



**RATIONALE FOR OUR RE CURRICULLUM AT WHITE MEADOWS:**

At **White Meadows**, we believe that children should;

- Know about a range of religions and worldviews, so that they can talk about them respectfully, accurately and with some understanding.
- Talk about differences and similarities between a range of faiths, cultures and themselves, and begin to understand why conflicts can arise.
- Be able to suggest ways of resolving conflicts articulately and with respect.
- To have considered the impact having a faith or belief can have on their personal life.

Definition of RE:

The teaching of different religions and beliefs around the world.

Definition of Religion:

Religion is a belief in a god or gods and the activities that are connected with this belief, such as praying or worshipping in a building such as a church or temple.

Definition of Belief:

Belief is a feeling of certainty that something exists, is true, or is good.

The study of a range of world religions can help to counteract experiences which come from sensationalist news reports and social media. The long-term plan builds on a progression of skills, and units of work are linked with seasons, class topics or stages of development as appropriate.

It is crucial that RE is studied regularly, and at a personal, accessible level for each child. Due to the reflective and exploratory nature of study in RE, children with SEND may find they can excel, and higher ability children can encounter challenging questions which promote higher order thinking skills. Trips, experiences and artefacts are woven into the RE curriculum whenever possible, providing real-life experiences which can be drawn upon in future learning. This supports SEND children where they can have hands on experience due to the exploratory nature of discovering artefacts and partaking on trips. Many children from our local community may not have had the opportunity to have seen, let alone visited, any places of worship, and typically these may not be discussed in positive terms at home. Vocabulary is key - children will not be able to discuss the Areas of Study respectfully or with a good depth of understanding without the necessary vocabulary. Vocabulary which is new will be displayed in the classroom. In amongst the study of Christianity and other world religions, we have incorporated other units of work, which help children to consider the awe and wonder of the natural world, the importance of belonging and communities. This is to help those students who may not encounter these experiences or discussions outside of school. As with all subjects, RE has many cross-curricular links, but most specifically there will be a considerable overlap with PSHCE and RRS. Planning is available, and teachers are also free to be reactive to issues that occur in their classes as well as sensitively recognising different beliefs within the classroom or community. We have built links with local churches, who can provide visits to places of worship within the community, and work in school during assemblies, Year Group workshops and with individual children and families. As a school we take into account different festivals relating to different religions and beliefs. For example, at Christmas we learn about the Christmas Story (Christianity), during Autumn 2, we learn about Diwali (Hinduism), during Summer 1, we learn about Eid (Islam) etc.

Nursery and Early Years are the building blocks when it comes to religious education, and we start by learning the same aspects in both nursery and reception to ensure a secure knowledge before moving onto KS1.

<u>Year Group</u>	<u>Knowledge</u> *See non-negotiable 'sticky skills/knowledge' focus in green	<u>Skills</u> *See non-negotiable 'sticky skills/knowledge' focus in green	<u>Vocabulary</u>	<u>Club/Visit/Expert</u>
Early Years	<ul style="list-style-type: none"> <li>- The children will begin to have an understanding of right and wrong/good and bad.</li> <li>- Is curious about people and shows interest in stories about themselves and their family.</li> <li>- Enjoys pictures and stories about themselves, their families and other people.</li> <li>- Make connections between the features of their family and other families.</li> <li>- Notice differences between people.</li> </ul>	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p> <p>They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their</p>	Easter Christmas Diwali Celebration Prayer Cross Jesus God	

