



Killamarsh Infant and Nursery School

Key Learning in Religious Education

Intent

Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community. Religious Education is a curriculum entitlement for all children and the school follows the Derbyshire 'Agreed Syllabus for Religious Education'. Religious Education is aimed at developing an understanding and respect for the beliefs, values and practices of other people. We teach children about beliefs, stories, values, traditions, religious expression and behaviours of a variety of world religions.

The key aims for religious education are reflected in three statements:

- 1 - To know about and understand a range of religions and worldviews
- 2- To express ideas and insights about the nature, significance and impact of religions and worldviews
- 3 -To gain and deploy the skills needed to engage seriously with religions and worldviews

The development of knowledge, skills and understanding focuses on these three key aspects of learning in Religious Education.

Implementation

Religious Education is unique in the school curriculum in that it is neither a core nor a foundation subject, however the Guidance released in 2010 views it as an important curriculum subject.

Early Years Foundation Stage

Pupils are introduced to Christianity as the 'heritage religion' and the one that most influences school and community life. They are taught about traditions, beliefs and world views outside of their own experiences through exploring other cultures and practices in the wider world.

Key Stage One

During this key stage, pupils are taught the knowledge, skills and understanding through religion and belief as well as wider learning themes. They are introduced to other principle religions and can reflect on prior learning as they progress through the units.

Impact

We envision RE curriculum impacting the pupils in the following ways:

- extend their knowledge and understanding of religions and beliefs
- develop a religious vocabulary and interpret religious symbolism in a variety of forms
- reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
- explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society

Key Learning in Early Years

Three and Four-Year-Olds	Personal, Social and Emotional Development		• Develop their sense of responsibility and membership of a community.
	Understanding the World		• Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development		• See themselves as a valuable individual. • Think about the perspectives of others.
	Understanding the World		Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	Show sensitivity to their own and others' needs.

	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Key Question	Knowledge
Key Question F1: Which stories are special and why?	To talk about some religious stories • To recognise some religious words, e.g. about God • To identify some of their own feelings in the stories they hear • To identify a sacred text e.g. Bible, Qur'an • To talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do • To talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.
Key Question F2: Which people are special and why?	To talk about people who are special to them • To say what makes their family and friends special to them • To identify some of the qualities of a good friend • To reflect on the question 'Am I a good friend?' • To recall and talk about stories of Jesus as a friend to others • To recall stories about special people in other religions and talk about what we can learn from them.
Key question F3: Which places are special and why?	To talk about somewhere that is special to themselves, saying why • To be aware that some religious people have places which have special meaning for them • To talk about the things that are special and valued in a place of worship • To identify some significant features of sacred places • To recognise a place of worship • To get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.
Key question F4: Which times are special and why?	To give examples of special occasions and suggest features of a good celebration • To recall simple stories connected with Christmas/ Easter and a festival from another faith • To say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.
Key Question F5: Where do we belong?	To re-tell religious stories making connections with personal experiences • To share and record occasions when things have happened in their lives that made them feel special • To recall simply what happens at a traditional Christian

	infant baptism and dedication • To recall simply what happens when a baby is welcomed into a religion other than Christianity.
Key Question F6: What is special about our world?	To talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • To re-tell stories, talking about what they say about the world, God, human beings • To think about the wonders of the natural world, expressing ideas and feelings • To express ideas about how to look after animals and plants • To talk about what people do to mess up the world and what they do to look after it.

Key Learning in Year 1 and 2

Key Question	Knowledge
Key Question: 1.1 Who is a Christian and what do they believe?	Describe simply some Christian beliefs about God. Describe simply some Christian beliefs about Jesus. Retell a story that shows what Christians believe about God. Share what a story about God might mean. Share what the stories about Jesus say about good, bad, right and wrong. Talk about issues of good and bad, right and wrong related to the stories. Ask some questions about believing in God. Explain some ideas of my own about God.
Key Question: 1.2 Who is a Muslim and what do they believe?	Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).
Key Question: 1.3 Who is Jewish and what do they believe?	Talk about how the mezuzah in the home reminds Jewish people about God (A3). Ask good questions about how Jewish artefacts are used and their meaning (B1). Talk about how Shabbat is a special day of the week for Jewish people (B1). Give some examples of what Jewish people might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means (A2).

