



**Scheme of  
Work  
for  
Religious  
Education**

Reviewed January 2016

## **Introduction**

This scheme of work for RE covers long and medium term planning and goes some way towards short term planning.

Long term planning for RE is done in the context of the requirements of the locally agreed syllabus, and of our school's overall curriculum plan, which reflects the needs of all children. This demonstrates how parts of the programmes of study of the locally agreed syllabus are drawn together to make coherent, manageable teaching units. The long-term plan shows how these teaching units are distributed across the years of all key stages in a sequence that promotes both curriculum continuity and progress in children's learning. The units will be linked with work in other subjects, where applicable, as part of a 'topic based' curriculum.

Medium term planning identifies learning objectives and outcomes for each half term and suggests activities that will enable these to be achieved. It shows a sequence of activities that will promote progression, and draws attention to cross-curricular links and assessment opportunities. High and low achievers will be initialled on medium term plans.

Short term planning is the responsibility of individual teachers, who build on the medium term plan by taking account of the needs of the children in a particular class and identifying ways in which ideas might be taught.

## **THE EARLY YEARS FOUNDATION STAGE      NURSERY AND RECEPTION**

During the EYFS children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. Through planned, purposeful play and a mix of adult-led and child-initiated activities RE provides opportunities for them to: encounter religions and other world views through special people, books, times, places and objects and by visiting places of worship; listen to and talk about stories; be introduced to subject specific words; use all their senses to encounter beliefs and practices; ask questions; talk about their feelings and experiences; use their imagination and curiosity to develop appreciation of and wonder at the natural world; appreciate and value human beings; recognise and encounter diversity.

To give all children the best opportunities to develop, we give particular attention to:

- an environment with a wide range of activities indoors and outdoors that stimulate children's interest and natural curiosity;
- opportunities (for example, through books and displays) that challenge children's thinking and help them to become aware of, explore and question issues of differences in ethnicity, language, religion and culture and of special educational needs and disability issues;
- planning activities that promote emotional, moral, spiritual, social and cultural development
- providing opportunities for play and learning that acknowledge children's particular religious beliefs and cultural backgrounds
- resources from a variety of cultures to stimulate different ways of thinking
- accommodating children's specific religious or cultural beliefs relating to particular forms of art or music
- the importance of rules in all sections of the community
- various festivals throughout the year
- role-play based on different religions and festivals and opportunities to experience different foods, clothes, music etc linked to different religions.

Learning intentions for R.E. are delivered in a cross-curricular way through half-termly topics or short blocks of experiences throughout the EYFS. Although all areas of the EYFS profile are

relevant, religious education supports in particular the development of communication and language, personal, social and emotional development and understanding the world.

## **KS1 YEARS 1 AND 2**

During KS1 pupils build on opportunities to find out and learn about the world in which they live. They develop their knowledge and understanding of religions, beliefs and values, recognising in simple terms how these influence individuals, communities, society and the world. Teaching and learning is focused around Christianity and Islam alongside developing an understanding of non-religious approaches to life. Pupils learn basic subject specific vocabulary. They learn to draw on their understanding of religions, beliefs and values to raise questions about beliefs, meaning and identity. They find out about questions of right and wrong and begin to express their views in response to their learning and questions.

R.E objectives form part of a topic based curriculum in KS1 with 'Must, Could and Should' statements written at the beginning of each topic to reflect expectations of high and low achievers.

By the end of key stage 1, most children will be able to: **recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and world views. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. Find out about and respond with ideas to examples of co-operation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response.**

## **KS2 YEARS 3, 4, 5, AND 6**

During KS2 pupils extend their knowledge and understanding of religions, beliefs and values, recognising local, national and global contexts. They build on their learning about Christianity and Islam and extend it to Sikhism, Judaism and Hinduism. Alongside this pupils develop their understanding of a non-religious approach to life. They are introduced to a range of sources and subject specific vocabulary. Pupils also consider the need for rules in school and the wider community and work as a class to write their own class rules.

Pupils are encouraged to be curious and to ask increasingly challenging questions about beliefs, meaning and identity, drawing on the insights of religions and other world views. They learn to express their own ideas in response to the material they engage with, identify relevant information, select examples and give reasons to support their ideas and views. They are given the opportunity to engage with people and communities of faith and they learn how beliefs and values affect personal, social and global issues.

Work is planned and delivered throughout years 3, 4, 5 and 6 through a combination of discrete units of work; as part of a cross-curricular topic based approach; by utilising specialist visitors and weekly assemblies and by regular use of CBBC Newsround website and espresso Newsround to discuss debate and respond to topical issues as they arise.

By the end of key stage 2, most children will be able to: **describe and make connections between the different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews. Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry. Consider and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.**

A Sayle

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