



**Fawbert & Barnard Infants School**

**Parent Workshop**

**Religious Education & Worldviews**

**Mrs Jones, Inclusion Lead & RE Lead**

**Miss, Abbott RE Lead**

**June 2023**



**Relationships** are based  
on four principles:  
**respect, understanding,  
acceptance and appreciation.**

*– Mahatma Gandhi*





*Religious Education teaches us to reflect on what we and others believe and value about the world.*

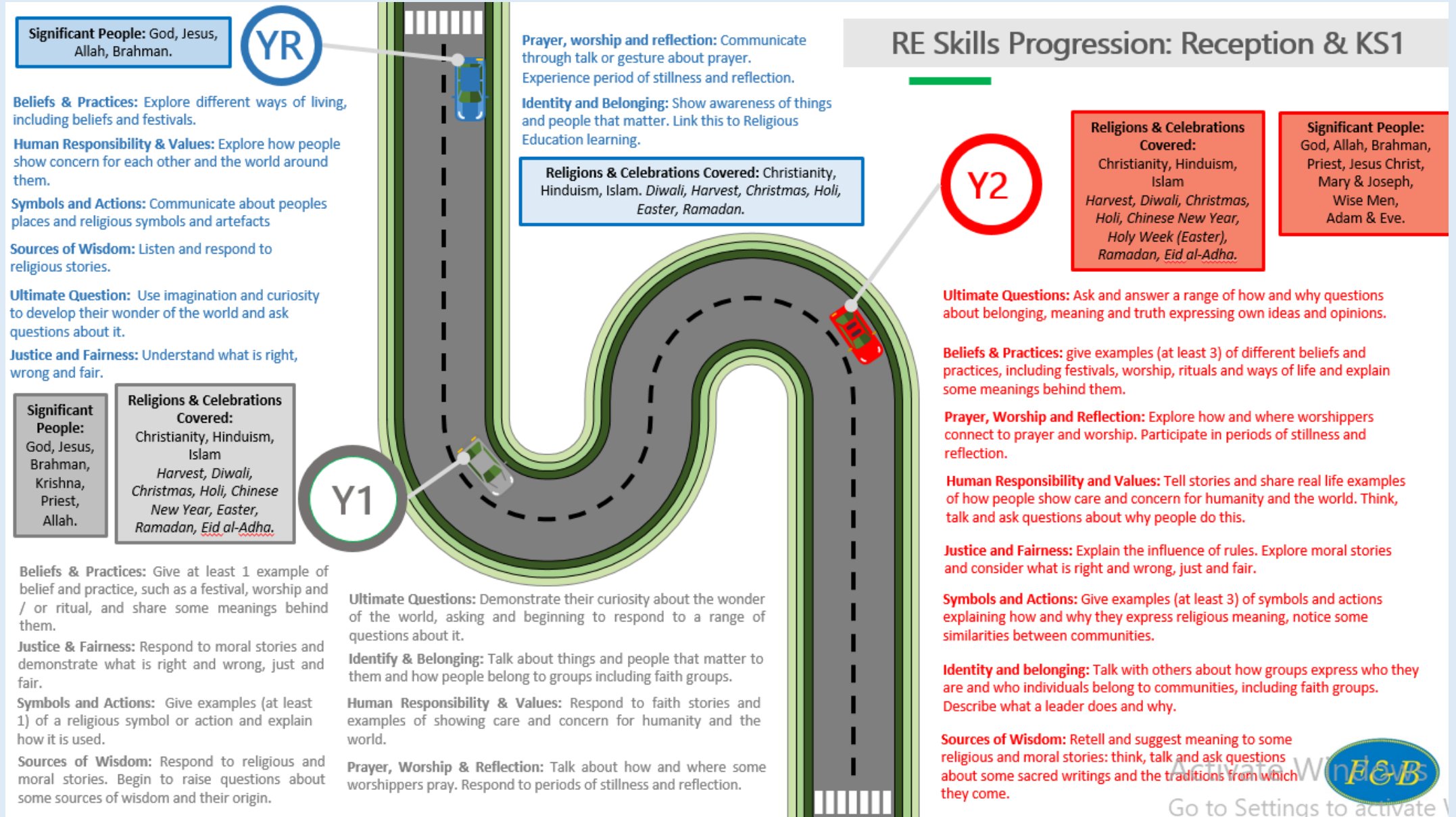
# Aims of the session



- To understand how Religious Education & Worldviews is being taught to my child.
- To know the RE assessment expectations for my child's year group.
- To see how Religious Education & Worldviews learning extends beyond the classroom at F&B.
- To know where to navigate to in order to support my child with their RE learning.



