

# RE Scheme of Work – Stanford in the Vale Primary School



Adapted from the Oxford Diocese of Education and the Understanding Christianity Framework

## RE in the Early Years Foundation Stage classroom

### Relevant Early Learning Goals for RE in the Early Years setting:

**Understanding the World – RE/ Festivals** - Our RE curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness:

- What times are special and why? (Christmas, Chinese New Year, Easter, Eid Shavuot)
- Which people are special and why?
- Being special: where do we belong?
- Which stories are special and why? (Diwali, Christmas, Easter)
- What is special about our world?

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### Four to five year-olds begin to ask questions about themselves and others:

- What is important to me?
- Why do people do things differently? Why does my family/community celebrate events like this and your family/community celebrate events differently or not at all? Which is the 'right' way?
- What do I believe? Why do people have different opinions and views to me?
- What happens to people when they die?
- Where was I before I was born?
- What is right and what is wrong?

### It is important to encourage children to ask questions and explore answers which can:

- support children to develop emotionally, spiritually and morally
- support their developing thinking skills, both abstract and imaginative
- help them find out about themselves, their family and community
- help them to develop a sense of place in their family and community, in the world and in the universe
- help them learn about similarities and differences between themselves and others, and among families, communities and traditions

### RE can also contribute to children's development of Characteristics of Effective Learning in particular with regard to:

- Making links and noticing patterns in their experience (Creating and Thinking Critically - Making links)
- Showing curiosity about objects, events and people (Playing and Exploring – Finding out and exploring)
- Using senses to explore the world around them (Playing and Exploring – Finding out and exploring)
- Representing their experiences in play (Playing and Exploring – Playing with what they know)
- Acting out experiences with other people (Playing and Exploring – Playing with what they know)

The processes of **exploration** and **reflection** are important for the child.

**Learning from** other views, cultures and beliefs supports children in developing their views and beliefs about themselves, their family and community.

**Learning about** other views, beliefs and cultures supports children in developing positive attitudes towards them.

The EYFS refers to **spiritual wellbeing**, acknowledging the fact that children have experiences beyond the purely emotional. Their spiritual wellbeing is enhanced by recognising that children develop spiritually by exploring answers to their questions, developing their sense of place in the world and beyond.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>Big Question</b>	Is everybody special?	Should we celebrate Harvest or Christmas?	Does creation help people understand God?	Should everyone follow Jesus?	Are some stories more important than others?	Do we need shared special places?
	Linked Framework Questions	KS1 a,f,g	KS1 b, c	KS1 a, b	KS1 e, b	KS1 g, a, b	KS1 d, f, g
	Themes	God/ Belonging	Harvest/ Christmas/ Celebration	Creation	Jesus/ Leaders/ Rabbi/ Vicars	Old Testament/ Moral stories	Synagogue/ Community/ Symbols
	Faiths	Christianity	Christianity	Christianity, Judaism	Christianity	Christianity, Judaism	Judaism
	UC Concept		Incarnation (1.3)	Creation (1.2)			
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 2</b>	<b>Big Question</b>	Who should you follow?	Do religious symbols mean the same to everyone?	Does everyone celebrate the New Year?	How should church celebrate Easter?	Can stories change people?	How should you spend the weekend?
	Linked Framework Questions	KS1 e, b	KS1 a, g, d	KS1 a, c	KS1 e, b, c	KS1 e, b	KS1 f, c, d
	Themes	Moses/ Old testament	Christmas/ Symbols	New Year/ Rosh Hashanah	Easter/ Holy Week	Old testament stories	Shabbat
	Faiths	Christianity, Judaism	Christianity, Judaism	Christianity, Judaism	Christianity	Christianity	Judaism
	UC Concept				Salvation (1.5)	Gospel (1.4)	
By the end of KS1 children will know:	<ul style="list-style-type: none"> <li>• That many people believe in a being they call God, the creator of the world. People who believe this often think that creation can show people what God is like and so the world must be looked after.</li> <li>• That there are different belief systems, called religions, that have different ways of relating to God e.g. for Christians God is Father, Son and Holy Spirit</li> <li>• That there are things that people do because they believe in God e.g. prayer and worship</li> <li>• That these beliefs are found in sacred texts, traditions and experiences</li> <li>• That stories are told to help people understand God and the world. These stories are found in sacred texts e.g. the Bible, the Torah, the Qur'an</li> <li>• That there are many things that people think are worth celebrating e.g. Shabbat, Christmas, Easter, Rosh Hashanah</li> <li>• That what people do and what they believe doesn't stay the same. In the past many things were different.</li> <li>• That religion is often social. There are often special places where people meet together in groups of different sizes and types to share these beliefs and spend time together</li> <li>• That there are certain people, historically and currently who are important to people e.g. Abraham, Joseph, Moses, Joshua, Jesus, vicars and rabbis.</li> <li>• That for Christians, Jesus is the most important. They believe he is a friend who is with them all the time and can help them when they need help. He is called Saviour.</li> <li>• That Christians believe Jesus is God. He was born as a baby, died and came back to life.</li> <li>• That not everyone shares the same beliefs, and many people do not believe in God at all.</li> </ul>						

