



LONG TERM PLANNING

Early Years and Key Stage 1 Religious Education

Religious Education (RE) is a statutory requirement for all schools but it is not part of the national curriculum. The agreed syllabus for RE in Northamptonshire was revised in 2018 and is the responsibility of the local authority.

Aims

The aims of the syllabus are for pupils:

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

Religions deal with some of the most profound and difficult questions in human life, questions such as:

- What is the purpose of life?
- How should people treat each other?
- How do we explain and cope with death and suffering?

Religions approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. Religious Education must take account of this depth and complexity, helping pupils to an understanding appropriate to their age and aptitude.

RE in the Early Years

In Reception, RE is taught within the context of the seven areas of learning and development, with specific reference to Understanding the World (UW) - People, Culture and Communities. Particular reference should be made to the following Early Learning Goal (ELG): Explain some similarities and differences between different religious and cultural communities in this country. Throughout Reception, Children will have the opportunities to learn about other countries and cultures and Religious and cultural Festivals that are celebrated. These will include: Diwali, Christmas, Chinese New Year, Lent and Easter, Hannukah and Eid

The children will learn RE within topic based inputs as well as within provision where they can explore ideas, texts, artistic concepts and exposure and participation to RE focused workshops.

Attainment Target 1: Learning about religion and belief



This includes enquiry into, and investigation of, the nature of religion, beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues. Learning about religion covers pupils' knowledge and understanding of individual traditions and how they relate to one another as well as the study of the nature and characteristics of religion.

Attainment Target 2: Learning from religion and belief

This is concerned with developing pupils' reflection and response to their own and others' experiences in the light of their learning about religious traditions. It develops pupils' skills of application, interpretation and evaluation of what they learn about religious traditions. Pupils learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, values and commitments.

	Autumn Term	Spring Term	Summer Term
Year 1	Books and Stories in Christianity: Introduction to the Bible Noah's Ark, The Good Samaritan and stories of Judaism	Christianity Places of Worship Signs and Symbols Celebrations within Christianity Christian Families within the community. <i>Lent Reflection</i>	Judaism: The Family Christianity: Story of Creation Shabbat Celebrations Judaism: The community
Year 2	Religious signs and symbols Christian, Jewish, Hindu, Islam The Christmas Story	Places of worship: Christian Church, Synagogue, Mosque Christianity: The Easter Story <i>Lent Reflection</i>	Judaism: The Torah Synagogues The importance of the Torah Stories from the Torah Moses and the story of Passover



These are the outcomes expected for each unit in Year 1:

AT1 - Learning about religion and belief

- Begin to name the different beliefs and practices of Christianity and at least one other religion.
- To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity.
- Show how different people celebrate aspects of religion.
- Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion.

AT2 - Learning from religion and belief

- Begin to talk about and find meanings behind different beliefs and practices.
- Begin to suggest meanings of some religious and moral stories.
- Either ask or respond to questions about what individuals and faith communities do.
- Express their own

These are the outcomes expected for each unit in Year 2:

AT1 - Learning about religion and belief

Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.
Retell some of the religious and moral stories from the bible and at least one other religious text or special books.
Begin to understand what it looks like to be a person of faith.

Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.

AT2 - Learning from religion and belief

Talk about and find meanings behind different beliefs and practices.

Suggest meanings of some religious and moral stories.

Ask and respond to questions about what individuals and faith communities do.
Express their own ideas, opinions and talk about their work creatively using a range of different medium.