

The Religious Education Curriculum at Hindhayes



Hooked on Thinking Working With and For Local Families

Recent research shows us that:

The curriculum for a maintained school must be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Section 2 79 (1) School Standards and Framework Act.

Developing Religious Education at Hindhayes - RE is a fundamental and relevant subject which needs to be taught with understanding, sensitivity, enthusiasm and flexibility.

Our aim is for pupils at Hindhayes to gain core knowledge and understanding of the beliefs and practices of Christianity and Islam and worldviews which not only shape their history and culture, but which will begin to guide their own development.

The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society.

At Hindhayes we follow the SACRE planning as set out by the Somerset Local Authority. This stipulates that at foundation stage and KS1, Christianity plus one other religion and of the three designated choices we have chosen Islam. Non-religious views (e.g. Humanism) are also represented.

Pupils should be taught:	Development of skills	Foundation Stage	Year 1	Year 2
Attainment target 1: Learning about religions				
Beliefs and teachings (what people believe)	<p>Special Me and Special Stories – Who are we? Children to explore the units - special people, special things and where do I belong</p> <p>People and Communities <i>To talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</i></p>	<p>Recount outlines of some religious stories</p> <p>Key Beliefs/Beliefs (Christianity) What do Christians believe about God? The children will explore the importance of Creation, prayer, the Almighty, the 'lost and found' parables. They will also explore the idea of 'incarnation' and who Jesus was.</p> <p>Children will learn about 'Allah' and the key belief of 'submission to Allah</p>	<p>Retell religious stories and identify some religious beliefs and teachings</p> <p>Study of the Key Belief of Salvation (Christianity)</p> <p>Introduce the prophet 'Muhammed' and explore who he was. (Islam)</p> <p>Introducing the idea of Humanism and the terms agnostic/atheist</p>	
Practices and lifestyles (what people do)	<p>Special Places – Looking at 'my special place', church buildings (including a local visit) and infant baptism</p> <p>Special Times – birthdays/ Easter/Christmas/Eid and Ramadan (not listed on AMV website)</p> <p>The World <i>To know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another.</i></p>	<p>Recognise features of religious life and practice</p> <p>Explore the celebrations/occasions of Harvest, going to church, Christmas, Easter (Christianity) and why these are celebrated by Christians</p> <p>Looking at the life of a Muslim child and comparing similarities and differences. (Islam)</p>	<p>Identify some religious practices, and know that some are characteristic of more than one religion</p> <p>Study of The Bible the 2 parts of the bible and the different books Exploring what the bible is and why Christians value it.</p> <p>Comparing Christianity and Islam and understanding some of the shared beliefs e.g. Creation, Adam, Jesus, Prophets, one God, special books, Angel Gabriel</p>	
Expression and language (how people express themselves)	<p>The children will be given many opportunities to express themselves in relation to their RE lessons. They will also explore simple vocabulary linked to the teaching such as Christian, Muslim, bible, religion, baptism.</p> <p>Making Relationships <i>To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</i></p>	<p>Recognise some religious symbols and words</p> <p>Agape – children begin to recognise this word meaning 'love' which is used to show how God loves his people (Christianity).</p> <p>Looking at parables such as The Good Samaritan and the story of Zacchaeus and how they each us about 'love' (Christianity)</p>	<p>Recognise and explore the meanings in religious symbols, language and stories</p> <p>Agape – building on knowledge from year 1 children to understand that this love is unconditional and to show an understanding of what that means. Looking at the selfish farmer. (Christianity)</p> <p>Looking at the Lord's Prayer and its significance to Christians. (Christianity)</p> <p>Exploring the Easter story and the symbols linked to it from the cross through to eggs and new life. (Christianity)</p>	
Attainment target 2: Learning from religions				

Identity and experience (making sense of who we are)	<p><u>Special Me</u> Children to explore the ideas of ‘Who am I?’ and ‘Where do I belong?’ <i>Self Confidence and Self Awareness</i> <i>To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas.</i></p>	<p>Identify aspects of own experience and feelings, in religious material studied. Through weekly RE teaching the children will be encouraged to talk about the ideas, stories and themes presented. They may also respond non-verbally through creative activities eg. Drama or art.</p>	<p>Through weekly RE teaching the children will be encouraged to respond, question and express how they feel in a variety of ways whilst also responding sensitively to the experiences and feelings of others, including those with a faith. Link to drama exploring the ideas of tolerance, understanding and empathy.</p>
Meaning and purpose (making sense of life)	<p><u>Special stories</u> Looking at Creation. Our World, Awe and Wonder and caring for our world</p>	<p>Identify things they find interesting or puzzling, in religious materials studied Looking at the biblical creation story and the sequence of events. Looking at why Christians believe we should care for our world. Continuing the theme of Creation (Christianity) Continuing to explore this caring theme through the exploration of Muslim beliefs and Allah – the concept of Khalifah (Islam)</p>	<p>Realise that some questions that cause people to wonder are difficult to answer Answering questions such as ‘Is Easter happy or sad? And why?’ Also looking at why charity is often linked to religion.</p>
Values and commitments (making sense of right and wrong)	<p><u>Special Me and Special Stories</u> Looking at some of the stories from the life of Jesus and exploring the meaning and how it might relate to their lives (house on the rock/Jesus heals a man with leprosy) To talk about how they and others show feelings, talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable.</p>	<p>Identify what is of value and concern to themselves, in religious material studied – particularly the parables Learning about God as a loving shepherd and exploring what this means and how it relates to the lives of Christians The children will explore the ideas between a belief in God/Alla and saying thank you and sorry</p>	<p>Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong Exploring the parable of The Selfish Farmer and story of The Widow’s Gift – What does the bible teach about right and wrong/ how to behave well. Compare this with Humanism. Explore the reasons behind people’s behaviour and ability to recognise right from wrong.</p>

