

Herringthorpe Infant School

Religious Education – Subject Overview



Rangoli Patterns



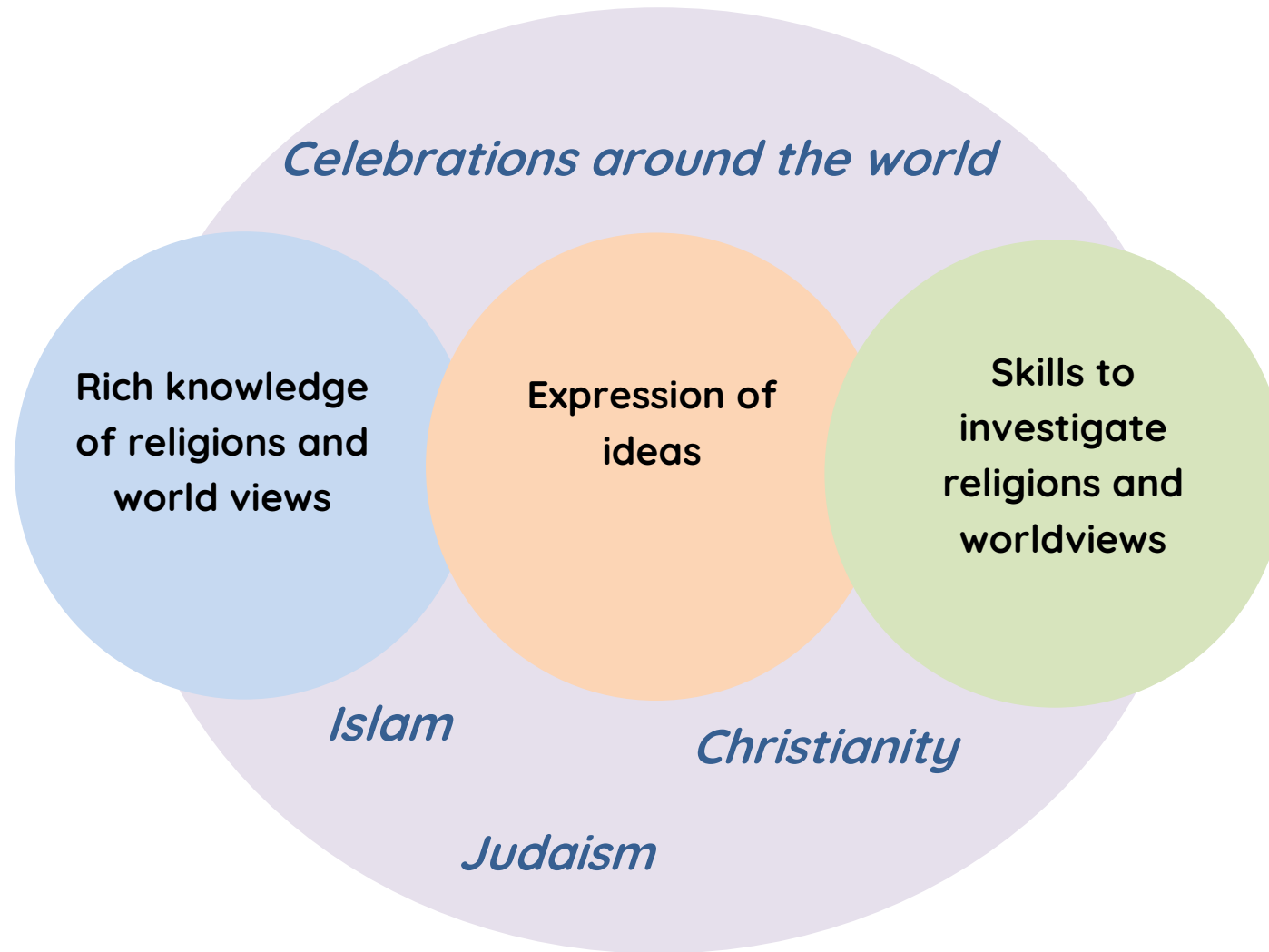
Eid Celebrations



Building a Sukkah



Key strands to the curriculum



The knowledge skills and learning progression for each component is delivered through a spiral curriculum

