



The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.



KEY AIMS:	<ul style="list-style-type: none"> • A Know about and understand a range of religions and worldviews • B Express ideas and insights about the nature, significance and impact of religions and worldviews • C Gain and deploy the skills needed to engage seriously with religions and worldviews 					
Worldviews to be taught:	<p style="text-align: center;">Religious traditions studied:</p> <p style="text-align: center;">EYFS (50 mins per week): Christians and people of other faiths as part of their growing sense of self and their community and non-religious worldviews</p> <p style="text-align: center;">KS1 (1 hour a week): Christians and Muslims and non-religious worldviews</p> <p style="text-align: center;">KS2 (1 hour per week and RE experiences): Christians, Muslims and Hindus and non-religious worldviews</p>					
STRANDS (A balance of the 3 strands over the year)	BELIEVING		EXPRESSING		LIVING	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units: NY Agreed Syllabus 2024-2029	<p style="text-align: center;">F1 -Which stories are special and why? (All year to link to different faiths and festivals: include Muslim and Christian)</p> <ul style="list-style-type: none"> • talk about some religious stories using new vocabulary • recognise some religious words, e.g. about God, holy books or places of worship • identify some of their own feelings in the stories they hear • • identify a sacred text e.g. Bible, Qur'an • hold conversations about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked <p style="background-color: #e6ffe6; padding: 5px;">Commentary: F1 Unit is taught over the year to be able to engage with special times and festivals for a variety of religions over the whole school year in real time. Teaching the unit over the year enables children to be introduced to the idea of religious calendars and special times over the year. This unit enables the children to build on understanding of 2 religions through stories that are special. know some similarities and differences between religious communities in Britain.</p>					
	F5 – Where do we belong? (Christian)	F4 – Which times are special and why? (Christian/Christmas Hindu/Diwali)	F6 – What is special about our world? (new life – Christian creation/Muslim animal care stories)		F2 – Which people are special and why?	F3 – Which places are special and why? (Christian church visit/Muslim mosque virtual tour)
Key Learning Objectives	<ul style="list-style-type: none"> • share and record occasions when things have happened in their lives that made them feel special • use new vocabulary to recall and name simply what happens at a traditional Christian infant baptism and dedication • respond imaginatively and expressively to stories about new babies • take additional opportunities for learning if you have children from religions other than Christianity in your setting so that children can use new vocabulary to describe ceremonies 	<ul style="list-style-type: none"> • give examples of special occasions and suggest features of a good celebration • • recall simple stories connected with Christmas / Easter and a festival from another faith • say why Christmas / Easter and a festival from another faith is a special time for Christians / members of the other faith • • use new vocabulary to identify some similarities and differences between religious communities in Britain • • respond imaginatively and expressively to what happens at their favourite times. 	<ul style="list-style-type: none"> • talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • re-tell stories, talking about what they say about the world, God, human beings • think about the wonders of the natural world, expressing ideas and feelings and responding imaginatively to the delight and beauty of the natural world • express ideas about how to look after animals and plants • talk about what people do to mess up the world and what they do to look after it. 		<ul style="list-style-type: none"> • talk about people who are special to them • say what makes their family and friends special to them • identify some of the qualities of a good friend • reflect on the question 'Am I a good friend?' • recall and talk about stories of Jesus as a friend to others • recall stories about special people in other religions and talk about what we can learn from them. 	<ul style="list-style-type: none"> • talk about somewhere that is special to themselves, saying why • be aware that some religious people have places which have special meaning for them • talk about the things that are special and valued in a place of worship • identify some significant features of sacred places • get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.

Commentary (Why are we teaching what we are teaching and in the order we are teaching it?)	Taught as the first unit to introduce and encourage a sense of belonging within their own class and in the school community.	Positioned for timing of the festivals and celebrations of Diwali and Christmas. An opportunity to study two different religions early in the year.		Taught in spring term to link with being able to use and explore the school outdoor space and link with growing opportunities in science.	Taught in term 3 to enable children more maturity and experience to engage with visitors.	Taught in term 3 to enable children more maturity to visit the church and to engage with others. Also, the children have had a full year of learning to be able to make comparisons of similarities and differences between holy buildings.
ELG	ELG from DfE 2024 Guidance applied to RE – see p25 of NY Agreed syllabus for RE 2024-2029 Opportunities are taken to include RE throughout other areas of the curriculum, these include: Development of spoken language and new vocabulary, engaging with stories, sharing ideas. Understanding the feelings of themselves and others, managing emotions, recognising values such as kindness, sharing and caring. Develop motor skills through RE arts and crafts and role play. Build language comprehension and articulate ideas. Look for patterns and develop spatial reasoning. Make sense of their physical world and community. Know similarities and differences between communities. Explore the natural world around them. Develop artistic and cultural awareness in relation to RE through art, music, dance and imaginative play.					
RE in the classroom.	Opportunities are taken to include RE throughout other areas of the curriculum, these include: Development of spoken language and new vocabulary, engaging with stories, sharing ideas. Understanding the feelings of themselves and others, managing emotions, recognising values such as kindness, sharing and caring. Develop motor skills through RE arts and crafts and role play. Build language comprehension and articulate ideas. Look for patterns and develop spatial reasoning. Make sense of their physical world and community. Know similarities and differences between communities. Explore the natural world around them. Develop artistic and cultural awareness in relation to RE through art, music, dance and imaginative play.					
Enhancing the Curriculum (Visits/Visitors/Experiences)	Reverend Visit relating to Baptism	Christmas Service in Thornton Church	Easter Service in Thornton Church Village Walk		Visit to Thornton Church	