	<ul style="list-style-type: none"> <li>- Has a sense of own immediate family and relations.</li> <li>- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>- Show interest in different occupations.</li> <li>- Continue developing positive attitudes about the differences between people.</li> </ul> <p><b>Christianity</b> They will learn about the Christmas stories and the meaning of this celebration through their nativities. Look at the Christian celebrations and create artwork based on these different celebrations. E.g. Easter story. Children will be supported in looking at similarities and differences between themselves and other communities.</p> <p><b>Hinduism</b> Mendhi hands, divah lamps, Rangoli patterns - look at this on a small scale within the classroom. Handprints, colouring etc Work done in these areas will be mainly creative based and discussion based. No storyboards for early years.</p> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community.</li> <li>- Name and describe people who are familiar to them.</li> <li>- Understand that some places are special to members of their community.</li> <li>- Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>- Recognise some similarities and differences between life in this country and life in other countries</li> </ul> <p>Hinduism in reception:</p> <ul style="list-style-type: none"> <li>- Mendhi patterns - scale this up by going outside Can they create chalk mendhi patterns? Go back over this learning from nursery to help cement this knowledge.</li> </ul> <p>Christianity in reception:</p> <ul style="list-style-type: none"> <li>- Learn about Christmas Story through nativities.</li> <li>- Learn about Easter through the use of creative and artistic means.</li> <li>- Recognise how their life differs or is similar to Christians.</li> </ul> <p><b>KEY PEOPLE:</b> Jesus, Mary, Joseph, God.</p> <p><b>Early Years Activities:</b> Creative driven</p>	<p>behaviour to different situations and take changes of routine in their stride. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events</p>	<p>Nativity and associated names Religion Believes/ belief Right Wrong Choices</p>	
<p><b>Year 1</b></p>	<p><u>Gifts - harvest of hands</u> About some people who help us, that Jesus used his hands to bless others and that Christians do the same now.</p> <p><u>Celebration - Christmas</u> That we all have special times we remember, celebrations are similar but are different to ordinary days. Different reasons for holding celebration, baptism is a religious event/celebration, Advent is a preparation time for the Christian festival of Christmas, that the birth of Jesus can be found in the New Testament. Create artwork or other means to show the different events and their meanings. Relate this back to Christmas - what are the different reasons for celebrating Christmas?</p>	<ol style="list-style-type: none"> <li>1. Question what individuals and communities do.</li> <li>2. Retell religious and moral stories, using some RE vocabulary.</li> <li>3. Explore questions regarding right and wrong.</li> </ol>	<p>Some religious vocabulary (eg character names, Bible, God, Jesus, Hindu, Hinduism, right, wrong, choice Creation story Belief Believe Christianity Old testament</p>	<p><b>Celebrations:</b> Harvest Festival Christmas Holi Celebration Easter</p> <p><b>Trips:</b> Church</p>

	<p><u>Hinduism New Beginnings</u> The cause and importance of Holi celebration. Build upon Reception and look into Rangoli patterns.</p> <p><u>Easter</u> The names of relevant characters and an understanding of when they lived. Increased knowledge of the Life and Ministry of Jesus, who Jesus was and how he showed his friendship - Link his friendship in with the Easter story.</p> <p><u>Creation Stories</u> The Bible begins with the story of God's creation of the world and that the story is found in the 1<sup>st</sup> book of the Old Testament. What they as individuals think is wonderful. That Christians believe God created the World, and that they must take care of it, that as part of Jesus' Ministry he taught about the love of God.</p> <p><u>Social Action</u> How different communities and organisations work together to make the world a better place. Look into Christian aid and how they fight poverty.</p> <p><b>KEY PEOPLE:</b> Jesus, God.</p> <p><b>Year 1 activities:</b> can complete storyboards. All other activities open to interpretation. Role play (hot seating), creative activities crossing over with art, discussions (post it note conversations), freeze frames, Diary entry.</p>			
Year 2	<p><u>Hinduism</u> Where is India on a world map and identify it as the country of origin of Hinduism. Recall and tell story of Rama and Sita and the story of Diwali. Hindu creation story.</p> <p><u>Special Places</u> Focus on special places for Hinduism and Christianity. A greater range and awareness of various religious vocabulary and knowledge of Church, and the significance of items encountered e.g. Chalice for Communion etc. - Link in the daily life of a Christian. Special places linking to Hinduism and the significance of items encountered - Link in the daily life of a hindu.</p> <p><u>Easter</u> To have knowledge of the Easter Story, naming some key characters and their roles.</p> <p><u>Me, Family, Friends - links with PSHE</u> List some qualities that can make people good friends.</p> <p><u>Christmas:</u> Dig deeper into the characters of the Christmas story. Perhaps discuss who is the most important character of the Christmas story? Who had the most important job in the Christmas story?</p> <p><b>Key People:</b> Jesus, God, Mary, Angel Gabriel, Joseph, Rama, Sita, Hanuman, Brahma</p> <p><b>Year 2 activities:</b> role play (digging deeper into hot seating/conscience alley), debates (simple), creative activities crossing over with art, discussions (record conversations), freeze frames, mind mapping.</p>	<p>1. Building on Year One; respond sensitively, asking and answering questions to develop an understanding of religions and cultures, using a range of subject specific vocabulary.</p> <p>2. Talk about different religions and beliefs.</p> <p>3. Explore questions regarding belonging.</p>	<p>Diva = "light"</p> <p>Diwali</p> <p>Hinduism</p> <p>Belonging</p> <p>Faith</p> <p>Community</p> <p>Differences</p> <p>Special</p> <p>Hindu Creation Story</p> <p>Stained glass windows</p> <p>Chalice</p> <p>Communion table</p> <p>Cross</p> <p>Characters:</p> <p>Rama</p> <p>Sita</p> <p>Hanuman</p> <p>Brahma</p> <p>Jesus</p> <p>Mary</p> <p>Joseph</p> <p>Angel Gabriel</p>	<p><b>Celebrations:</b></p> <p>Christmas celebration</p> <p>Diwali celebration</p> <p>Easter</p> <p><b>Trips:</b></p> <p>Church</p>