In KS1 pupils should be taught:

	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
K S 1	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. 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. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	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. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religions and world views.	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. C2. Find out about and respond with ideas to examples of cooperation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Rich knowledge of religions and world views

❖ Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities; ❖ Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and worldviews; ❖ Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

EYFS

- talk about some religious stories
- recognise and use new vocabulary, especially some religious words, e.g. God, Jesus, Bible, Christian, Prophet, Muhammad, Muslim
- identify some of their own feelings in the stories they hear
- identify and name a sacred text and religion, e.g. 'the Bible is for Christians' 'The Qur'an is for Muslims
- use recently acquired vocabulary to talk about what simple teachings from the religious stories e.g. Jesus and Muhammad taught people about keeping promises, being thankful or being kind
- recall and talk about stories of Jesus as a friend to others
- recall a story about a special person in Sikhism and talk about what can be learnt from it
- be aware that some religious people have places which have special meaning for them
- identify some significant features of sacred places and recognise a place of worship
- know a similarity and a difference between two different places of worship
- recall simple stories connected with Christmas / Easter and a festival from another faith
- say why Christmas / Easter and a festival from another faith are special times for believers
- re-tell religious stories making connections with personal experiences of belonging
- recall simply what happens at a traditional Christian infant baptism and dedication
- recall simply what happens when a baby is welcomed into Islam
- re-tell stories, talking about what they say about the world, God, human beings

Year 1

- re-tell religious stories making connections with personal experiences
- recognise what happens at a traditional Christian infant baptism and dedication
- recognise that stories of Jesus' life come from the Gospels
- give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians
- Recall and name religious festivals, objects and symbols
- Retell a story that lies behind a festival
- Suggest a meaning for an object used in the worship of the festival
- Recall and name key objects from a church and a synagogue
- Suggest a meaning for some Jewish and Christian symbols
- Recognise that holy buildings are connected to beliefs about worshipping God, and talk about the connections.
- Retell a story from the Jewish Bible skilfully
- Suggest a meaning for the story
- Recognise and talk about the role God plays in stories from the Jewish Bible
- Recall and name key figures in the stories of Jesus
- Retell a story themselves, joining in with a song, a drama or a picture-book making activity
- Suggest the 'hidden meanings' in stories Jesus told
- Recall and name different Muslim beliefs and practices
- Retell and suggest meanings to some Muslim stories

Year 2

- Recall and name different beliefs and practices that show care for the earth
- Retell and suggest meanings to some religious and moral stories about care for other people and the earth
- Retell and suggest meanings to some religious and moral stories,
- Recall and name the main character in a story they have heard (Retell a story about caring simply)
- Suggest a meaning for a symbol, song or artefact from Judaism and Christianity
- Recall and name different beliefs practices seen in Holy Week and at the festival of Easter
- Retell and suggest meanings to some stories of Holy Week and Easter
- identify and recall stories about at least three people from religions who are admired as good followers of God
- identify a belief about a religious leader

Refer to EYFS progression skills document for curriculum overview

Expression of ideas

Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; ❖ Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value. ❖ Appreciate and appraise varied dimensions of religion.

EYFS

- use talk expressively to share ideas about the experiences of thanking and being thanked, praising and being praised
- talk about people who are special to them
- say what makes their family and friends special to them
- identify some of the qualities of a good friend
- talk about somewhere that is special to themselves, saying why
- talk about the things that are special and valued in a place of worship
- know and use appropriate words to talk about their thoughts and feelings when visiting a church.
- give examples of special occasions and suggest features of a good celebration
- talk about the lives of other people using simple ideas about how celebrations are valued
- share and record occasions when things have happened in their lives that made them feel special
- talk about information on the festivals of different religious communities of the UK
- talk about information on the ways different religious communities of the UK welcome a new baby
- express ideas about how to look after animals and plants
- talk about information on the ways different religious communities care for our world

