

# R.E.



<b>Intent</b>	<p>At Inglehurst Infant school, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Leicester. We teach our children to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. R.E. plays an important role, along with other curriculum areas, particularly PSHE, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences.</p> <p><i>“Our new agreed syllabus for Religious Education establishes the legal requirement for RE in Leicester and gives clear guidance about how and what to teach in RE. It allows all children to share their experiences and to learn from one another and the religions and beliefs in our community. It aims to support children to develop positive attitudes of respect towards people of all faiths and none.”</i></p> <p><b>Leicester City Agreed RE Syllabus.</b></p> <p>The Leicester City Agreed Syllabus that we follow embodies the agreed key elements of the National Curriculum and lies at the heart of RE teaching within Inglehurst Infant School. The curriculum is well sequenced with each new focus building on the skills and knowledge that the children acquire and providing a firm foundation for KS2.</p>
<b>Implementation</b>	<p>We value the religious background of all members of the school and community with the aim that it will encourage individuals to share their experiences with others freely. All religions and communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school and faith community. We are very fortunate to have established a good relationship with the members of St Anne’s church, who regularly visit our school and invite us into their church too.</p>
<b>Impact</b>	<p>The children at Inglehurst Infant school enjoy learning about other religions, why people choose or choose not to follow a religion and reflecting on their own beliefs. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people’s cultures and ways of life.</p>

Experience for all children
<ul style="list-style-type: none"> <li>• Visit places of worship</li> <li>• See and handle religious artefacts</li> <li>• Meet and hear from important religious people</li> </ul>

Attainment target			
	EYFS	KS1	KS2
<p>AT1</p> <p>Learning about religions and worldviews (Knowledge and understanding)</p>	<ul style="list-style-type: none"> <li>-To explore some religious stories so that they can talk about the stories for themselves.</li> <li>-To name and enjoy classroom celebrations.</li> <li>-To learn that some people belong to a religious community, and others do not.</li> <li>-To explore simply how religious ideas are expressed, in songs, pictures and special or symbolic actions.</li> <li>-To begin to recognise some religious words.</li> </ul>	<ul style="list-style-type: none"> <li>-To explore a range of religious stories and sacred writings and talk about their meanings.</li> <li>-To name and explore a range of celebrations, worships and rituals in religion, noting similarities where appropriate.</li> <li>-To identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.</li> <li>-To explore how religious beliefs and ideas can be expressed through the arts and communicate their responses</li> <li>-To identify and suggest meanings for religious symbols and begin to use a range of religious words.</li> </ul>	<ul style="list-style-type: none"> <li>-To describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.</li> <li>-To describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.</li> <li>-To identify and begin to describe the similarities and differences within and between religions.</li> <li>-To investigate the significance of religion in the local, national and global communities.</li> <li>-To consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.</li> <li>-To describe and begin to understand religious and other responses to ultimate and ethical questions.</li> <li>-To use specialist vocabulary in communicating their knowledge and understanding.</li> <li>-To use and interpret information about religions from a range of sources.</li> </ul>
<p>AT2</p> <p>Learning from religion and wordviews (response, evaluation, application and questions)</p>	<ul style="list-style-type: none"> <li>-To think about their own feelings and experiences, and some simple examples of religious and spiritual feelings and experiences, including wonder, praise, thanks, concern, joy and sadness.</li> <li>-To ask and respond for themselves to puzzling questions, talking about mysterious ideas.</li> <li>-To recognise some things that matter in their family, school or community.</li> </ul>	<ul style="list-style-type: none"> <li>-To reflect and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness.</li> <li>-To ask and respond imaginatively to puzzling questions, communicating their ideas.</li> <li>-To identify what matters to them and others, including those with religious commitments, and communicate their responses.</li> <li>-To reflect on how spiritual and moral values reflect to their own behaviour.</li> <li>-To recognise that religious teachings and ideas make a</li> </ul>	<ul style="list-style-type: none"> <li>-To reflect on what it means to belong to a faith community, communicating their own and others' responses.</li> <li>-To respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.</li> <li>-To discuss their own and others' views of religious truth and belief, expressing their own ideas.</li> </ul>

