

Our RE Curriculum

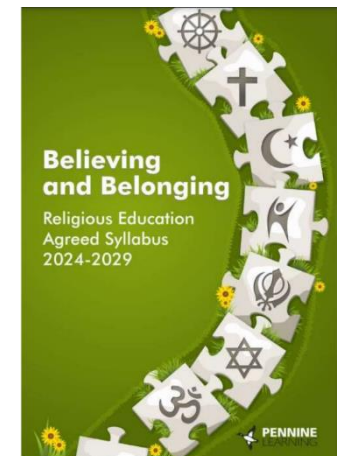
Intent of the RE Curriculum

Our Religious Education curriculum will provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development. It encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives. It enables our pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society. It teaches our pupils to develop respect for others, including people with different faiths and beliefs, and help them to challenge prejudice. It prompts them to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Implementation of the RE Curriculum

At the Netherhall St James CoE (VC) Infant & Nursery school, Religious education is conducted according to the NEW Agreed Syllabus for Kirklees, Calderdale and Leeds 2024-2029, entitled 'Believing and Belonging'. The syllabus is designed around developing understanding of six learning pathways. These have been inspired by 'The Big Ideas in RE' and act as the framework for sequencing learning in religion and worldviews at all key stages from age 5 to 18. While organising the curriculum along these pathways, learners concurrently develop substantive knowledge of specific religions/worldviews. The syllabus recommends pupils study a series of core and focus units of work to understand the six learning pathways at each key stage.

The Six Pathways: A summary



Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Friendship- Can we be friends?	Who helps us?	What's it like far away?	Can we save the world?	What happened once upon a time?	What's it like down on the farm?
Unit Title	E.1 Which places are special to members of our community? (Pathway 1: The Nature of Religion and Belief) <small>Christianity, Islam, Hindu Dharma, Sikhi (Judaism, Buddhism could also be included).</small>	E.2 Why are some objects special? (Pathway 2: Expressing Belief)	E.3 Who cares for me and how do I help others? (Pathway 3: A Good Life)	E.4 Who belongs in my family and my community? (Pathways 4: Personal Journey)	E.5 How do people celebrate special times? (Pathway 5: Influence and Authority)	E.6 How do we understand and care for the world (Pathway 6 – The Big Picture)
Focus/ Content	<p>Children will explore the concept of 'special places'. They will be encouraged to talk about and describe special places for themselves and learn about special places for religious people. Children should experience places of worship - including the objects, practices and people associated with them. Ideally, this unit should include a short visit to a local place of worship.</p>	<p>Pupils will explore the concept of expressing beliefs through special objects and books. They are encouraged to talk about and describe their homes and who lives with them. They will talk about objects in their homes that are special to them and be introduced to the idea of sacred objects and their importance and meaning for some people. Some exposure to artefacts and books in this unit overlap with learning about places of worship (Unit E1).</p>	<p>Pupils will explore the need to follow rules, including the 'Golden Rule' of treating others as you would like to be treated. It explores the way in which we care for our families, friends and people in our wider community. The importance of caring for others in Christianity and Islam is demonstrated through storytelling, including stories about Jesus and the Prophet Mohammed along with traditional stories from Buddhism and Hindu Dharma. Children begin to develop an awareness of the wider world through supporting local and national charities.</p>	<p>Pupils are introduced to the concept of 'belonging' and establishes a sense of belonging to a family, school, community and the wider world. Pupils will be encouraged to talk about and describe where they live and who lives with them in their home, as well as learning about other aspects of belonging to different communities, including religious communities.</p>	<p>This unit explores festivals which is a useful starting point for RE in EYFS. It looks at how the festivals are celebrated and offers simple introductions to religious and cultural festivals through the academic year</p>	<p>Pupils will explore the outdoors and wonders of nature. They will investigate, take an interest in and look after the natural world. They will explore religious beliefs and stories about creation and how believers value and take care of the world .</p> <p>Interesting cultural stories about creation from around the world- may also be included for children to hear, eg stories from African, First Nation American or Aboriginal cultures</p>
Skills	<p>WT - I can begin to make sense of their own life story and family history. I can continue to develop positive attitudes about the differences between people. I can talk about what I see, using a wide vocabulary WA - I can talk about members of their immediate family and community</p>	<p>WT - I can begin to make sense of my own life story and family history. I can continue to develop positive attitudes about the differences between people. I can talk about what I see, using a wide vocabulary WA - I can talk about members of their immediate family and community. WB - I can talk about who and what is important to them</p>	<p>WT - I can begin to make sense of my own life story and family history I can continue to develop positive attitudes about the differences between people WA - I can talk about members of my immediate family and community. I can name and describe people who are familiar to me. I can express my feelings and consider the feelings of others</p>	<p>WT - I can say how I belong and talk about the groups I belong to e.g. my family, my class, my school, I can name some of the faith groups that myself and others belong to I can recognise and develop positive attitudes about the differences between people I can talk about what I see, using a wide vocabulary</p>	<p>WT - I can begin to make sense of my own life story and family history. I can continue to develop positive attitudes about the differences between people. WA - I can talk about members of my immediate family and community. I can compare and contrast characters from stories including from the past.</p>	<p>WT - I can begin to make sense of their own life story and family history. I can continue to develop positive attitudes about the differences between people. I can begin to understand the need to respect and care for the natural environment and all living things.</p>