<p><b>Year 3</b></p>	<p><u>Responsibility</u> Some rules relevant to themselves, and especially the 10 commandments. The Good Samaritan.</p> <p><u>Care and concern over Christmas</u> That Jesus had care and concern for others - even those not liked by others. The work of a charity such as OCC.</p> <p><u>Sikhism</u> That there were 10 gurus, and that Guru Nanak was the first and Guru Gobind Singh was the last. The Sikh symbol, where Sikhism originated on a map of the world. Some of the qualities needed in a leader and those characterised by Guru Nanak. Some of the differences between a gurdwara and a Christian Church. Ways that light is used in different festivals.</p> <p><u>Easter</u> An increased understanding of key characters when they lived, and the significance of the events encountered.</p> <p><u>Special People</u> Key Biblical characters, their life, the importance of their beliefs through the stories of Joseph and Moses. That both Old Testament characters were obedient to God.</p> <p><u>Key People:</u> Guru Nanak, Guru Gobind Singh, Moses, Noah (Noah's Ark), Joseph, Nelson Mandela, Florence Nightingale.</p> <p><u>Year 3 activities:</u> creative artwork, discussions, debates, role play (acting out scenes), freeze frames, quizzes, mind mapping - activities open to interpretation.</p>	<ol style="list-style-type: none"> <li>To build on their understanding of world faiths, and to have many opportunities to use their pupil voice to discuss how an individual belief impacts their actions.</li> <li>Begin to make connections and links between different religions and world views.</li> <li>Continue to discuss ideas about right and wrong.</li> </ol>	<p>Evangelists Missionaries Clergy Lord Commandments Obedient Gurdwara Kara Kirpan Kesh Kanga Kachera</p> <p>Characters: Guru Nanak Guru Gobind Singh Moses Noah Joseph Nelson Mandela Florence Nightingale</p>	<p><b>Celebrations:</b> Christmas Easter Diwali - Some Sikhs celebrate this festival. What can the children remember from previous years about Diwali?</p> <p><b>Trips:</b></p>
<p><b>Year 4</b></p>	<p><u>Bible</u> Basic structure of the bible, OT/NT and what they deal with. Bible is the basis of Christian belief. Find Bible references.</p> <p><u>Christmas - Angels</u> Have a greater understanding of Christmas characters, understanding of when they lived, and the significance of the events encountered.</p> <p><u>Christmas - Shepherds</u> A greater range of relevant characters, understanding when they lived and the significance of the events they encountered and their beliefs in God.</p> <p><u>Buddhism</u> Some examples from Buddhism and Christianity, relate to their own experience. The similarities and differences of Buddhism and Christianity. Issues which are important to Buddhists. Explore some more religious symbols. Explore the religious festival of Wesak which celebrates the birth of the Buddha and how it also celebrates the three major events of the Buddha's life which are his birth, his enlightenment and his death. Wesak is also known as Buddha Day.</p> <p><u>Easter - Peter</u> More characters from Bible and describe their role in the story.</p>	<ol style="list-style-type: none"> <li>Discuss questions about belonging, using a richer range of vocabulary.</li> <li>Apply ideas about right and wrong, in familiar and imagined contexts.</li> </ol>	<p>Old Testament New Testament Apostle Significance Incense burner Mandala Dharma Wheel Gong Shrine Enlightened Karma</p> <p>Characters: Angel Gabriel Shepherds Buddha Monk Abraham Mary Jones</p>	<p><b>Celebrations:</b> Christmas Easter</p> <p><b>Trips:</b> Church</p>