# Religious Education Roadmap



# Intent, Implementation, Impact



Intent = What we are aiming to do.

## Intent

Our RE curriculum aims to offer children the opportunities to understand sources of wisdom and their impact whilst also exploring personal and critical responses to what is being learnt. At F&B the RE curriculum has been devised based on the needs of the children and recommendations from *The Herts Agreed Syllabus for RE*. It aims to promote fluency and links between the six principle religions. The individual RE lessons are underpinned by eight identified sub-areas of RE, allowing children to draw on the similarities and differences between religions whilst also focusing on their community, their own personal development and wellbeing. F&B further promote values of SMSC, British Values and RE in additional explicit and discreet ways (identified below) to ensure children understand the relevance's of RE in today's modern world, and how this affects our lives. At F&B we are aware that all curriculum content about religious and non-religious traditions is a representation of reality, and that everything we teach (religion or non-religion) is somebody's version of reality. As staff, we intend to consider all RE content as a representation, which will then come through in the way that we teach, ensuring we appreciate diversity and respect that all faiths and multifaceted and fluid.

# Intent, Implementation, Impact



Implementation = How we deliver our intent.

## Implementation

Each year group is provided with a progression document (scheme of work), based on the Hertfordshire Agreed Syllabus, which outlines the focus for weekly sessions in addition to key vocabulary and significant people. From this, the subject leader creates the weekly planning, ensuring coverage of key vocabulary, skills & concepts. Teachers then adapt this planning to suit the needs of their class. In addition to this, teachers are also provided with a key vocabulary document, a year group expectations document and a whole school overview. These are available to ensure consideration is given not only to progression across an individual year group, but across the whole school and different key stages. This makes certain that children are exposed to a curriculum that covers the eight key areas of religion, taught through the schools chosen principal religions covered. Further assessment opportunities are provided across Topic Learning, and whole school events, where they arise. Additional development of RE, SMSC and British Values is evident across the school through assemblies, the golden thread of inclusion that runs through the school, the PSHE/RSE curriculum, links with the community and rich subject focus events (including parental workshops, assemblies and CPD opportunities for staff).

# Intent, Implementation, Impact



Impact = How we know it is successful.

## Impact

We believe that the regular lessons alongside the community focus, naturally woven into F&B practice, provides a rich and holistic approach to Religious Education. All children are better informed regarding their position in the world and how decisions they make can impact their future. The curriculum allows the children of F&B to develop an awareness and respect for the diverse community of the wider world. High quality work is evidenced within the children's books and observations during lessons – this is supplemented by the use of EvidenceMe - a digital book, and the RE Curriculum Portfolio. The Portfolio also identifies all stakeholder voice and specific activities that have taken place across the course of the school year further raising the profile of Religious Education across the school.

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# Where does RE sit within the curriculum?



- RE is a **statutory entitlement** for all pupils registered in a school, including Reception year and post-16.
- RE is an integral part of **everything** we do. It is **not** solely about Religion.
- There has been a huge shift in Hertfordshire to focus on RE as a holistic and spiritual process.
- RE contributes significantly to aspects of **personal development** within the Ofsted Inspection Framework.
- RE supports pupils Spiritual, Moral, Social and Cultural (SMSC) development of character.
- RE helps us to develop our **Worldview**.

# Worldviews



“A worldview is a person’s way of **understanding, experiencing, and responding** to the world. It can be described as a philosophy of life or an approach to life. This includes how a person understands the nature of reality and their own place in the world.

A person’s worldview is likely to influence and be influenced by their **beliefs, values, behaviours, experiences, identities and commitments.**”

## Institutional Worldviews


- Include religions such as Christianity, Islam or Buddhism, as well as non religious worldviews such as Humanism.
- Refer back to sacred texts but also adapt to new times.
- Made up of practices, rituals, narratives, experiences, artistic & cultural expression.

## Individual Worldviews

- Everyone has a worldview.
- Our worldviews are influenced by our own life story.
- Our worldviews may make reference to institutional worldviews, however this is becoming increasingly less.

