

Nonsuch Primary School

Progress to Year 1

Religious Education Document

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three characteristics of Effective Teaching and Learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements;
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children's learning in all areas.

EYFS RE Skills

Compare and contrast / finding similarities and differences:

Autumn 1 – comparing how Sikhs sit in the langar to how people sit at a dinner table.
Autumn 2 – compare different stories depicting good vs evil.
Spring 1 – comparing a Jewish synagogue and a Christian church.
Summer 1 – comparison of meditation and some yoga positions.

EYFS LINKS:

Early Learning Goals:

ELG: EAD: Recount narratives and stories with their peers and teacher.
ELG: C&L: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
ELG: C&L: Make comments about what they have heard and ask questions to clarify their understanding.
ELG: C&L: Express their ideas and feelings about their experiences using full sentences.
ELG: UTW: Past & Present: Talk about the lives of the people around them and their roles in society.
ELG: UTW: People, Culture and Communities: 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.

Birth to 5 Matters:

Bto5: PSED: Sense of self: Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.
Bto5: C&L: Speaking: Questions why things happen and gives explanations. Asks e.g., who, what, when, how.
Bto5: UTW: People & Communities: Knows about similarities and differences between themselves and others, and among families, communities, cultures, and traditions.

Identify features / common traditions:

Autumn 1 – Sikh duty of sewa – serving others.
Autumn 1 – routines in langar.
Autumn 2 – traditional ways of celebrating Diwali for Hindus.
Spring 1 – Identify features of a Jewish synagogue.
Spring 2 – list common ways of celebrating Easter.
Summer 1 – traditional Buddhist meditation positions.
Summer 2 – artefacts used during Muslim prayer.

EYFS LINKS:

Early Learning Goals:

ELG: UTW: Past & Present: Talk about the lives of the people around them and their roles in society.

Birth to 5 Matters:

Bto5: PSED: Sense of self: Recognises that they belong to different communities and social groups and communicates freely about own home and community.
Bto5: C&L: Speaking: Able to use language in recalling past experiences.
Bto5: C&L: Speaking: Talks more extensively about things that are of particular importance to them.
Bto5: UTW: People & Communities: Enjoys joining in with family customs and routines.
Bto5: UTW: People & Communities: Remembers and talks about significant events in their own experience.
Bto5: UTW: People & Communities: Recognises and describes special times or events for family or friends.

Retell a story:

Autumn 2 – stories depicting good vs evil.
Autumn 2 – Christmas story.
Spring 2 – Key points in the Easter story.
Summer 1 – story of Buddha achieving enlightenment whilst meditating.

EYFS LINKS:

Early Learning Goals:

ELG: EAD: Recount narratives and stories with their peers and teacher.
ELG: C&L: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
ELG: C&L: Make comments about what they have heard and ask questions to clarify their understanding.
ELG: UTW: Past & Present: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
ELG: UTW: Past & Present: Understand the past through settings, characters and events encountered in books read in class and storytelling

Birth to 5 Matters:

Bto5: C&L: Understanding: Developing understanding of simple concepts (e.g., Good/bad)
Bto5: Literacy: Reading: Listens to and joins in with stories and poems, when reading one-to-one and in small groups.
Bto5: Literacy: Reading: Talks about events and principal characters in stories.

Comment and ask questions / relate to personal experience:

ALL RE UNITS – engagement with the subject material and personal reflection through asking questions and relating to their own personal experiences.

Autumn 1 – how do Sikhs help others? How do you help other people?

Autumn 2 – comment on personal experiences of celebrations.

Spring 1 – Do you have a special place? Personal recount of church visit.

Spring 2 – What symbols mean something to you? Do you celebrate Easter?

Summer 1 – Relate to personal experience of trying to be calm.

Summer 2 – raise questions about artefacts used during Muslim prayer. Personal experience of prayer.

EYFS LINKS:

Early Learning Goals:

ELG: C&L: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

ELG: C&L: Make comments about what they have heard and ask questions to clarify their understanding.

ELG: C&L: Express their ideas and feelings about their experiences using full sentences.

ELG: UTW: Past & Present: Talk about the lives of the people around them and their roles in society.

