

RE Handbook



Intent – What is the purpose of our Religious Education curriculum?

Intent – What is the purpose of our RE curriculum?

At Tranmere Park Primary, we believe that RE is a fundamental part of our curriculum. Our curriculum is open and objective – it doesn't seek to urge religious beliefs on young people, nor compromise the integrity of their own religious position by promoting one tradition over another. We intend to:

- Develop the moral compasses of our pupils allowing them to be free to discuss and express their feelings, beliefs and values.
- As stated by the Commission on RE, September 2018: we aim to explore the important role that religious and non-religious worldviews play in all human life. We intend to prepare our students for the spiritual and intellectual challenges of living in a world with diverse religions and beliefs as well as non-belief, as suggested by Wintersgill (2017).
- We will develop a broad, but rigorous, understanding of religions/worldviews in the context of our local communities and country.
- Know and understand the key concepts of 'worship', 'festivals and morals' and 'traditions and beliefs.'
- Equip pupils with the disciplinary knowledge of a theologian (comparing non-judgementally, studying creation stories and how these impact upon wider environmental issues, noticing and studying similarities and differences across faiths and different cultures, whilst understanding the significance of shared belief, community and harmony.)

In summary, we believe that RE should challenge stereotypes, not reinforce them thus ensuring that all pupils reach their full potential as their individual needs and abilities are recognised and developed within a caring and supportive environment. We believe RE is of paramount importance for our children in order to respect each other's views and values. We promote the equal value of all religions as well as teaching the children to celebrate cultural diversity.

Our Children will:

- Largely progress through the curriculum at the same pace and differentiation will be achieved by emphasising different outcomes and teaching styles to support all learners.
- Be motivated so they are eager to build on their existing knowledge, skills and understanding.
- Be encouraged to ask inquisitive questions, pose ideas and develop their skills to voice their own views to help shape their understanding of religion and the wider community.
- Be resilient to mistakes and persevere when faced with a challenge or a problem.
- Enrich their experiences and outcomes, whilst developing their personal qualities and equipping

Our Teachers will:

- Provide a progressive and challenging curriculum which is developed from the agreed syllabus for RE called Believing and Belonging.
- Identify gaps in understanding and swiftly overcome these with precise teaching.
- Provide the children with a rich curriculum of carefully crafted lessons that ensures time for practise and consolidation.
- Utilise precise questioning ensure learning is taking place and knowledge is understood.
- Provide opportunities for our children to: question their world and to develop their understanding which in turn enables them to learn how to respect other cultures and

them to deal with situations or experiences that are challenging within the world they live in.

- Demonstrate the values and attitudes necessary for citizenship in a multi-faith and multi-racial society through developing understanding of, respect for, and dialogue with people of different beliefs, practices, races and cultures.
- Answer challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

beliefs. In doing so, adapting their own attitudes to religion and the wider community of life.

- Endeavour to promote a positive attitude towards people, respecting their right to hold different beliefs.

Implementation – How do we do it?

The Learning Journey

Religious Education at Tranmere Park Primary School is based around six threads or 'pathways' through which the most important features of RE may be understood. Coherent and sequential learning is built on these pathways and then earthed by thematic and systematic study of specific religions/worldviews.

Pathway 1: The Nature of Religion and Belief



Religions/worldviews involve interconnected patterns of beliefs, practices and values. They are also highly diverse and change in response to new situations and challenges. These patterns of diversity and change can be the cause of debate, tension and conflict or result in new, creative developments. *(Based on Big Idea 1: Continuity, Change and Diversity)*

Pathway 2: Expressing Belief



It is often difficult to express deepest beliefs, feelings, emotions and religious experiences using everyday language. Instead, people may use a variety of different approaches including figurative language and a range of literary genres. In addition, people sometimes use non-verbal forms of communication such as art, music, drama and dance that seek to explain or illustrate religious or non-religious ideas or experiences. *(Based on Big Idea 2: Words and Beyond)*

Pathway 3: A Good Life



Many people, whether religious or not, strive to live according to what they understand as a good life. Religious and non-religious communities often share an understanding as to the sort of characteristics and behaviours a good person will seek to achieve, as well as dealing with what is, or is not, acceptable moral behaviour. The ideal is usually presented in the lives and character of exemplary members. There are points of agreement and disagreement over the interpretation and application of moral principles both across and within different religions and worldviews. *(Based on Big Idea 3: A Good Life)*

Pathway 4: Personal Journey



Human beings have deeply felt experiences, which they may refer to as being 'religious' or 'spiritual' or simply part of what it means to be human. These experiences can take place in both religious and non-religious contexts and may produce a heightened sense of awareness and mystery, or of identity, purpose and belonging. The experience is sometimes so powerful that it transforms people's lives. As a result, people may change their beliefs and allegiances and on rare occasions the experience of a single person has led to the formation of a new religion or worldview. *(Based on Big Idea 4: Making Sense of Life's Experiences)*

Pathway 5: Influence and Authority



Religious and non-religious communities interact with wider society and cultures. These communities affect societies by shaping their traditions, laws, political systems, festivals, values, rituals and arts. The patterns of influence vary significantly in different societies and at different points in time. Some societies are influenced predominantly by one religion or worldview, others by several or many. Religions and worldviews often appeal to a highly respected authority or vision, and this can have significant impacts on societies and cultures, whether positive or negative. *(Based on Big Idea 5: Influence and Power)*

Pathway 6: The Big Picture



Religions and worldviews provide comprehensive accounts of how and why the world is as it is. These accounts are sometimes called 'grand narratives'. They seek to answer the big questions about the universe and the nature of humanity. These narratives are usually based on approaches to life, texts or traditions, which are taken to be authoritative. People interpret and understand these texts and traditions in different ways. *(Based on Big Idea 6: The Big Picture)*

Learning is planned and sequenced to support pupils in building an ever-increasing picture over time, constantly building their knowledge and understanding of key subject knowledge and specialist vocabulary. It is a legal requirement that all pupils are entitled to religious education. Therefore, we deliver RE with integrity and time is allocated weekly within each Key Stage. Our units are cycled as follows:

Foundation Stage

At Tranmere Park Primary, pupils will encounter religions and other world views through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories from a range of different religions and world views. Pupils will be introduced to subject-specific words and use all their senses to

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Pathway 4	Pathway 5	Pathway 1	Pathway 2	Pathway 3	Pathway 6
	Personal Journey Who belongs in my family & community? E.4	Influence & Authority How do people celebrate special times? E.5	The Nature of Religion and Belief Which places are special to members of our community E.1	Expressing Beliefs Why are some objects special? E.2	A good life Who care for me and how do I help others? E.3	The Big Picture How do we understand & care for the world? E.6
	Worship	Festivals & Morais	Beliefs & Worships	Traditions & Beliefs	Traditions & Beliefs	Worship

encounter beliefs and practices. They will be encouraged to ask questions and talk about their own feelings and experiences.