# Types of RE knowledge



 **Ofsted**  
raising standards  
improving lives

Research and analysis  
**Research review series: religious education**  
Published 12 May 2021

(Recent development)  
Ofsted review of research in RE 2021:  
Three kinds of knowledge in RE

- 'Substantive knowledge' content
- 'Ways of knowing': 'how to know' as well as 'what to know'
- 'Personal knowledge': awareness of presuppositions and values

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**1) Substantive Knowledge** (the 'stuff' of RE)  
Facts, Rituals, Concepts, Understanding Meaning, Explaining Significance.

**2) Ways of knowing** (how do we find out? / the disciplines).  
Theology, Philosophy, Social and Human Science, Making sense of our world.

**3) Personal Knowledge** (the reflection, response & expression)  
Self awareness (recognising own viewpoint), empathy (recognising viewpoint of others), motivation (why people believe / do what they do).

# Hertfordshire Agreed Syllabus



- RE is a statutory entitlement for all pupils registered in a school, including Reception year and post-16.

*EYFS = Flexibly according to the statutory requirements of the EYFS Framework.*

*KS1 = 60 hours over 2 years (10 hours per term).*

- The Hertfordshire Agreed Religious Education Syllabus provides the **statutory framework** from which schools develop their curriculum.
- It is locally determined rather than nationally stipulated within the national curriculum, allowing for variation in local faith and belief communities.
- The agreed syllabus provides the statutory requirements for RE in Maintained schools. It is **not** a scheme of work.

# Hertfordshire Agreed Syllabus in action at F&B



There are **8 key areas** of learning in RE (Herts Agreed Syllabus).

|  |   |  |  |
|--|---|--|--|
| <p><b>Beliefs and practices</b></p> <p>Festivals, rites of passage (eg birth etc), pilgrimages</p> | <p><b>Sources of wisdom</b></p> <p>Texts, people, institutions, figures of authority</p>  | <p><b>Symbols and actions</b></p> <p>How beliefs are expressed, ritual</p>   | <p><b>Prayer, worship and reflection</b></p> <p>Services, private and public worship, words of prayers</p> |
| <p><b>Identity and belonging</b></p> <p>Community, organisation, commitments</p>                   | <p><b>Ultimate questions</b></p> <p>Big questions like 'Does 'God' exist?', 'Why is there evil?', 'What is the 'Good Life?'</p> | <p><b>Human responsibility and values</b></p> <p>What the sources of wisdom have to say about how we should treat others and the world</p> | <p><b>Justice and fairness</b></p> <p>How to treat people fairly. Wealth. Human Rights</p>                 |

# Hertfordshire Agreed Syllabus in action at F&B



The 8 key areas of learning in RE (Herts Agreed Syllabus) can be taught through:

| Statutory content at each Key Stage |  |
|-------------------------------------|--|
| EYFS                                | Children will encounter Christianity and religions and beliefs represented in the class, school or local community and beyond. RE will support a growing sense of the child's awareness of self, their own community and their place within this.  |
| KS1<br>Years 1 and 2                | Christianity and <b>at least one</b> other Abrahamic religion are to be studied in depth (Judaism and/or Islam), or the predominant additional principal faith represented in the school. Pupils may also learn from other religions and worldviews in thematic units.   |
| Lower KS2<br>Years 3 and 4          | Christianity and <b>at least two</b> other principal faiths are to be studied in depth, <b>one Abrahamic and one Dharmic</b> . (Recommended focus faiths for lower KS2 – Christianity, Islam, Hinduism or Sikhism). Pupils may also learn from other religions and worldviews in thematic units.   |
| Upper KS2<br>Years 5 and 6          | Christianity and <b>at least two</b> other principal faiths are to be studied in depth, one Abrahamic and one Dharmic. (Recommended focus faiths for upper KS2 – Christianity, Judaism, Hinduism or Buddhism). Pupils may also learn from other religions and worldviews in thematic units.<br><br><b>All six principal religions and non-religious worldviews will have been introduced by the end of the Primary School phase, though not all necessarily at the same depth.</b> |