<p>Key Question: 1.4 What can we learn from sacred books?</p>	<p>Independently give reasons why a holy book is considered to be 'holy'. (A2). Re-tell The Lost Sheep; suggest the meaning(s) of this story (A2). Re-tell the story of the Exodus (A2). Identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition (A2). Suggest a meaning for the story of Prophet Muhammad and the Black Stone (A2). Re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story (A2). Suggest answers to questions arising from the story of Jonah (C1). Ask and suggest answers to questions arising from The Lost Sheep (C1). Talk about issues of good and bad, right and wrong arising from the teachings (C3). Talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments (C3). Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Notice and respond sensitively to how people from different faiths still tell the story of Jonah today (B3)</p>
<p>Key Question: 1.5 What makes some places sacred?</p>	<p>Say why places of worship are important to the local community and give reasons for your answers. Identify objects in a church and say how they are used and what they mean to believers. Identify objects in a mosque and say how they are used and what they mean to believers. Identify objects in a synagogue and say how they are used and what they mean to believers. Talk about an object that is used in worship, saying how it is used and how it shows what people believe. Ask appropriate and respectful questions of believers</p>
<p>Key Question: 1.6 How & why do we celebrate special and sacred times</p>	<p>Describe how a festival is celebrated. (A1). Identify some ways Christians celebrate Easter (A1). Describe what happens and what is being celebrated at Eid-ul Fitr(A1). Describe what happens during Ramadan (A1). Retell stories connected with Easter and say why these are important to Christians (A2). Consider questions such as how might these foods help people remember this festival? (B1). Think of reasons why some people choose to fast during Ramadan (B1). Give reasons why some people like to celebrate important events (C1). Give reasons why some people use music in celebrations (C1). Describe the link between a selection of Easter artefacts and the story and celebration of Easter events (C1). Describe the link between a selection of Pesach symbols and the story of Pesach (C1)</p>
<p>Key Question: 1.7: What does it mean to belong to a faith community?</p>	<p>Recognise symbols of belonging from their own experience (A3). Recognize symbols of belonging for Christians (A3). Recognize symbols of belonging for Jews or Muslims (A3). Think about why symbols of belonging matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to</p>

	examples of co-operation between different people (C2)
Key Question: 1.8 How should we care for others and the world, and why does it matter?	Give examples what Jesus said about the importance of people (A2). Identify two examples of religious believers caring for people(B1). Say what you know about the Jewish practice of Tzedakah (B1). Identify the links between the teaching in the Torah and caring (B1). Give simple reasons why Jesus told the story of the Good Samaritan (A2). Answer questions such as what would it be like if everyone followed the golden rule? (C2). Describe different ideas about what God might be like from reading the creation story(C1). Share their own creative ideas about what the creation story says about God(C1)
Key Question: Who is Hindu and what do they believe?	Talk about some simple ideas about Hindu beliefs about God, making links with some of the forms of Brahman (A1). Describe some ways in which Hindus express their faith. (A2). Recognise some objects used by Hindus and suggest why they are important (A2). Identify some ways Hindus mark Holi and Diwali and how this might make them feel (B1).

Ongoing skills	Critical Thinking, Religious Tolerance, Investigation, Interpretation, Reflection, Evaluation, Analysis, Synthesis, Application, Expression, Self-Understanding, Communication, Problem Solving.
Developing Attitudes	Self Esteem, Curiosity, Fairness, Respect, Empathy, Wonder, Open-mindedness, Working with others, Sense of Community.

Skill development in KS1

I can talk about a practice from a religion	I can retell a religious story using prompts and know that it is from a sacred text and is special to some	I can recognise some religious symbols and words.	I can talk about my own experiences and can link these to the communities to which I belong	I can ask 'who', 'what' and 'when' questions when exploring a religion.	I have started to share my opinions and say what is important to myself and to others.	I can ask questions about me, and who I am, showing awe and wonder. I can ask puzzling questions about	I can see how I can work together with others even if we have differences.	I can say ideas which are important to me and can say what I think to be right and wrong.
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	people.					Creation and God.		
I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.	I can retell and suggest meanings to some religious and moral stories. I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come.	I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	I can ask and respond to questions about what communities do, and why. I can identify what difference belonging to a community might mean.	I can tell you different ways of expressing identity and belonging.	I notice and respond sensitively to some similarities between different religions and worldviews.	I ask questions about belonging, meaning and truth and can express my own ideas and opinions in response.	I can find out about and respond with ideas to examples of co-operation between people who are different.	I can find out about questions of right and wrong and begin to express my own ideas and opinions.

Vocabulary

Progression in language, vocabulary and key ideas: a summary of a select shortlist of keywords and core concepts. This table shows how learning across the age groups develops and uses the language of religious study and of particular religions in increasing depth and complexity. The selected terminology is a brief minimum that might feature in the planning of RE and can contribute to coherent progression. Do your pupils know and use this many religious words at the appropriate age? This approach is informed by OFSTED's interest in ambitious curriculum, rich knowledge and progression in thinking and substantive knowledge.

	Reception Curiosity+ experience	5-7s: Exploring and discovering
The general language of religious study	Religion, Special books, Special places, Special stories, Prayer	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred.

		creation story
Christianity	Christmas, Easter, Bible, Church, Jesus	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, Holy Spirit, baptism, Christening
Judaism	Moses, Passover, Torah, Synagogue, Star of David	Jewish, synagogue, Torah, bimah, Hanukkah, Ark, Judaism, shabbat, Joseph
Islam	Allah, Prophet Muhammad, Qur'an, Mosque	Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star.
Non-religious worldviews	Non-religious	Humanist, Golden Rule, non-religious, worldview.
Hindu Dharma	Hindu, mandir, divali, Aum	Murtis, gods and goddesses, puja, home shrine, devotion. Ganesha
Sikhi	Sikh, Guru Nanak, Gurdwara, Guru Granth Sahib	Sikhi, Langar, 10 Gurus, Vaisakhi,

Buddhism	Buddha, shrine, temple (vihara)	Buddha, Dharma, Sangha, Wesak, Siddhartha Gautama,
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