



Subject Overview : Religious Education
 Intent (Skills/ knowledge)
 Implementation (How/ When)

	FS	Year 1	Year 2
INTENT	<p>Early Learning Goals</p> <p>Communication and Language Children listen with enjoyment to stories, songs and poems from different communities/ traditions and respond with relevant comments. Children use talk to organise, sequence and clarify thinking, ideas and feelings Children answer who, how and why questions about experiences and stories Children talk about how they and others show feelings Children develop their own narratives in relation to stories they hear from different communities.</p> <p>Personal, social and emotional development Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect. Children can work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and behavior to work together harmoniously. Children talk about their own and others' behavior and its consequences and know that some behaviour is unacceptable. Children think and talk about issues of right and wrong and why these questions matter. Children respond to significant experiences showing a range of feelings when appropriate. Children have a developing awareness of their own needs, views and feelings and be sensitive to those of others. Children have a developing respect for their own</p>	<p>A. Know about and understand a range of religions and worldviews. A1 – Give an account of what happens at a traditional Christian infant baptism and suggest what the actions and symbols mean A1 – Identify two ways people show they belong to each other when they get married A1 – Identify a special time they celebrate and explain simply what celebration means A1 – Identify some ways Christians celebrate Christmas/Easter/ Harvest and some ways a festival is celebrated in another religion A1 – Recognise that there are special places where people go to worship and talk about what people do there A1 – Talk about some simple ideas about Christian beliefs about God and Jesus A2 – Talk about ways in which Jesus was a special person who Christians believe is the Son of God A2 – Retell stories connected with Christmas/Easter/ Harvest and a festival in another religion and say why these are important to believers A2 – Suggest meanings to religious songs, responding sensitively to ideas about thinking and praising. A3 – Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. A3 – Suggest meanings for some symbols and actions used in religious celebrations including Easter/Christmas</p> <p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews. B1 – Show an awareness that some people belong to different religions B1 – Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. B1 – Ask good questions during a school visit about what happens in a church, synagogue or a mosque. B1 – Respond thoughtfully to a piece of Christian music and a Bible text that inspired it.</p>	<p>A. Know about and understand a range of religions and worldviews. A1 – Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad, identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr. A1 – Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. A2 – Retell a story about the life of the Prophet Muhammad. A2 – Recognise some objects used by Muslims and suggest why they are important. A2 – Make links between what the Holy Qur'an says and how Muslims behave. A2 – Talk about some of the stories that are used in religion and why people still read them. A2 – Retell stories from the Christian Bible and stories from another faith, suggest the meaning of these stories. A2 – Make links between the messages within sacred texts and the way people live. A2 – Recognise that some people believe God created the world and so we should look after it A2 – Retell Bible stories and stories from another faith about caring for others and the world. A3 – Recognise that Muslims do not draw Allah or the Prophet but use calligraphy to say what God is like.</p> <p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews. B1 – Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. B1 – Talk about how religions teach that people are valuable, giving simple examples. B1 – Identify ways that some people make a response to God by caring for others and the world. B1 – Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. B3 – Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books. B3 – Recognise that sacred texts contain stories which are special to</p>

