

## Religious Education

Section 352 of the Education Act 1996 advises that RE should be taught in schools alongside the National Curriculum. However, it differs from other subjects as RE is taught following a locally prescribed legal document. *Living Difference III* is the Agreed Syllabus for Hampshire, Portsmouth, Southampton and the Isle of Wight. It is the statutory framework that defines the skills and progressions to guide schools developing their curriculum for RE. It is advised that all children and young people should be taught RE (except nursery and those withdrawn due to parental request).

We teach RE at Fairisle Infant school by following a process of enquiry. Children learn about a concept (for example celebration, remembering etc) common to many people, including themselves, and then progress to learning about how this applies to people of a focus Religion. We mainly focus on the Christian and Sikh faiths.

### Year R

#### Autumn 1 Planning

<b>Concept: Celebration (Harvest)</b>		
Learning Question	Learning Intention	Impact
Step 1 – Communicate: What is our experience of celebrations?	Children talk about a celebration that is important them.	Communicate personal experiences.
Step 2 – Apply: How do celebrations affect us and others?	Children identify simple examples of how celebration relates to their own and others' lives.	Apply own knowledge and compare to others experiences.
Step 3 – Enquire: What are the features of celebrations?	Children talk about what a celebration is and list some features of celebrations.	List features and use some celebration vocabulary.
Step 4 – Contextualise: How and why do Christians celebrate Harvest?	Children recognise ways in which Christians Celebrate Harvest.	Recognise and describe characteristics of Harvest related to Christians.
Step 5 – Evaluate: What is the value of celebrating Harvest for Christians?	Children talk about the importance for Christians of celebrating Harvest.	Understand the importance of Harvest to Christians.

We also look at the concept of **celebration** through festivals focussing on how and why Sikhs & Hindus celebrate Diwali.

## Autumn 2 Planning

<b>Concept: Celebrating Birthdays (Christmas)</b>		
Learning Question	Learning Intention	Impact
Step 1 – Communicate: How do we celebrate Birthdays?	Children talk about their own responses to celebrating Birthdays.	Communicate personal experiences.
Step 2 – Apply: When and why do we celebrate Birthdays?	Children share and identify ways in which birthday celebrations affect their lives.	Apply own knowledge and compare to others experiences.
Step 3 – Enquire: What are Birthday celebrations for?	Children identify and talk about the meaning of birthday celebrations.	List features and use some celebration vocabulary.
Step 4 – Contextualise: How do Christians celebrate Jesus' Birthday?	Children engage with and recognise how Christians celebrate Jesus' birthday.	Recognise and describe characteristics of Christmas related to Christians.
Step 5 – Evaluate: What do we think about Christians celebrating Jesus' Birthday?	Children reflect and talk about the importance for Christians of celebrating Christmas.	Understand the importance of Harvest to Christians.

## Spring 1 Planning

We also look at the concept of **celebration** through festivals focussing on how and why some people celebrate Chinese New Year.

## Spring 2 Planning

<b>Concept: Symbol – Eggs as a sign/symbol of New Life (Easter)</b>		
Learning Question	Learning Intention	Impact
Step 1 – Enquire: How can eggs be a reminder?	Children explore how eggs can be a reminder.	Recognise and describe similarities and differences between real eggs and chocolate eggs.
Step 2 – Contextualise: How can Christians use eggs as a reminder/symbol of new life?	Children identify how eggs are a reminder/symbol of new life for some Christians.	Recognise and describe how eggs are a sign of new life for Christians.
Step 3 – Evaluate: Do you think eggs are a useful reminder/symbol of new life?	Children share their own experiences of eggs as a reminder.	Understand the importance of eggs a sign of new life for Christians.
Step 4 – Communicate: What do we think about eggs?	Children Reflect on their own ideas about eggs as a reminder /symbol	Communicate personal experiences.