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<b>Big Question</b>	Do Christians have to take communion?	Is light a good symbol for celebration?	Is a Jewish/Hindu child free to choose how to live?	Does Easter make sense without Passover?	Does Jesus have authority for everyone?	Can made-up stories tell the truth?
	Linked Framework Questions	KS2 h, e, c	KS2 c, d, h	KS2 a, g, h	KS2 b, d, f	KS2 f, g	KS2 a, b
	Themes	Worship/ Communion	Advent, Diwali, Hanukah	Belief/ Commandments	Freedom	Authority	Truth/ Story
	Faiths	Christianity	Hinduism/ Christianity/ Judaism	Hinduism/ Judaism	Christianity/ Judaism	Christianity	Christianity
	UC Concept						
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 4</b>	<b>Big Question</b>	Do Murtis help Hindus understand God?	Does the Christmas narrative need Mary?	Is a holy journey necessary for believers?	Should believers give things up?	Did Jesus really do miracles?	Does prayer change things?
	Linked Framework Questions	KS2 a,e, g	KS2 c, h	KS2 g, h, e, c	KS2 c, g, i	KS2 b, f	KS2 a, c, g
	Themes	Art/ Symbols/ God	Mary/ Worship	Pilgrimage	Lent	Miracles	Prayer
	Faiths	Hinduism	Christianity	Hinduism/ Christianity	Christianity	Christianity	Hinduism/ Christianity
	UC Concept						
By the end of LKS2 children will know:	<p><b><u>By the end of LKS2 children will know: (Focus: Christianity, Hinduism and Judaism)</u></b></p> <ul style="list-style-type: none"> <li>• That many religious believers show commitment to God through a variety of ways e.g. worship, celebration, pilgrimage, prayer etc.</li> <li>• That Hindus, Jews and Christians believe in one God. They do not believe all the same things.</li> <li>• That religions encourage people to follow certain rules and behave in certain ways. They help people decide what is right and wrong.</li> <li>• That communion and baptism are important practices for many Christians, and Christmas and Easter are important festivals because they tell the story of Jesus.</li> <li>• That Christians believe that Jesus, as Son of God, died and came back to life as Saviour and that this is why people still follow him today. He performed miracles in the name of God</li> <li>• Sacred texts are a key source of authority for many religious believers and contain teachings that influence practices and celebrations e.g. the parables, the story of Passover</li> <li>• Christianity and Judaism share some of the same texts – the Old Testament</li> <li>• The texts and stories that underpin key practices and festivals e.g. Rama and Sita, the Nativity, Lent, Holy Week</li> <li>• The names, stories, attributes and characters associated with important people e.g. the Hindu Trimurti, Jesus, Mary etc.</li> <li>• Understand that religious believers think that their faith makes a difference to their everyday lives e.g. that prayer makes a difference</li> </ul>						