	<p><u>Journeys</u> Children name more characters in the Bible and the reasons for their journeys. Look into the story of Abraham.</p> <p><u>Special Places</u> Build upon Year 2 and Year 3 of special places. Think about the main features of a place of worship and why they are special to certain people. Name some special places for major religions.</p> <p><b>Key People:</b> Angel Gabriel, Shepherds, Buddha, Monks, Abraham, Mary Jones</p> <p><b>Year 4 activities:</b> Role play (hot seating/scene play), discussions, character descriptions, mind mapping, freeze frames, creative activities linking with art, labelling activities.</p>			
Year 5	<p><u>Islam</u> A greater range of appropriate religious vocabulary and increasing knowledge of relevant characters and understanding of when they lived, and events encountered. Important features of a Mosque. 5 Pillars of Islam. Pilgrimage to Mecca.</p> <p><u>Christmas Art</u> The cause of celebration of the events of Christmas and their place in the Christian calendar.</p> <p><u>Easter</u> That Jesus' life has influenced people through time. Water is a symbol of cleansing. The dove is a symbol of the Holy Spirit. The Church celebrates key events during the year. The names of some of the disciples. How to use the Bible as a resource. That parables have special meanings. An understanding of the cause of celebration of events of Easter and its place in Christian calendar.</p> <p><u>Precious</u> The importance of the Bible / Torah / Qur'an / Guru Granth Sahib etc. for believers. Link in Lent.</p> <p><u>The Natural World</u> Identify favourite natural places in local area and further afield, including globally. Link back to who created the natural world. Different beliefs will believe differently as to who created the world. This builds upon previous years groups where they have learnt about the Hindu creation story and the Christian Creation Story. Who should care for the natural world? That there are diverse climates and geographical areas.</p> <p><b>KEY PEOPLE:</b> Jesus, Allah, Muhammad</p> <p><b>Year 5 activities:</b> Role play (playscripts/hot seating/conscience alley), discussions, character descriptions, interviews, freeze frames, creative activities linking to art.</p>	<ol style="list-style-type: none"> <li>1. Discuss ideas about what is right and fair, using vocabulary that reflects the nuances of the context.</li> <li>2. Respond thoughtfully to ideas about community, values and respect.</li> <li>3. Understand the challenges of commitment to a faith or belief.</li> </ol>	<p>Mosque Islam Muslim Qur'an Allah Muhammad Mecca 5 Pillars of Islam Bible Precious Natural World Disciples Parables Holy Spirit Cleansing Symbol Unique Creator Lent</p>	<p><b>Celebrations:</b> Eid Christmas Easter</p> <p><b>Trips:</b></p>
Year 6	<p>In Year 6, RE is taught within English during some terms.</p> <p><u>Faith in action</u> Some ways in which believers express their beliefs in God. The Good Samaritan. - Building upon Year 3 work.</p>	<ol style="list-style-type: none"> <li>1. Consider and apply ideas about how diverse communities can coexist.</li> <li>2. Apply ideas about what is right and fair, in familiar and imagined contexts.</li> </ol>	<p>Faith Judaism Jewish Dietary beliefs Ancient prophets Interior</p>	<p><b>Celebrations:</b> Christmas Easter Think about the ways in which people pray for certain celebrations.</p>