Step 5 – Apply: Do we all think and believe the same?	Children Respond in a variety of ways to their own ideas and experiences.	Apply own knowledge and compare to others experiences.
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### Summer term Planning

<b>Concept: Special (clothes)</b>		
Learning Question	Learning Intention	Impact
Step 1 – Communicate: what are special clothes?	Children talk about their own responses to Special clothes.	Communicate personal experiences.
Step 2 – Apply: When do we wear/not wear special clothes?	Children share and identify appropriate times for special clothes.	Apply own knowledge and compare to others experiences.
Step 3 – Enquire: What does special mean?	Children identify and talk about the meaning of the word special.	Understand what special means and what makes something special and that this can vary.
Step 4 – Contextualise: What clothes are special to some Christians and Sikhs ?	Children engage with and recognise clothes that are special in the Christian faith and the Sikh faith and identify how they are the same/different.	Can identify clothes that are special in the Christian faith and the Sikh faith and explain similarities and differences.
Step 5 – Evaluate: What do we think about special clothes that Christians and Sikhs wear?	Children reflect and talk about the importance for certain special clothes to Christians and Sikhs.	Talk about the importance of special clothes for Christians and Sikhs.

## Year 1

### Autumn 1 Planning

<b>Concept: Thanking (Harvest)</b>		
Learning Question	Learning Intention	Impact
Step 1 – Communicate: What does thankful mean?	Children talk about their response to being thankful.	Communicate personal experiences.
Step 2 – Apply: When are you thankful? Why?	Children identify simple examples of when people say thank you and when they don't.	Apply own knowledge and compare to others experiences.
Step 3 – Enquire: What are the features of being thankful?	Children talk about different ways in which people show they are thankful.	List features and use some thankful vocabulary.
Step 4 – Contextualise: Why are Christians thankful at Harvest? How do they show this?	Children recognise how Christians thank God for food.	Recognise and describe characteristics of celebrating Harvest related to Christians.
Step 5 – Evaluate: What is the value of celebrating Harvest for Christians?	Children talk about the importance for Christians of celebrating Harvest and saying thank you to God.	Understand the importance of Harvest to Christians and why.

### Autumn 2 Planning

<b>Concept: Journey's End (Christmas)</b>		
Learning Question	Learning Intention	Impact
Step 1 – Communicate: What journeys have you been on?	Children talk about the journey's they have been on.	Communicate personal experiences.
Step 2 – Apply: How did you feel at the end? Why?	Children identify how they felt specifically at the end.	Apply own knowledge and compare to others experiences.

Step 3 – Enquire: Why are journeys and particularly the endings important?	Children discuss why the end of the journey is so special and how each person has the right to think and feel differently about a journey.	List features and use vocabulary linked to journeys and the endings.
Step 4 – Contextualise: What journeys are in the Christmas story/nativity?	Children recognise the journey Mary and Joseph made and why the end of their journey was so special.	Recognise and describe characteristics of celebrating Christmas related to Christians.
Step 5 – Evaluate: Why is the end of the journey so important in the Christmas story/nativity?	Children talk about the importance for Christians of celebrating Christmas.	Understand the importance of Christmas to Christians and why.

### Spring 1 Planning

<b>Concept: Remembering (Guru Nanak)</b>		
Learning Question	Learning Intention	Impact
Step 1 – Communicate: What do you like to remember?	Children talk about things they like to remember.	Communicate personal experiences.
Step 2 – Apply: Who do you like to remember? Why? When?	Children identify who they like to remember, when it is important and why.	Apply own knowledge and compare to others experiences.
Step 3 – Enquire: What does remembering mean?	Children discuss what it means to remember someone.	List features and use vocabulary linked to remembering.
Step 4 – Contextualise: Why and how do Sikhs remember Guru Nanak?	Children recognise why and how Sikhs remember and celebrate Guru Nanak.	Recognise and describe characteristics of remembering Guru Nanak for Sikhs.
Step 5 – Evaluate: Why is it important for Sikhs to remember Guru Nanak?	Children talk about the importance for Sikhs to remember and celebrate Guru Nanak.	Understand the importance of remembering Guru Nanak for Sikhs.