Key Stage 1

Pupils will develop their knowledge and understanding of religions and world views, recognising local, national and global contexts. They will use basic subject-specific vocabulary. They will start to raise questions about beliefs and find out about questions of right and wrong and begin to respond with their own views.

Cycle	Autumn 1 & Autumn 2	Spring 1 & Spring 2	Summer 1	Summer 2
Year 1/2 MOSQUE Cycle 2	Pathway 3 – A Good Life  CL3 How can we make good choices? Traditions & Beliefs	Pathway 5 – Influence and Authority  CL5 Why are festivals important in a community? Festivals & Morals	Pathway 4 – The Big Picture  CL1.6 Which books and stories are important? Worship	Focus Units related to Pathway 3 & 4  FL1.11 How do Hindu stories help believers live their lives? Traditions & Beliefs Worship
Year 1/2 Cycle 1	Pathway 4 – Personal Journey  CL1.4 How and why do some people pray? Worship	Pathway 1 – The Nature of Religion and Belief  CL1.1 What does it mean to belong to a community of belief? Beliefs & Worships	Pathway 2 – Expressing Beliefs  CL1.2 How are symbols used to welcome new life? Traditions & Beliefs	Focus Units related to Pathway 3 & 4  FL1.12 What do religions/world views say about our wonderful world? Worship

Key Stage 2

Pupils will extend their knowledge and understanding of religions, beliefs and values, recognising personal, local, national and global contexts. They will be introduced to an extended range of sources and subject-specific vocabulary. They will be encouraged to be curious and to ask and discuss increasingly challenging questions about beliefs, values and human life, drawing on the insights of religions and other world views. Pupils will respond with their own ideas, identifying relevant information, selecting examples and giving

Cycle	Autumn 1 & Autumn 2	Spring 1 & Spring 2	Summer 1	Summer 2
Year 3/4 SYNAGOGUE Cycle 2	Pathway 5 – Influence and Authority  CL2.5 (pp12.6) How do ancient stories influence modern celebrations? Festivals & Morals	Pathway 6 – The Big Picture  CL2.6 (pp12.11) How do Jews use stories to remember God's covenants? Worship	Pathway 3 – A Good Life  CL2.3 How do the 'Five Pillars' help Muslims lead a good life? Traditions & Beliefs	Focus Units related to Pathway 3 & 5  FL2.13 How are stories of the Holy Week important to Christians? Traditions & Beliefs Festivals & Morals
Year 3/4 Cycle 1	Pathway 4 – Personal Journey  CL2.4 Why do the lives of the Gurus inspire Sikh believers? Worship	Pathway 1 – The Nature of Religion and Belief  CL2.1 (pp12.5) What faiths and beliefs can be found in our country and community? Beliefs & Worships	Pathway 2 – Expressing Beliefs  CL2.2 How do people express spirituality? Traditions & Beliefs	Focus Unit related to Pathway 4  FL2.11 How do creation stories help people understand the world? Worship

Cycle	Autumn 1 & 2	Spring 1 & 2	Summer 1	Summer 2
Year 5/6 GURDWARA Cycle 2	Pathway 5 – Influence and Authority  CU2.5 How and why are Jewish festivals celebrated today? Festivals & Morals	Pathway 2 – Expressing Beliefs  CU2.2 How Sikhs symbolise their commitment? Traditions & Beliefs	Pathway – 6 The Big Picture  CU2.6 What do Christians believe about the old and new covenants? Worship	Focus Unit related to Pathway 2 & 4  FL2.13 Why are the rites of passage important? Traditions & Beliefs Worship
Year 5/6 Cycle 1	Pathway 4 – Personal Journey  CU2.4 Why do some people go on pilgrimage? Worship	Pathway 1 – The Nature of Religion and Belief  CU2.1 What do Hindu people believe about Gods? Beliefs & Worships	Pathway – 3 A Good Life  CU2.3 What values do people live by? Traditions & Beliefs	Focus unit related to pathway 1 & 4  FL2.14 How do Buddhist live a meaningful life? Worship

reasons to support their ideas and views.

Assessment

By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the programme of study. Assessment will be based on pupils' progress towards the end of key stage statements set out in the Leeds Agreed Syllabus 2019 -2024. The non-statutory units of work provide assessment examples based on this ladder of skills and knowledge, working towards the end of key stage assessments. After each unit, staff will assess children's attainment in the key areas studied, using the Tranmere Park Foundation Stage Assessment documents.

To achieve this staff will use:

- Short-term assessments - aim to assess the children's learning informally on a lesson by lesson basis and are key to our curriculum. These could include observations of groups, analysis of whole class feedback, the marking of work or short tests, either in written or oral form.
- Medium-term assessments are completed at the end of a half-term. These grids are kept in the assessment folders within classrooms.
- Long-term assessments assess our children against national expectations. These are also used to provide extra information about individual children's attainment and progress so that the teacher can report to the next teacher and the child's parent. Furthermore, data will be used by SLT to brief the governing body, the staff and the LEA on overall progress towards the school's end of year targets.

Monitoring

There is an ongoing cycle of subject monitoring at Tranmere Park Primary. The Subject Leader will be allocated a block of time during the academic year to monitor the subject across the phases linked to the whole school development priorities. This will focus on RE specific teaching and learning with reference to how we teach Religious Education and may include: classroom observations, talking to children and adults, planning annotations, looking through class RE big books and evidence of first-hand experiences. Results of monitoring will inform the Subject Leader's action plan and subject self-evaluation at the end of the academic year.

