



RE Curriculum Coverage

RE Intent

RE is a component of the basic curriculum and is taught alongside the National Curriculum. Here at Wheatlands we follow the locally Agreed Syllabus for Redcar and Cleveland produced by SACRE (Standing Advisory Council for Religious Education).

In line with the 1996 Education Act the syllabus reflects the fact that religious traditions are in the main Christian. The curriculum content also takes account of the teachings and practices of the other main religions and worldviews represented in our nation, including Judaism, Buddhism, Hinduism, Islam and Humanism.

At Wheatlands we believe it is important to support our pupils in developing respectful and sensitive attitudes towards others whether they hold similar or different religious beliefs to themselves. We believe that is our role to do our best to provide our children with a rich variety of experiences through which they can develop the necessary attitudes and knowledge to formulate their own beliefs and social values. These can include visits to places of worship and visits from members of local faith communities, the use of artefacts, drama, dance, music and art.

The development of self-awareness, moral values and positive relationships with others are also elements of learning which we believe to be important in RE teaching.

Although RE is not a statutory requirement for the nursery children we believe that finding out about religion and celebrations in particular provide valuable experiences for this age group of children.

Our intent is to deliver high quality RE to all our children. We want to equip them with a developing knowledge and understanding of a range of religions and worldviews and with a growing ability to express their own beliefs, ideas and values whilst respecting the rights of others to differ.

Early Years Foundation Stage – Requirements, knowledge, skills and understanding.

The Early Years Foundation Stage describes the phase of a child's education from the age of three to the end of reception at the age of five. Religious Education is statutory for all pupils registered on the school roll and is therefore **compulsory for all reception children** unless withdrawn by their parents.

The statutory requirement for Religious Education does not extend to nursery classes in maintained schools. It may, however, form a valuable part of the educational experience of children throughout the key stage.

Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

In line with the DfE's 2013 EYFS Profile, RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils.

Communication and language:

- Children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Answer 'who', 'how', and 'why' questions about their experiences in response to stories, experiences or events from different sources.
- Talk about how they and others show feelings.
- Develop their own narratives in relation to stories they hear from different traditions.

Personal, social and emotional development:

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- Work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously.
- Talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.
- Think and talk about issues of right and wrong and why these questions matter.
- Respond to significant experiences showing a range of feelings when appropriate.
- Have a developing awareness of their own needs, views and feelings and are sensitive to those of others.
- Have a developing respect for their own cultures and beliefs, and those of other people.
- Show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the world:

- Children talk about similarities and differences between themselves and others, among families, communities and traditions.
- Begin to know about their own cultures and beliefs and those of other people.
- Explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive arts and design:

- Children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- Respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy:

- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics:

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

Some Points to Note

- Whilst there are clearly strong links between RE and personal, social and emotional development, it must be noted that **RE must contain appropriate and explicit references to religions, through the study of religious beliefs and practice.**
- Planning in RE at the Early Years Foundation Stage should take account of the relevant EYFS developmental stages. Children should be given opportunities to engage with religious material and reflect on their own experiences and feelings.
- A wide range of experiences and learning activities should be offered that will support the achievement of the EYFS developmental stages, e.g. using pictures, objects, videos, visitors and visits, stories and poems, circle time, role-play, dance, music, art, craft, computing.
- All children should be included in RE, whether they belong to a faith community or not. Care should be taken in the use of language, activities and materials to ensure that all children can be included and any stereotyping is challenged (e.g. avoid saying, 'We all believe').
- Whilst children will take part in role-play and re-enactments and will learn about religious practices in an interactive way, it must be made clear that they are not 'celebrating' a religious practice at school or taking part in the worship of a faith community whilst at school. Role-play and empathy are not the same as a celebration within a religious community, and RE in school is not about nurturing children into a faith.