ELG: UTW: Past & Present: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

ELG: UTW: People, Culture and Communities: 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.

Birth to 5 Matters:

Bto5: PSED: Sense of self: Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.

Make links between past and present:

Autumn 2 – links between Christmas story and present Christmas celebrations.

Spring 2 – links between Easter story and present traditions.

Summer 1 – links between Buddha’s enlightenment and Buddhist tradition of meditation.

Summer 2 – link between Prophet Muhammad wearing prayer cap and tradition being followed today.

EYFS LINKS:

Early Learning Goals:

ELG: C&L: Express their ideas and feelings about their experiences using full sentences.

ELG: UTW: Past & Present: Talk about the lives of the people around them and their roles in society.

ELG: UTW: Past & Present: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Birth to 5 Matters:

Bto5: UTW: People & Communities: Recognises and describes special times or events for family.

Bto5: C&L: Speaking: Uses language to share feelings, experiences, and thoughts.

Bto5: C&L: Speaking: Able to use language in recalling past experiences.

Bto5: C&L: Speaking: Talks more extensively about things that are of particular importance to them.

Bto5: UTW: People & Communities: Enjoys joining in with family customs and routines.

Bto5: UTW: People & Communities: Remembers and talks about significant events in their own experience.

Bto5: UTW: People & Communities: Recognises and describes special times or events for family or friends.

Bto5: UTW: People & Communities: Talks about past and present events in their own life and in the lives of family members.

Understanding the concept of respect:

Autumn 1 – Sikh belief in equality and service.

Spring 1 – being respectful inside a place of worship.

Summer 1 – ways Buddhists show respect to Buddha.

Summer 2 – respectful treatment of the Muslim holy book (Qur’an).

EYFS LINKS:

Early Learning Goals:

ELG: PSED: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

ELG: PSED: Show sensitivity to their own and to others’ needs.

ELG: UTW: Past & Present: Talk about the lives of the people around them and their roles in society.

ELG: UTW: People, Culture and Communities: 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.

Birth to 5 Matters:

Bto5: PSED: Sense of self: Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.

Bto5: C&L: Speaking: Uses language to share feelings, experiences, and thoughts.

Bto5: UTW: People & Communities: Knows about similarities and differences between themselves and others, and among families, communities, cultures, and traditions.

Bto5: PSED: Sense of self: Recognises that they belong to different communities and social groups and communicates freely about own home and community.

Bto5: C&L: Understanding: Understands questions such as who; why; when; where and how.

Bto5: C&L: Speaking: Uses language to share feelings, experiences, and thoughts.

Bto5: C&L: Speaking: Able to use language in recalling past experiences.

Bto5: C&L: Speaking: Questions why things happen and gives explanations. Asks e.g., who, what, when, how.

Bto5: C&L: Speaking: Talks more extensively about things that are of particular importance to them.

Bto5: UTW: People & Communities: Enjoys joining in with family customs and routines.

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Bto5: UTW: People & Communities: Talks about past and present events in their own life and in the lives of family members.

EYFS RE Knowledge

Autumn 1 - All About Me / Autumn

Sikhism:

What do Sikhs believe about community?

- To know that Sikhs believe that all people are equal.
- To know that Sikhs believe in worshipping, eating, and serving together.
- To know that Sikhs believe they have a duty to help those less fortunate.
- To know some ways in which Sikhs help others.

Key Vocabulary

Sikhism, Sikh, community, congregation, worship, equal, duty, serve.

Autumn 2 - People Who Help us / Diwali / Remembrance / Christmas

Hinduism

Why is Diwali celebrated?

- To know that Diwali is a major festival celebrated by Hindus.
- To know that Diwali is a festival of lights.
- To know that Diwali celebrates good over evil.
- To know some ways that Hindus celebrate Diwali.

Christianity

Why did people travel to visit the baby Jesus?

- To know the key events of the Christmas story including Angel Gabriel appearing to Mary, Mary and Joseph travelling to Bethlehem on a donkey, the innkeeper offering them the stable to stay in, birth of Jesus, visits from the shepherds and wise men.
- To know that the shepherds and wise men visited Jesus because he was a special baby who was the Son of God.
- To know that most Christians celebrate Christmas because it is the time to remember the birth of Jesus.