The Subject Leader manages the long-term plan for Religious Education. The Subject Leader also reports to the Head teacher at the end of the academic year, referring to the data analysis of each classes RE end of year data.

Impact – What knowledge and skills are obtained?

At Tranmere Park, *every* pupil will:

- Make progress and achieve national expectations, irrespective of background and entry points.
- Reflect on their own thoughts, raise questions for themselves and of others.
- Be able to review their own experiences and learn how to respond to them and the world around them.
- Become inspired to learn from others and discover the value of empathy.
- Understand there is a rich heritage of faiths and beliefs which will enable them to develop their own critical and reflective skills
- Develop spiritually, academically, emotionally and morally, promoting and realising a better understanding of themselves and others. Be equipped with the opportunities, challenges and responsibilities that come from living in a rapidly changing, multicultural world.
- Experience lessons that promote choice and independent thinking.
- Have a positive attitude towards people, respecting their right to hold different beliefs.
- Recognise similarities and differences in commitment, self-understanding and the search for truth. Respecting and valuing these for the common good.

Further to the above, our Curriculum, at Tranmere Park, is designed to ensure that each and every child achieves or demonstrates the following:

The Tranmere Park Way					
<i>Be Yourself</i>		<i>Be Your Best</i>		<i>Be Team Tranmere</i>	
Our children will learn to like who they are; they respect themselves and live their lives in their own way, regardless of the opinions of others.		Our children ‘give it everything they have got’ to achieve their full potential across the curriculum.		Our children are a part of a community and have respect for the resources and people in it and that surround it.	
Our Learning Values and Behaviours					
<i>Self-Manager</i>	<i>Effective Participator</i>	<i>Independent Enquirer</i>	<i>Team Worker</i>	<i>Resourceful Thinker</i>	<i>Reflective Learner</i>
Our children set their own goals and manage their own time,	Our children participate in lessons and persuade and encourage	Our children set goals for their research with clear	Our children understand that we are stronger together and	Our children are problem-solvers who can adapt to	Our children critically analyse their work ensuring

motivation and concentration.	others to do so.	success criteria.	implement this.	new or difficult situations.	future improvements.
-------------------------------	------------------	-------------------	-----------------	------------------------------	----------------------

TEAM TRANMERE LEARNING BEHAVIOURS

Procedures

- We follow the Leeds Agreed Syllabus for RE.
- It is a legal requirement that all pupils are entitled to religious education.
- RE sessions should be taught for 45 minutes each week in KS1 and 75 minutes in KS2.
- RE is taught on a 1-year cycle in EYFS.
- From Key stage 1 to Key Stage 2 RE is taught on a 2-year rolling cycle.
- We use the RE Resources Hub, which provides plans and resources that fulfil the requirements of the Leeds Agreed Syllabus. *These can be found Kirless Busniss Solution -*
- The syllabus requires schools to focus on specific core religions at each key stage: Christianity and Islam from KS1, adding Sikhism and Judaism at KS2 and then Buddhism and Hinduism at KS3.
- In addition, other (non-religious) world views must be included as part of the curriculum at each key stage.
- RE should recognise and reflect the huge variety within different religions and the many other faiths and systems of belief beyond the six defined world faiths. RE should challenge stereotypes, not reinforce them.
- Each unit of work should focus around a key question related to the subject content of the syllabus.
- Plan opportunities for giving children first-hand experience through trips and visitors
- In addition to the syllabus teach the school themes sacred texts, what is worship famous people.

Evidence for progression in RE

- RE is to be recorded in an RE floor book within each class. Children's opinions and ideas from RE lessons should be recorded in the 'Big RE Book'. These could be recorded through comments on post-it notes, ideas shown through drawings or photos of creative RE. Please see ideas below.
- Assessment in RE might be 'in the moment' responding to the children's view, dealing with misconceptions, relating their comments that link back to previous learning to ensure they understand it correctly. Used assessment ideas shared and again record in the book. At the end of each unit staff must complete the unit assessment. See exemplar sheet. This document will show how the children have attained in the unit, demonstrating where they are working in regards to the RE standards. Plan annotation, teacher observations will support these judgments. These class RE books will be kept to demonstrate progress and achievement throughout the year.

RE Units

RE – EYFS units area delivered on a 1-year cycle.

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Pathway 4	Pathway 5	Pathway 1	Pathway 2	Pathway 3	Pathway 6
	 Personal Journey Who belongs in my family & community? E.4 Worship	 Influence & Authority How do people celebrate special times? E.5 Festivals & Morals	 The Nature of Religion and Belief Which places are special to members of our community E.1 Beliefs & Worships	 Expressing Beliefs Why are some objects special? E.2 Traditions & Beliefs	 A good life Who care for me and how do I help others? E.3 Traditions & Beliefs	 The Big Picture How do we understand & care for the world? E.6 Worship

RE from Year 1 – 2 is based on a progressive 2-year cycle.

Cycle	Autumn 1 & Autumn 2	Spring 1 & Spring 2	Summer 1	Summer 2
Year 1/2 MOSQUE Cycle 2	Pathway 3 – A Good Life  C1.3 How can we make good choices? Traditions & Beliefs The Seed of Compassion	Pathway 5 – Influence and Authority  C1.5 Why are festivals important in a community? Festivals & Morals The Most Exciting Eid	Pathway 6 – The Big Picture  C.1.6 Which books and stories are important? Worship	Focus Units related to Pathway 3 & 6  F1.11 How do Hindu stories help believers live their lives? Traditions & Beliefs Worship

Year 1½ Cycle 1	Pathway 4 – Personal Journey C1.4 How and why do some people pray? Worship	Pathway 1 – The Nature of Religion and Belief C1.1 What does it mean to belong to a community of belief? Beliefs & Worships The Easter Stor	Pathway 2 – Expressing Beliefs C1.2 How are symbols used to welcome new life? Traditions & Beliefs	Focus Units related to Pathway 4 & 6 F1.13What do religions/world views say about our wonderful world? Worship
-------------------------------	---	--	--	--

RE from Year 3 – 4 is based on a progressive 2-year cycle

Cycle	Autumn 1 & Autumn 2	Spring 1 & Spring 2	Summer 1	Summer 2
Year $\frac{3}{4}$ SYNAGOGUE Cycle 2	Pathway 5 – Influence and Authority  CL2.5 (ppt2.6) How do ancient stories influence modern celebrations? Festivals & Morals Ramayana Divine Loophole	Pathway 6 – The Big Picture  CL2.6 (ppt2.1) How do Jews use stories to remember God's covenants? Worship	Pathway 3 – A Good Life  CL2.3 How do the 'Five Pillar's help Muslims lead a good life? Traditions & Beliefs The Hundredth Name	Focus Units related to Pathway 3 & 5  FL2.13 How are stories of the Holy Week important to Christians? Traditions & Beliefs Festiv & Morals

Year 3/4

Cycle 1

Pathway 4 – Personal Journey



CL2.4

Why do the lives of the Gurus inspire Sikh believers?