# Hertfordshire Agreed Syllabus in action at F&B



## F&B Religious Education Whole School Overview



|                  | <u>Autumn 1</u>  | <u>Autumn 2</u>   | <u>Spring 1</u>   | <u>Spring 2</u>   | <u>Summer 1</u>   | <u>Summer 2</u>   |
|------------------|--|---|---|---|---|---|
| <u>Nursery</u>   | <ul style="list-style-type: none"> <li>- Different families, traditions &amp; faiths.</li> <li>- Being thankful and harvest traditions.</li> </ul> <p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>- Going to church, signs and symbols.</li> </ul> | <p><b>Diwali.</b></p> <ul style="list-style-type: none"> <li>- <b>Christianity</b></li> <li>- Advent.</li> <li>- Christmas and the Christmas Story.</li> </ul>  | <ul style="list-style-type: none"> <li>- Living together: What is right, wrong and fair.</li> <li>- Chinese New Year.</li> </ul>  | <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>- Easter: celebrations and symbols.</li> </ul>  | <ul style="list-style-type: none"> <li>- Celebrations: weddings, christenings, <b>Diwali</b> at home.</li> <li>- Belonging to a family &amp; community.</li> </ul>  | <p><b>Ultimate questions</b></p> <p>Who cares for the world?</p> <p><b>Christianity.</b></p>  |
| <u>Reception</u> | <ul style="list-style-type: none"> <li>- Different families, traditions &amp; faiths.</li> <li>- Being thankful and harvest traditions.</li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>- Going to church, signs and symbols.</li> </ul>  | <p><b>Diwali</b></p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>- Advent.</li> <li>- Christmas and the Christmas Story.</li> </ul>   | <ul style="list-style-type: none"> <li>- Living together: What is right, wrong and fair.</li> <li>- Chinese New Year</li> </ul> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>- Holi: Hindu Festival of colours.</li> </ul>                               | <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>- Easter: celebrations and symbols, the Easter Story.</li> </ul>  | <ul style="list-style-type: none"> <li>- Different beliefs and special times: weddings, christenings, <b>Diwali</b> at home, Ramadan.</li> <li>- Belonging to a family &amp; community.</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>- Ramadan.</li> </ul> | <p><b>Ultimate questions:</b></p> <ul style="list-style-type: none"> <li>- Who cares for the world?</li> <li>- Big Questions about God (Hinduism, Islam, Christianity).</li> <li>- Christianity.</li> </ul>   |
| <u>Year 1</u>    | <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>- Signs, symbols and celebrations.</li> <li>- Christian values and practices.</li> <li>- Giving to charity.</li> <li>- Being thankful.</li> <li>- Harvest traditions.</li> </ul>                     | <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>- Signs, symbols and celebrations.</li> <li>- Diwali.</li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>- Christmas.</li> <li>- Christian advent.</li> <li>- The Christmas story.</li> </ul> | <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>- Holi Festival.</li> <li>- Hindu Values.</li> <li>- The story of Krishna.</li> </ul> <p><b>Chinese New Year.</b></p> <p><b>Symbols and traditions of different beliefs: Christianity and Hinduism.</b></p> | <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>- Belonging to a family and community.</li> <li>- Naming ceremonies and places of worship.</li> <li>- Artefacts to explore prayer and worship.</li> <li>- Easter symbols, place of worship and practices.</li> <li>- The Easter story.</li> </ul> | <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>- Sacred texts: Christianity and Islam.</li> <li>- Faith stories.</li> <li>- Qur'an.</li> <li>- Ramadan.</li> <li>- Eid al-Adha.</li> </ul>  | <p><b>Ultimate Questions</b></p> <ul style="list-style-type: none"> <li>- Big Questions about God.</li> <li>- Deeper Questions.</li> <li>- Taking responsibility.</li> <li>- Our community.</li> </ul> <p><b>Cultures and beliefs</b></p> <ul style="list-style-type: none"> <li>- Revision of Islam, Hinduism and Christianity.</li> </ul> |
| <u>Year 2</u>    | <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>- Signs, symbols and worship.</li> <li>- The Bible.</li> <li>- Christian values and practices.</li> <li>- Giving to charity.</li> <li>- Being thankful.</li> <li>- Harvest traditions.</li> </ul>    | <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>- Diwali,</li> <li>- Rama and Sita.</li> </ul> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>- Christmas.</li> <li>- Advent.</li> <li>- The Christmas Story.</li> </ul>                             | <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>- Holi Festival.</li> <li>- Places of worship and prayer.</li> <li>- Hindu values.</li> </ul> <p><b>Chinese New Year.</b></p>   | <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>- Belonging to a family and community.</li> <li>- Naming ceremonies and places of worship.</li> <li>- Holy Week (Easter timeline), symbols, places of worship and practices, - - The Easter Story.</li> </ul>                                     | <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>- Muslim Beliefs.</li> <li>- Signs and symbols.</li> <li>- Inside a mosque.</li> <li>- Ramadan and Eid al-Adha.</li> <li>- The five pillars of Islam.</li> </ul>   | <p><b>Ultimate Questions</b></p> <ul style="list-style-type: none"> <li>- Big Questions about God.</li> <li>- Different ways to give thanks to God.</li> <li>- Taking responsibility.</li> </ul> <p><b>Cultures and beliefs.</b></p> <ul style="list-style-type: none"> <li>- Our community.</li> </ul>                                     |