EARLY YEARS FOUNDATION STAGE – OVERVIEW

This plan could work as a rolling programme, if required, for Nursery and Reception. Topics generally are repeated each year to allow for flexibility and continuity with mixed age classes.

| | AUTUMN | SPRING | SUMMER |
|---------------------------|--|--|---|
| Foundation Stage 1 | <p>Special Times</p> <p>Own experiences – birthdays etc</p> <p>Autumn and Harvest festivals in school and church- thanksgiving.</p> <p>Other festivals /special times in other religions (at least one other)</p> <p>Special stories</p> <p>Why do we celebrate Christmas?</p> | <p>Special stories</p> <p>What are our special stories? Why and how are they special?</p> <p>Special People</p> <p>Who is special to us? Jesus is special to Christians – stories about Jesus.</p> <p>Special Times</p> <p>Easter – signs of new life</p> | <p>Special People in the community</p> <p>Who is special to us? Religious leaders e.g. vicar, priest, imam, monk, nun or any appropriate to the local community</p> <p>Belonging/Family</p> <p>Infant Baptism</p> |
| Foundation Stage 2 | <p>Special Times</p> <p>Harvest and Christian beliefs about caring for our world</p> <p>Divali – the festival of light</p> <p>Special stories</p> <p>Why was Jesus' birth seen as special?</p> | <p>Special Books</p> <p>The Bible as a special book for Christians</p> <p>Special Stories</p> <p>Stories Jesus told (e.g. The Lost Coin) Other stories from the Bible</p> <p>Special Times</p> <p>Easter - new life and celebration</p> | <p>Special places</p> <p>Church visit through the senses (ICT virtual visit if actual visit not possible)</p> <p>Belonging/Family</p> <p>Weddings- Christian and Hindu marriage ceremonies</p> |

Key Stage One - Knowledge, skills, and understanding.

Throughout Key Stage 1, pupils explore Christianity and at least one other principal religion. Pupils should develop their knowledge and understanding of religions and worldviews, recognising their 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.

More specifically pupils should be taught to:

- Recall and name different beliefs and practices, including festivals, worships, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Notice and respond sensitively to some similarities between different religions and worldviews.
- 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.
- Find out about and respond with ideas to examples of co-operation between people who are different.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

KEY STAGE 1 - OVERVIEW

Based on Christianity and Judaism (core)

| | AUTUMN | SPRING | SUMMER |
|-----------------|---|--|---|
| Year One | <p>Who am I and why am I special? <i>(Belief, Impact of Faith, 1-2 weeks)</i></p> <p>How and why do Christians celebrate harvest? <i>(Belief, Worship, 3-4 weeks)</i></p> <p>What does it mean to belong in Christianity? <i>(Worship, Impact of Faith, 4 weeks)</i></p> <p>Why are gifts given at Christmas? <i>(Belief, Worship, Impact of Faith, 3 weeks)</i></p> | <p>Why is Jesus special to Christians? <i>(Belief, Teachings/Authority, 7-8 weeks)</i></p> <p>Why is Easter special for Christians? <i>(Belief, Teachings /Authority, Worship, 3 weeks)</i></p> | <p>How do both Jews and Christians think the world was created? <i>(Beliefs, Teachings/ Authority, 6-7 weeks)</i></p> <p>How do Jews worship at home? <i>(Belief, Worship, 6-7 weeks)</i></p> |
| Year Two | <p>How and why do Christians care for others? <i>(Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <p>How and why do Jews celebrate Sukkot? <i>(Belief, Worship, 4 weeks)</i></p> <p>How and why is Christmas a festival of light? <i>(Belief, Teachings/Authority, Worship, 3 weeks)</i></p> | <p>Why is Moses important to Jews? <i>(Belief, Teachings/Authority, 5 weeks)</i></p> <p>Why is the Bible special for Christians? <i>(Teachings/ Authority, 5 weeks)</i></p> <p>How do Christians celebrate Easter? <i>(Belief, Teachings/Authority, Worship, 3 weeks)</i></p> | <p>What can we learn from visiting a church? <i>(Beliefs, Worship, 5-6 weeks)</i></p> <p>What can we learn from the story of a saint? <i>(Teachings/ Authority, Impact of Faith, 4 weeks)</i></p> |

Key Stage Two - Knowledge, skills, and understanding.

