

R.E Curriculum Plan

RE in the Early Years Foundation Stage

Pupils should encounter religions and world views 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. Religious Education is, unlike the subjects of the National Curriculum, a legal requirement for all pupils on the school roll, including all those in the reception year.

Communication and Language:

Children listen with enjoyment to stories, songs and poems from different communities 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 traditions and communities;

- talk about how they and others show feelings;
- develop their own narratives in relation to stories they hear from different communities.

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 need agreed values and codes of behaviour, including adults and children, 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 be 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 rôle- 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.

Key Stage 1 RE Programme of Study

Specifically, pupils will be taught to:

Know about and understand religions and world views	Express ideas and insights into religions and world views	Gain and deploy the skills for learning from religions and world views
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.	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.	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.
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.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and world views.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

The breadth of study in RE

During the key stage, pupils should be taught the Knowledge, skills and understanding through the following areas of study:

The Themes of Key Stage 1 RE

- believing:** what people believe about God, humanity and the natural world;
- story:** how and why some stories are sacred and important in religion;
- celebrations:** how and why celebrations are important in religion;
- symbols:** how and why symbols express religious meaning;
- leaders and teachers:** figures who have an influence on others locally, nationally and globally in religion;
 - **belonging:** where and how people belong and why belonging is important;
 - **myself:** who I am and my uniqueness as a person in a family and community.

Experiences and opportunities for Key Stage 1 pupils:

- visiting places of worship and focusing on symbols and feelings;
- listening and responding to visitors from local faith communities;
- using their senses and having times of quiet reflection;
- using art and design, music, dance and drama to develop their creative talents and imagination;
 - sharing their own beliefs, ideas and values and talking about their feelings and experiences;
 - beginning to use ICT to explore religions and beliefs as practiced in the local and wider community, for example through a 'virtual tour' of the sacred places of religions studied.

Key Stage 2 RE Programme of Study

Specifically, pupils will be taught to:

Know about and understand religions and world views	Express ideas and insights into the significance of religion and world views	Gain and deploy skills for engaging with religions and world views
<p>A1. Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.</p>	<p>B1. Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.</p>
<p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p>B2. 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.</p>	<p>C2. 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.</p>
<p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.</p>	<p>C3. 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.</p>

<p>Breadth of study During key stage 2 pupils should be taught the knowledge, skills and understanding through the following areas of study:</p>	<p>Experiences and opportunities encountering religion through visitors and visits to places of</p>
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The Themes of Key Stage 2 RE

beliefs and questions: how people's beliefs about God, the world and others impact on their lives;

- **teachings and authority:** what sacred texts and other sources say about God, the world and human life;
- **worship, pilgrimage and sacred places:** where, how and why people worship, including at particular sites;
- **the journey of life and death:** why some occasions are sacred to believers, and what people think about life after death;

symbols and religious expression: how religious and spiritual ideas are expressed;

inspirational people: figures from whom believers find inspiration;

religion and the individual: what is expected of a person in following a religion or belief;

- **religion, family and community:** how religious families and communities practise their faith, and the contributions this makes to local life;
- **beliefs in action in the world:** how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.

worship, virtual visits using ICT and focusing on the impact and reality of religion on the local and global community;

- **discussing** religious and philosophical questions, giving reasons for their own beliefs and those of others;
- **considering** a range of human experiences and feelings;

reflecting on their own and others' insights into life and its origin, purpose and meaning;

expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT;

developing the use of ICT for RE, particularly in enhancing pupils' awareness of religions and beliefs globally.