Worship

The 52 Prince

Pathway1 - The Nature of Religion and Belief



CL2.1 (ppt2.5)

What faiths and beliefs can be found in our country and community?

Beliefs & Worships

The Proudest Blue

Pathway 2 – Expressing Belief



CL2.2

How do people express spiritually?

Traditions & Beliefs

Focus Unit related to Pathway 6



FL2.11

How do creation stories help people understand the world?

Worship

RE from Year 5 – 6 is based on a progressive 2-year cycle.

Cycle	Autumn 1 & 2	Spring 1 & 2	Summer 1	Summer 2
Year 5/6 GURDWARA Cycle 2	Pathway 5 – Influence and Authority  CU2.5 How and why are Jewish festivals celebrated today? Festivals & Morals	Pathway 2 – Expressing Belief  CU2.2 How Sikhs symbolise their commitment? Traditions & Beliefs	Pathway – 6 The Big Picture  CU2.6 What do Christians believe about the old and new covenants? Worship	Focus Unit related to Pathway 2 & 4  FL.2.13 Why are the rites of passage important? Traditions & Beliefs Worship

Year 5/6

Cycle 1

Pathway 4 – Personal Journey



CU2.4

Why do some people
go on pilgrimage?

Worship

Pathway 1 – The Nature of Religion
and Belief



CU2.1

What do Hindu people believe
about Gods?

Beliefs & Worships

Pathway – 3 A Good Life



CU2.3

What values do people live
by?

Traditions & Beliefs

Maybe God Is Like That Too

Focus unit related to pathway
1 & 4



FL2.14

How do Buddhist live a
meaningful life?

Worship

Life of a Buddha



EYFS RE @ Tranmere Park Primary School



The children use all their senses to begin to learn about religion and worldviews through special people, books, times, places, and objects. They have opportunities to gain first-hand experiences of religious beliefs by handling religious artefacts, using their imagination and curiosity to develop appreciation of, and wonder at the natural world. They learn to appreciate and value themselves and others, recognising and celebrating diversity. Circle times also provide regular opportunities for them to ask questions and talk about their own feelings and experiences, using appropriate vocabulary, while celebrating differences and events so they can make sense of the world together as a class community. This helps promote about other aspects of belonging to different communities, including religious communities.

EYFS Progression of 'Physical Development – Gross Motor' (Taken from EYFS LTP)

Skills and Knowledge

Autumn	Spring	Summer
Children develop an awareness of the past by talking about themselves, their family, and changes in their own lives, noticing differences in people, objects, and pictures from the past. Children will: -Talk about in their own life and family over time -Begin to show awareness of the past through personal experiences -Talk about what they can see in pictures of the past -Use stories, discussion, or pictures to notice differences in familiar places. -Talk about similarities and differences between themselves and others respectfully. -Talk about how different people celebrate special events (e.g. birthdays, festivals, family traditions). -Use stories and pictures to notice and talk about simple differences in life in other countries (e.g. seeing different Specific RE Objectives for Pathway 4 & 5 Understanding the World: Reception -Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Compare and contrast characters from stories including from the past. -Recognise that people have different beliefs and celebrate special times in different ways. People, Culture and Communities (ELG): -Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.	Children build on their understanding of the past by comparing past and present within their family and community, using stories, photos, and artefacts to explore how things have changed. Children will: -Compare past and present by talking about what they have seen and heard in stories or picture books Children build on this understanding by exploring and describing their environment in more detail, comparing familiar places with other communities, and discussing cultural and daily life differences more independently. -Talk about some special places for people in their own and other communities (e.g. churches, mosques, parks, shops, or community centres). -Begin to compare and discuss differences and similarities in lives in other countries more independently. Specific RE Objectives for Pathway 1 & 2 Understanding the World: Reception -Talk about members of their immediate family and community -Name and describe people who are familiar to them. Understand that some places are special to members of their community People, Culture and Communities (ELG): -Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.	Children demonstrate understanding of the past by talking about people's lives and roles, recognising similarities and differences over time, and exploring history through books and storytelling. Children will: -Talk about the lives of people around them and their role in society. -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -Understand the past through settings, characters and events encountered in books and storytelling. Children demonstrate understanding of people, cultures, and communities by describing their environment, recognising similarities and differences in religious and cultural practices, and comparing life in this country with life in others using observations and knowledge from stories and non-fiction Children will: -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps



EYFS RE @ Tranmere Park Primary School



The children use all their senses to begin to learn about religion and worldviews through special people, books, times, places, and objects. They have opportunities to gain first-hand experiences of religious beliefs by handling religious artefacts, using their imagination and curiosity to develop appreciation of, and wonder at the natural world. They learn to appreciate and value themselves and others, recognising and celebrating diversity. Circle times also provide regular opportunities for them to ask questions and talk about their own feelings and experiences, using appropriate vocabulary, while celebrating differences and events so they can make sense of the world together as a class community. This helps promote about other aspects of belonging to different communities, including religious communities.

