



Curriculum Overview RE



Intent

We teach RE:

To support the development of children's own values and contribute to their spiritual, moral, social and cultural development. RE at Heatherside offers the children an opportunity to interpret and respond to a variety of concepts, beliefs and traditions within religious faiths, and to their own, and others' cultural and life experiences.

Teaching RE does not try to persuade, but rather to inform and develop the skills with which evaluation can take place, thus supporting children to become successful learners, confident individuals and responsible citizens – empowered to make their own choices and decisions concerning religion and belief.

Our curriculum aim is for children to:

- Know about and understand a range of religious faiths, traditions and worldviews
- Share and express ideas and insights about the nature, significance and impact of religious faiths, traditions and worldviews - whilst considering what it means to them and their own experiences
- Develop and practise the skills needed to listen and engage respectfully during discussions in a supportive and non judgemental environment

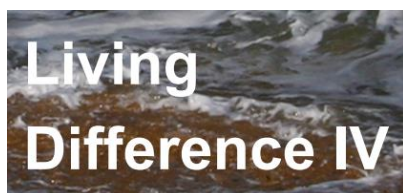
To achieve these aims, RE provokes challenging questions about meaning, purpose, beliefs about God, issues of right and wrong and what it means to be human.

RE plays an important role in preparing children for life in a modern world and should enable them to flourish as citizens in a diverse global society.



How is RE taught at Heatherside Infants?

“Living Difference IV seeks to introduce children and young people to what a religious way of looking at and existing in the world may offer in leading one’s life, individually and collectively. It recognises and acknowledges that the question as to what it means to lead one’s life with such an orientation can be answered in a number of qualitatively different ways”.
Living Difference IV December 2021



RE is taught through the agreed Hampshire syllabus Living Difference IV where children explore concepts from their first-hand experience before applying them to religious ideas. Golden threads run throughout the curriculum such as Love, Belonging, Special and Community, supporting an enquiry based approach. A cycle of enquiry takes place over several sessions which include: Communicate, Apply, Inquire, Contextualise and Evaluate, enabling children to explore and reflect on their own way of life, their feelings about this, and also religious and non-religious ways of living. Children are supported to explore concepts that are meaningful to them - such as *thankfulness, waiting and special* – before considering the view point from other faiths.

We explore the beliefs and traditions of Christianity, as well as the Hindu faith. Furthermore, our diverse school community has a large range of different cultures and faiths that provide a rich opportunity for us to share and celebrate with each other. Children enjoy learning about different traditions from their peers and this contributes to promoting a positive and inclusive school ethos that champions democratic values, and nurtures their understanding of wider British Values.

During our learning children take part in class and group discussions, drama activities, watch and respond to video stimuli and music. They also have the opportunity to go on visits or have visitors to our school.



Vocabulary

	Year R	Year 1	Year 2
Christian Faith	God, Jesus, Bible, Christian, church, Christmas, Easter Joseph, Mary, Bethlehem, Nazareth, nativity, angel , prodigal son	Pray, prayer, Christianity, priest, reverend, Disciples, Palm Sunday, heaven, Jerusalem, Shrove Tuesday, palm cross, harvest, worship, holy, Gold, Frankincense, Myrrh, Magi, Wise Men, Harvest,	Advent, Crucifix, Crucifixion, Holy Communion, Bread and Wine, Candle, Disciples, Judas, Holy Week, Last Supper, betrayal, Good Friday, resurrection, heaven, cross, miracle, tomb, Roman, Garden of Gethsemane,
Hindu Faith	Hindu, Diwali, diva lamps, Rangoli pattern	Mandir, temple, shrine, murtis, Krishna, Janmastami, Brahman, Vishu, Shiva, Puja, Avatar	Puja, Deity, deities, Prahlad, Holi, Prashad, Holika, Holi, Dāna, Karna, generosity
Non specific	Wedding, celebrate, love, special, specialness, belief, me, celebration, birth, baby, beloved, shepherd, reminder, symbol, new life, decorations, follower, moving on, forgive, forgiveness, stories	Religion, faith, worship, followers, customs, charity, journey, King, senses, remembering, traditions,	Arrest, councillor, waiting, belonging, community, sad and happy, colour, festival, Spring, devotion, rose, symbol, offering, blessing, spirit, cleanse, mind, observe, fasting, heroes, authority, storm, fisherman, trust



Progression map

	Year R
Children participate in an enquiry into the concept – linking strongly to the EYFS Characteristics of learning.	<ul style="list-style-type: none"> • Share own experiences of personal events and people close to them • Listen to others • Share their feelings • Share their own experiences • Identify what a celebration is • Begin to recognise how Christians celebrate events and things that are special to them • Begin to recognise what special means • Reflect on important events • Respond to ideas being discussed • Identify how their feelings about an idea being discussed relates to them

Cycle of Enquiry Stage	Year 1	Year 2
Communicate	Children can express creatively their response to their experiences of the concepts/words introduced.	Children can express creatively their responses to their own experiences of the concepts/words introduced.
Apply	Children can recognise their responses and how they relate to events in their own lives.	They can recognise how their responses relate to events in their own, and other people's lives.
Inquire and Contextualise	Children can recognise what has been taught about the concept/word and how it is used in the tradition studied	~They can simply describe what has been taught about the concept/ and how it is used in the tradition studied
Evaluate	In simple terms children recognise something of the value of the concept/word in the lives of those living in the traditions studies, as well as for their own lives and communities.	In simple terms children can discern something of the value of the concept in the lives of those living in the tradition studied, as well as for their own lives and communities.