

CURRICULUM OVERVIEW - RE

Intent:

At Banks Road we aim to engage pupils in enquiring into and exploring questions arising from the study of religion and belief, to promote their personal, spiritual, moral, social and cultural development. We provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs (such as Judaism, Islam and Sikhism) represented in Great Britain. We aim to develop children's understanding of the ways in which beliefs influence people in their behaviour, practices and outlook. We enable learners to apply the insights of the principal religious traditions to their own search for identity and significance. We encourage children to become aware of their own beliefs and values and to have a positive attitude in the search for meaning and purpose in life. We promote children's understanding of protected characteristics and the importance of a positive attitude towards other people who hold religious beliefs different from their own. We want our children to understand what it means to be part of a community, recognising that as a school we view ourselves as a family that is part of the Toton Community. We compare and contrast religious practises, such as visiting special places, eating special food, wearing special clothes and reading special books, with their own worldviews.

Disadvantaged/SEND CHILDREN – Belonging and inclusion of all faiths allow all children to share and understand how themselves and others are part of different groups and communities. Our children with additional needs are able to talk about things that are personal and special to them through discussions, photographs, and artefacts.

Implementation:

We develop strong links with our families and the local churches. We regularly have assemblies and workshops at various points in the year where Toton Churches are leading/invited to, one of the reverends at a local church is one of our school governors. All children have the opportunities to visit St Peters Church for Experience Christmas in Year 2, and members of Toton Churches Together to lead a Experience Christingle session for EYFS. Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. We actively drawn on the lives of the families within our community and provide meaningful opportunities for children to show a glimpse in their worldviews, whether religious or not. Through the use of Family boxes in Year 2, Show and Tell bags in Year 1, All about me display in the FS. We create memorable experiences such as annual RE day, enactments of christenings/ baptism, use of external speakers, Experience Christmas at the local church, Meaning of Easter and Christingle session lead by members of the church. Progress in RE is reported annually to parents and has a prominent position in the end of year report. Through our collective times together we offer opportunities for personal reflection and spiritual development. We use the symbol of the candle, the window, the mirror and the door to structure how the children reflect, learn, consider and think.

Disadvantaged/SEND CHILDREN – We consider any barriers to learning so that all children can take part and learn at a level appropriate to their needs. For some activities, a “parallel” activity may need to be provided so that they can work towards the same objectives as their peers but in a different way. It may be necessary to provide specialist equipment, adapt room layouts, utilise support staff and allow additional time for tasks.

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Impact:

Our children are respectful and understanding of others views and beliefs, even if they differ from their own. Children will understand that there are many different religious beliefs and practices and have a deep understanding of the main faiths taught at Banks Road. Children explore and question the lives of themselves and others around them with empathy and the aim to understand, not judge what others choose to believe. They will have an understanding of how faith and belief influence individuals, societies, communities and cultures. Our children will be able to reflect and evaluate beliefs, values and practices and communicate their thoughts and feelings about these. Our children will consider challenges questions about the meaning and purpose of life, issues of right and wrong, and what it means to be human. Children will know about religious and ethical teachings, enabling them to make reasoned and informed responses to religious, social and moral issues. Children will develop their sense of identity and belonging, preparing them for life as citizens of a global society.

Disadvantaged/SEND CHILDREN –Children enjoy the practical experiences provided through role play, drama, creating models and special days. This also helps develop their communication, social skills and skills in other curriculum areas eg Art

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Substantive and disciplinary knowledge

Substantive knowledge in RE is the factual content, core concepts and vocabulary that children learn about religious and non-religious traditions. This provides the foundations for deeper understanding and meaningful discussions about our diverse world. At Banks Road we learn through 3 main religions, Christianity, Judaism, and Islam. We learn about special stories, people, places, times and traditions.

Disciplinary knowledge is how we learn about Religion such as asking questions, analysing texts, comparing different views and evaluating evidence.

Procedural Knowledge in RE is the knowing how to analyse evidence and asking questions which are insightful rather than just knowing facts eg first I will analyse then I will compare...

Vocabulary is crucial to academic success for our children. Tier 3 vocabulary is mapped out throughout our curriculum in order to ensure progression and ambition.

The understanding of knowledge has been carefully sequenced to build year-on-year. This is clearly outlined in our **progression of knowledge and threads of learning planning**.

Our **Sticky Knowledge** for RE outlines the key knowledge that we want our children to know and remember from each unit of work. This incorporates key vocabulary, knowledge, key questions. **Retrieval** is built into every lesson and **spaced retrieval** each term using the learning wall and sticky knowledge books.