Year 1

- observe and recount what happens when a baby is welcomed into a religion (other than Christianity)
- give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas
- ask questions about the values in the stories of Christmas and suggest answers
- Ask questions about the meaning of the festival and listen to answers
- Respond to some of the experiences and emotions of festivals: e.g. joy, memory, community, faith, sensing God's presence.
- Ask questions about what happens and why in holy buildings
- Recount their visit to a holy building, e.g by talking about photographs taken there.
- Ask questions about the stories they study, and suggest answers
- Respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create?
- Ask questions about Jesus' 'special powers'
- Respond to the Christian belief that Jesus was God come to earth with a question or idea of their own
- Observe and recount different ways Muslims show they belong to their religion

Year 2

- Ask questions about Christenings and Believer's Baptism for themselves
- Recount how a baby or young adult is welcomed into the Christian community
- Ask and respond to questions about what communities do to care for people and the earth
- Notice and respond sensitively to some similarities between religious teachings about creation and giving thanks
- Ask and respond to big questions about life
- Notice and respond sensitively to some similarities between religions as they suggest answers to big questions
- Ask questions about how we show we care for others
- Respond to ideas and values such as care, kindness and generosity with simple ideas of their own
- Ask and respond to questions about what Christians do at Easter and why
- Observe and recount what the rituals and remembrances of Easter mean for Christians
- ask questions and suggest ideas about how and why some people inspire others
- identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves
- give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to ... by ...'

Refer to EYFS progression skills document for curriculum overview

Skills to investigate religions and worldviews

Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; ♦ Enquire into what enables different communities to live together respectfully for the wellbeing of all; ♦ Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

EYFS

- use new vocabulary as they hold conversations about religious materials
- talk about the lives of other people using simple ideas about the experiences of belonging and community
- talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world
- think about the wonders of the natural world, expressing ideas and feelings
- explore the natural world, making space for responses of joy, wonder and curiosity
- talk about what people do to mess up the world and what they do to look after it
- hold conversations using new vocabulary about caring for the world

Year 1

- Find out more about belonging by asking questions and hearing answers, so that they can share and record occasions when things have happened in their lives that made them feel special
- think, talk and ask questions about Christmas for people who are Christians and for people who are not
- decide what they personally have to be thankful for, giving a reason for their ideas
- Express an idea of their own about why festivals and celebrations matter
- Give an example of a big day in their own lives and talk about what made it special
- Express an idea of their own about why some people go to holy buildings
- Give an example of a sacred space that is out of doors, and talk about their own ideas of sacred spaces.
- Express an idea of their own about some of the big questions the work throws up • Give at least two examples of Bible characters who 'got it wrong' and say what happened in the story.
- Give an example of a belief about Jesus
- Find out more about Jesus, inferring a simple idea from a story.
- Explore questions about how Muslims find meaning in stories of the Prophet, expressing their own ideas
- Find out about Muslim ideas about questions of right and wrong and begin to express their own opinions e.g on kindness to animals and to other people

Year 2

- Express an idea of their own about belonging to God – is this important? For Christians?
- Give an example of their own community life and say why it matters: what groups do you belong to? What do you like about belonging?
- Explore questions about how and why we care and express their own ideas using words, music, art or poetry
- Find out about questions of right and wrong and begin to express their own opinions about how we can show we care for animals, people and the earth
- Explore questions about belonging, meaning and truth and express their own ideas using words, music, art or poetry;
- Respond to examples of co-operation between religions
- Express an idea of their own about a religious story of caring
- Give an example of how a person can show their values
- Explore questions about what Easter means and express their own ideas using words, music, art or poetry;
- think, talk and ask good questions about leadership and inspiration
- notice and find out about the different ways leaders are admired in different religions
- talk about links between the work and the question: who inspires me?

