



### Year Reception - Religious Education - Programme of Study

Religious Education (RE) is a core subject and an integral part of our curriculum. We are dedicated to providing high quality RE teaching and learning opportunities to reflect the importance of RE within our school. Current expectations exceed SACRE's (Standing Advisory Council on Religious Education) Agreed Syllabus for RE, and the school delivers additional SMSC (Spiritual, Moral, Social and Cultural) enrichment. SMSC enriches and promotes the school's collective values and ethos. Each year group, in a spiral way, is made to revisit the components of RE that are studied throughout the year, with Christianity (based around the resource "Understanding Christianity"), as well as learning about other faiths.

The RE programme is in conjunction with the diocesan syllabus and is committed to an approach to teaching RE in which skills are developed through knowledge and understanding, and that pupils understand how their learning in RE is progressing and what they need to do to improve it.

---

### **Termly Topics/Units**

All lessons included in each unit are thoughtfully constructed to give children knowledge and skills to understand and use the value of religious beliefs, practices and festivals, as well as meanings behind them. Lessons include a critical thinking part, where pupils will be able to discuss the knowledge learned and share their own beliefs, values and opinions. As they reflect on what they have learnt, they are able to form a belief on a topic, as well as thinking and deciding on how to conclude what they think, what they want to find out! This then informs the planning and adapts the intent for the following weeks.

---

### **Godly Play in the EYFS**

Godly play is an imaginative approach to Religious Education and spiritual nurture that focuses on storytelling, wondering and play. It uses religious artefacts and spaces to enable children to enter religious stories and discover meaning for themselves. The stories are told in a Godly Play style and then responded to. This creates a safe space for children to explore big ideas in a meaningful and creative way. It provides a rich learning environment, where pupils are encouraged to make connections through observations, questions, reflection, explore possibilities, and learn how and why things are as they are. It evokes awe and wonder, confidence and order, approachability and focus. "Reading" the story through the material presented, promotes sensitivity and respect for the stories and objects of religion.

---

### **Autumn 1**

**Topic/Unit:** Creation

In this unit, pupils learn about God's special creations and the story of how the world was created. They learn about how Christians say thanks for what God has created through the festival of Harvest. Pupils understand that other religions and cultures say thank you to their God. They will also look at different ways we are thankful through our own traditions and festivals.

**Knowledge:**

- Research of biblical sources.
- Knowledge and understanding of the story of creation through Godly Play
- Lessons and morals to help guide our choices.
- Understanding of how Christians show thankfulness.

**Enquiring minds:**

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What is creation?
  - What happened in the story of creation?
  - Who do Christians say thank you or are thankful?
  - What things do we have to be thankful for in our own lives?
- 

**Autumn 2**

**Topic/Unit:** Festivals (Diwali and Christmas)

In this unit, pupils gain an understanding of the Hindu festival Diwali. They learn about the story of Rama and Sita through Godly Play and explore the traditions and customs of how it is celebrated in a home and community. They also learn about the importance of worship and find out about the importance of a church to Christians. Pupils are also introduced to Nativity and they learn about the Christmas story and how it is celebrated. They also learn about the meaning of Christingle and light symbolism in preparation for Christmas.

**Knowledge:**

- Comparisons between different religious and cultural communities in this country.
- Hindu beliefs, practices and traditions.
- Make links with their own and other's experiences
- Knowledge and understanding of the Nativity story through Godly Play
- Knowledge of key events around Christmas including Advent and Christingle.

**Enquiring minds:**

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- How do Hindus celebrate Diwali?
  - How do Christians celebrate Christmas?
  - What are the similarities and differences between Diwali and Christmas?
- 

**Spring 1**

**Topic/Unit:** Fruits of the Spirit and Christian values

In this unit, pupils learn about the fruits of the spirit through Godly Play, with a particular focus on peace, kindness and love. They learn that our school values derive from these fruits and gain an understanding of how these are incorporated into their everyday life through their experiences, stories and school life.

**Knowledge:**

- Knowledge of the fruits of the spirit
- Knowledge of Christian stories including 'The Good Samaritan', 'Jesus Calms the Storm' and 'The Prodigal Son'
- Express religious beliefs (ideas, feelings: etc) in a range of styles through Godly play.

**Enquiring minds:**

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What are the fruits of the spirit?
  - What are our Christian Values at school?
  - What is right? What is wrong? What is good?
  - How can you show the fruits of the spirit in our everyday lives?
- 

**Spring 2****Topic/Unit:** Salvation – The Easter Story

In this unit, pupils learn about the Easter story. They learn about making sacrifices and giving up something they like for Lent. They learn about the customs and key dates and traditions that lead up to the festivals which include Shrove Tuesday, Ash Wednesday, Palm Sunday and Easter Sunday. They also explore the similarities and differences of the religious and cultural festivals of Buddhism and Hinduism through Chinese new year and Holi festival.

**Knowledge:**

- Explore how Christians celebrate Easter.
- Knowledge of the events in the lead up to Easter
- Understanding of the Easter story through Godly Play.
- Awareness and identification of Christian symbols.
- Identify simple features of religious life and practice in a family context.

**Enquiring minds:**

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- How do Christians celebrate Easter?
  - What happens during Lent?
  - How can we take part in almsgiving in our school and local community?
  - How do people celebrate Chinese new year and Holi?
-

## **Summer 1**

### **Topic/Unit:** Islamic Worldviews

In this unit, pupils will be introduced to Islam and the beliefs, practices and traditions of this religion. They will learn about Ramadan and Eid and draw on their experiences to talk about their own traditions and special occasions and how they compare.

#### **Knowledge:**

- Knowledge of some key practices that take place during Ramadan including fasting and praying.
- Knowledge of some key traditions that happen during Eid
- Introduction to Islamic stories through Godly Play e.g. Prophet Sulaiman and the talking ants
- Knowledge of the key features of a mosque and how this compares to a church.

#### **Enquiring minds:**

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What do Muslims believe and how is this different to Christian beliefs?
  - What happens during Ramadan?
  - What happens during Eid celebrations?
  - What are the features of a mosque?
- 

## **Summer 2**

### **Topic/Unit:** God and biblical stories

In this unit, pupils learn about God and the teachings of Jesus through biblical stories. They will be introduced to stories such as 'Joseph and his Technicolour Coat' and 'The Lost Sheep'. Pupils will use these stories to think about how they can make good choices and improve themselves.

#### **Knowledge:**

- Study of biblical texts and the concept of God.
- Knowledge and meaning of some key parables through Godly Play.
- To use religious words and phrases to identify features in a religious story and its importance for some people.

#### **Enquiring minds:**

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What is your view of God?
- What is a parable?
- How does God want us to behave?
- How do Christians worship God?