**Autumn 1: Christianity**  
**Autumn 2: Christianity, Hinduism**  
**Spring 1: Hinduism**  
**Spring 2: Christianity**  
**Summer 1: Islam**  
**Summer 2: Ultimate Questions**

# What does RE look like in every day school life?



## EYFS - Discreet

Child Initiated Provision based on a theme.  
Direct carpet input on a particular concept.  
Subject Vocab Cards to support learning.

## KS1 - Direct

Specific RE lesson every week (*planned by subject leads, adapted & delivered by class teachers*).  
Evidence recorded in books fortnightly.  
Other evidence recorded on evidence me.  
Subject Vocab Cards to support learning.

## Everyone

The conversations each day.  
The assemblies that take place (collective worship).  
The **big questions**.  
The focus on social, emotional development.  
The focus on inclusion.  
The external visitors.  
The themed lunches & continent culture days.

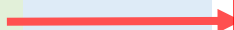
# What is my child expected to know?



## Religious Education - Year Group Expectations & Assessment

|  | EYFS  | Year 1   | Year 2  | Year 3 (Reedings)   |
|--|---|--|---|---|
| <b>Beliefs and Practices</b>           | Explore different ways of living, including beliefs and festivals.  | Give at least one example of belief and practice, such as a festival, worship and/or ritual and share some meanings behind them. | Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meaning behind them.                           | Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities.  |
| <b>Sources of Wisdom</b>               | Listen and respond to religious stories.  | Respond to religious and moral stories. Begin to raise questions about some sources of wisdom and their origin.                  | Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writing and sources of wisdom and the traditions from which they come. | Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom. Identify the faith traditions from which these come and their impact on followers |
| <b>Symbols and Actions</b>             | Communicate about people, places and religious symbols and artefacts.                                     | Give at least one example of a religious symbol or action and explain how it is used.  | Give at least 3 examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities.                                    | Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith Communities.  |
| <b>Prayer, Worship and Reflection</b>  | Communicate through talk or gesture about prayer. Experience periods of stillness and reflection.         | Talk about how and where some worshippers pray. Respond to periods of stillness and reflection.                                  | Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection.  | Ask and answer questions about places of prayer and worship and the impact they might make on faith communities.  |
| <b>Identity and Belonging</b>          | Show awareness of things and people that matter to them and link this to learning in Religious Education. | Talk about things and people that matter to them and how people belong to groups including faith groups.                         | Talk with others about how groups express who they are and how individuals belong to communities, including faith groups. Describe what a leader does and why.                          | Give two examples of how individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders.   |
| <b>Ultimate Questions</b>              | Use imagination and curiosity to develop their wonder of the world and ask questions about it.            | Demonstrate their curiosity about the wonder of the world, asking and beginning to respond to a range of questions about it      | Ask and answer a range of 'how' and 'why' questions about belonging, meaning and trust, expressing their own ideas and opinions.  | Through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer.  |
| <b>Human Responsibility and Values</b> | Explore how people show concern for each other and the world around them                                  | Respond to faith stories and examples of showing care and concern for humanity and the world.                                    | Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this.                       | Recognise the importance of showing care and responsibility for the world, identifying the shared values in two communities.  |
| <b>Justice and Fairness</b>            | Understand what is right, wrong and fair.   | Respond to moral stories and demonstrate what it means to be right and wrong just and fair.                                      | Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair.  | Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair.   |