Refer to EYFS progression skills document for curriculum overview

RE Y1

Subject Yearly Overview

Autumn Term 1 st Half	Spring Term 1 st Half	Summer Term 1 st Half
Unit Title: Myself: Who am I? Signs and belongs	Unit Title: What festivals do Jewish people celebrate? How do Jewish people Celebrate?	Unit Title: What stories about Moses do Jewish and Christian people love to remember?
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
<i>Prior knowledge</i> - Know that in Rotherham there are churches and Mosques. - Know that Christians go to Church and Muslims go to the Mosque. - Know it is important to belong to a community eg family, school.	<i>Prior knowledge</i> - That Jewish people have a faith. - That Jewish people celebrate Sukkot (harvest)	<i>Prior knowledge</i> - That Jews go to the Synagogue - That Jews believe in one God - That Jews celebrate Shabbat , Havdalah, Pesach and Hanukah
New Knowledge	New Knowledge	New Knowledge
<i>By the end of this unit Y1 pupils will Know:</i> <i>Substantive Knowledge:</i> - That some people say they belong to God - A Christian may wear a cross to belong to God. <i>Disciplinary Knowledge:</i> - The answer to the question” Who am I?” - That behaviour is a sign of belonging.	<i>By the end of this unit Y1 pupils will know:</i> <i>Substantive Knowledge:</i> - That Jews believe in one God. - Shabbat is a day of rest - Family is important to Jewish people <i>Disciplinary Knowledge:</i> - What is important to them	<i>By the end of this unit Y1 pupils will:</i> <i>Substantive Knowledge:</i> - Know some stories about Moses - Recognise characters as brave. <i>Disciplinary Knowledge:</i> - Be able to talk about how they feel about the stories of Moses
Vocabulary:	Vocabulary:	Vocabulary:
<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - God - Church - Jesus - Prayer/pray	- Shabbat - Havdalah - Pesach - Hanukah	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - Torah - Moses - Tenakh - Miracle

		Passover
Learning Sequence:	Learning Sequence:	Learning Sequence:
- Myself: What am I like? When am I happy/sad/angry? Why were the people in the lost Shepherd story happy/sad/angry? "We belong together" How do we belong to other people? I belong to.../Recall signs of religious belonging. - Who am I? Myself in my family. Learning about weddings. I can recognise symbols of a wedding. "Belonging to God" Why do some people believe they belong to God? Look at Christian artefacts or visit a church.	- What makes Shabbat special for Jewish families? - What symbols and actions can we find out about from Shabbat? - What makes Pesach a special time for Jewish people? - Celebrating with candles: how do Jewish people remember Hanukah? - What part does music play in a festival?	- What are our favourite stories? Why do we think stories have lasted 3400 years? - Why did Baby Moses float down the river? - What did God say to Moses from the bush on fire? - How did Moses lead his people to freedom? - How do Jewish people remember the Passover today? - What were the ten rules that God gave to Moses?
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
Myself: Who am I? What did we learn? List or draw groups we belong to.	Recall 3 facts about Jewish people	Provide the children with a set of words eg brave, leader, run away, scared, ordinary, strong, weak, trusting, Which 3 best describe Moses? Why?
Resources:	Resources:	Resources:
- Bible - Christian artefacts eg cross, pictures of church, communion - Pictures or video of a Christian Wedding	- Bible - Passover Story - Menorah	- Bible - Torah Scroll - Cedar Plate

Autumn Term 2nd Half	Spring Term 2nd Half	Summer Term 2nd Half
Unit Title: Celebrations: What matters to Christians at Christmas?	Unit Title: What makes some places special? Churches and Synagogues; What can we find out? Beginning to learn Islam: What can we find out about Muslims and Mosques (p5-9)	Unit Title: The power to make a difference. What can we learn from the stories and prayers of Jesus?
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
- Christmas is a Christian Celebration - That Jesus was born at Christmas.	- That Christians go to Church - That Jews go to a Synagogue - That Muslims go to a mosque	- That Christians believe Jesus was the son of God. - Jesus is a special person to Christians and Muslims.
New Knowledge	New Knowledge	New Knowledge