Sticky knowledge refers to key information that is not only well understood but also easily retained and recalled over time. This concept is crucial as it enhances pupils' ability to apply their knowledge in varied contexts, facilitating deeper comprehension and long-term retention. It incorporates key vocabulary, knowledge, key questions and considerations.

Sticky knowledge combines a variety of methods to support pupils' retention: immediate retrieval, short term memory and spaced retrieval; each method playing a significant part in the children's memory and ability to retain key learning, knowledge and skills.

At Banks Road sticky knowledge tasks are planned thoroughly to ensure appropriate coverage of all wider curriculum subjects and the units and key learning within them.

In Foundation Stage time is set aside at the beginning of each session to focus on previous learning and there are sessions each day to focus on sticky knowledge tasks, primarily through their use of floorbooks and learning journey walls.

In Key Stage One retrieval is built into the start of every lesson and spaced retrieval is planned each half term using the learning walls and daily retrieval discussions.

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Component Plan

Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Special People, Belonging, Special times – Harvest festival	Stories – Diwali (Rama and Site) Hanukkah The nativity story	Special stories and times – Bible stories, Quran, Torah. Lunar New Year	Our wonderful world Caring for others – litter picking, places in our community	Our wonderful world Caring for our world (Farm visit)	Special stories / Belonging Noah's Ark Transition
KS1		Belonging Unit 2.3 NAS The gift of Christmas, What is it like to be a Christian.	Stories Unit 2.4 Jewish and Christian stories, what can we learn from stories	Leaders Unit 2.1 What makes some people inspiring to others?		Believing Unit 2.2 What ways do people show they believe?

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Progression of Knowledge and Threads of Learning

THREADS OF LEARNING Highlighted text links to the same knowledge thread of the same colour across year groups					
FS1	Threads: Celebrations	Threads: Caring	Thread: Stories/ Teachings Special Books	Thread: Belonging Special Places (Special clothing)	Special people
FS2 Developing a growing sense of the child's awareness of self, their own community and their place within this, children will encounter Christianity and other faiths found in their own classroom, simply.	F4 What times are special and why? Lunar New Year Diwali Easter Christmas Eid New Year Mothers Day Fathers Day Sukkot Harvest Birthdays CHRISTMAS IN EYFS - Advent - Christingles - Christmas cards - Retell the narrative of Jesus' birth - Focus on celebrating Jesus' "birth" day	F6 Our wonderful world: how can we care for living things and the earth?	F1 Which stories are special and why?	F3 What places are special and why? F5 Belonging. Who are we and how do we belong?	F2 Which people are special and why?
	Substantive Knowledge Threads: know the celebration of Christmas Disciplinary Knowledge talk and play in relation to times of celebration use their own experiences of celebrations show in play how they link up simple features of festivity and celebration. -	Substantive Knowledge Threads: re-tell stories, talking about what they say about the world, God, human beings Disciplinary Knowledge T talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world think about the wonders of the natural world, expressing ideas and feelings	Substantive Knowledge Threads: Talk about some religious stories Recognise some religious words Identify a bible Talk about Jesus and the stories he tells Role play some stories Read and share books in their own time Listen attentively to stories Understand that religious stories have meaning (Qu'ran) Disciplinary Knowledge Identify own feelings about a stories	Substantive Knowledge Threads: give examples of special occasions and suggest features of a good celebration recall simple stories connected with Christmas/Easter and a festival from another faith recall simply what happens at a traditional Christian infant baptism and dedication recall simply what happens when a baby is welcomed into Islam. re-tell religious stories making connections with personal experiences	Substantive Knowledge Threads: Recall a story of Jesus as a friend Identify qualities of a good friend recall and talk about stories of Jesus as a friend to others talk about how a story presents special religious leaders Disciplinary Knowledge Threads: Talk about people special to them Role play special visitors say what makes their family and friends special to them identify some of the qualities of a good friend