	-To reflect on things that make us happy and unhappy, and what we mean by 'good' and 'bad' behaviour. -To recognise that there are many religions and that they are very important to some people.	difference to individuals, families and the local community.	-To reflect on ideas of right and wrong and their own and others responses to them. -To reflect on sources of inspiration in their own and others' lives.
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EYFS		
Term	Cycle A	Cycle B
Autumn	<b>What makes a book special</b> What can be special about a book? What can books tell is about how and why people celebrate? – Diwali story Why is the Qur'an special to Muslims? Why is the bible special to Christians? Why is the nativity story special to Christians?	<b>When did it all begin?</b> What was I like when I began? What do Christians know about the beginning of Jesus' life? How can we begin again when things go wrong? What do some Chinese people do at new year? How did the world begin?
Vocabulary		
Spring	<b>Why are there plants and animals in the world?</b> How can we encourage seeds to grow? Why do we have animals in the world? Why are sheep and cows useful animals? What happens when animals and plants die? What happened when Jesus died?	<b>What makes our world beautiful?</b> What makes our world beautiful? What in our world is beautiful? What is Palm Sunday? What is Easter?
Vocabulary		
Summer	<b>Why do we have friends?</b> Who are my friends? Why do we need friends? Why do Christians say Jesus is a friend? What does the bible tell us about Jesus's friends? What do Sikhs think about being friends with God? How can I make friends with people I don't know?	<b>What makes a special place?</b> What is a special place? What makes it a special place? Can we make a special place? What makes this place special? What makes a Hindu shrine a special place? Why do Hindus have a special place in their homes?
Vocabulary		

KS1		
Term	Cycle A	Cycle B

<b>Autumn</b>	<b>Where do I belong? What do I believe?</b> “We belong together” How do we belong to other people? “Belonging to God” Why do people believe that they belong to God? How do people who belong to Hinduism or Christianity answer some of life’s mysterious questions? What do we think about these questions? Who do we belong to? Do we belong together? What did we learn about belonging?	<b>Who is a Christian and what do they believe?</b> Who is Jesus and why is he important to Christians? What did Jesus teach us? What makes someone Christian? Why is Christmas celebrated?
<b>Vocabulary</b>	Belong, belonging, relationships, family, special, community, thankful, together, promise, worship, church, Hindu, Diwali, Christians, God, Jesus, gods. Goddesses, Mandir, temple, statues, mysterious, mystifying, traditions, members	Christmas, artefacts, birth, Jesus, Mary, Nativity story, Bethlehem, believe, belief, Christianity, parables, miracles, prayer, church, church service, mass, hymn, carol, worship
<b>Spring</b>	<b>Who celebrates what and why?</b> What do you celebrate and why? How and why do Christians celebrate Easter? How and why do Muslims celebrate Eid ul Fitr? What can we learn from Easter and Eid?	<b>The beginning of the world: What can we learn from stories Christians tell?</b> Can you ask a huge question? How do we feel when we make things? What stories do Christians and Jews tell about the beginning of the world? Have we spoiled the earth? Discussing mysterious questions
<b>Vocabulary</b>	Favourite, celebrations, celebrate, special occasions, decorations, songs, dance, religious events, lent, Shrove Tuesday, Christians, Easter, cross, crucifix, Muslims, fast, Ramadan, Eid-ul-Fitr, Muhammed, henna	Adam, Eve, creation, creator, environment, interesting, big questions, respect, damaged, destroyed, achievement, proud, emptions, feelings, working hard, Bible, spoiled, agree, disagree
<b>Summer</b>	<b>What can stories teach us about life?</b> What do you think about this secular story? What do you think about his Buddhist story? What do you think about this Christian story? What do you think about this Jewish story? What do you think about this Sikh story?	<b>Who is an inspiring person? Who inspires me?</b> What does the word ‘inspiring’ mean? Who is ‘inspiring’? An inspiring story of Lord Jesus An inspiring story of Prophet Muhammad Who is inspiring for me? Who is inspiring for other children in my class?
<b>Vocabulary</b>	Thoughts, opinions, understanding, memory, Buddhist, Christians, secular, Jewish, meaning, important, treasured	Inspire, inspiration, positive, hero, Jesus, Prophet Muhammed, Muslims, Christians, miracle, Jesus, followers, unique, special, Islam, family, famous