<i>By the end of this unit Y1 pupils will know:</i> Substantive Knowledge: - That Christians believe Jesus was the son of God. - Jesus is a special person to Christians and Muslims. Disciplinary Knowledge: - That there are different ways to celebrate	<i>By the end of this unit Y1 pupils will know:</i> Substantive Knowledge: - Some of the things inside a church/synagogue/ Mosque Disciplinary Knowledge: - How people use Religious buildings and consider the similarities and differences.	<i>By the end of this unit Y1 pupils will know:</i> Substantive Knowledge: - That prayer is important to Christians and Muslims - Jesus taught Christians to pray. Disciplinary Knowledge: - They have the power to care and be thankful - Not all big questions can be answered
Vocabulary:	Vocabulary:	Vocabulary:
<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - Angel , Mary, Joseph, Bethlehem, Shepherd, wise men - Bible	- Synagogue - Wudu - Sacred - Holy	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - Lord's prayer - Meditation - Disciple
Learning Sequence:	Learning Sequence:	Learning Sequence:
- What stories do Christians tell about the first Christmas? Tell the story of the first Christmas - Which characters were in the Christmas story? Who is important in the Christmas Story? - What do Christians do at Christmas? - What can we learn from how and why baby Jesus was named? - Why is giving gifts important at Christmas	- What makes a place special? What happens in a holy building? - What can we find out about churches? - What can we find out about synagogues? - A special story from the life of the prophet - What is a mosque? Why is a mosque a special place? What can you see in a mosque? - What can we learn from a story about a mosque	- Who is a powerful person? - What is the Lord 's Prayer ad what does it mean? - Did Jesus find power through prayer? - What did Jesus do with his powers? - What powers do Christians find through prayer? - What are my powers? What are my ideas about prayer?
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
Set up a tray with objects eg doll, star, sheep, Christmas card, donkey, santa hat, tinsel, bible, reindeer, present, Say/write/draw 3 things that are most important to Christians at Christmas. (Why?)	Chop up picture of church into 6 pieces, same for synagogue and Mosque. Can children sort the pieces.	Children to create their own simple prayer, poem or meditation.
Resources:	Resources:	Resources:
- Bible - Nativity Scene	Images of religious buildings inside and out	- Bible - Lord's prayer

RE Y2

Subject Yearly Overview

Autumn Term 1 st Half	Spring Term 1 st Half	Summer Term 1 st Half
Unit Title: Belonging to a community: Where do Jews and Christians belong? Where do I belong?	Unit Title: I wonder: Puzzling questions about God	Unit Title: Being Fair : What can we learn from Religious Stories
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
<i>Prior knowledge</i> - That we belong to many groups eg family/school - Some people say they belong to God. - Christians go to Church. - A cross is a symbol for Christians - Christians believe Jesus is the son of God.	<i>Prior knowledge</i> - That some people believe in god - Some people have a faith	<i>Prior knowledge</i> - That Jewish people follow the teachings in the Torah - That Christians follow the teachings from the Bible. - That Muslims follow the teachings in the Quran - Jews celebrate Shabbat
New Knowledge	New Knowledge	New Knowledge
<i>By the end of this unit Y2 pupils will know:</i> Substantive Knowledge: - The Shabbat is about belonging - That Christians take part in baptism as a way of belonging. Disciplinary Knowledge: - There are many ways to belong.	<i>By the end of this unit Y2 pupils will know</i> Substantive Knowledge: - That people of faith use their religion to help them answer the big questions about the universe. Disciplinary Knowledge: - That some things are puzzling. - There are many religious and non-religious ways to answer a big question	<i>By the end of this unit Y2 pupils will know:</i> Substantive Knowledge: - That people of faith try to care for others and the world. Disciplinary Knowledge: - Their own thoughts about Religious Stories
Vocabulary:	Vocabulary:	Vocabulary:
<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> - Baptism/Christening - Shabbat - Kiddish cup - Challah	<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> - Belief - Mystery	<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> - Gospel - Prophet - Hadith