EYFS Progression of 'Physical Development – Gross Motor' (Taken from EYFS LTP)

Skills and Knowledge

Autumn	Spring	Summer
Children develop an awareness of the past by talking about themselves, their family, and changes in their own lives, noticing differences in people, objects, and pictures from the past. Children will: -Talk about in their own life and family over time -Begin to show awareness of the past through personal experiences -Talk about what they can see in pictures of the past -Use stories, discussion, or pictures to notice differences in familiar places. -Talk about similarities and differences between themselves and others respectfully. -Talk about how different people celebrate special events (e.g. birthdays, festivals, family traditions). -Use stories and pictures to notice and talk about simple differences in life in other countries (e.g. seeing different Specific RE Objectives for Pathway 4 & 5 Understanding the World: Reception -Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Compare and contrast characters from stories including from the past. -Recognise that people have different beliefs and celebrate special times in different ways. People, Culture and Communities (ELG): -Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.	Children build on their understanding of the past by comparing past and present within their family and community, using stories, photos, and artefacts to explore how things have changed. Children will: -Compare past and present by talking about what they have seen and heard in stories or picture books Children build on this understanding by exploring and describing their environment in more detail, comparing familiar places with other communities, and discussing cultural and daily life differences more independently. -Talk about some special places for people in their own and other communities (e.g. churches, mosques, parks, shops, or community centres). -Begin to compare and discuss differences and similarities in lives in other countries more independently. Specific RE Objectives for Pathway 1 & 2 Understanding the World: Reception -Talk about members of their immediate family and community -Name and describe people who are familiar to them. Understand that some places are special to members of their community People, Culture and Communities (ELG): -Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.	Children demonstrate understanding of the past by talking about people's lives and roles, recognising similarities and differences over time, and exploring history through books and storytelling. Children will: -Talk about the lives of people around them and their role in society. -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -Understand the past through settings, characters and events encountered in books and storytelling. Children demonstrate understanding of people, cultures, and communities by describing their environment, recognising similarities and differences in religious and cultural practices, and comparing life in this country with life in others using observations and knowledge from stories and non-fiction Children will: -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps

RE in Specific Adult Led Learning Sessions and Activities (Real PE)

We follow the Believing, & Belonging: Religious Education Syllabus 2024-2029 curriculum. The syllabus is designed around six learning pathways. These have been developed from 'Big Ideas' and act as the framework for sequencing learning in religion and worldviews. Pathway 1 – The Nature of Religion and Belief, Pathway 2 – Expressing Beliefs, Pathway 3 – A Good Life, Pathway 4 – Personal Journey, Pathway 5 – Influence & Authority, Pathway 6 – The Big Picture. The syllabus therefore aims to: • develop progressive understanding of the 'pathways' and • build rich and profound knowledge of religions/worldviews.

EYFS RE – Long Term Plan

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Pathway 4  Personal Journey Who belongs in my family & community? E.4 Worship	Pathway 5  Influence & Authority How do people celebrate special times? E.5 Festivals & Morals	Pathway 1  The Nature of Religion and Belief Which places are special to members of our community? E.1 Beliefs & Worship	Pathway 2  Expressing Beliefs Why are some objects special? E.2 Traditions & Beliefs	Pathway 3  A Good Life Who care for me and how do I help others? E.3 Traditions & Beliefs	Pathway 6  The Big Picture How do we understand & care for the world? E.6 Worship

AUTUMN

– **Who belongs to my family & community** – This unit of work is based on Pathway 4 – Personal Journey. It introduces 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.

How do people celebrate special festivals – This unit of work is based on Pathway 5 – Influence and Authority. Festivals provide a useful starting point for RE in EYFS. This unit begins with a recap and revision of festivals and how they are celebrated and then offers simple introductions to religious and cultural festivals through the academic year:

SPRING

– **The Nature & Religion of Believe** – This unit of work is based on Pathway 1 – The Nature of Religion and Belief. This unit explores the concept of 'Special Places'. Children 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.

Why some objects are special – This unit of work is based on Pathway 2 – Expressing Beliefs. It explores the concept of expressing beliefs through special objects and books. Children 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.

SUMMER

– **Who cares for me and how can I help other?** – This unit of work is based on Pathway 3 – A Good Life. It explores 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.

How do we understand and care for the world – This unit of work is based on Pathway 6 – The Big Picture. This unit will involve children exploring the outdoors and the wonders of nature during different seasons. It will give the opportunity for children to investigate, take an interest in and look after the natural world. Religious beliefs and stories about creation will be explored and children will explore how believers value and take care of the world due to their beliefs about creation.

RE in Specific Adult Led Learning Sessions and Activities (Real PE)

We follow the Believing, & Belonging: Religious Education Syllabus 2024-2029 curriculum. The syllabus is designed around six learning pathways. These have been developed from 'Big Ideas' and act as the framework for sequencing learning in religion and worldviews. Pathway 1 – The Nature of Religion and Belief, Pathway 2 – Expressing Beliefs, Pathway 3 – A Good Life, Pathway 4 – Personal Journey, Pathway 5 – Influence & Authority, Pathway 6 – The Big Picture. The syllabus therefore aims to: • develop progressive understanding of the 'pathways' and • build rich and profound knowledge of religions/worldviews.

EYFS RE – Long Term Plan

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Pathway 4  Personal Journey Who belongs in my family & community? E.4 Worship	Pathway 5  Influence & Authority How do people celebrate special times? E.5 Festivals & Morals	Pathway 1  The Nature of Religion and Belief Which places are special to members of our community? E.1 Beliefs & Worships	Pathway 2  Expressing Beliefs Why are some objects special? E.2 Traditions & Beliefs	Pathway 3  A Good Life Who care for me and how do I help others? E.3 Traditions & Beliefs	Pathway 6  The Big Picture How do we understand & care for the world? E.6 Worship

AUTUMN

– **Who belongs to my family & community** - This unit of work is based on Pathway 4 – Personal Journey. It introduces 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.

– **How do people celebrate special festivals** - This unit of work is based on Pathway 5 – Influence and Authority. Festivals provide a useful starting point for RE in EYFS. This unit begins with a recap and revision of festivals and how they are celebrated and then offers simple introductions to religious and cultural festivals through the academic year:

SPRING

– **The Nature & Religion of Believe** - This unit of work is based on Pathway 1 – The Nature of Religion and Belief. This unit explores the concept of 'Special Places'. Children 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.

– **Why some objects are special** - This unit of work is based on Pathway 2 – Expressing Beliefs. It explores the concept of expressing beliefs through special objects and books. Children 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.

SUMMER

– **Who cares for me and how can I help other?** - This unit of work is based on Pathway 3 – A Good Life. It explores 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.