The 8 key areas



# Key Vocabulary






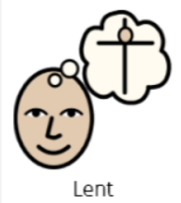
| Vocabulary Related To Principal Religions Covered  |   |   |
|--|---|---|
| EYFS   | YEAR 1  | YEAR 2  |
| <b>Hinduism</b>  |   |   |
| Hindu, Diwali, Rangoli, Holi, Brahman, Right and Wrong.  | Hindu, Temple, Diwali, Gods, Buddha, Mandala, Holi, Zodiac, Animals, Brahman, Krishna, Community.   | Hindu, Temple, Diwali, Gods, Rangoli, Henna, Diva Lamp, Rama, Sita, Brahman, Gods, Mandir, Holi, Temple, Truth, Dharma, Community.  |
| <b>Christianity</b>  |   |   |
| Family, Thankful, Harvest, Christian, Church, Christmas, Advent, Nativity, Jesus, Easter, Cross, God, Candle, Right and Wrong. | Church, Jesus Christ, Cross, Charity, Harvest, Thankful, Christmas, God, Nativity, Mary, Joseph, Star, Wise, Easter, Cross, Disciples, Christening, Vicar, Church, Priest, Community. | Jesus Christ, Church, Creation, Dove, Lent, Charity, Harvest, Thankful, Bible, Priest, God, Adam, Eve, Mary, Joseph, Wise Men, Advent, Nativity, Christmas, Christening, Resurrection, Holy, Lent, Community. |
| <b>Islam</b>   |   |   |
| Islam, Muslim, Ramadan, Community, Allah, Right and Wrong.   | Mosque, Muslim, Ramadan, Eid, Qur'an, Bible, Mosque, Temple, Community.   | Mosque, Muslim, Ramadan, Prayer Mat, Prayer Hat, Eid, Qur'an, Crescent, Star, Allah, Mosque, Temple, Community.   |

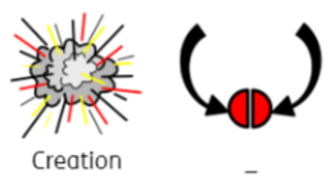

| Vocabulary Covered through the 8 Key Areas of Religion   |   |  |
|--|---|--|
| EYFS   | YEAR 1  | YEAR 2   |
| <b>Justice and Fairness</b>  |   |  |
| Right, Wrong, Justice, Fairness  | Thankfulness, Charity, Justice, Fairness,                                 | Charity, Rules, Organisation, Charter, Values  |
| <b>Human Responsibility and Values</b>   |   |  |
| Responsibility, Caring, Helping, Good / Bad, Fair  | Creation, Belief, Community, Responsibility, Values, Humanity             | Community, Responsible, Citizen, Faith, Appearance   |
| <b>Ultimate Questions</b>  |   |  |
| God, Creation, Responsible, Moral Story, Questions, Importance, Valuable, Look after, Values   | God, Goddess, Creation, Questions   | God, Allah, Creation Story, Parable, Heaven  |
| <b>Identity and Belonging</b>  |   |  |
| Wedding, Vows, Vicar, Promise, Bride, Groom  | Family, Community, Faith Group, Special Occasions                         | Shabbat, sukkot, Skull Cap, Rabbi, Bar Mitzvah, Passover, Purim.   |
| <b>Prayer, Worship and Reflection</b>  |   |  |
| Prayer, Reflection, Temple, Mosque, Church, Synagogue, Shrine.   | Prayer, Shine, Prayer Mat, Baptism, Christening, Worship                  | Allah, Mosque, Qur'an, Imam, Prayer Mat, Mecca, Five Pillars, Ramadan, Eid                                 |
| <b>Sources of Wisdom</b>   |   |  |
| Jesus, Nativity, Joseph, Mary, Christmas, Advent, Wise Men, Spring, Seasons, Changes, Easter, Last Supper, Creation, Cross, God, New Life, Birth, Baby, Church | Qur'an, Bible, Sacred, Parable  | Easter, Last Supper, Disciples, Good Friday, Palm Sunday, Resurrection, Crucifixion, Bible, Ash Wednesday. |
| <b>Symbols and Actions</b>   |   |  |
| Cross, Church, Temple, Prayer Mat, Altar, Synagogue, Star of David   | Festival, Light, Hanukkah, Diwali, Advent                                 | Altar, Pew, Cross, Church, Cathedral, Synagogue.   |
| <b>Key Vocabulary – Beliefs and Practices</b>  |   |  |
| Festival of Light, Special Occasion, Christmas, Diwali, Hanukkah, Eid, Muslim, Christian.  | Harvest, Justice, Palm Sunday, Seasons, Good Friday, Easter, Last Supper. | Festival, Bethlehem, Community, Angel Gabriel.   |