<p><u>Promises Prophecy/ Magi</u>  <b>A range of referencing skills including use of index, contents.</b>  - Links back with Year 4 work.</p> <p><u>Christmas</u>  Look into the meaning behind Christingle.  The meaning of Advent at Christmas time.</p> <p><u>Judaism</u>  <b>Some main features of the interior of a synagogue. Some of the Jewish dietary laws. Other people's dietary beliefs – comparisons. Compare Judaism to other religions</b> - they believe that there is only one God, that God doesn't have a body etc.</p> <p><u>Easter in Art</u>  <b>The events of Easter.</b> There should be solid knowledge of the events of easter as this taught from Nursery to Year 6.</p> <p><u>Making choices/ memories</u>  <b>Some questions are very difficult to answer.</b></p> <p><u>Global Communities</u>  <b>About one project in which a religious organisation is involved.</b></p> <p><b>KEY PEOPLE:</b> Jesus, God, people from the religious charity chosen, William Booth, Martin Luther King, Ghandi</p> <p><b>Year 6 activities:</b> storyboards, role play (playscripts, interviews, hotseating etc), character descriptions, creative writing, creative activities linking in with art, discussions.</p>		Synagogue Communities Magi Prophecy Referencing Index Contents Memories Difficult Epiphany	<b>Trips:</b>
<p><b>KS3</b></p> <p>By the end of KS2, Children should have learnt 5 religions including Christianity in preparation for KS3.</p> <p>For KS3, RE should provoke challenging questions about the ultimate meaning and purpose of life. It delves deeper into beliefs about God, the self and the nature of reality; looking at issues of right and wrong and what it means to be a human. Building upon KS1 and KS2, KS3 will encourage pupils to learn from the different religions, beliefs, values and traditions they already know whilst exploring their own beliefs and the questions of meaning.</p> <p><b>KEY CONCEPTS FOR KS3:</b></p> <p><b>Beliefs, teachings, and sources</b></p> <ol style="list-style-type: none"> <li>Interpreting teachings, sources, authorities, and ways of life in order to understand religions and beliefs.</li> <li>Understanding and responding critically to beliefs and attitudes.</li> </ol> <p><b>Practices and ways of life</b></p> <ol style="list-style-type: none"> <li>Exploring the impact of religions and beliefs and how people live their lives.</li> <li>Understanding that religious practices are diverse, change over time and are influenced by cultures.</li> </ol> <p><b>Expressing meaning</b></p> <ol style="list-style-type: none"> <li>Appreciating that individuals and cultures express their beliefs and values through many different forms.</li> </ol> <p><b>Identity, diversity and belonging</b></p>	<p><b>Learning about religion</b>  Pupils should be able to:</p> <ol style="list-style-type: none"> <li>Investigate the impact of religious beliefs and teachings on individuals, communities and societies, the reasons for commitment and the causes of diversity</li> <li>Apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs</li> <li>Explain religious beliefs, practices, and commitments, including their transmission by people, texts and traditions</li> <li>Evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues</li> <li>Interpret a range of sources, texts, authorities, and forms of religious and spiritual expression from a variety of contexts</li> <li>Analyse religious beliefs, arguments, and ideas.</li> </ol> <p><b>Learning from religion</b>  Pupils should be able to:</p> <ol style="list-style-type: none"> <li>Reflect on the relationship between beliefs, teachings, world issues and ultimate questions</li> <li>Evaluate beliefs, commitments, and the impact of religion in the contemporary world</li> </ol>		

<p>a. Understanding how individuals develop a sense of identity and belonging through faith or belief.</p> <p>b. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs.</p> <p><b>Meaning, purpose, and truth</b></p> <p>a. Exploring some of the ultimate questions that confront humanity and responding imaginatively to them.</p> <p><b>Values and commitments</b></p> <p>a. Understanding how moral values and a sense of obligation can come from beliefs and experience.</p> <p>b. Evaluating their own and others' values in order to make informed, rational and imaginative choices.</p> <p><b>The study of RE should include:</b></p> <p>a. Christianity</p> <p>b. At least two other principal religions</p> <p>c. A religious community of local significance, where appropriate</p> <p>d. A secular world view, where appropriate.</p> <p>All of the above can be taught through the following themes:</p> <p>e. beliefs and concepts: the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life, and life after death</p> <p>f. authority: different sources of authority and how they inform believers' lives</p> <p>g. Religion and science: issues of truth, explanation, meaning and purpose</p> <p>h. Expressing spirituality: how and why understanding of the self and human experiences is expressed in a variety of forms</p> <p>i. ethics and relationships: questions, and influences that inform ethical and moral choices, including forgiveness and issues of good and evil</p> <p>j. rights and responsibilities: what religions and beliefs say about human rights and responsibilities, social justice, and citizenship</p> <p>k. global issues - what religions and beliefs say about health, wealth, war, animal rights and the environment</p> <p>l. interfaith dialogue - a study of relationships, conflicts, and collaboration within and between religions and beliefs.</p> <p>Church Schools may just focus on Christianity and the bible in KS3.</p>	<p>c. Express insights into the significance and value of religion and other world views for human relationships personally, locally, and globally</p> <p>d. Express their own beliefs and ideas, using a variety of forms of expression, including creative forms and reasoned arguments.</p>		
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