



### Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the RE National Curriculum.

#### **Prime area: Communication and Language. RE enables children to:**

- Listen attentively and respond with questions comments and actions to a wide range of stories from different religions and worldviews.
- Hold conversation and make comments about the religious materials, artefacts, songs, stories and celebrations they encounter, using new vocabulary.
- Participate in discussions offering their own ideas about religion and belief using recently introduced religious vocabulary.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

#### **Prime area: Personal, Social and Emotional Development. RE enables children to:**

- Understand their own feelings and those of others, stimulated by religious materials and ideas.
- Give focused attention to religious materials such as worship, story, festival, song, community living.
- Confidently talk about simple values, right and wrong and good or bad behaviour.
- Co-operate and take turns with others, showing sensitivity to their own and others' needs and feelings.

#### **Specific area: Literacy. RE enables children to:**

- Demonstrate understanding of religious stories and narratives using recently introduced vocabulary to retell stories.
- Enjoy and learn from discussion and role play about religious stories, non-fiction, rhymes, poems and songs.
- Use RE examples to write simple phrases or sentences that can be read by others.

#### **Specific area: Mathematics. RE enables children to:**

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

#### **Specific area: Understanding the World. RE enables children to:**

- Talk about the lives of people around them, understanding characters and events from stories.
- Describe their immediate environment – e.g. on a visit to a place of worship.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

#### **Specific area: Expressive Arts and Design. RE enables children to:**

- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work, being imaginative and expressive.
- Adapt and recount religious stories inventively, imaginatively and expressively.
- Sing, perform and learn from well-known songs in RE imaginatively and expressively.
- Develop their imagination and expression using RE content in relation to 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.

## Key Stage 1 National Curriculum Expectations

The Focus of RE for KS1 enables children to develop their substantive knowledge and understanding of religions and worldviews. They find out about simple examples of religion that are drawn from local, national and global contexts. They learn to 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.

## Key Stage 2 National Curriculum Expectations

The Focus of RE for KS2 enables pupils to 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 reasons to support their ideas and views.

## Intent

The Religious Education curriculum at Alumwell Infant School plays a significant role in developing pupils' knowledge and understanding of different religious beliefs and customs. It contributes towards making pupils more aware and articulate about their own beliefs and that of others within the community. By exploring RE, they will be able to reflect upon their own beliefs, beliefs of others, learning that people are different enabling them to make informed decisions and ask questions about religion in a safe environment. This will enable them to become more thoughtful and respectful of others and understand that other pupils have different ideas and beliefs to them.



## Implementation

### RE in Reception

The teaching and learning of Religious Education in Reception can be found in the Early Years Foundation Stage Curriculum. The following prime and specific areas in the EYFS curriculum covers aspects of Religious Education so that pupils can gain skills and knowledge to participate in the wider community.



- Personal social and emotional development This is a fundamental area within the curriculum that enables pupils to work through developing skills in dealing with emotions, feelings and social communication. Pupils are encouraged to play, learn and communicate with children from all backgrounds and to respect each other.
- Understanding the world  
It explores and develops pupils understanding of people and communities. It enables pupils to share their own home experiences, learn how others experiences are different and those of within the community. Pupils will learn the differences and similarities of beliefs and cultures celebrating a range of practices and special events.

In Reception children are introduced to the different religions through the use of stories, discussions, continuous provision, role play, religious artefacts and celebrating different festivals, customs and beliefs. Children are encouraged to talk about their own religion and how to respect others beliefs and traditions. Pupils are provided with first hand experiences of visits from faith leaders, other significant figures in the community and pupils will have opportunities to visit local places of worship.

### RE in Key stage one

In Key Stage 1 the RE curriculum is broken down into eight units of work. Each unit explores a different aspect of RE and encourages children to begin to express their own views in response to what they have learnt. Children will participate in discussions, debates, investigations and role play activities. Where appropriate, their work will be recorded in their topic books. In Key Stage 1 children celebrate a range of different religious festivals through collective worship and within their own classes.

### **Impact**

Pupils will develop knowledge and understanding of Christianity and other major religions that are practiced in Britain as a whole and within their local community.

Pupils will learn to develop a positive attitude, appreciation and value living in a diverse society.

Develop a sense of belonging within the community building strong relationships with people from other beliefs and religions.

Pupils will be supported to understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.

Pupils will be encouraged to express their own views in response to the material they learn and to begin to ask their own questions about religion and beliefs.