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		express ideas about how to look after animals and plants talk about what people do to mess up the world and what they do to look after it		Disciplinary Knowledge Threads: ☐ say why Christmas/Easter and a festival from another faith are special times for believers. ☐ share and record occasions when things have happened in their lives that made them feel special ☐	
YEAR 1 A minimum of two religions are to be studied. Christianity and at least one other religion (Judaism is the recommended example). Religions and beliefs represented in the local area.	Year 1 Unit Number 1.1 Theme Celebrations and festivals: Focus on ADVENT Enquiry Question Who celebrates what and why? Religions: Christians and Jewish people Key concepts and words Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus.	Year 1 Unit Number 1.2 Theme Myself and Caring for Others. Enquiry Question How do we show we care for others? Why does it matter? Religions: Christians and Jewish people Non-religious worldviews such as Humanism can also be considered Key concepts and words Religion, Christian, Jewish, Humanist, synagogue, church, symbol, God.	Year 1 Unit Number 1.3 Theme: Beliefs and teachings Enquiry Question Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives? Religion: Christianity Key concepts and words Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God	Year 1 Unit Number 1.4 Theme Symbols in religious worship and practice Enquiry Question In what ways are churches / synagogues important to believers? Religions: Christians and Jewish people Key concepts and words Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, church, altar, font, Bible, worship, holiness, sacred, God.	
	Substantive Knowledge Threads: Recall and name religious festivals, objects and symbols • Retell a story that lies behind a festival • Suggest a meaning for an object used in the worship of the festival • Ask questions about the meaning of the festival and listen to answers Disciplinary Knowledge Threads:	Substantive Knowledge Threads: Recall and name the main character in a story they have heard • Retell a story about caring simply • Disciplinary Knowledge Threads: Express an idea of their own about a religious story of caring Suggest a meaning for a symbol, song or artefact from	Substantive Knowledge Threads: Recall and name key figures in the stories of Jesus • Retell a story themselves, joining in with a song, a drama or a picture-book making activity • Ask questions about Jesus' 'special powers' • Give an	Substantive Knowledge Threads: Recall and name key objects from a church and a synagogue • Suggest a meaning for some Jewish and Christian symbols • Recognise that holy buildings are connected to beliefs about worshipping God, and talk about the se connections • Ask questions about what happens and why in holy buildings • Recount their visit to a holy building, e.g. by	

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	Give an example of a big day in their own lives and talk about what made it special Respond to some of the experiences and emotions of festivals: e.g. joy, memory, community • Express an idea of their own about why festivals and celebrations matter	Judaism and Christianity • Ask questions about how we show we care for others • Respond to ideas and values such as care, kindness and generosity with simple ideas of their own • • Give an example of how a person can show their values	example of a belief about Jesus Disciplinary Knowledge Threads: Find out more about Jesus, inferring a simple idea from a story. Suggest the 'hidden meanings' in stories Jesus told Respond to the Christian belief that Jesus was God come to earth with a question or idea of their own	talking about photographs taken there. • Disciplinary Knowledge Threads: Show curiosity about what Jews/ Christians do each week Give an example of a sacred space that is out of doors and talk about their own ideas of sacred spaces. Express an idea of their own about why some people go to holy buildings	
YEAR 2		Year 2 Unit Number 2.2 Theme Believing: Enquiry Question What do Jewish people believe about God, creation, humanity, and the natural world? What are some ways Jewish people show their beliefs and how they belong? Religions: Jewish people Key concepts and words Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, shabbat, creation story, worship, holiness, sacred.	Year 2 Unit Number 2.4 Theme: Story Enquiry Question Jewish and Christian Stories: How and why are some stories important in religions? What can we learn from these stories and from the Torah and the Bible? Religions: Christians and Jewish people Stories from nonreligious worldviews such as Humanism can also be considered Key concepts and words Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, Humanist, God, Creator.	Year 2 Unit Number 2.3 Theme: Belonging Enquiry Question What does it mean to belong? What is it like to belong to the Christian religion in Nottingham City and Nottinghamshire today? Religions: Christians - Church - Synagogue - Mosque Focus on Toton Key concepts and words Religion, Christian, church, symbol, Bible, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred. Christmas focus: The film "The Star", Welcoming and worshipping Jesus (christening/ baptism/ gifts) The gift of Christmas- experience Christmas at St Peters	Year 2 Unit Number 2.1 Theme: Leaders Enquiry Question What makes some people inspiring to others? Moses and Saint Peter Religions: Christians and Jewish people Non-religious worldviews such as Humanism can also be considered. Islam- Muslim believers follow Moses' teachings Key concepts and words Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation. Easter focus: Communion link to Passover through the life of Moses and Jesus Special meals