Throughout Key Stage 2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasonings to support their ideas and views.

More specifically pupils should be taught to:

- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources and wisdom and to beliefs and teachings that arise from them in different communities.
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- Observe and consider different dimensions of religions, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g) reasoning, music, art and poetry.
- Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

KS2 -OVERVIEW

Based on Christianity, Buddhism and Hinduism/ Sikhism (core) and Islam (supplementary)

| | AUTUMN | SPRING | SUMMER |
|-------------------|--|---|--|
| Year Three | <p>What do Hindus believe about God? <i>(Belief, 8 weeks)</i></p> <p>How and why do Hindus worship at home and in the Mandir? <i>(Worship, Impact of Faith, 4 weeks)</i></p> <p>Christmas Why is Advent important to Christians? <i>(Worship, Teachings/ Authority, Belief, 3 weeks)</i></p> | <p>What do miracles tell us about who Jesus was? <i>(Belief, Teachings/ Authority, 7-8 weeks)</i></p> <p>Easter What do Christians remember on Palm Sunday? <i>(Belief, Teachings/ Authority, Worship, 3 weeks)</i></p> | <p>Why are holy books important? <i>(Belief, Teachings/ Authority, Worship, 6 weeks)</i></p> <p>How do Jesus' parables help Christians live their lives? <i>(Teachings/ Authority, Impact of Faith, 6 weeks)</i></p> |
| Year Four | <p>Why do religions have rules? <i>(Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <p>How and why do Hindus (or Sikhs) celebrate Divali? <i>(Teachings/ Authority, Worship, 5-6 weeks)</i></p> <p>Christmas How do Christians celebrate Christmas today? <i>(Worship, Belief, 3 weeks)</i></p> | <p>How and why do religious people pray? <i>(Worship, Belief, 6 weeks)</i></p> <p>Easter Why is Lent such an important time for Christians? <i>(Belief, Worship, Teachings/ Authority, 3 weeks)</i></p> | <p>What can we learn about symbols and beliefs from visiting religious buildings? <i>(Belief, Worship, 6 weeks)</i></p> <p>What do religions say about the environment? <i>(Belief, Teachings/Authority, Impact of faith, 5-6 weeks)</i></p> |

| | AUTUMN | SPRING | SUMMER |
|------------------|---|---|---|
| Year Five | <p>Why is Muhammad important to Muslims? <i>(Belief, Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <p>What is the Qur'an and why is it important to Muslims? <i>(Belief, Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <p>Christmas Why is the birth of Jesus important to Christians? <i>(Belief, Worship, Teachings/Authority, 3 weeks)</i></p> | <p>Why do people travel to sacred places? <i>(Worship, Impact of Faith, 7-8 weeks)</i></p> <p>Easter What happened at the Last Supper? <i>(Belief, Worship, Teachings/ Authority, 3 weeks)</i></p> | <p>What do Christians believe about God? <i>(Belief, 4 weeks)</i></p> <p>Why and how do Christians celebrate Pentecost? <i>(Belief, Worship, 4 weeks)</i></p> <p>How do Christian groups differ in their expression of faith? <i>(Belief, Worship, 4 weeks)</i></p> |
| Year Six | <p>Why is the Buddha important for Buddhists? <i>(Belief, Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <p>How do Buddhist beliefs affect the way Buddhists live their lives? <i>(Belief, Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <p>Christmas What do the gospels tell us about the birth of Jesus? <i>(Teachings/Authority, 3 weeks)</i></p> | <p>How do religions respond to prejudice and discrimination? <i>(Belief, Impact of Faith, 7-8 weeks)</i></p> <p>Easter Why are Good Friday and Easter Day the most important days for Christians? <i>(Belief, 3 weeks)</i></p> | <p>How and why do some religious people inspire others? <i>(Teachings/ Authority, Impact of faith, 5-6 weeks)</i></p> <p>What do religions believe about life after death? <i>(Worship, Impact of Faith, 7-8 weeks)</i></p> |