|            | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | KS1<br>Statutory Curriculum Guidance<br>Non-Statutory Curriculum Guidance<br>Teacher Assessment Framework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | KS2<br>Statutory Curriculum Guidance<br>Non-Statutory Curriculum Guidance                                                                                                                                                                                                                                                                                                                                                 |
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|            | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year3/KS2                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Vocabulary | <p>Feelings – words associated to how one can feel<br/>Christmas, Jesus, Mary, Joseph, angels, shepherds, wise men, born, stable, inn, Christians, Elizabeth (persona doll)<br/>Easter, new life, growth, died, cross, Jesus, Christian, Elizabeth (persona doll)<br/>Diwali, Rama, Sita, monkey king, light, divs, Hindus, Sikhs Rita (persona doll)<br/>Eid, Ramadan, fast, eat, dark, light, food, dates, Muslims, Hassan (persona doll)<br/>Family – words associated with family<br/>Religious stories – Bible<br/>Harvest</p> <p>*Some vocabulary will be already in place for topics as RE is linked with the topics studied in EYFS</p> | <p><u>How do people celebrate?</u><br/>Birthday, Wedding , Christening, Baptism, Celebration, Welcoming, Muslim, Shahadah , Wedding, Promise</p> <p><u>Hannukkah</u><br/>Jews, Hanukkah, menorah, light, oil, temple</p> <p><u>How do we say thank you for the Earth?</u><br/>Creation, Christian, Jewish people, Sikhs, beginning, God, life, creatures, light, dark, land, earth, Bible<br/>Guru Nanak, Vaisakhi</p> <p><u>What can we learn from the stories and Prayers of Jesus?</u><br/>Christianity, Jesus, miracle, disciples, Lord's Prayer, Church, God, belief, faith, prayer, community, symbol</p> | <p><u>Beginning to learn about Sikhs</u><br/>Sikhi, Sikh, Guru, Gurdwara, Guru Granth Sahib, Guru Har Gobind, Guru Nanak, Diwali, Langar, Kara, Khanda, Ik Onkar, Sharing, Generosity, Selfish, Unkind, Equality, Caring</p> <p><u>Beginning to learn from Islam</u><br/>God/Allah, Prophet Muhammad, Tawhid (oneness of God), Shahadah, Call to prayer, Prayer mat, Prayer beads, Eid-ul- Fitr, Ramadan, moon and star, Islam, Muslim, mosque, prayer [Salat], Quran, Holy, sacred, prayer, worship</p> <p><u>What does Easter mean to Christians?</u><br/>God, Father, Jesus, Bible, Christian, Church, Easter, Crucify, Resurrection (Not all pupils will access all of this vocabulary, but some will)<br/>Good Friday, Festival, Jesus, Son of God, Trinity<br/>Birthday, new life, celebration, festival</p> <p><u>Questions that puzzle us?</u><br/>Beliefs, Puzzles, Mysteries, Questions, Big ideas (children will have opportunities to use vocabulary related to these)</p> | <p><u>Holy buildings and sacred space</u><br/>Holy, Sacred, Worship, Spiritual, Mosque, Minaret, Gurdwara, Langar, Church, Altar, Mandir, Shrine</p> <p><u>Why are holy books important?</u><br/>Torah, Bible, Qur'an, Hadith, Wisdom, Sacred text</p> <p><u>Why do people make pilgrimage?</u><br/>Religion, Muslim, Hindu, Christian, Spiritual, Pilgrim, Pilgrimage, Ritual, Symbol, Community, Commitment, Values</p> |

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| <p>Know about and understand religions and world views</p> | <p>Talk imaginatively and expressively about people that are special to them</p> <p>Say what makes their family and friends special to them</p> <p>Identify and reflect on some of the qualities of a good friend</p> <p>Recall stories about special people in other religions and talk about what we can learn from them identifying their own feelings in the stories they hear</p> <p>Know some similarities and difference between different religious and cultural communities in this country</p> <p>Begin to use and recognize some religious vocabulary</p> <p>Notice that some religious people have places which have special meaning for them and table about things that are special and valued in a place of worship</p> <p>Talk about somewhere that is special to themselves using new vocabulary</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a place of worship</p> | <p>A1 Recall and name different beliefs and practices, including festivals, worship, rituals and way of life, in order to find out about the meanings behind them.</p> <p>A2 Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognizing the communities from which they come</p> <p>A3 Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</p> | <p>A1 Recall and name different beliefs and practices, including festivals, worship, rituals and way of life, in order to find out about the meanings behind them.</p> <p>A2 Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognizing the communities from which they come</p> <p>A3 Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</p> | <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> |
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| Express ideas and insights into religions and world views | <p>Give examples of special occasions and suggest features of a good celebration</p> <p>Recall simple stories connected with Christmas/Easter and another festival from another faith</p> <p>Talk about what makes Christmas/Easter a special time for Christians</p> <p>Talk about celebrating special days in the family; birthdays, holidays</p> <p>Talk about what make a special time for different people</p> <p>Answer simple questions about festivals from Christian, Muslim, Hindu, Sikh or Jewish religion or life</p> <p>Know some similarities between different religious and cultural communities in this country</p> <p>Retell religious stories about belonging making connections with personal experiences</p> <p>Share and record occasions when things happened in their lives that made them feel special</p> | <p>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</p> <p>B2 Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves</p> <p>B3 Notice and respond sensitively to some similarities between different religions and world views</p> | <p>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</p> <p>B2 Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves</p> <p>B3 Notice and respond sensitively to some similarities between different religions and world views</p> | <p>B1 Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities</p> <p>B2 Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community maybe valuable, both in the diverse communities being studied and in their own lives</p> <p>B3 Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between religions and worldviews</p> |



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| <p>Gain and deploy the skills for learning from religious and worldviews</p> | <p>Talk about things they find interesting , puzzling or wonderful using new vocabulary</p> <p>Talk about their own experiences and feelings about the world</p> <p>Retell stories, talking about what they say about the world, God, human beings</p> <p>Think about the wonders of the natural world, expressing ideas and feelings</p> <p>Express ideas about how to look after animals and plants</p> <p>Talk about what people do to mess up the world and what they do to look after it</p> <p>Know some similarities and differences between different religious and cultural communities in this country</p> | <p>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</p> <p>C2 Find out about and respond with ideas to examples of cooperation between people who are different</p> <p>C3 Find out about questions of right and wrong and begin to express their ideas and opinions in response</p> | <p>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</p> <p>C2 Find out about and respond with ideas to examples of cooperation between people who are different</p> <p>C3 Find out about questions of right and wrong and begin to express their ideas and opinions in response</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 reasoning, music, art and poetry</p> <p>C2 Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect</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> |
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