p>	<p><b>How do we celebrate our journey through life? U5 Christianity, Islam.</b></p> <p><i>This unit explores how religions and beliefs express aspects of life's journey in a variety of creative ways.</i></p> <p>How do people celebrate the important events in their lives? (Birth, naming ceremonies, coming of age, joining a group, marriage, death)</p> <p>How do members of a religious faith celebrate these milestones in the journey of life?</p> <p>What artefacts, symbols and ceremonies are used at significant times?</p> <p>Why are some times in life significant or special?</p>
Whole school Assemblies	<p><b>Rosh Hashanah</b></p> <p><b>Harvest</b></p>	<p><b>Diwali</b></p> <p><b>Advent</b></p>	<p><b>World religion day</b></p>	<p><b>Lent</b></p> <p><b>Holi</b></p> <p><b>Easter</b></p>	<p><b>Ramadan</b></p> <p><b>Eid al Fitr</b></p>	<p><b>Diversity week</b></p>

**Intent:** Our intent for RE at Chandag Infant School is that RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions, and other world views that offer answers to these challenging questions. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures. RE encourages pupils to learn from different religions, beliefs, values and traditions, while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. RE encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a diverse society and global community. RE has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

**Implement:** Our curriculum is organised progressively using the locally agreed Awareness Mystery Value Syllabus for Religious Education in Bath and North East Somerset, Bristol, North Somerset. We teach with the guidance of the 2016 syllabus, following the 2011 units of learning. Children experience regular R.E. sessions which cover the timetabling expectations outlined in the statutory guidance, National Curriculum 2014. Children experience lessons that encourage a sense of awe and wonder, using artefacts, audio, photographs, cookery, visitors and visits to support deep learning in this area of the curriculum. During lessons children are encouraged to think deeply, ask and answer questions using prior and new knowledge of religions and beliefs. Just like other areas of the curriculum, children take on a role during their R.E lessons and become 'Theologians', developing the disciplinary skills ready for their next steps. Alongside this, our carefully planned cultural calendar and assemblies allow for children to explore and understand a range of religious events and celebrations throughout the school year. Reflection time at the end of our collective worship provides time for children to think deeply about what they have learnt and link to their own life and experiences. Children make links between our school values and British Values when learning about religions, faiths and beliefs that may be different to their own.

**Impact:** We measure outcomes through both formative and summative assessments. Through noting attainment against the objectives in the medium term planning, teachers can confidently use formative assessments, which inform their short term planning. Annotations on planning, observation notes, photographs, alongside examples of quality work in children's books are used to evidence impact. However, listening to learners is also used as a central measure of impact when measuring pupil outcomes. In term 6 a summative teacher assessment against the intended outcomes for the end of each year group is made by the class teacher for each child; this is shared with subject leader and SLT providing important information regarding which pupils are exceeding, at or below age related expectations. This information informs future curriculum action plans and provision to ensure a responsive and ever evolving school curriculum.