Stalyhill Infant School – Long term curriculum plan

Religious Education (Taken from Tameside Agreed Syllabus 2016-21)

Intent: To enable our children to grow up in a diverse world, appreciating the similarities and differences that exist between us all and being respectful, tolerant and informed about world religions, faith and belief.

Foundation Stage (Discovering)		
Believing	*Religious beliefs, teachings, sources, questions about meanings, purpose and truth*	• Which stories are special and why? • Which people are special and why?
Expressing	*Religious and spiritual forms of expression, questions about identity and diversity.*	• What places are special and why? • What times are special and why?
Living	*Religious practices and ways of living; questions about values and commitments.*	• Being special: where do we belong? • What is special about our world?

Year 1 & 2 (Exploring)		
Believing	*Religious beliefs, teachings, sources, questions about meanings, purpose and truth*	• Who is a Christian and what do they believe? • Who is a Muslim and what do they believe? • Who is Jewish and what do they believe? • What can we learn from sacred books?
Expressing	*Religious and spiritual forms of expression, questions about identity and diversity.*	• What makes some places sacred? • How and why do we celebrate special and sacred times?
Living	*Religious practices and ways of living; questions about values and commitments.*	• What does it mean to belong to a faith community? • How should we care for others and the world, and why does it matter?

Reception	
Believing	**Which stories are special and why?** • I can talk about some religious stories • I can recognise some religious words, e.g. about God • I can identify some of my own feelings in the stories they hear • I can identify a sacred text, e.g. the Bible or Qur'an • I can talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do. • I can talk about what Jesus teaches about saying thank you, and why it is good to thank and be thanked. **Which people are special and why?** • I can talk about people who are special to me • I can say what makes my family and friends special to me • I can identify some of the qualities of a good friend • I can reflect on the question, 'Am I a good friend?' • I can recall and talk about stories of Jesus as a friend to others • I can recall stories about special people in other religions and talk about what we can learn from them.
Expressing	**Which places are special and why?** • I can talk about somewhere that is special to me, saying why. • I am aware that some religious people have places which have special meaning for them • I can talk about the things that are special and valued in a place of worship • I can identify some significant features of sacred places • I can recognise a place of worship • I know and use appropriate words to talk about my thoughts and feelings when visiting a church. **Which times are special and why?** • I can give examples of special occasions and suggest features of a good celebration • I can recall simple stories connected with Christmas/Easter and a festival from another faith. • I can say why Christmas/Easter and a festival from another faith is a special time for Christians/members of the other faith.
Living	**Where do we belong?** • I can re-tell religious stories making connections with personal experiences • I can share and record occasions when things have happened in my life that made me feel special • I can recall simply what happens at a traditional Christian baptism and dedication • I can recall simply what happens when a baby is welcomed into a religion other than Christianity. **What is special about our world?** • I can talk about things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world. • I can re-tell stories, talking about what they say about the world, God, human beings. • I can think about the wonders of the natural world, expressing ideas and feelings • I can express ideas about how to look after animals and plants • I can talk about what people do to mess up the world and what they do to look after it.

Year 1		Year 1 challenging
Believing	**Who is a Christian and what do they believe?** • I can talk about the fact that Christians believe in God and follow the example of Jesus • I can recognise some Christian symbols and images used to express ideas about God. • I can talk about some simple ideas about Christian beliefs about God and Jesus • I can re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. • I can talk about issues of good and bad, right and wrong, arising from the stories. • I can ask some questions about believing in God and offer some ideas of my own	**Who is a Christian and what do they believe?** • I can make links between what Jesus taught and what Christians believe and do • I can respond thoughtfully to a piece of Christian music and a Bible text that inspired it.
Expressing	**What makes some places sacred?** • I can recognise that there are special places where people go to worship, and talk about what people do there. • I can identify at least three objects used in worship in two religions. • I can identify special objects and symbols found in a place where people worship, and be able to say something about what they mean and how they are used. • I can talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. • I can describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. • I can ask good questions during a school visit about what happens in a church, synagogue or mosque.	**What makes some places sacred?** • I can suggest meanings to religious songs, responding sensitively to ideas about thanking and praising. • I can show that I have begun to be aware that some people regularly worship God in different ways and in different places.
Living	**What does it mean to be in a faith community?** • I can talk about what is special and of value about belonging to a group that is important to me. • I can show an awareness that some people belong to different religions • I can recognise and name some symbols of belonging from my own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. • I can give an account of what happens at a traditional Christian infant baptism/ dedication and suggest what the actions and symbols mean. • I can identify two ways people show they belong to each other when they get married. • I can respond to examples of co-operation between different people.	**What does it mean to be in a faith community?** • I can give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences. • I can identify some similarities and differences between the ceremonies studied.

Year 2		Year 2 challenging
Believing	**Who is a Muslim and what do they believe?** • I can talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad • I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr • I can recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like. • I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah. • I can re-tell the story of the life of the Prophet Muhammad • I can recognise some objects used by Muslims and suggest why they are important. • I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. **Who is Jewish and what do they believe?** • I can talk about the fact that Jewish people believe in God. • I can recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) • I can talk about how the mezuzah in the home reminds Jewish people about God. • I can talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. • I can re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. • I can ask some questions about believing in God and offer some ideas of their own. **What can we learn from sacred books?** • I can talk about some of the stories that are used in religion and why people still read them. • I can recognise some ways in which Christians, Muslims and Jewish people treat their sacred books. • I can recognise that sacred texts contain stories that are special to many people and should be treated with respect. • I can re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. • I can ask and suggest answers to questions arising from stories Jesus told and from another religion • I can talk about the issues of good/bad, right/wrong arising from the stories.	**Who is a Muslim and what do they believe?** • I can make links between what the Holy Qur'an says and how Muslims behave • I can ask some questions about God that are hard to answer and offer some ideas of my own. **Who is Jewish and what do they believe?** • I can make links between some Jewish teachings and how Jewish people live. • I can express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of my learning about why Jewish people chose to celebrate in these ways. **What can we learn from sacred books?** • I can suggest my own ideas about stories from sacred texts and give reason for their significance. • I can make links between the messages within sacred texts and the way people live.

Expressing	**How and why do we celebrate special and sacred times?** • I can identify a special time I celebrate and explain simply what celebration means • I can talk about ways in which Jesus was a special person who Christians believe is the Son of God • I can identify some ways Christians celebrate Christmas/Harvest/Easter/ Pentecost and some ways a festival is celebrated in another religion. • I can re-tell stories connected with Christmas/Harvest/Easter/ Pentecost and a festival in another religion and say why these are important to believers. • I can ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. • I can collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.	**How and why do we celebrate special and sacred times?** • I can suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr. • I can identify some similarities and differences between the celebrations studied.
Living	**How should we care for others and the world and why does it matter?** • I can talk about how religions teach that people are valuable, giving simple examples. • I can recognise that some people believe God created the world and so we should look after it. • I can re-tell Bible stories and stories from another faith about caring for others and the world. • I can identify ways that some people make a response to God by caring for others and the world. • I can talk about issues of good and bad, right and wrong, arising from the stories • I can talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. • I can use creative ways to express my own ideas about the creation story and what it says about what God is like.	**How should we care for others and the world and why does it matter?** • I can give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. • I can answer the title question thoughtfully in the light of my learning in this unit.