	<p>I can name and describe people who are familiar to them.</p> <p>WB - I can notice and talk about special places in my community.</p> <p>I can recall which special places belong to different people eg the church as a special place for Christians</p> <p>I can describe why places are special to people</p>	<p>I can notice similarities and differences between different religions and their special objects.</p>	<p>I can think about the perspectives of others</p> <p>I can talk about the lives of the people around me and their roles in society.</p> <p>WB - I can talk about special people in the community who help</p> <p>I can recall some stories about Jesus and Prophet Mohammed.</p> <p>I can name some special rules that people follow</p>	<p>WA - Talk about members of their immediate family and community.</p> <p>I can name and describe people who are familiar to me.</p> <p>WB - I know who and what is important to me</p> <p>I know who the people are who help me in the community</p>	<p>WB - I can recognise the meaning behind different religious festivals and why they are important to believers.</p> <p>I can recall how and why different religions celebrate different festivals.</p> <p>I can begin to make connections between how religious beliefs are expressed through worship in festivals.</p>	<p>WA - I can say what is beautiful about the natural world</p> <p>I know what the word creation means</p> <p>WB - I can recognise similarities and differences between different religious accounts of creation.</p> <p>I can notice details about religious stories of creation.</p> <p>I can begin to make connections between beliefs about creation and how people care for the world.</p>
Knowledge	<p>I know the names of parts of a church, mosque or other place of worship</p> <p>I know why some places are special to members of their community, eg why mosques are special places for Muslims.</p> <p>I know some similarities and differences between different religious and cultural communities in this country based on my experiences and I have found out in class.</p> <p>I know about my immediate environment, and I know how to describe it from observation, discussion, stories, non-fiction texts and maps</p> <p>I know what the term 'religion' means</p>	<p>I know the names of people who are familiar to me and I know how to describe them.</p> <p>I know why some objects and books are special for them and for others.</p> <p>I know some similarities and differences between different religious and cultural communities in this country drawing on my own experiences and what I have found out in class.</p>	<p>I know how to explain the reasons for rules, know right from wrong and how I should behave</p> <p>I know how to show sensitivity to others' needs as well as my own</p>	<p>I know what 'belonging' means</p> <p>I know what being a friend means</p> <p>I know how I should treat others</p> <p>I know what the life and example of Jesus teaches people about friendship</p> <p>I know how Hindu families demonstrate love for each other</p> <p>I know some similarities and differences between different religious and cultural communities from my own experiences and what I have found out in class.</p>	<p>I know what happens at a celebration such as Harvest or Diwali and how festivals are celebrated</p> <p>I know that certain celebrations are important to specific religions and why</p> <p>I know that people have different beliefs and celebrate special times in different ways.</p> <p>I know what it is that is important to the people celebrating these festivals (eg what is important to Sikhs at Diwali)</p>	<p>I know how we can look after our world and make it more beautiful</p> <p>I know about some of the features of the Christian, Muslim and Jewish stories of Creation</p> <p>I know what different religions believe about creation and some of the things that happen eg what Jewish people do at Shabbat</p>
Vocabulary	<p>Celebration Festival Eid Ramadan Fasting Diwali Harvest Birthday</p> <p>*Ambitious vocabulary</p> <p>*previous vocabulary</p>	<p>Home Family School Community Special artefacts Special books – Bible, Quran God, prayer Judaism, Hebrew, Mezuzah religious and human experience, eg dedicate, holy, love, precious</p>		<p>Home Family School Friends Community Disciples Rakhi</p>	<p>Festivals Celebrations specifically: Harvest, Rosh Hashanah, Sukkot, the Mid-Autumn Festival, Diwali, Hannukah, Advent and Christmas, Mardi Gras, Chinese New Year, Holi, Vaisakhi, Pesach, Lent/Easter, Ramadan/Eid Religion Culture</p>	<p>Creation Responsibility Nature Caring for the world Names for God/Gods in different religions.</p>

Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	C1.3 How can we make good choices?	F1.11 How do Hindu Stories help believers live their lives?	C1.4 How and why do some people pray?		C1.2 How are symbols used to welcome new life?	
Unit Title:	(Pathway 3: A Good Life)	(Pathway 3: A Good Life & 6 The Big Picture)	(Pathways 4: Personal Journey)		(Pathway 2: Expressing Beliefs)	
Focus/ Content	Pupils will explore how people always face moral choices. They will start by considering what makes a happy classroom, and why rules are important. Pupils will study moral codes from Christianity, Judaism and Islam including the Ten Commandments, the Five Pillars and how Sikhs, Buddhists and Hindus make good choices. They also look at non-religious stories and how these exemplify some guidelines for life. They will then consider what would make the best rules for life.	Pupils look at stories that are well known and loved by Hindus (some related to deities but others from well-loved ancient 'Wisdom Texts') helping pupils to understand how a religion or worldview uses stories to build up a picture of the world and to make sense of their place in it. Pupils will learn that some stories human beings, including groups of religious people, tell can help them think about the big questions of life. Many are well-known stories which have been handed down over generations.	This unit aims to develop an understanding of the importance of prayer within different religious communities. It explores how prayer and meditation might make people wonder at the world and ask big questions about life. It includes reference to examples of amazing experiences such as Daniel in the lion's den. The unit will be enhanced by introducing pupils to people who are happy to be questioned about their experience of prayer.		Pupils will explore how symbols are used when welcoming new life. They will study initiation rites from different religions and be aware that there are other rituals and ceremonies as well, including non-religious ceremonies. They will discover the symbolic food, objects and practices that can be used when welcoming new babies into communities. Pupils will reflect on the concepts of wishes and promises, as well as comparing and contrasting different approaches to welcoming new life.	
Skills WT – Working towards WA – Working at WB – Working beyond	WT - I can recognise that celebrations are very special occasions. I can talk about a celebration they have experienced. WA - I can name some celebrations and talk about how these are celebrated.	WT - I can recognise that stories sometimes have a hidden meaning WA - I can name some holy books that are special to believers I can understand that religions and worldviews use stories to help pass on their own teachings around these big questions.	WT - I can talk about what some believers say and do when they pray. WA - I can talk about how prayer makes people wonder at the world and ask big questions about life. I can retell a story about someone whose experience or encounter changed their life.		WT - I can explore and talk about different ways to welcome a new baby WA - I can recognise and name some symbols used to welcome a new baby. I can express ideas about the symbols they would use to welcome a baby.	

