

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 It is advised that all children and young people should be taught RE (except nursery and those withdrawn due to parental request).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

Concept: Celebration (Harvest)		
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

<i>Concept: Celebrating Birthdays (Christmas)</i>		
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

<i>Concept: Storytelling (Jesus the storyteller)</i>		
Learning Question	Learning Intention	Impact
Step 1 – Communicate: Why do we like our favourite stories?	Children talk about their own responses to storytelling.	Communicate personal experiences.
Step 2 – Apply: When and where do we like to listen to stories?	Children identify situations in which storytelling is significant in their lives.	Apply own knowledge and compare to others experiences.
Step 3 – Enquire: What does storytelling mean?	Children identify and talk about the meaning of storytelling	List features and use some vocabulary.
Step 4 – Contextualise: Why do Christians believe Jesus was a special storyteller?	Children recognise that Christians believe Jesus was an effective storyteller.	Recognise and describe the features of some of the stories that Jesus told.
Step 5 – Evaluate: Why are Jesus' stories important to Christians?	Children reflect and talk about the importance of storytelling to Christians.	Talk about children's responses to the way that Jesus told stories. Understand the importance of Jesus' stories to Christians.

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

Spring 2 Planning

<i>Concept: Symbol – Eggs as a sign/symbol of New Life (Easter)</i>		
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.

Summer 1 Planning

Concept: Special (clothes)		
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.

Summer 2 Planning

Concept: Looking forward (Transition)		
Learning Question	Learning Intention	Impact
Step 1 – Communicate: What did you do to get ready for starting big school?	Children talk about their own response to looking forward	Communicate personal experiences.
Step 2 – Apply: How did you feel about moving from nursery to school?	Children identify how looking forward relates to their own lives	Apply own knowledge and compare to others experiences.
Step 3 – Enquire: How might people feel when looking forward to something?	Children identify and talk about how looking forward relates to everyone	Understand what looking forward means and that this can vary.
Step 4 – Contextualise: What does the story of the prodigal son mean to Christians about looking forward?	Children recognise looking forward in the context of Christianity	Can identify features of looking forward in relation to Christianity.
Step 5 – Evaluate: Why is the story of the prodigal son important to Christians?	Children talk about looking forward and why it is important to many Christians and its importance for them	Talk about the importance of looking forward to Christians.

Year 1

Autumn 1 Planning

Concept: Thanking (Harvest)		
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

<i>Concept: Journey's End (Christmas)</i>		
Learning Question	Learning Intention	Impact
Step 1 – Communicate: What journeys have you been on?	Children talk about any journeys they have been on.	Communicate personal experiences.
Step 2 – Apply: How did you feel at the end? Why?	Children identify how they felt at the end of the journey and why they felt like this.	Apply own knowledge and compare to others experiences. Discuss similarities and differences.
Step 3 – Enquire: Why are journeys and particularly the endings important?	Children talk about and understand why certain journeys ends are special/important.	List features and discuss vocabulary.
Step 4 – Contextualise: What journeys are in the Christmas story/nativity?	Children recognise the journeys different people take in the Nativity story and the common end.	Understand the different journeys taken and why.
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 the journeys end when they all meet baby Jesus.	Understand the importance of Christmas to Christians and why.

Spring 1 Planning

<i>Concept: Remembering (Guru Nanak)</i>		
Learning Question	Learning Intention	Impact
Step 1 – Communicate: Who do you like to remember and why?	Children can talk about their own responses to the concept of remembering.	Communicate personal experiences.
Step 2 – Apply: When do you remember a special person?	Children can identify how remembering affects their own and others' lives.	Understand the importance of remembering.
Step 3 – Enquire – What does remembering mean?	Children can identify and talk about the meaning of remembering.	List features and discuss remembering.
Step 4 – Contextualise – Who was Guru Nanak and why is he remembered?	Children can recognise how Sikhs remember Guru Nanak.	Can describe how Sikhs may remember Guru Nanak
Step 5 – Evaluate: What do we think about Sikhs remembering Guru Nanak?	Children can talk about the importance of remembering Guru Nanak to Sikhs.	Understand why remembering Guru Nanak is important to Sikhs.