## Spring 2 Planning

<b><i>Concept: Welcoming (Easter)</i></b>		
Learning Question	Learning Intention	Impact
Step 1 – Enquire: How do we welcome people?	Children talk about ways they welcome people.	List features and use vocabulary linked to welcoming.
Step 2/3 – Contextualise/Evaluate: how do you think Jesus felt when he was welcomed on Palm Sunday?	Children recognise how the concept of welcoming is important in the story of Palm Sunday.	Recognise and describe characteristics of how Jesus was welcomed and how Christians commemorate this.
Step 4 – Communicate: When have you felt welcome?	Children discuss when they felt welcomed by others.	Communicate personal experiences.
Step 5 – Evaluate: How would we welcome someone new in our class? What would we not do?	Children identify situations when welcoming is or is not important, or can change to hostility.	Apply own knowledge and compare to others experiences.

## Summer 1 Planning

<b><i>Concept: Special (places)</i></b>		
Learning Question	Learning Intention	Impact
Step 1 – Communicate: What places are special to me?	Children talk about places that are special to them personally.	Communicate own experiences.
Step 2 – Apply: Do we all have the same special places? Why/why not?	Children recognise we all have the right to be different.	Apply own knowledge and compare to others experiences.
Step 3 – Enquire: What makes a place special?	Children discuss what they think makes somewhere special and why.	List features and use vocabulary linked to special.
Step 4 – Contextualise: Discuss and explore how a Church can be a special place to	Children can explain why Churches and Gurdwaras are special.	Recognise and describe characteristics of special buildings in Christianity and Sikhism.

Christians and a Gurdwara can be a special place to Sikhs.		
Step 5 – Evaluate: Is it important to have a special place? Why?	Children identify the importance of special places, how they make us feel and how we might feel if we couldn't go to them.	Understand the importance of having a special place and why it is important to Christians and Sikhs.

## Summer 2 Planning

<b>Concept: Special (people)</b>		
Learning Question	Learning Intention	Impact
Step 1 – Communicate: Who is special to me?	Children talk about places that are special to them personally.	Communicate own experiences.
Step 2 – Apply: Do we all have the same special people? Why/why not?	Children recognise we all have the right to be different.	Apply own knowledge and compare to others experiences.
Step 3 – Enquire: What makes a person special to us?	Children discuss what they think makes somewhere special and why.	List features and continue to use vocabulary linked to special.
Step 4 – Contextualise: Why is Jesus special to Christians?	Children can explain why Churches and Gurdwaras are special.	Recognise and describe characteristics that makes Jesus a special person to Christians.
Step 5 – Evaluate: Is it important for Christians to think about Jesus as special?	Children identify the importance of Jesus to Christians.	Understand the importance of having a special person for Christians.

## Year 2

### Autumn 1 Planning

<b><i>Concept: Symbols (bread)</i></b>		
Learning Question	Learning Intention	Impact
Step 1 – Enquire: What is a symbol?	Children Identify symbols and describe in simple terms what the word symbol means.	List/make diagram of all the symbols they know. They use vocabulary linked to signals.
Step 2a – Contextualise. Why is the harvest loaf a symbol for Christians?	Children discover why the loaf is an important symbol for Christians.	Recognise and describe characteristics that makes the Harvest loaf special to Christians.
Step 2b – Contextualise. Introduce the 5 K's and the Khanda a symbol for Sikhs. Link to bread as a symbol. Why are these symbols important to Sikhs?	Children discover why the 5 K symbols are important to Sikhs.	Recognise and describe characteristics that makes the 5 K symbols special to Sikhs.
Step 4 – Communicate: What symbol could we make out of bread?	Children design their own symbol linked to their own experiences.	Understand that their symbol may be different to others.
Step 5 – Apply: When would we use our symbols?	Children identify situations in which their bread symbols would be important.	Understand the importance of having a special symbol.

### Autumn 2 Planning

<b><i>Concept: Symbols (candlelight)</i></b>		
Learning Question	Learning Intention	Impact
Step 1 – Communicate: What are your own experiences of candlelight?	Children discuss their own experiences of candlelight.	Understand each person's experiences will differ.
Step 2 – Apply: How does candlelight make you feel? Why?	Children write about their own personal experiences of candlelight.	Identify simple examples of responses to candlelight in different situations.