Learning Sequence:	Learning Sequence:	Learning Sequence:
- What is most important to you and why? People who are important to you. - Why is G-d important to Jewish People? - Why is family important to Jewish people? What is Shabbat, and what can we learn from Shabbat about belonging? - Do some people belong to God? Does everyone belong to God? What is baptism? (watch/re-enact an infant baptism) - How do people start to belong in Christianity? What is a baptism for and what does it mean?	- What do we do if we don't know? What questions would you put in a mystery box? - What are the most puzzling questions we can think of? - What questions would you like to ask the person who knows everything? - Asking puzzling questions about a religious story: How did Jesus help people? What does the story tell us about Christians and about Jesus? - How do people's beliefs make a difference to what they do?	- Caring and being cared for: How does it feel? - What stories tell us about caring? - Who is a neighbour to me? Learning from a Christian Story - Who do we care for, and who cares for us? Learning from a Muslim Story - Thinking about the weekend in the family: What can we learn from Jewish people? - How have some people shown they have cared?
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
- Three candle flames to write in: - Where I belong - Where or how Christians belong - Where/home Jews belong	Begin to consider answers to the why book questions. What do I think? What would a Christian or Jew or Muslim think?	- Ask the children to design a cover for a new book about caring. - Ask the children why they have chosen to draw a particular picture on the cover or used certain words in the blurb.
Resources:	Resources:	Resources:
- Photos family members - Balloon - White table cloth, 2 white candles, image of 2 challah loaves, challah cover, kiddish cup. - Bible story of John the Baptist	Bible	- Music - Bible - Stories

Autumn Term 2nd Half	Spring Term 2nd Half	Summer Term 2nd Half
Unit Title: How do we say thank you for the beautiful Earth? What can we learn from the stories Christians tell? And from Muslim ideas?	Unit Title: Symbols of Easter: What does Easter mean to Christians?	Unit Title: Beginning to learn Islam: What can we find out about Muslims and Mosques P10-15
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
That Christians and Jews believe in one God.	- Jesus was born at Christmas - Jesus is important to Christians and Muslims - Christians go to Church - There are stories about Jesus in the Bible. - Jesus helped people	- Muslims go to the Mosque - Muslims pray 5 times a day - Muslims preform Wudu - Muslims follow the prophet Muhammed

New Knowledge	New Knowledge	New Knowledge
<i>By the end of this unit Y2 pupils will know:</i> Substantive Knowledge: - That Christians and Jews believe that God created the world. Disciplinary Knowledge: - There are lots of unanswered questions about the world.	<i>By the end of this unit Y2 pupils will know:</i> Substantive Knowledge: - What happens in the Easter narrative - How Christians Celebrate Easter - Why the Easter story is important to Christians Disciplinary Knowledge: - That there are links between the symbols of new life and the Easter story	<i>By the end of this unit Y2 pupils will know:</i> Substantive Knowledge: - The Quran was revealed to the prophet Muhammad - Muslims celebrate Ramadan and Eid al Fitr Disciplinary Knowledge: - That words and actions can be special.
Vocabulary:	Vocabulary:	Vocabulary:
<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> - Creation - Harvest	<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> - Easter - Resurrection - Crucify	<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> - Quran - Ramadan - Eid al Fitr
Learning Sequence:	Learning Sequence:	Learning Sequence:
- Can you ask big questions about the world around you? - If God made the world how would God feel about it today? - What do people think about where the world came from? What do we (I) feel about the creation of the world? - How do Christians say thank you for the Earth to God? - What do Muslim people think about where the earth came from? - What does it mean to Muslims to be Allah's Kalifa?	- What examples of new life and fresh starts can we find? - What do Christians Remember about the Easter Story? - What Characters were involved in the Easter story? - How do Christians Celebrate Easter? - What have you learned about what matters to Christians at Easter?	- How do Muslims use the Quran? Why is the Quran important to Muslims? What do Muslims learn from the Quran about God - Holy books the Quran. What have we learned? - What events started the celebration of Ramadan and Eid al Fitr. - Do Muslim believers have a special place? - What words matter so much they are whispered and shouted?
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
Which day of creation would God have been most proud of? (Draw or Write) Why?	Show the children some Easter artefacts eg cross, egg, flowers, Easter garden, hot cross bun, donkey, stone, easter card, lamb Can you choose 3 things that matter most to Christians at Easter	What matters to Muslims? What matters to me? Choose between situations (P15 of the unit)
Resources:	Resources:	Resources:

Bible	Bible	Quran
---	---	---