

Netherleigh and Rossefield School

RE Scheme of Work

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.

Year 1: (To be taught across the year in any order) Muslim and Christian focus

- § Why are some books and stories holy?
- § Celebrations that matter, e.g. Weddings and Christenings.
- § Creation and Thanksgiving. How do we say 'thank you for our beautiful world? How can we show respect for it?
- § What can we learn from stories Christians tell?

Year 2: (To be taught across the year in any order)

- § Symbols of faith and signs of belonging. Why are they important? (Hinduism, Christianity and Islam)
- § What do we celebrate and why? Christian and Hinduism
- § What can we learn from Sacred Places? Jewish, Christian and Muslim.

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 (either Hinduism or Islam)
- § 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
- § 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.

Wakefield SACRE has made planned units of work available to exemplify some parts of RE for 5-7s:

- 1. Creation and Thanksgiving. How do we say 'thank you' for our beautiful world? What can we learn from stories Christians tell?**
- 2. Symbols of faith and signs of belonging. Why are they important? (Hinduism, Christianity, Islam)**

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.

Year 3: (To be taught across the year in any order)

- § Different places of worship.
- § Keeping the 5 Pillars of Islam
- § How and why do Hindus celebrate Divali
- § Why is Jesus important to Christians? (Why do some people think Jesus is inspirational?)

Year 4: (To be taught across the year in any order)

- What different beliefs about God do people have? Christian and Muslim
- The Journey of Life and Death. Hindu and Muslim.
- Commitment: How does it make a difference? (Christians and Muslims)
- What different beliefs about God do people have? (Christian and Muslim)
- What is it like to be a Sikh?

Year 5: (To be taught across the year in any order)

- Does a Beautiful World mean there is a wonderful God?
- Does Hajj change lives?
- What is it like to be a follower of the Buddha?
- Jewish and Islamic Prayer: What? How? Why?
- How and why is life like a Journey? (Christians, Muslims and Hindus)

- What is spiritual in your life?
- Can Christian Aid and Islamic Relief change the world?
- Compare places of worship in Yorkshire.
- Religion and the individual: Buddhists and Christians.
- Words of Wisdom: Sikh, Muslim, Christian.

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, 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 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.

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, normally selected from: Islam, Hinduism Judaism
- § 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
- § 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.