

Stanley Grove Primary and Nursery Academy

Scheme of work for RE



We are trusted with Parents' most precious possessions...

... treasure them.

What our children say about RE.

- 'I enjoy RE because I'm a Christian and it is fun.' (Year 5)
- 'RE is fun; I like to learn more about other religions.' (Year 6).
- 'I like to know about opinions about how the world was created.' (Year 6).
 - 'I like RE because Jesus is in it.' (Year 1).

Stanley Grove Essentials for this subject:

The scheme of work for RE aims to ensure that all pupils:

- Have a mutual respect and understanding of all cultures and religions, which in turn fosters tolerance, understanding and friendship in their childhood and adult life.
 - To have the skills and maturity to make their own decisions and create their own values and not be led by others.
 - To challenge stereotypical views, racism and discrimination and to appreciate difference positively.
 - To provide a safe environment for discussion and exploration of theological ideas and questions.

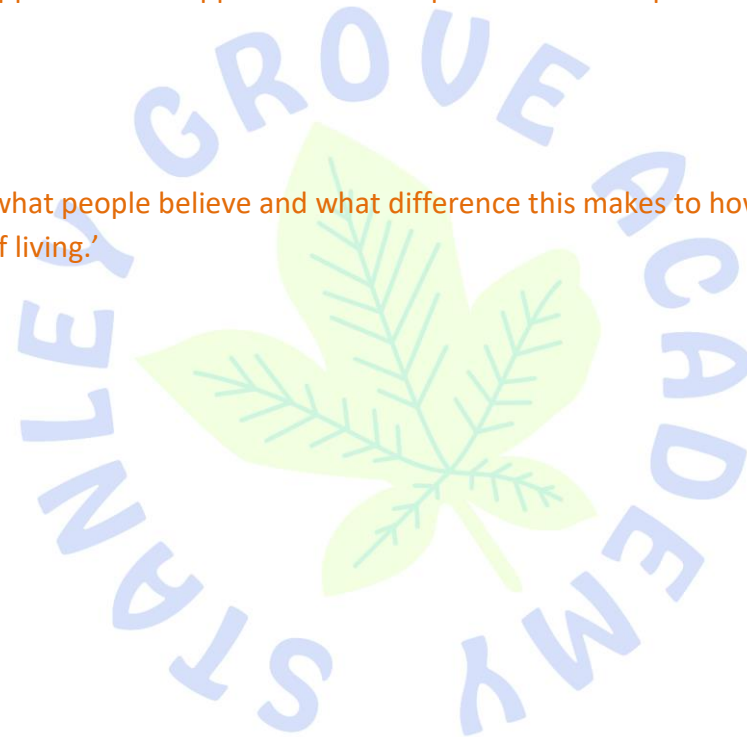
We have adopted the Wakefield Agreed Syllabus for Religious Education 2023-2028, and use the planning documents from SACRE to support this.

Principal Aims of the Wakefield RE Syllabus:

'The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.'

In other words:

'RE explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living.'



RE

Early Years

In EYFS RE sessions children may begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They may be introduced to religious words and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live. They learn through play.

During the year, the following will be taught. The order will depend on festivals at varying times, links to other topics and themes and the children's interests.

- Play based RE stories, e.g. Nativity.
- Play based RE: understanding the world.
- Festivals and special days and times, e.g. Chinese New Year, Diwali, etc.
- Who am I?
- Stories about Jesus or told by Jesus, e.g. Easter, etc.

Personal, social and emotional development

Examples of religious education-related experiences and opportunities in continuous provision

- Children use some stories they hear from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways, including play based learning.
- Using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play.
- Using role-play as a stimulus, children talk about some of the ways that people show care, love and concern for others and why this is important.
- Children think about issues of right and wrong and how humans help one another.

Understanding the world

Examples of religious education-related experiences and opportunities in continuous provision

- Children ask and answer questions about religion and culture, as they occur naturally within their everyday experiences.
- Children visit places of worship, and learn what happens there, and what matters to believers.
- They listen to and respond to a wide range of people from religious and ethnic groups.
- They handle artefacts with curiosity and respect, asking questions and exercising curiosity
- Having visited a local place of worship, children learn new words associated with the place, showing respect.

