

# Religious Education (RE)

All outcomes shown by in the tables below are those that must be covered within each ‘big question’. Additional objectives and outcomes that staff would like to include for coverage in each ‘big question’ can be included in medium term planning and highlighted in the related coverage grid. The two-year cycle below ensures coverage across all areas and includes all ‘expected’ outcomes from the RE Agreed Syllabus so this is not necessary but allows flexibility in teaching additional areas within the ‘big question’ to suit the needs of each class.

Cycle A 2023/24		Cycle B 2022/23	
<b>Autumn 1</b>	<p>Believing</p> <p>1.1 Who is a Christian and what do they believe? (Systematic)</p> <p><b>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.</b></p> <p><b>A2 - Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</b></p> <p><b>A3 - Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.</b></p> <p><b>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.</b></p> <p><b>C3 - Find out about questions of right and wrong and begin to express their ideas and opinions in response.</b></p>	<b>Autumn 1</b>	<p>Believing</p> <p>1.4 What can we learn from sacred books? (Thematic)</p> <p>Christians and Muslims</p> <p><b>A2 - Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</b></p> <p><b>B3 - Notice and respond sensitively to some similarities between different religions and worldviews.</b></p> <p><b>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.</b></p> <p><b>C3 - Find out about questions of right and wrong and begin to express their ideas and opinions in response.</b></p>

<p><b>Autumn 2</b></p> <p><b>Spring 1</b></p>	<p>Believing 1.2 Who is a Muslim and what do they believe? (Systematic) <b>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.</b> <b>A2 - Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</b> <b>A3 - Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</b> <b>B1 - Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</b></p>	<p><b>Autumn 2</b></p>	<p>Expressing 1.6 How and why do we celebrate special and sacred times? Christmas for Christians (Systematic) <b>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.</b> <b>A2 - Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</b> <b>B1 - Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</b> <b>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.</b></p>
<p><b>Spring 2</b></p>	<p>Expressing 1.6 How and why do we celebrate special and sacred times? Easter for Christians (Systematic) <b>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.</b> <b>A2 - Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</b> <b>B1 - Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</b> <b>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.</b></p>	<p><b>Spring</b></p>	<p>Living 1.7 What does it mean to belong to a faith community? (Thematic) Christians and Muslims <b>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.</b> <b>A3 - Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</b> <b>C2 - Find out about and respond with ideas to examples of cooperation between people who are different.</b></p>
<p><b>Summer 1</b></p>	<p>Expressing 1.6 How and why do we celebrate special and sacred times? Eid-ul-Fitr and Eid-al-Adha for Muslims (Systematic) <b>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.</b></p>	<p><b>Summer</b></p>	<p>Expressing 1.5 What makes some places sacred? (Thematic) Christians and Muslims <b>A3 - Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</b></p>

	<p>A2 - Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>B1 - Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. 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>B3 - Notice and respond sensitively to some similarities between different religions and worldviews.</p>		<p>B1 - Ask and respond to questions about what individuals and communities do, and why, so that pupils 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>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>Summer 2</p>	<p>Living 1.8 How should we care for others and the world, and why does it matter? (Thematic) Christians and Muslims</p> <p>A2 - Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>B1 - Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</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>		

## EYFS

RE is part of the specific area of Understanding the World particularly within the 'People, Culture and Communities' section. Work across other areas of the framework will contribute significantly to children's development in this area. The educational programme for Understanding the World states that understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

As a school we aim to provide children with:

- opportunities to develop their understanding and awareness of self through discussions about and experiences focusing on them, their family and their local community.
- a breadth of experiences learning about their own culture, the culture of those around them and the culture of others within and beyond our local community through first hand experiences and through a broad range of texts and other media such as videos.
- accurate information that challenges cultural, racial, social and gender stereotypes.
- opportunities to learn skills and knowledge in the context of practical activities, for example, exploring the Chinese New Year celebrations by creating paper cuts as decorations, tasting foods that represent different things in China such as rice balls that represent family reunion.
- ask questions and be curious about other people, the communities that they belong to and the wider world around them.