– **How do we understand and care for the world** - This unit of work is based on Pathway 6 – The Big Picture. This unit will involve children exploring the outdoors and the wonders of nature during different seasons. It will give the opportunity for children to investigate, take an interest in and look after the natural world. Religious beliefs and stories about creation will be explored and children will explore how believers value and take care of the world due to their beliefs about creation.

-Talk about places that are special to themselves and others, expressing thoughts and feelings about familiar places and buildings. -Talk about where they live and recognise that people live in different homes and communities, showing respect for similarities and differences. -Identifies familiar places within the local community and talks about their journey to school, using simple maps and pictures to represent significant places. -Importance of friendship, belonging, and caring for others by contributing to a friendship tree and discussing how people can show kindness and respect.	decorate a mezuzah/ special box writing precious words in Hebrew.	their world around them.		-Explore Diwali making cards, puppets Rangoli patterns. -Begin to talk about and compare how different religions celebrate, while having similar beliefs. -Celebrate through dance (Holi and hand prints). -Listen to music from festivals including the Sikh festival Vaisakhi. - Use role play to act out carnivals & nativity.	flowers, creating animals/flowers from playdough to represent 'Gods Creations'
---	--	---------------------------------	--	---	---

The Characteristics of Effective Teaching and Learning support the development of children's RE education knowledge and skills through active, exploratory and practical experiences. Engaging in RE enables children to view other people's point of view and come to understand different cultural values. They come to understand and know some similarities and differences and begin to understand how they can embrace differences between different religions.

RE through the Characteristics of Effective Learning		
Playing and Exploring (Engagement)	Active Learning (Motivation)	Creating and Thinking Critically (Thinking)
-Children investigate and experience things, and 'have a go' as questioning and exploring other religions through the RE sessions -Children ask questions and develop ideas as they investigate activities making connections to what they already know. - Show curiosity by asking questions such as, "Why do people celebrate this?", "Why is this place special?", or "Why do people pray?" Example: A child explores artefacts from different religions, such as prayer mats, crosses, candles, or religious books, using their senses and talking about what they notice. They will expand upon this through looking at books, pictures, or objects related to different faiths during continuous provision. This will lead them to talk about their own experiences of celebrations, special places, and family traditions while listening to the experiences of others. Children may build different places of worship by investigating photographs exploring and clarifying what they see by asking questions about why these places are special. Through the use role play they act out celebrations, family traditions, or visits to places of worship.	- Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements -Children explain why and how they have decided to do something in that why and explain how it can affect others. - Example: A child may look at exploring stories from different faiths through puppets, small world play, and storytelling resources where talk to others and develop their learning further. As they develop they can decide how to record or explain their work using appropriate language, explain how they have come to answer or adapt models or maps they may have made about their school, local community, or a special place, explaining why these places are important.	- Children make and develop their own ideas, make links between ideas, and develop ways to explain the difference within cultures and religions and begin to compare these to their own experiences. -Children deepen their understanding where they can begin to appreciate and value themselves and others, recognising and celebrating diversity. - Example: A child may recall a celebration they have been too and act this out in the role play. As they listen to others they reflect on their learning linking ideas of kindness, families and rules. As they play they listen to other children's viewpoints and show empathy and awareness of different cultures.

The Characteristics of Effective Teaching and Learning support the development of children's physical education knowledge and skills through active, exploratory and practical experiences. Engaging in physical education encourages children to develop their gross and fine motor skills, explore movement, build strength, coordination and balance, and gain confidence in using their bodies in a range of ways. Physical education learning develops primarily through continuous and enhanced provision, where carefully selected indoor and outdoor resources inspire active play, physical exploration, movement challenges and the development of fundamental movement skills, fostering resilience, independence and a positive attitude towards being active. Planned PE sessions and guided physical experiences are embedded within the environment to scaffold new learning, extend thinking, and introduce skills such as agility, balance, coordination, control and spatial awareness in meaningful, hands-on ways. Meaningful adult interactions are also central to this process, with adults modelling movement skills, encouraging perseverance, using precise physical education vocabulary, and supporting children to reflect on, refine and develop their physical skills and confidence.

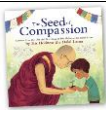
RE through the Characteristics of Effective Learning		
Playing and Exploring (Engagement)	Active Learning (Motivation)	Creating and Thinking Critically (Thinking)
-Children investigate and experience things, and 'have a go' as questioning and exploring other religions through the RE sessions -Children ask questions and develop ideas as they investigate activities making connections to what they already know. - Show curiosity by asking questions such as, "Why do people celebrate this?", "Why is this place special?", or "Why do people pray?" Example: A child explores artefacts from different religions, such as prayer mats, crosses, candles, or religious books, using their senses and talking about what they notice. They will expand upon this through looking at books, pictures, or objects related to different faiths during continuous provision. This will lead them to talk about their own experiences of celebrations, special places, and family traditions while listening to the experiences of others. Children may build different places of worship by investigating photographs exploring and clarifying what they see by asking questions about why these places are special. Through the use role play they act out celebrations, family traditions, or visits to places of worship.	- Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements -Children explain why and how they have decided to do something in that why and explain how it can affect others. - Example: A child may look at exploring stories from different faiths through puppets, small world play, and storytelling resources where talk to others and develop their learning further. As they develop they can decide how to record or explain their work using appropriate language, explain how they have come to answer or adapt models or maps they may have made about their school, local community, or a special place, explaining why these places are important.	- Children make and develop their own ideas, make links between ideas, and develop ways to explain the difference within cultures and religions and begin to compare these to their own experiences. -Children deepen their understanding where they can begin to appreciate and value themselves and others, recognising and celebrating diversity. - Example: A child may recall a celebration they have been too and act this out in the role play. As they listen to others they reflect on their learning linking ideas of kindness, families and rules. As they play they listen to other children's viewpoints and show empathy and awareness of different cultures.