Literacy

Examples of religious education-related experiences and opportunities in continuous provision

- Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences.
- Using a religious celebration as a stimulus, children talk about the special events associated with the celebration, and other special days.
- Through artefacts, stories and music, children learn about important religious celebrations.
- Children handle information about a religion in simple, concrete ways, e.g. making a jigsaw of religions.
- Children choose words from simple alternatives to describe a person in a story, or an event like a festival or a place like a church or mosque.

Expressive Arts

Examples of religious education-related experiences and opportunities in continuous provision

- Using religious artefacts as a stimulus, children think about and express simple meanings associated with the artefact.
- Children use shape and pattern to make sense of stories - e.g. with diva lamps, or 7 Jewish candles, or 5 loaves and two fish in a story of Jesus
- Children share their own experiences and feelings and those of others, and are supported in reflecting on them.
- Children sing and make music that relates to special events like those associated with worship and festivals.
- Children make things that express ideas and feelings simply in relation to religious story or objects

It is important to make as many cross curricular links as possible when developing RE across the Foundation Stage. Ideas and examples of such links have been stated above and more can easily be formed.



RE

Key Stage 1

In this age group pupils explore Christianity and at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging. Children move in their learning from local examples to national and to global.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Christianity and Muslims	1.7 What does it mean to belong to a faith community? Belonging, fish/ICHTHUS badges baptism and dedication, promise	1.2 Who is a Muslim? (To begin in Spring 2 to link with Ramadan and Eid) Muslims, Muhammad, Shahadah, Qu'ran, Allah, Arabic, payer mat, prayer beads, compass, headscarf, Ramadan, Eid-ulFitr	1.1 Who is a Christian and what do they believe? Christians, God, testaments, Christmas, belief, parable, miracle, prayer, worship	1.6 How and why do we celebrate special and sacred times? Celebration, Christmas, Easter, Harvest and Pentecost in Christianity Muslims celebrate Eid-ul-Fitr fasting (Ramadan).	As previous half term	1.5 What makes some places sacred? church: altar, cross, crucifix, font, lectern, candles mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin
Year 2 Christianity and Judaism	1.8 How should we care for others and the world, and why does it matter? Genesis 1, Creation, tzedekah (charity) in Judaism	1.8 How should we care for others and the world, and why does it matter? Genesis 1, Creation, tzedekah (charity) in Judaism	1.3 Who is Jewish and what do they believe? mezuzah, Shabbat, Celebrate, Sukkot, Chanukah or Pesach, reflection, thanksgiving, praise and remembrance, (and to include 1.6 special and sacred times for Jews) Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God). Christmas, Easter, Harvest and Pentecost in Christianity:	1.4 What can we learn from sacred books? Tenakh, scrolls in the synagogue, Bible, Noah, Jonah, Good Samaritan		

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Key Vocab in Green

Learning about religion and belief and learning from religion and belief are both equally important in RE: Keep a 50/50 balance

Knowledge, skills and understanding:

Learning about religion and belief

Pupils should be taught to:

- explore a range of religious stories and sacred writings and talk about their meanings
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
- identify and suggest meanings for religious symbols and begin to use a range of religious words.

Learning from religion and belief

Pupils should be taught to:

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- ask and respond imaginatively to puzzling questions, communicating their ideas
- identify what matters to them and others, including those with religious commitments, and communicate their responses
- reflect on how spiritual and moral values relate to their own behaviour
- recognise that religious teachings and ideas make a difference to individuals, families and the local community.

Breadth of study

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

Religions and beliefs

- Christianity
- at least one other principal religion which must include Judaism in Year 2.
- a secular world view, where appropriate

Pupils' learning should benefit from these experiences and opportunities

- visiting places of worship and focusing on symbols and feelings
- trying out a 'Philosophy for Children' community of enquiry into an RE stimulus
- 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 practised in the local and wider community.