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		Substantive Knowledge Threads: Recall and name some key words about Jewish beliefs (e.g. God the Creator, Almighty, Eternal) Retell the story of Genesis 1 • Recognise that different people see different meanings in the story • • • Disciplinary Knowledge Threads: • • Suggest a meaning for the story Express an idea of their own about God Find out more about Jewish beliefs and ways of talking about God. Ask questions about God for themselves – the bigger the better	Substantive Knowledge Threads: - Suggest a meaning for the story • - Recognise and talk about the role God plays in stories from the Jewish Bible • Respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create? • Express an idea of their own about some of the big questions the work throws up • Give at least two examples of Bible characters who 'got it wrong' and say what happened in the story. Disciplinary Knowledge Threads: • Ask questions about the stories they study, and suggest answers Retell a story from the Jewish Bible skilfully	Substantive Knowledge Threads: Retell the story of Jesus being baptised in the river Jordan • Suggest some reasons why it matters to people to belong to groups and communities • Ask questions about Christenings and Believer's Baptism for themselves • Recount how a baby or young adult is welcomed into the Christian community • Give an example of their own community life and say why it matters: what groups do you belong to? What do you like about belonging? Disciplinary Knowledge Threads: • Express an idea of their own about belonging to God – is this important? For Christians?	Substantive Knowledge Threads: Recall and name key figures in the stories they studied, saying what they did • Recognise what is meant by describing Moses as a great leader, or Peter as a Saint, giving examples of their leadership. • Ask questions about leadership and suggest answers • Respond to the idea that Moses and Saint Peter were guided by God or given wisdom by God. Disciplinary Knowledge Threads: • Express an idea of their own about leadership, linking it to the stories they learned • Give an example of what makes a great leader
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Nottinghamshire Agreed Syllabus	Know about and understand religions and worldviews	Express ideas and insights into religions and worldviews	Gain and deploy the skills for learning from religions and worldviews.
Reception	A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry
Year One Knowing: Recall Name Talk Expressing and communicating ideas: Observe Notice Recognise Gaining/ deploying skills: Notice Find out	A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of cooperation between people who are different.
Year Two Knowing: Retell suggest meaning	A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

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(wisdom/ festival/ worship Express/ Communicate: Ask questions Give opinions Gaining/ deploying skills: Collect Use Respond			
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	EYFS	Year 1 (as in EYFS plus below)	Year 2 (as in previous years plus below)
Religious Vocabulary Key vocabulary is built upon each year	Christianity – Belonging, church, baptism, holy water, vicar, godparents, Christians, Bible, holy book, creator, Adam, Eve, world, God’s creatures, prayer, pancake day, special places, holy, respect. worship, Nativity story- Christmas, Bethlehem, angel, Mary, baby Jesus, Joseph, kings, star, stable, shepherds, wise men, donkey, myrrh, frankincense, gold, manger, hay, travelled. Palm Sunday, Easter, cross, palm leaves, heaven, priest, donkey, Jerusalem, last supper, disciples, friends, pray, cave tomb, Jesus died and came alive again, rejoice, new life, celebration, Easter eggs, hot cross buns, Easter Bonnets, flowers. Sikhism – Diwali, Sikhism, mehndi, diva lamps, Rama, Sita, Ravana	Christianity- forgiveness, place of worship, font, stained glass window, bride, groom, pew, grave, bishop, lectern, candle, altar, organ, crucifix, light, lent, Shrove Tuesday, parable, Gospels, Passover, bible story. Judaism – Star of David, Torah, shabbat, Hanukkah, Rabbi, Passover, Synagogue, Mezuzah, ark, yad, hebrew	Christianity – Sunday (day of rest), David, Goliath, heal, demons, evil, faith, forgiveness, miracle, disease, Leprosy, sacred, religious believer, synagogue, mandir, temple, building. Christmas- Christingle, Christ, light of the world, God’s creations, Saint Nicholas, bishop, Governor, coloured coat, cupbearer, Hebrew, harvest, Jacob, Pharaoh, Potiphar. Judas, wine, bread, Peter, Roma Islam- Eid al-Fitr, Muslims, festivals, Islam, mosque, Qur’an, fast, prayer, Mohammed, Mecca, imam, five pillars, hijab, Hajj, Kaaba, salah, Prophet, Allah, Shahadah, messenger of God, wudu, minaret, prayer beads, Imaan, faith, Zakah, Sawm, Ramadan, charity.

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ASSESSMENT CRITERIA

EYFS	
• Name some festivals learnt – Diwali, Christmas, Chinese New Year.	• Name some groups they belong to (family, school, club, church)
• Can talk about ways people celebrate festivals.	• Recall a religious story learnt eg Rama and Sita
YEAR 1	
• Name festivals, objects and symbols of main religions taught	• Re-tell a religious story they have heard.
• Recall and name key objects from a church and synagogue.	• Give an example of a sacred space.
YEAR 2	
• Re-tell the story of Genesis	• Name some similarities and differences between 2 religions taught.
• Give an example of a figure in a religious story who 'got it wrong' and what happened.	• Name some stories from the Bible/Quran/Torah that are important to believers/