Spring 2 Planning

Concept: Welcoming (Palm Sunday - Easter)		
Learning Question	Learning Intention	Impact
Step 1 – Enquire: what are the different ways we use to welcome people?	Children talk about how they welcome others or how they themselves have been welcomed..	Communicate personal experiences.
Step 2 – Contextualise/evaluate: Learn the story of Jesus arriving in Jerusalem. How do you think Jesus felt?	Children recognise how the concept of welcoming is important in the story of Palm Sunday, and how Christians re-create that welcome today	Understand the importance of welcoming
Step 3 – Communicate: When have you felt welcomed?	Children Talk about the importance of welcoming in the story of Palm Sunday	List features and discuss vocabulary.
Step 4 – Contextualise: <i>What are the sad and happy parts of the Easter story?</i>	Children recognise the happy and sad parts.	Understand why certain parts are sad/happy.
Step 5 – Evaluate: <i>Do we think it is important for Christians to feel sad then happy at Easter?</i>	Children talk about the importance of Easter to Christians.	Understand why Easter is so important.

Summer 1 Planning

Concept: Special places (Gurdwara and Church)		
Learning Question	Learning Intention	Impact
Step 1 – Communicate: What places are special to me?	Children talk about their own responses to special places	Communicate personal experiences.
Step 2 – Apply: Are there special places where we all feel special?	Children identify how their ideas about special places relate to their own lives	Apply own knowledge and compare to others experiences.
Step 3 –Enquire: What makes places special?	Children identify and talk about the concept of special places and how they are important to everyone	List features and discuss vocabulary.
Step 4 – Contextualise: What place is special to Christians? What is a special place to Sikhs?	Children recognise that the church is a special place for Christians and a Gurdwara is special for Sikhs	Understand that the church is a special place for Christians and a Gurdwara is special for Sikhs
Step 5 – Evaluate: Is it important to have a special place?	Children talk in simple terms about the importance of the church as a special place for Christians and a Gurdwara is special for Sikhs.	Understand why the church is a special place for Christians and a Gurdwara is special for Sikhs

Summer 2 Planning

Concept: Creation (Creation Stories)		
Learning Question	Learning Intention	Impact
Step 1 – Enquire: <i>What does creation mean?</i>	Children identify and talk about the concept of <i>creation</i>	Understand the concept of creation.
Step 2 – Contextualise: <i>What do Sikhs and Christians believe about creation?</i>	Children simply describe the Christian and Sikh <i>creation</i> stories	List features and discuss vocabulary.
Step 3- Evaluate: <i>How important is the creation story for Sikhs and Christians?</i>	Children describe in simple terms why they think Christians and Sikhs value these stories	Understand the importance of creation.
Step 4- Communicate: <i>What do we think about creation?</i>	Children describe in simple terms their response to <i>creation</i>	Communicate personal experiences, beliefs and ideas..
Step 5- Apply: <i>Does what we think about creation affect us?</i>	Children identify simple examples of how their response to <i>creation</i> relates to their own and others' lives.	Apply own knowledge and compare to others experiences.

Year 2

Autumn 1 Planning

<i>Concept: Bread as a symbol (Harvest)</i>		
Learning Question	Learning Intention	Impact
Step 1 – Enquire: What is a symbol?	Children can explore and talk about symbols.	Understand the importance of symbols
Step 2- Contextualise. Why is the harvest loaf a symbol for Christians? What symbols do Sikhs use?	Children understand how symbols are used in the Christian and Sikhism faiths.	Describe symbols important to Christians and Sikhs.
Step 3. Evaluate: What do we think of the Harvest loaf as a symbol?	Children evaluate what they think about the harvest loaf and why it is important.	Understand why the harvest loaf is an important symbol to Christians
Step 4. Communicate: What symbol could we make out of bread?	Children describe a symbol of their own and how it reminds them.	Communicate personal experiences.
Step 5. Apply: When would you want to use your symbol?	Children can explain how a symbol impacts their life.	Apply own knowledge and compare to others experiences.