Year Group	Key Concepts			
	Worship	Festivals and Morals	Traditions and Beliefs	Being a Theologist
Year 1/2 Christianity, Humanism and Islam	Children will understand: - What happens in special places and on special days. (Baptism, Sunday worship) (1 - 1.3) (1 - 2.5) - That places of worship (church and mosque) will be decorated with objects and symbols specific to that religion. (1 - 1.3) (1 - 2.3) - That traditions take place here just like at school (friendship, listening to readings, clothing and singing songs) (1 - 1.3) - How, where and why people pray and that there are similarities across religions. (Christians and Muslims.) (1 - 2.3)	Children will understand: - Books can be special to them and that religious, sacred texts (The Bible and the Qur'an) are important to religious believers. (1 - 1.1) - These sacred texts include stories with meanings/messages/morals and are treated with respect and care. (1 - 1.1) - Celebrations are key to religions (Harvest - Christians, Sukkot - Judaism, Eid and Ramadan - Islam). (1 - 1.2) - That prayers are linked to specific festivals and seasons. (Easter, Advent, Harvest, Eid and Ramadan.) (1 - 2.3) - Jesus shared teachings (disciples too) and that the Easter story, the healing of the blind man and the feeding of the 5000 impacts upon how people act today. (1 - 2.5)	Children will understand: - That stories are used to promote religious beliefs - care for people and charity (Good Samaritan, Lost Son, Seven New Kittens, Prophet Musa.) (2 - 1.4) + (2 - 2.2 - Rich Young Ruler, The Lion for Aesop Fables, Emperor and the Seed) - That religions follow the stories of key people. They are central to special messages and beliefs and that good things happen when we trust and follow their teachings. (Story of Jonah, Story of Daniel, Story of Abraham, Story of Isaac and Jacob.) (2 - 1.5) - The religions are built around rules and morals. (Start by looking at school rules and their importance, then how rules promote positive, moral outcomes - 10 commandments, Jesus' teachings. Finally, the Pillars of Islam.) (2 - 2.2) - That religious beliefs include creationism. (How the world began Christian vs Muslim vs Humanist) (2 - 2.4) - That there are religious traditions around the welcoming of new life. (Comparing Christianity and Islam). (2 - 2.1)	Children will understand: - Stories that promote care are important and they question the meaning/morals. (2 - 1.4) - The stories of key religious figures shape the beliefs of Christians, Jews and Muslims. (2 - 1.5) - That one key event can lead to the development of rules in many religions (10 commandments and Judaism, Christianity and Islam.) - Study how different religions respond to environmental/social issues e.g. recycling? (2 - 2.4)
Year 3/4 Christianity, Judaism, Paganism,	Children will understand: - Where and how do Jewish people worship and what's the role of the Rabbi and the Torah? (Comparing this to the Christian and Islamic lessons from ½) (2 - 3.1) - That spirituality includes prayer, music (Guru Sahib and Sikh worship), meditation and the creative arts (paintings, patterns, calligraphy) which express religious values - noting that Muslim's do not depict images of the prophet but use geometric, never-ending patterns that represent Allah. (1 - 3.2)	Children will understand: - That religious teachings are built around the concept of right and wrong and the helping of those in need. (Stories from the Bible - proverbs, prayers, parables, songs - 66 books, Jesus' teachings for Christians, 10 commandments) (1 - 3.3) - That good leaders inspire positive living (Jesus, Prophet Mohamed, Moses, a modern equivalent) (1 - 3.5) - That religious festivals contain ceremonies that promote moral values. (Judaism - Hanukkah - food, Divali - light, The story of Guru	Children will understand: - That religions follow the stories of key people. They are central to special messages, values and beliefs (2 - 3.1) (Moses, Abraham) (2 - 4.3). (Comparing this to the Christian and Islamic lessons from ½) (2 - 4.4). (The stories of Guru Nanak and the values these promote) - That stories promote religious traditions (Sabbath, Passover, walking to synagogue) (2 - 3.1) (Comparing this to the Christian and Islamic lessons from ½) - That religious beliefs include creationism and that these stories influence views about the World today (Jewish, Sikh and Muslim focus) (2 - 3.4) - That shared beliefs lead to belonging. (Study religions in our locality and across Yorkshire to study community and similarities and differences in their beliefs) (2 - 4.2). - That religious beliefs, commitments and their origins affect the daily lives/actions of the believers (The 5 pillars of Islam, praying towards Mecca - Challah, and	Children will understand: - Compare religious practices (2 - 3.1) (2 - 3.4) (2. 4.2) - Study creation stories and their relevance to issues faced today, evaluating their worth - environmental issues - stewardship, tikkun olam. (2 - 3.4)

Sikhism and Islam		Hargobind, The festival of Bandi Chordivas.) (1 - 4.1). - That seasonality is important to festivals (summer solstice at Stone Henge and the significance of the sun and light – Divali etc) (1 - 4.1).	how the Shahadah is a belief statement to follow) (2 - 4.3).	
Year 5/6 Christianity, Judaism, Humanism, Sikhism and Islam	Children will understand: - That you can demonstrate your commitment to a religion through acts of worship. (Sikhs wear the 5ks and undertake prayer rituals and mantras as a demonstration of their worship and devotion. They eat together at the Gurdwara to promote community) (2 - 6.1).	Children will understand: - That the morals shared by religious and non-religious teachings define the values, behaviour and codes of believers. (Christianity, Humanism, Judaism and Islam) (1 - 5.2). - That forgiveness is the moral of many Christian teachings/stories. (1 - 5.3). - How Christians mark the Easter events and how the stories promote an understanding of betrayal, forgiveness and salvation. (2 - 6.2).	Children will understand: - A person's commitment to their beliefs can be demonstrated by a spiritual journey. (Pilgrimage: Mecca, Lourdes and the Western Wall). (1 - 5.1). - That believers trust in god's promises and make covenants, even if those make their lives more challenging (Jesus and his agreement with god, Abraham and his significance to Islam, Judaism and Christianity and Moses – Judaism and Christianity). (1 - 5.4). - As we grow older we undertake rites of passage where we make commitments to our friends, partners, family and god. (Baptism, Bar Mitzvah, Marriage and Amrit/Khalsa) (2 - 6.3). - That stories, prophets and Kings provide messages for Jewish believers and that these: inspire, promote traditions and festivals, change when and what they eat, provoke rituals and the following of the commandments. (2 - 6.4).	Children will understand: - Compare, without judgement, different belief systems to find commonality. (1 - 5.2). - That rites of passage include promises and that, as we grow, we make commitments enabling us to justify our own values and beliefs. (2 - 6.3).