	<p>cultures and beliefs and those of other people. Children show sensitivity to others' needs and feelings and form positive relationships.</p> <p>Understanding of the world Children talk about similarities and differences between themselves and others, among families, communities and traditions. Children begin to know their own cultures and beliefs and those of other people. Children explore, observe and find out about places and objects that matter in different cultures and beliefs.</p> <p>Expressive Arts and Design Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings. Children respond in a variety of ways to what they see, hear, smell, touch and taste.</p> <p>Literacy Children are given access to a wide range of books, poems and other written materials to ignite their interest.</p>	<p>B2 – Talk about what is special and of value about belonging to a group that is important to them. B2 – Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences. B2 – Talk about ways in which stories, objects, symbols and actions used in churches, mosques or synagogues show what people believe B3 – Identify some similarities and differences between ceremonies/celebrations studied. B3 – Show that they have begun to be aware that some people regularly worship God in different ways and different places.</p> <p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews. C1 – Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied and say why they matter to believers. C1 – Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel. C1 – Ask some questions about believing in God and offer some ideas of their own. C2 – Respond to examples of co-operation between different people. C3 – Talk about issues of good and bad, right and wrong arising from the stories.</p>	<p>many people and should be treated with respect.</p> <p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews. C1 – Ask some questions about go that are hard to answer and offer some ideas of their own. C1 – Ask and suggest answer to questions arising from stories Jesus told and from another religion. C1 – Suggest their own ideas about stories from sacred texts and give reasons for their significance. C1 – Use creative ways to express their own ideas about the creation story and what it says about what God is like. C1 – Answer the title question thoughtfully, in the light of their learning in this unit.</p>
Vocabulary	<p>religion, special, believe, Jesus, Bible, God, church, Christianity, Christians, Islam, Muslims, Diwali, respect, Christmas, Easter, Ramadan, Eid-ul-Fitr, festivals, worship</p>	<p>religion, Christianity, Christians, God, church, mosque, synagogue, Jesus, pray, important, special, sacred, Bible, miracles, believe, belong, Jewish, Judaism, Islam, Muslims, baptism, Aqiqah, wedding, ceremony, community, worship, Easter, Christmas, Harvest, Eid-ul-Fitr, celebrate, similarities, differences</p>	<p>religion, Islam, Muslims, Allah, God, Prophet Muhammad, mosque, community, believe, special, sacred, Bible, Qur'an, Torah, pray, worship, Eid-ul-Fitr, Ramadan, Judaism, Jewish, Passover, holy, holy book, celebrate, caring, world, issues, golden rule, encouragement, creation</p>

	Autumn	Spring	Summer
Reception	<p>F1 Which stories are special and why? Strand: Believing</p> <p>Key questions: What is your favourite story? What do you like about it and why? What stories do you know about Jesus? What do you think Jesus was like? Do you know any Bible stories? What stories are special to Christians (or other faiths)? Who are the stories about? Does the story tell you about God?</p> <p>Stories to share: The Big Bible Storybook – Bible stories David and the Shepherd Boy The Story of Ruth Ten Lepers Prophet Muhammad and the night of power</p> <p>F2 Which people are special and why? Strand: Believing</p> <p>Key questions: Who is special to you and why? What is a good friend like? How can you show that you are a good friend? What stories did Jesus tell about being a friend and caring for others? What stories do special people tell in other religions?</p> <p>Stories to share: Zacchaeus The Twelve Disciples</p> <p>Educational Visitor: Invite the local Vicar or Imam</p>	<p>F3 Which places are special and why? Strand: Expressing</p> <p>Key questions: Where do you feel safe? Why? Where do you feel happy? Why? Where is special to me? Where is a special place for believers to go? What makes this place special?</p> <p>Education Visit: Visit a place of worship</p> <p>F4 Which times are special and why? Strand: Expressing</p> <p>Key questions: What special times have you had? What did you celebrate? Who were you with? What happened at your celebration? What do other people celebrate? What happens at Christmas and why? What happens at Easter and why? What stories do you know about Jesus' birth and when he died? What do you think about Jesus? What other festivals have you learnt about? What happens at the festivals and why? What are similarities and differences?</p> <p>Stories to share: The Christmas Story The Easter Story Hassan and Aneesa Celebrate Eid Rashad's Ramadan and Eid-ul-Fitr</p>	<p>F5 Where do we belong? Strand: Living</p> <p>Key questions: How do we show respect for one another? How do we show love/ how do I know I am loved? What do you care about? How do we show care/how do I know I am cared for? How do you know how people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong? What makes you feel special about being welcomed into a group of people?</p> <p>F6 What is special about our world and why? Strand: Living</p> <p>Key questions: What do you like in nature? What is your favourite thing? Why do you like it best of all? Why do some people say the world is special? What do you think is special about the world? What stories of creation do Christians tell? What do people say about how we should look after the world? How do you think we should look after the world?</p> <p>Stories to share: God's quiet things In the beginning Muhammad and the Ant Muhammad and the Thirsty Camel Seven New Kittens The Tiny Ant</p>
Year 1	1.1 Who is a Christian and what do they believe?	1.7 What does it mean to belong to a faith community?	1.5 What makes some places sacred?