# Key Vocabulary Cards



| <u>EYFS_Hinduism_Word</u> | <u>Picture</u>  |
|---------------------------|---|
| <b>Hindu</b>              | <br>Hindu  |
| <u>EYFS_Hinduism_Word</u> | <u>Picture</u>  |
| <b>Diwali</b>             | <br>Diwali |

| <u>Y2_Christianity</u> | <u>Picture</u>   | <u>Definition</u>   |
|------------------------|--|---|
| <b>nativity</b>        | <br>Nativity | a story that tells the story and birth of Jesus Christ          |
| <u>Y2_Christianity</u> | <u>Picture</u>   | <u>Definition (Science)</u>                                     |
| <b>Lent</b>            | <br>Lent    | It is a time of giving things up and a test of self-discipline. |

| <u>Y1_Questions</u> | <u>Picture</u>  | <u>Definition</u>   |
|---------------------|---|---|
| <b>Creation</b>     | <br>Creation | The beginning of life   |
| <u>Y1_Questions</u> | <u>Picture</u>  | <u>Definition</u>   |
| <b>Question</b>     | <br>Question | To find out: starting the question with:<br><b>Who, what, when, where, why and who?</b> |

- Visual learning prompts
- Extending vocabulary and understanding
- Supporting learners with SEND
- Remains in a priority place throughout the week - reinforcing the learning that has taken place.

## Religious Education Top 10



*RE means Religious Education. Religious Education teaches us to reflect on what we and others believe about the world.*

1. **MULTISENSORY APPROACHES** Use good quality artefacts (including videos & photographs) to allow pupils to understand aspects of different faiths. Artefacts can be used to develop pupils' observation skills & use of language.
2. **LANGUAGE** Ensure key words, meanings & symbols are highlighted, explained and written up.
3. **VOCABULARY** Recognise that the language of RE may be challenging for many pupils and create misconceptions (vocabulary can have different meaning, use of metaphor in parables, literal interpretations). Ensure pre-teaching of vocab & present the same information in a range of ways.
4. **PRIOR KNOWLEDGE** Revisit a mind map for the same area of learning after a number of weeks - add new 'branches' to the map to show pupils' how their understanding of concepts is developing, especially around vocabulary.
5. **LET THE CHILDREN LEAD** Avoid a culture of 'right' answers. RE deals with belief and opinion. Be mindful that some pupil's may find it hard to see beyond a 'black and white' view of concepts.
6. **MAKE IT RELEVANT** Draw on pupils' personal experiences to offer concrete examples of concepts and make sure it is relevant to their lives. E.G discuss fairness in the form of a playground issue or sports game.
7. **MEMORY** Pupils can become confused between different faiths. Concentrate learning & displays on one faith at a time.
8. **RECORDING** Record verbal outcomes in addition to written. RE is about experience. Link this to role play & drama wherever possible.
9. **QUESTIONING** Questioning & challenge is important to support pupils' with developing their own views. Use thinking prompts and higher order questions such as 'why do you think that?'
10. **SEATING** Seating & positioning during RE should allow all pupils to communicate, respond and interact with each other and the teacher during discussions.

# Knowing what is happening & when



## The Enchanted Woodland – Year 1 Autumn 1

### We are... Theologians (RE): Christianity

#### Key Skills and Knowledge:

- Identifying 3 examples of Christian Beliefs and practices (festivals, worship and rituals) and explain the meaning behind them.
- Identify key Christian symbols: Cross and Candle.
- Recall the creation story.
- Understand how Christians express thanks through celebrating Harvest.

#### Key Vocabulary:

- Church, Jesus, Cross, Charity, Harvest, Thankful

### We are... A Community (PSHE):

#### Key Skills and Knowledge:

- Explain their classroom rules and be able to contribute to making these.
- Explain and name a range of feelings, how they make us behave and feel (e.g. butterflies in the tummy etc.) and how we can manage these.
- Identify simple qualities of friendship, strategies for making up and listening skills.
- Give and receive positive feedback, and experience how this makes them feel.
- Recognise that they belong to groups and communities such as their family.

#### Key Vocabulary:

- Rules, safe, sad, happy, worried, angry, excited, surprised, confused, nervous, friendship, behaviour, feelings, hurt, family, body, language, help, special people, making up, responsibility, emotions, work together, heal, support

### We are... Coders (Computing): Key Skills and

#### Knowledge: Digital Literacy, Online Safety

- To log in safely.
- To learn how to find saved work in the Online work area and find teacher comments.
- To learn how to search to find resources.
- To start to add pictures and text to work.
- To learn how to open, save and print.
- To understand the importance of logging out.