Step 3 – Enquire: What does the candle flame symbolise?	Children revisit Bread as a symbol and link to candle light as a symbol.	Simply describe how candlelight can be a symbol and what the symbol means.
Step 4 – Contextualise: Why is the symbol of candlelight important in religious practice? (Christianity & Sikhism) (Advent/Christingle & Diwali)	Children learn why candlelight is important to Christians at Christmas and Sikhs at Diwali.	Understand that the symbols are important to people for different reasons.
Step 5 – Evaluate: What is the importance of candlelight as a symbol its value to Sikhs and Christians?	Children identify situations in which candlelight as a symbol is important.	Understand the importance candlelight to Sikhs and Christians.

### Spring 1 Planning

<b>Concept: Change</b>		
Learning Question	Learning Intention	Impact
Step 1 – Communicate: What does change mean?	Children discuss their own experiences of change.	Understand each person's experiences will differ.
Step 2 – Apply: If you could, what would you like to change in school?	Children write about something they would like to change in their school.	Identify situations which could be changed for the better.
Step 3/4 – Enquire/Contextualise: What did Jesus change?	Children learn the Bible stories about how Jesus changed people's lives through miracles.	Simply describe what Christians believe Jesus did and the impact it had on people.
Step 5 – Evaluate: What happened to cause the changes? Do you think you would have believed the changes?	Children identify what happened and how they would feel.	Understand the importance of miracles in the Bible for Christians.

## Spring 2 Planning

<b><i>Concept: Sadness to happiness (Easter)</i></b>		
Learning Question	Learning Intention	Impact
Step 1 – Communicate: When have I been sad then happy?	Children discuss their own experiences.	Understand each person's experiences will differ.
Step 2 – Apply: What different things make people sad then happy?	Children simply describe feelings of sadness/happiness in different situations and for different people.	Identify simple examples of situations people went from sad to happy.
Step 3 – Enquire: What is sadness and happiness?	Children collate ideas.	Use vocabulary linked to happy and sad.
Step 4 – Contextualise: What are the sad and happy parts of the Easter story?	Children learn about the Easter story.	Understand the importance of the Easter story to Christians.
Step 5 – Evaluate: Do we think it is important for Christians to feel happy and sad at Easter?	Children identify the importance for Christians to feel both emotions at Easter time and why.	Understand the importance of both emotions.

## Summer 1 Planning

<b><i>Concept: Remembering (Baisakhi)</i></b>		
Learning Question	Learning Intention	Impact
Step 1 – Communicate: What do you like to remember? Why?	Children discuss their own experiences.	Understand each person's experiences will differ.
Step 2 – Apply: Are there things that help us remember?	Children Identify simple examples of how remembering affects them and others and talk about it.	Understand the different ways people remember.
Step 3 – Enquire: What do Sikhs remember at Baisakhi?	Children collate ideas.	Use vocabulary linked to Baisakhi.
Step 4/5 – Contextualise/Evaluate: Why is it important for Sikhs to remember Guru Gobind Singh?	Children describe in simple terms the importance of Sikhs remembering Guru Gobind Singh story during Baisakhi.	Use vocabulary linked to Baisakhi.

## Summer 2 Planning

<i>Concept: Ritual (water)</i>		
Learning Question	Learning Intention	Impact
Step 1 – Enquire: What does ritual mean?	Children identify and talk about the concept of <b>ritual</b> .	Understand when rituals occur.
Step 2a – Contextualise: How is water used by Christians in ritual?	Children describe in simple terms how Christians use water in the baptism ritual and simply describe some Sikh rituals with water.	Use vocabulary linked to baptism.
Step 3a – Evaluate: What is the value of this ritual?	Children describe in simple terms the value of these rituals to Christians and Sikhs.	Understand the value of these rituals to others.
Step 2b – Contextualise: How is water used by Sikhs in ritual?	Children describe in simple terms how Christians use water in the baptism ritual and simply describe some Sikh rituals with water.	Use vocabulary linked to Sikh water rituals.
Step 3b – Evaluate: What is the value of this ritual?	Children describe in simple terms the value of these rituals to Christians and Sikhs.	Understand the value of these rituals to others.
Step 4 – Communicate: What rituals do I do with water?	Children identify their own rituals.	Understand their own experiences will differ to others.
Step 5 – Apply: How do water rituals make me feel at different times and in different situations?	Children identify simple examples of how their response to water rituals relates to their own lives.	Identify different situations rituals occur.