Key Vocabulary

Diwali, Hindu, Hinduism, good, evil, festival, celebrate.

Birth, visitor, shepherd, wise men, Angel, Bethlehem, Christmas.

Spring 1 - Chinese New Year / Winter / Valentine's Day

Judaism

Where is a special place for Jews?

- To know that the Jewish place of worship is called a synagogue.
- To know the key features inside a synagogue.
- To know that Jews go to a synagogue to pray together.
- To know the similarities between a synagogue and a church.

Christianity

Inter-faith trip to St. Michael's church

Key Vocabulary

Judaism, Jew, synagogue, pray, Torah, bimah, ark, siddur, eternal light.

Spring 2 – Traditional Tales / Mother's Day / Easter

Christianity

Why is Easter special for Christians?

- To know that Jesus died on the cross and rose again.
- To know that most Christians celebrate Easter to remember when Jesus rose again.
- To know some symbols Christians use during Holy Week, e.g., palm leaves, cross, eggs etc
- To know that eggs symbolise the resurrection of Jesus (new life).

Key Vocabulary

Easter, Jesus, death, resurrect, symbol, palm leaves, eggs, cross.

Summer 1 - St. George's Day / Spring and Growth

Buddhism

Why do Buddhists meditate?

- To know that Buddhists meditate to clear their minds of thoughts.
- To know that Buddha achieved enlightenment whilst meditating under a bodhi tree.
- To know a position in which some Buddhists meditate.
- To know some of the ways Buddhists show respect to Buddha.

Key Vocabulary

Buddhism, Buddhist, meditate, enlightenment, bodhi tree, respect, position.

Summer 2 – The Farm / Father's Day

Islam

What special items are used during Muslim prayer?

- To know that Muslims pray on a clean surface (prayer mat).
- To know that a Rehal is used to hold the Qur'an when it is being read.
- To know that some Muslims wear prayer caps to follow the actions of Prophet Muhammad.
- To know that some Muslims use prayer beads to keep count of their prayers.

Key Vocabulary

Islam, Muslim, prayer, prayer mat, prayer beads, Qur'an, Rehal, prayer cap, Allah.

Links to Year 1:

Aims:

- ♣ Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- ♣ Prepare pupils for the opportunities, responsibilities, and experiences of adult life.
- ♣ Bring a dimension to the process of educating that is life enhancing for pupils and specifically contributes to their spiritual and moral development.
- ♣ Engagement with the topic: Linking personal knowledge to the subject unit. Exploring the children's own experience, whether that includes religion or not.
- ♣ Investigation: Gaining substantive knowledge through teaching the religion / world view subject knowledge.

Subject Content:

Christianity:

- ♣ recall the Christian story of creation and raise questions.
- ♣ explore why God created each thing in the story and why they are important.
- ♣ discuss how Christians believe God wants us to look after the world.
- ♣ recall key events of the Christmas story.
- ♣ recall the gifts that were given to Jesus.
- ♣ explore the significance of each gift given to Jesus.
- ♣ recall key events of Palm Sunday and explain how Jesus was welcomed.

♣ Evaluation: Children using their personal knowledge combined with the acquired substantive knowledge to reflecting on the key question.

♣ Expression: Children reflecting on how the unit has influenced them, what they have taken from it, and how it relates to their personal lives.

♣ make links between the story of Palm Sunday and Christians today.

♣ identify how the events of Palm Sunday are reflected in Easter celebrations.

Judaism:

♣ explore why people spend time with their families during Shabbat.

♣ identify some of the key traditions in the synagogue during Shabbat.

♣ identify the significance of the items on the table during a Shabbat meal.

♣ explain what Chanukah is and who celebrates it.

♣ recognise some of the symbols used at Chanukah and what they mean / represent.

♣ identify some similarities between ways in which Chanukah and other celebrations are celebrated.

Sikhism:

♣ explain different things Sikhs might go to the Gurdwara for.

♣ explain the significance of the Guru Granth Sahib in the Gurdwara.

♣ explain ways Sikhs show respect when inside the Gurdwara.