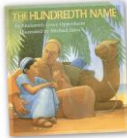
In addition to enrich story telling, language, vocabulary and orca there are key books planned to each unit from the Mary Myatt Collection. These are as follows:

RE Themes supplemented by Mary Myatt Books – Key Stage 1

	Autumn 1 &2	Spring 1 & 2	Summer 1	Summer 2
Year ½ CYCLE 2	 The Seed of Compassion by His Holiness Dala Lama For the first time ever, Nobel Peace Prize Laureate His Holiness the Dalai Lama addresses children directly, sharing lessons of peace and compassion, told through stories of his own childhood. One of today's most inspiring world leaders was once an ordinary child named Lhamo Thondup. In a small village in Tibet, his mother was his first great teacher of compassion. In everyday moments from his childhood, young readers begin to see that important lessons are all around us, and they, too, can grow to truly understand them. <u>Buddhism</u> <u>compassion</u> <u>empathy</u> <u>kindness</u> <u>religious education</u> <u>The Dalai Lama</u>	 The Most Exciting Eid by Zeba Talkhani & Abeeha Tariq The true meaning of Eid al-Fitr is brought alive in this beautiful picture book. Traditions such as drawing henna patterns, decorations, food, new clothes and gifts are described. The main character, Safa, learns the happiness of sharing and giving to others during this time, as well as Eid al-Fitr being about 'sharing special moments with the people we love'. <u>celebration</u> <u>community</u> <u>culture</u> <u>Eid al-fitr</u> <u>festival</u> <u>Islam</u> <u>Muslim</u> <u>RE</u> <u>religion</u> <u>religious festival</u>		

Year ½ Cycle 1	Refuge by Anne Booth & Sam Usher This retelling of the Christmas story from the donkey’s perspective was inspired by refugee children. It describes how, after Jesus’ birth, Jesus, Mary and Joseph fled from Herod’s soldiers to Egypt, to settle.	The Easter Story by Brain Wildsmith Once, a long time ago, a little donkey was brought to Jesus.’ The story of Easter is told here through the eyes of the donkey that carried Jesus into the city of Jerusalem. He watches the Last Supper, he sees Jesus brought before Pontius Pilate, he is there when Jesus is crucified, and he witnesses the joy of the resurrection.		
------------------------------	---	--	--	--

RE Themes supplemented by Mary Myatt Books – Lower Key Stage 2

	Autumn 1 &2	Spring 1 & 2	Summer 1	Summer 2
Year 3/4 CYCLE 2	 Ramayana – Divine Loophole by Sanjay Patel One of Hindu mythology's best-loved and most enduring tales. <i>Ramayana: Divine Loophole</i> tells the story of Rama, a god-turned-prince, and his quest to rescue his wife Sita after she is kidnapped by a demon king. dharma duty Hindu Dharma religion worldviews		 by Shulamith Levey Oppenheim This book is about family, friendship, and faith is rich in the details of Middle Eastern village life. It tells the warm story of a bond between a father, a son, and the son's favourite camel, as well as their devotion to the Muslim faith, and the power of prayer in their daily life. Salah and his camel, Qadiim, are constant companions: They work together, eat together, and sleep together. Allah belonging camel crops culture diversity Egypt farming friendship happiness Islam love Muslim prayer religion River Nile	
Year 3/4 Cycle 1	 The 52 Princes by Sunny Osaha Through a conversation between two Sikh brothers, the story of Bandi Chhor Divas is brought to life. Whilst Simran and Bani are celebrating Diwali, Simran is also able to reveal to his brother, Bani, the story of	 The Proudest Blue by Ibtihaj Muhammad Asiya's hijab is like the ocean and the sky, no line between them, saying hello with a loud wave. It's Faizah's first day of school, and her older sister Asiya's first day of hijab – made of a beautiful blue fabric. But not everyone sees hijab as beautiful. In the face of hurtful,		

	Bandi Chhor Divas – a significant event In Sikh history from the year 1617. It Illuminates both the triumph of Guru Hargobind Ji and the freedom he gave to 52 princes.	confusing words, will Faizah find new ways to be strong? duty hijab Islam religion worldviews		
--	--	---	--	--

RE Themes supplemented by Mary Myatt Books – Upper Key Stage 2

	Autumn 1 &2	Spring 1 & 2	Summer 1	Summer 2
Year 5/6 CYCLE 2				
Year 5/6 Cycle 1			 Maybe God Is Like That Too <i>by Jennifer Grant</i> When a young boy wonders where to find God In his city, his Grandma reminds him that he just needs to know where to look. It turns out God's Spirit is at work all around him.	 The Life of the Buddha by Heather Sanchez The story of the life of Siddhartha Gautama is told. From his princely birth to his enlightenment and years of teaching as the Buddha, this narrative reveals a spiritual journey that sheds reflective light on humanity. Through the eyes of Siddhartha Gautama,

				and his first encounters with life beyond the palace walls.
--	--	--	--	---

Main Resources for RE

Planning and resources linked to these are found on the RE Hub:

You can access all lesson plans via:

[Kirklees Business Solutions](http://www.kirleesbusinesssolutions.uk) -<http://www.kirleesbusinesssolutions.uk>

Login –

Once in click resource tab at the top – type in RE units of work in search box



Then click Learning Service Documents



Then on this next page on the right click undercontent – Curriculum information



Scroll down and on the right again click RE



Units of work are on the right again and further support can be gained from the left.

Other RE resources are kept within the KS1 Tea Area. Our resources include artefacts, DVDs items of clothing, books and scripts. RE is recorded into a yearly 'floorbook representing the children's views and work. This is displayed within each class. Assessment grid must be kept and updated at the end of the unit for each child.

Cross-Curricular Links

Through the RE curriculum, pupils will make links to: SMSC, English, Oracy, Reading, PSHE, British Values.

Parental Involvement

Parents can view the RE intent on our website. We emphasise the need for parents to take an active role in their child's education, supporting the developing their understanding the wider world and their community.

Enhanced Curriculum

We aim to give the pupils as many first-hand experiences. These are through visit to religious places, visitors into school such as the vicar for EYFS or through inviting parents and families in to talk about their culture and faith.