	<p>Strand: Believing Explore the Christianity and find out what Christians believe.</p> <p>Key questions: Who is a Christian and what do they believe? What do Christians believe about God? What does the Bible teach us about God? Why is Jesus important to Christians? What do the miracles of Jesus teach us about what is important to Christians? Why do Christians pray? Who is a Christian?</p> <p>Stories to share: The Lost Sheep Noah's Ark The Two Houses The Creation Story Jonah and the Big Fish The Good Samaritan The Prodigal Son The Christmas Story / The Birth of Jesus</p> <p>Educational Visit: Visit the local church</p>	<p>Strand: Living Explore the term belonging and look at belonging in different faiths.</p> <p>Key questions: Do we all belong to something? How do Christians show they belong? How do Muslims know that they belong? How do Jewish people show they belong together as a community? How do Christians welcome a new baby? How do Muslims welcome a new baby? How do some people show they belong to one another?</p> <p>Stories to share: The Lost Sheep The Lost Coin The Prodigal Son The Boy who threw Stones at Trees</p> <p>1.6 How and why do we celebrate special and sacred times? Strand: Expressing Explore special and sacred times, specific reference to Easter.</p> <p>Key questions: What do you celebrate and why? What stories do your family tell? What happened at Easter and how does it make people feel? How do Christians celebrate Easter? What matters most at Easter?</p> <p>Stories to share: The Holy Week The Easter Story</p>	<p>Strand: Expressing Explore places of worship.</p> <p>Key questions: Where do I feel safe? Where is a sacred place for believers to go? Which place of worship is sacred for Christians? Which place of worship is sacred for Jewish people? Which place of worship is sacred for Muslims? How are places of worship similar and different? Why are places of worship important to our community?</p> <p>Educational Visit: Visit the local mosque/synagogue</p>
Year 2	<p>1.2 Who is a Muslim and what do they believe? Strand: Believing Explore the Islam and find out what Muslims believe.</p>	<p>1.4 How can we learn from sacred books? Strand: Believing Explore sacred books from different religions</p>	<p>1.6 How and why do we celebrate special and sacred times? Strand: Expressing Explore special and sacred times, specific reference to Eid.</p>

	<p>Key questions: What do we think about God? Who was the Prophet Muhammad and why is he important to Muslims? What stories of the Prophet do Muslims love to tell? What makes a place or an object special to us and to Muslims? What is a mosque? What happens at a mosque? How and why do Muslims pray and worship at the mosque? Mosques near where we live: What can we find out? What can we learn from Muslim holy words? What happens at the celebrations of Eid-ul-Fitr and why? Who is a Muslim and what do they believe?</p> <p>Stories to share: Muhammad and the Cat The Story of the Two Brothers The Crying Camel The Story of Tiny Ants Information books on Islam/Eid</p> <p>Educational Visit: Visit the local mosque</p>	<p>Key questions: What stories are special to us? What is a holy book? What did Jesus teach us about God in a story? What did Jesus say about how to treat others? How are holy books treated? What story is special for Jewish people in the Torah? Which story do Muslims tell about the Prophet Muhammad? What can be learnt from the story of Jonah? What is special about Jonah?</p> <p>Stories to share: The Lost Sheep The Good Samaritan The Lost Coin Book of Jonah Muhammad and the rebuilding of the Ka'aba The Story of Noah (in all three religions)</p>	<p>Key questions: What do you celebrate and why? What stories do your family tell? Why do Jewish people tell the story of Passover (Pesach) every year? What do Muslims celebrate at Eid-ul-Fitr? What matters most?</p> <p>Stories to share: The Story of Passover</p> <p>1.8 How should we care for others and the world, and why does it matter? Strand: Living Explore ways we can care for others and the world, explaining why it is important.</p> <p>Key questions: Should we care for everyone? What do Christians believe about caring for people? What do some religions say about caring for other people? How have some people shown they cared? How is the golden rule an encouragement to care? What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?</p> <p>Books to share: The Good Samaritan Four friends take a paralysed man to Jesus Mother Teresa Doctor Barnardo</p>
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