RE

Key Stage 2

In this age group, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

<p>Year 3 Christianity, Islam and Judaism</p>	<p>L2.7 What does it mean to be a Christian in Britain today? Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus) grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity</p>	<p>L2.1 What do different people believe about God? God as Trinity – Father, Son and Holy Spirit; God as Love, Father, Light, Creator, Trinity, Listener to Prayers, God as creator, prayer</p>	<p>L2.5a How to people from religious and non - religious backgrounds celebrate festivals festivals secular Britain communities arts architecture charity generosity comparison</p>	<p>L2.4 Why do people pray? Muslim First Surah of the Qur'an, the Christian Lord's Prayer</p>	<p>L2.2 Why is the Bible so important for Christians today? Christian Bible – Old and New Testaments, divided into books, chapters and verses, creation, Genesis</p>	<p>L2.10 How do family life and festivals show what matters to Jewish people Jewish people, Judaism, Yom Kippur, Torah, Passover, Pesach, Rosh Hashanah, forgiveness, exodus</p>
<p>Year 4 Christianity, Humanism, Hinduism</p>	<p>L2.8 What does it mean to be a Hindu in Britain today? Describe puja and how it shows Hindu faith puja, aarti and bhajans Simran and Vraj diva lamp karma, Gandhi</p>	<p>L2.9 What can we learn from religions about deciding what is right and wrong? Christians and Humanists Temptation, inspiration, forgiveness, honesty, kindness and generosity, right and wrong, right and wrong</p>	<p>L2.3 Why is Jesus inspiring to some people? Inspirational person, good role model. Holy Week and Easter, incarnation (Jesus as God as a human being) and salvation Christians, resurrection, prayer, worship, love, fairness, service, sacrifice, joy</p>	<p>L2.5 Why are festivals important to religious communities? celebrate special and sacred times stories, symbols and beliefs Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam.</p>	<p>L2.6 Why do some people think that life is a journey and what significant experiences mark this? journey and identify some of the key milestones, Christian, Jewish, ceremonies of commitment, rituals, symbolism</p>	

Year 5 Christianity and Islam	<p>U2.1 Why do some people believe God exists? God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light</p>	<p>U2.4 If God is everywhere, why go to a place of worship? some differences between Anglican and Baptist churches; font, lectern, mandir; Orthodox and a Reform synagogue, pilgrimage in Hinduism shrine 'synagogue' = 'house of assembly' (a place to get together), 'schul' = school (a place to learn).</p>	<p>U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? Love, forgiveness, justice, fairness, generosity, moral dilemmas</p>	<p>U2.6 What does it mean to be a Muslim in Britain today? Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). Holy Qur'an</p>	<p>U2.9 What can be done to reduce racism? Racism / anti-racism, prejudice, equity, justice, fairness, stereotyping, slavery / anti-slavery, favouritism (St Peter), British values, ethnicity Edward Colston, John Wesley</p>	
Year 6 Christians, Islam, Hindus, and Humanists.	<p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? religious art or architecture, charitable, generous, scriptures, cathedrals and mosques</p>	<p>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)? himsa links to ideas of karma and reincarnation. Gandhi practised ahimsa in the liberation of India, resurrection as an expression of God's love pilgrimage to Makkah and in shared welfare through zakat.</p>	<p>U2.7 What matters most to Christians and Humanists? code for living honest, truth, fairness, freedom, truth, honesty, kindness, peace Commandments</p>	<p>U2.3 What do religions say to us when life gets hard? life, death, suffering, judgement, heaven, salvation</p>	<p>U2.10 Green Religion: What can be done about climate and environment? Green religion, activism/activists, climate justice / change, Global Warming, Greta Thunberg</p>	

Learning about religion and belief and learning from religion and belief are both equally important in RE: Keep a 50/50 balance

Knowledge, skills and understanding

Learning about religion and belief

Pupils should be taught to:

- describe the key aspects of religions
- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
- identify similarities and differences within and between religions
- identify and begin to describe the similarities and differences within and between religions
- investigate the significance of religion in the local, national and global communities
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them
- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding
- use and interpret information about religions from a range of sources.

Learning from religion and belief

Pupils should be taught to:

- engage with and reflect on what it means to belong to a faith community, communicating their own and others' responses
- reflect on and respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- discuss their own and others' views of religious truth and belief, expressing their own ideas in increasing depth
- reflect on ideas of right and wrong and their own and others' responses to them
- reflect on sources of inspiration in their own and others' lives.

Breadth of study

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

Religions and beliefs

- Christianity
- at least two other principal religions, which must include: Islam, Hinduism
- a religious community with a significant local presence, where appropriate
- a secular world view, where appropriate

Pupils' learning should benefit from these experiences and opportunities

- encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community
- developing their learning from 'Philosophy for Children' community of enquiry activities using RE materials for stimulus
- 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, particularly in enhancing pupils' awareness of religions and beliefs globally.