**Key Vocabulary:** alert, avatar, button, device, file name, icon, login, notification, log out, menu, private, password

### We are... Geographers: Key Skills and Knowledge:

- **Knowledge:** A map is a picture or drawing of an area of land or sea. It shows where things are.
- **Skill:** I can draw or read a simple map.
- **Knowledge:** A key explains the pictures on a map.
- **Skill:** I understand how to use a key.
- **Knowledge:** Fieldwork is when you go outside and find things out.
- Data is information that can be collected.
- **Skill:** I can carry out fieldwork. I can collect simple data

**Key Vocabulary:** Map, land, sea, Key, Fieldwork, data, information

### We are... Musicians: Key Skills and Knowledge:

- **Listen and Appraise:** To learn how they can enjoy moving to music by dancing, marching, etc. know 5 songs off by heart, what they are about. Know/recognise the sound/names of some instruments.
- **Games:** to develop an understanding of pulse, rhythm and pitch. To know that music has a steady pulse, we can create rhythms from words, food and animals etc.
- **Singing:** to be aware that they can sing different pitches and make different types of sounds with their voices. Learn to start/stop singing when following a leader. To build confidence in performing from memory and sing them in unison.
- Continued on Autumn 2

### We are... Designers: Key Skills and Knowledge:

- **Designing:** Designing a fairy door, Woodland crown, I can Model my ideas on paper
- **Making:** I can measure, mark out, cut and shape, with support. I can explain what I'm making and why

**Key Vocabulary:** Plan, Design, glue, template, decorate, stick, attach, wood, cardboard, cut, measure

### We are... Artists:

#### Key Skills and Knowledge:

##### Sculpture

- I can work and experiment with constructing and joining recycled, natural materials to make a piece of bog art.

##### Drawing

- I can draw from observation for a few minutes at a time to create an observational drawing using a pencil.

##### Painting

- Van Gogh 'sunflowers' based Artwork
- I can demonstrate an awareness when choosing a brush for paint and show control when mark making with a paintbrush.

##### Printing

- I can make a rubbing print using crayons. Computer art
- I can use simple paint software to create a Gruffalo Picture.

**Key Vocabulary:** Pattern, print, rubbing, natural, sculpture, join, recycled, manipulating, malleable,

# Enrichment Opportunities



Bridge Builders Christian Trust

*'New Beginnings' assembly 20<sup>th</sup> October 2022*



Continent Culture Day – 17<sup>th</sup> May 2023



*South and North  
America Continents  
Day in collaboration  
with Herts Catering*



# Enrichment Opportunities



## **Notes**

The children took part in the 'Oasis of Calm' exhibition at Great St Mary's Church organised by the Sustainable Sawbridgeworth Group. They made Christmas lanterns using recycled materials such as milk cartons and tissue boxes. They learnt about how recycling things helps our planet save resources and helps fight global warming.



## **Notes**

The children looked at different symbols and artefacts of Hinduism.



## **Notes**

Maple class explore Hinduism through different artefacts. We then went on to think about Hindu beliefs and reincarnation.

# What is next for RE & worldviews at F&B?

RE Quality Mark

More visitors in to school - do you know anyone?

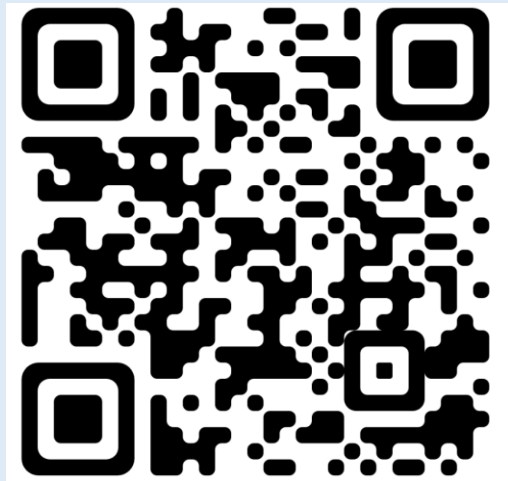
Planned visits to places of worship

Embedding new structure of RE lessons in KS1.

# Where else can I go for support?



- [F&B Website - RE Subject Section](#)
- Hertfordshire SACRE
- RE Leads - [inco@fandb.herts.sch.uk](mailto:inco@fandb.herts.sch.uk) / [rabbott@fandb.herts.sch.uk](mailto:rabbott@fandb.herts.sch.uk)



[Feedback:](#)

<https://forms.gle/qZHFucXtQMNamZK4A>