

## Religious Education Statement of intent

Taught during two topic blocks during the year and supported by our assembly programme and additional events

### Phase 2 of school (years 2 and 3)

<b>Know About and Understand</b>	<b>Express and Communicate</b>	<b>Gain and Deploy Skills</b>
<p>Can they recall and name different beliefs and practices, including festivals, worship, rituals and ways of life? Can they explain the meanings behind different beliefs and practices?</p>	<p>Can they ask and respond to questions about what communities do? Can they ask and respond to questions about why communities do different things? Can they identify what difference belonging to a community might make?</p>	<p>Can they explore questions about belonging, meaning and truth? Can they express their own ideas and opinions in response using words, music, art or poetry?</p>
<p>Can they retell and suggest meanings to some religious and moral stories? Can they explore and discuss sacred writings and sources of wisdom? Can they recognise the communities from which these stories come?</p>	<p>Can they observe and recount different ways of expressing identity and belonging? Can they respond sensitively for themselves?</p>	<p>Can they find out about and respond with ideas to examples of co-operation between people who are different?</p>
<p>Can they recognise some different symbols and actions which express a community's way of life? Can they appreciate some similarities between communities?</p>	<p>Can they notice and respond sensitively to some similarities between different religions and worldviews?</p>	<p>Can they find out about questions of right and wrong? Can they begin to express their ideas and opinions in response?</p>

## Year 3 Why is light important in religions?

### Breakdown of coverage for Religious Education

Know About and Understand	Express and Communicate	Gain and Deploy Skills
<p>Can they recall and name different beliefs and practices, including festivals, worship, rituals and ways of life? Can they explain the meanings behind different beliefs and practices?</p>	<p>Can they ask and respond to questions about what communities do? Can they ask and respond to questions about why communities do different things?</p>	<p>Can they explore questions about belonging, meaning and truth?</p>
<p>Can they retell and suggest meanings to some religious and moral stories? Can they explore and discuss sacred writings and sources of wisdom? Can they recognise the communities from which these stories come?</p>	<p>Can they observe and recount different ways of expressing identity and belonging? Can they respond sensitively for themselves?</p>	
<p>Can they recognise some different symbols and actions which express a community's way of life? Can they appreciate some similarities between communities?</p>	<p>Can they notice and respond sensitively to some similarities between different religions and worldviews?</p>	

**Pupils should be taught to recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.**

**WOW: *Watch a film clip of a Divali Festival of Lights celebration***

LC1	How does a candle in a dark room make us feel?
LC2	Why did Jesus say he was "The light of the world"?
LC3	What is 'Advent' and why is it important to Christians?
LC4	Why do Christians use candles in their celebrations?
LC5	Who were Rama and Sita?
LC6	Why is light used in the Hindu festival of Divali?
Ref	Why is light important to Hindus and to Christians?

## Year 2- Why do Christians celebrate Christmas?

### Breakdown of coverage for Religious Education

Know About and Understand	Express and Communicate	Gain and Deploy Skills
<ul style="list-style-type: none"> <li>• Can they recall and name different beliefs and practices, including festivals, worship, rituals and ways of life?</li> <li>• Can they explain the meanings behind different beliefs and practices?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they ask and respond to questions about what communities do?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explore questions about belonging, meaning and truth?</li> <li>• Can they express their own ideas and opinions in response using words, music, art or poetry?</li> </ul>
<ul style="list-style-type: none"> <li>• Can they retell and suggest meanings to some religious and moral stories?</li> <li>• Can they explore and discuss sacred writings and sources of wisdom?</li> <li>• Can they recognise the communities from which these stories come?</li> </ul>		
<ul style="list-style-type: none"> <li>• Can they recognise some different symbols and actions which express a community's way of life?</li> </ul>		

**Pupils should be taught to name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.**

**WOW: *Have a birthday party for the class Teddy Bear or member of staff who has a birthday.***

LC1	How do many people celebrate birthdays?
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LC2	Why is Jesus so important to Christians?
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LC3	Can I retell the story of the nativity?
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LC4	Can I sing a Christmas carol?
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LC5	What special food is eaten at Christmas?
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LC6	Why do Christians send cards and decorate a tree at Christmas?
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Ref	Can we perform a nativity play?
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## Year 3 What does it mean to be a Muslim?

### Breakdown of coverage for Religious Education

Know About and Understand	Express and Communicate	Gain and Deploy Skills
<p>Can they recall and name different beliefs and practices, including festivals, worship, rituals and ways of life?            Can they explain the meanings behind different beliefs and practices?</p>	<p>Can they ask and respond to questions about what communities do?            Can they identify what difference belonging to a community might make?</p>	<p>Can they explore questions about belonging?</p>
<p>Can they retell and suggest meanings to some religious and moral stories?            Can they explore and discuss sacred writings and sources of wisdom?            Can they recognise the communities from which these stories come?</p>	<p>Can they observe and recount different ways of expressing identity and belonging?</p>	
<p>Can they recognise some different actions which express a community's way of life?            Can they appreciate some similarities between communities?</p>	<p>Can they notice and respond sensitively to some similarities between different religions and worldviews?</p>	

**Pupils should be taught to name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.**

**WOW: *Invite a Muslim to talk to the children about their faith and way of life.***

LC1	Why is Muhammad so important to Muslims?
LC2	What is the Qu'ran and why is it so special to Muslims?
LC3	What do I do every day, every week and every year?
LC4	What are Muslim daily rituals?
LC5	What is Ramadan and Eid-Al-Fitr?
Ref	Can we interview each other about life as a Muslim?

## Year 2 What do Christians and Jews believe about creation?

### Breakdown of coverage for Religious Education

Know About and Understand	Express and Communicate	Gain and Deploy Skills
<p>Can they recall and name different beliefs and practices, including festivals and worship?</p>	<p>Can they ask and respond to questions about what communities do? Can they ask and respond to questions about why communities do different things?</p>	<p>Can they express their own ideas and opinions in response using words, music, art or poetry?</p>
<p>Can they retell and suggest meanings to some religious and moral stories? Can they explore and discuss sacred writings and sources of wisdom? Can they recognise the communities from which these stories come?</p>	<p>Can they respond sensitively for themselves?</p>	
<p>Can they appreciate some similarities between communities?</p>	<p>Can they notice and respond sensitively to some similarities between different religions and worldviews?</p>	



**Pupils should be taught to 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.**

**WOW: *Read the creation story from a children's edition of the Bible.***

LC1	Can I retell the creation story from the Bible?
LC2	Why do Christians and Jews tell the same creation story?
LC3	How would I feel if I was the first person on the planet and everything was new?
LC4	How do we take care of the planet now?
LC5	Can I find other creation stories from different religions or parts of the world?
Ref	Can we act out the Bible story of the creation?