Autumn 2 Planning

<i>Concept: Remembering (Candlelight and Christingle)</i>		
Learning Question	Learning Intention	Impact
Step 1 - Communicate: What does candlelight make you remember?	Children can talk about experiences of remembering.	Communicate personal experiences.
Step 2 – Apply: How do Candles make you feel?	Children can discuss their own feelings and response to candlelight.	Understand the importance of remembering and how we remember.
Step 3 – Enquire: What does the word remembering mean?	Children identify and discuss symbols of remembering.	Understand the impact remembering has on people.
Step 4 – Contextualise: Why do Christians use an advent ring? How does a Christingle help Christians to remember?	Children explore how candlelight helps Christians to remember.	Explore and describe how Christians use Candlelight as a symbol of remembrance.
Step 5 Evaluate: Can we evaluate the importance of using candlelight to remember at Christmas?	Children understand why candlelight is important to Christians as a symbol of remembrance.	Understand why Candlelight is important as a symbol of remembrance.

Spring 1 Planning

<i>Concept: Change (People Jesus Met)</i>		
Learning Question	Learning Intention	Impact
Step 1 – Communicate: When have you experienced change/	Children talk about changes in their lives.	Communicate personal experiences.
Step 2 – Apply: Is there anything you would change about school and why?	Children suggest ideas for changes and understand why they would be beneficial.	Understand the importance of change
Step 3/4 – Enquire/contextualise: What are the changes in specific Bible stories.	What are the changes? Why?	Understand the impact the changes had on people's lives in the stories.
Step 5 Evaluate: why are these stories important to Christians?	Children recognise the importance of the changes/miracle.	Understand what changed and why it impacts Christian beliefs.

Spring 2 Planning

<i>Concept: Sadness to Happiness (Easter)</i>		
Learning Question	Learning Intention	Impact
Step 1 – Communicate: When have I been sad then happy?	Children describe their own experiences of sad then happy	Communicate personal experiences.
Step 2 – Apply: What different things make people sad then happy?	Children describe feelings of sadness/happiness in different situations and for different people	Apply own knowledge and compare to others experiences.
Step 3 –Enquire: What is sadness and happiness?	Children describe the concepts of sadness and happiness	Explain ideas and concepts of sad and happy
Step 4 – Contextualise: What are the sad and happy parts of the Easter story?	Children describe how sadness and happiness are significant in the Easter story	Understand how Christians celebrate and remember the sad and happy parts of Easter.
Step 5 Evaluate: Do we think it is important for Christians to feel sad then happy at Easter?	Children describe in simple terms the importance of the feelings of sadness and happiness to Christians when they remember the Easter story.	Understand the importance of Easter to Christians.

Summer 1 Planning

Concept: Community (Baisakhi)		
Learning Question	Learning Intention	Impact
Step 1 – Communicate- What is a community?	Describe in simple terms their response to the idea of 'community'.	Communicate personal experiences.
Step 2 –Apply: How does my community affect me?	Describe in simple terms the concept of community.	Understand the concept of community.
Step 3 – Enquire- What are the 5Ks and how might it impact the community?	Children can describe the 5Ks and their impact on the community.	Understand the impact of the 5ks on the community.
Step 4 – Contextualise- How is the idea of community expressed in the festival of Baisakhi?	Children simply describe what how Baisakhi brought communities together	Explain how Sikhs celebrate community.
Step 5 Evaluate- How does carrying the 5Ks link to the idea of community?	Children describe in simple terms the importance of community to Sikhs.	Understand the importance to Sikhs.

Summer 2 Planning

Concept: Ritual (Ceremony)		
Learning Question	Learning Intention	Impact
Step 1 –Enquire: <i>What does ritual mean?</i>	Identify and talk about the concept of ritual	Understand what ritual means and identify examples
Step 2 – Contextualise: <i>How is water used by Christians and Sikhs in rituals?</i>	describe in simple terms how Christians use water and simply describe some Sikh rituals with water.	Recognise and describe how Christians and Sikhs use water in ritual
Step 3 – Evaluate: <i>What is the value of doing this ritual?</i>	describe in simple terms the value of these rituals to Christians and Sikhs.	Understand the importance of ritual to Sikhs and Christians.
Step 4 – Communicate: <i>What rituals do I do with water?</i>	describe in simple terms their own water rituals	Communicate personal experiences.
Step 5 Apply: <i>How do water rituals make me feel at different times and in different situations?</i>	identify simple examples of how their response to water rituals relates to their own lives.	Apply own knowledge and compare to others experiences.