	<p>I can talk about their experiences and feelings connected to celebrations or customs.</p> <p>I can recognise some similarities and differences between festivals and celebrations.</p> <p>WB - I can compare some common features of celebrations e.g. preparations, sharing food, being with family and friends.</p> <p>I can give examples and respond to questions about the meanings of religious celebrations.</p>	<p>WB - I can explain which of the Hindu stories had the biggest effect on me and why.</p>	<p>WB - I can explain similarities and differences between how people pray</p>	<p>I can recognise some similarities and differences between the welcoming ceremonies.</p> <p>WB - I can make links between the symbols and rituals used by different faith communities.</p> <p>I can explore some of the words used to welcome new babies.</p>
<p>Knowledge</p>	<p>I know how to recognise and identify religions / worldviews in my community.</p> <p>I know that religions / worldviews do not have the same importance for all people and all places.</p> <p>I know how a celebration is planned and what people do to celebrate</p>	<p>I know that there are some holy books that are special to believers</p> <p>I know how and why they should be treated with respect</p> <p>I know that stories can teach us important lessons about ourselves and the world.</p> <p>I know that stories can help us with life's big questions or mysteries either with answers or deeper questions.</p> <p>I know that some stories are important because of their moral message</p> <p>I know that these stories carry a special message that we can learn from about how to live our lives</p> <p>I know why stories are told and how they can help us to live a good life</p>	<p>I know what someone might do or say when they pray.</p> <p>I know the significance of prayer in the lives of people today</p>	<p>I know why it is important to make someone feel welcome</p> <p>I know how to suggest the reasons for some of the symbols used to welcome a baby.</p> <p>I know what promises are made</p> <p>I know the names of initiation practices in Christianity, Islam and Sikhism including infant baptism, the naam karan and the aqiqah</p> <p>I know some of the Sikh, Muslim and Christian terms used in describing the welcoming of a new baby</p> <p>I know that people sometimes give different meanings to words when they are writing about their religious beliefs and feelings.</p> <p>I know some of the different possible meanings for stories, symbols, art and music that people have created to express their beliefs.</p>

<p>Vocabulary</p> <p><i>*Ambitious vocabulary</i></p> <p><i>*previous vocabulary</i></p>	<p>Celebration Festival Eid Ramadan Fasting Diwali Harvest Birthday</p>	<p>Holy – for a religious purpose Moral – principles of right/wrong behaviour Sacred – connected with God/dedicated to a religious purpose Believer – someone who has a religious faith Bible – Christian holy book Qur'an – Muslim holy book Torah – Jewish holy writings Guru Granth Sahib – Sikh holy book</p>	<p>prayer, reflection church shrine mosque worship symbols blessing wudu</p> <p>meditation</p> <p>faith</p> <p>devotion</p>	<p>promises Godparents, sponsors rituals, prayers, symbols Baptism, aqiqah, naam karan</p> <p>Guru Granth Sahib</p>
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Local links/Inspiration /Enrichment activities

Nursery - Learn a Nursery Rhyme competition, Baking jam tarts, visit from Owl Sanctuary, bird search in the Wild Area, Chinese New Year, Faith Day, Pirate Day, Mini bus picnic, Meet A Creature (bugs n beasts), Ugly Bug Ball

Reception – Visits from people who help us (police, paramedic), Inspiration Days - Big Bad Bill, Come to school as people who help us, Walk to local post box, EYS Xmas Stay n Play involving parents in our learning, Train Ride day to launch book/possible trip to KLR, EYS Nativity performance, Penguin day- to launch blue penguin, Ice experiments, Growing day with parents, Superhero dress up day-how to save the world, Library visit, PJ day and bring your favorite story, Farm visit.

Year 1 – local walk, Harvest at the church, Trip to Castle Hill, Easter Family Fun at St James Church, Making puppets, visit from Meet A Creature, Space Dome,

Year 2 –Collective DT project to build landmarks, Harvest at the church, Christmas Family Fun at St James Church, Fire in the Wild Area, Pirate Ron, Walk to Tolson Gardens/Ravensknowle Park, visit church for leavers, Visit to KLR.

Key Stage 1 Statements taken from National Curriculum –(Statutory Requirements)

Pupils should be taught:

- Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.
- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide ranging study of religion and belief across the key stages as a whole. • Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

- The breadth of study should take account of the four levels of community cohesion which all maintained schools are now obliged to promote. Decisions by SACREs and ASCs about the religions, other than Christianity, to be studied should take account of the balance of religion within: 1) the school community 2) the community within which the school is located 3) the UK community 4) the global community.

Statements taken from National Curriculum – Spoken Language (Literacy) (Statutory Requirements)

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints, attending to and building on the contributions of others

Impact of our RE Curriculum

Pupils are able to describe and make connections between different features of the religions and other world views they study, in order to reflect on their significance. They are able to discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth. They discuss and apply how beliefs and values may affect choices, ideas about what is right and wrong and what is just and fair, reflecting on their own answers to these questions. Pupils consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

In addition, we will measure the impact of our curriculum through the following methods:

- Teacher judgement at the end of each unit of work using the expectations outlined in the syllabus units.
- Opportunities for the children to look back at their own learning within their RE books to show their understanding.
- Pupil voice discussions with senior leadership to allow children to express their learning and experiences.