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>	<b>Big Question</b>	Do Muslims need the Qur'an?	Does God communicate with man?	Does the community of the Mosque help Muslims lead better lives?	Was the death of Jesus a worthwhile sacrifice?	Are you inspired?	What's best for our world? Does religion help people to decide?
	Linked Framework Questions	KS2 h, a, b, c	KS2 e, a, b	KS2 g, h, i	KS2 f, d	KS2 i, g, a	KS2 a, c, l, g
	Themes	Muhammad/ God/ Allah/ Jibreel	Peace/ Christmas	Sacred places/ Mosque	Sacrifice/ Sin/ Redemption	Holy Spirit/ Inspiration	Charity/ Zakat
	Faiths	Islam	Christianity	Islam	Christianity	Christianity	Christianity/ Islam
	UC Concept				Salvation (2b.6)		Kingdom of God (2b.8)
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6</b>	<b>Big Question</b>	Are Saints encouraging role models?	Is 'God made Man' a good way to understand the Christmas story?	Do clothes express belief?	Is the resurrection important to Christians?	Can we know what God is like?	Does it matter what people believe about creation?
	Linked Framework Questions	KS2 f, g, c	KS2 b, c, d	KS2 e, g, h	KS2 f, c, d	KS2 a, b	KS2 a, g, i
	Themes	Saints	Christ/ Incarnation/ Emmanuel	Hijab/ 5Ks	Eternal life/ Salvation		Creation/ Care for the world
	Faiths	Christianity	Christianity	Islam	Christianity	Christianity/ Islam/ Hinduism	Multi-faith
	UC Concept		Incarnation (2b.4)		Salvation (2b.7)		Creation & Fall (2b.2)
By the end of UKS2 children will know:	<p>That for many believers, scriptures (Bible, Guru Granth Sahib Ji, Qur'an) provide guidance for life, including choice of clothing, career, food and social action.</p> <ul style="list-style-type: none"> <li>• That many believers accept that their sacred texts have been communicated by God/Allah either directly or indirectly, and that this gives them authority e.g. the Qur'an.</li> <li>• That it is through the study of the sacred texts that people meet with and know what God is like and this leads many to show commitment to their religion.</li> <li>• That people gather together in places of worship for teaching and service. They will know the names of places of worship and that there are differences within as well as between religions.</li> <li>• That most Christians believe that scripture is to be studied; it can be interpreted in different ways and still be the word of God. This leads to diverse practice within the church.</li> <li>• That many people believe that God speaks to them through scripture, prayer, worship and other people, especially those counted as prophets e.g. Muhammad and Guru Nanak</li> <li>• That the death and resurrection of Jesus are central to Christianity and believed by most Christians to be true; it is through Christ that people find forgiveness and eternal life</li> <li>• That Christians believe the spirit of God guides them, changes lives, and impacts in the world through individuals, prayer and miracles.</li> <li>• That Islam and Judaism believe that God is one, indivisible and incorporeal. Christians believe that God is one, but manifested as Father, Son and Holy Spirit. This is the Trinity and is a source of much debate among Christians scholars.</li> <li>• That for many people religion helps them to answer questions about life and death, good and ill, right and wrong.</li> <li>• That many people believe there is no God. There are also many other religious groups, with a wide variety of beliefs and practices</li> <li>• That there are people in many faiths who show commitment above and beyond the ordinary, often in the face of persecution or hardship. They are often called saints.</li> </ul>						

Framework Questions:

KS1:

- a) What do people believe about God, humanity and the natural world?
- b) What makes some stories special in religion?
- c) How and why are celebrations important in religion?
- d) How and why do symbols express religious meaning?
- e) What makes some teachers and leaders special for religious people?
- f) What do we get out of belonging to different groups and how do we show that we belong?
- g) What makes me special?

KS2:

- a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?
- b) What do different sacred texts teach about life and how do they influence people differently?
- c) In what different ways do people worship and what difference does this make in their lives?
- d) What makes some occasions in life significant and how and why are these recognised and celebrated?
- e) How are religious and spiritual ideas expressed? Why is literal language not adequate?
- f) What is it about key religious figures that make them inspirational for religious believers?
- g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?
- h) How do religious families and communities practice their faith and how is this seen in local communities?
- i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?

