



Nottinghamshire: At Pinewood we follow the Nottinghamshire syllabus for RE. The aim of this is that pupils will know about and understand a range of religions and worldviews. They will express ideas and insights of their own into the significant human questions which religions address, gaining and deploying the skills needed to study religion.

Ofsted: "Religious education (RE) should make a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. . . Ofsted

National Curriculum KS1 Purpose: Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

Overall National Curriculum Aims: religious education for children and young people that; provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development; encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, build resilience to anti-democratic or extremist narratives; pupils build their sense of identity and belonging; teaches pupils to develop respect for others, and helps to challenge prejudice ; prompts pupils to consider their responsibilities to themselves and to others.

Pinewood: Religious Education, at Pinewood, provides the foundations for understanding the beliefs and practices which guide, motivate and inspire different people in the world around us. It opens children's minds to different possibilities and alternative points of view. When sensitively taught, it can bridge gaps between people and demonstrate shared values and commonly held beliefs, as well as celebrating differences and individuality. Respect, tolerance and understanding are all improved. RE knowledge, learnt at Pinewood and which continues at junior school, should provide our children with the cultural capital to be able to confidently and respectfully interact with people of different faiths and no faith as they move through life. **These aims are all saying the same thing phrased differently.**

Rationale of our RE curriculum

There are 3 types of knowledge in RE:

Substantive knowledge – The what we need to know – When children leave us for KS2 we expect them to know a definition of what RE is and that people in the world firstly have a belief in how the world has come into being and the idea of the concept of God. This is a very abstract idea for many of our children who are so young they often will have not been exposed to the idea of religion and have not thought about the idea of a greater being. Over the years with us at Pinewood we want children to know about different beliefs, practices, religious teachings etc. It is the facts and the themes that we teach. It is the key or big ideas.

In the EYFS we start the process of exploring religious **celebrations** through work on 'special times' and we expose the children to the fact that festivals like Diwali, Christmas, Chinese New Year, Easter and Eid are celebrated. This is built upon through teaching on celebrations in Year 1 in more depth where children have a developing understanding of what festivals involve and that people can celebrate in different ways. In Year 2 the Easter story is taught in detail giving the children an introduction to the theme of incarnation further built upon in KS2 and KS3.

In EYFS we start the conceptual understanding of what it means to **'belong'** covering who we are, where we belong (families and schools). This is built upon in year 1 where we further explore caring for others including Jesus's teachings on caring. This moves on in Year 2 where belonging is extended to work on the local community and the Christian faith through a theme on baptism and belonging.

In the EYFS much time is spent on people who **care** for us and how we care for others and all living things. 'To care' and 'show kindness' of all living creatures is a huge part of all religious beliefs and a huge part of our values at Pinewood. We then build on this concept through caring for special places (churches and synagogues) and artefacts in Year including stories (parables and miracles) about caring and being cared for. In Year 2 these stories are recapped and further stories are explored with their messages being explored in depth (The Good Samaritan etc.)

Stories are another theme running through our RE curriculum. Special stories are explored in the EYFS and move onto special stories relating to Jesus in Year 1 beginning to know that we can learn from these stories. Increasing knowledge of Jewish and Christian stories in Year 2 including the meaning and morals behind them.

The concept of '**specialness**' is explored in the EYFS for example special stories to them and others, special people, special times. This concept is built upon in year 1 taking the concept a stage further learning about special places and why they are important (e.g. synagogues and churches). As a short revisit we ensure a church visit when we go camping for retrieval practice in year 2 and move onto special people and special events to Jewish people such as the creation story and Shabbat. This moves onto special inspirational people in Year 2 preparing for further work on this in year 3.

Disciplinary Knowledge – the how of knowing what we need to know - the tools that we use to study religion, the methods that we use to gather knowledge. This is about ensuring we are not constrained by teaching Judaism and Christianity in KS1 beliefs but ensure we experience practices and experiences and the interest we show. We teach the children that we find out about beliefs by talking to people who hold them including members of our classrooms and community with differing faiths), watching clips, visiting places of worship, investigating artefacts. The disciplinary approach works in KS1 in terms of the giving a framework to a unit of work and a breadth of approaches across the key stage. This is then built upon in KS2. As children move onto KS2, disciplinary knowledge is about the connections, theories, similarities and differences children can apply to their thinking when discussing religions and world views and the impact these have on people's lives. We are setting to ground work.

Personal Knowledge – the why it is important to us – The attitudes, experiences and assumptions which shape the way we experience the religious and non-religious. Like with everything, clearly all this at a young age is dependent on cognitive ability to actually think and internalise work in RE which gets a little easier as the children progress through school. All will start their RE journey at very differing points and we need to be mindful and thoughtful in our delivery and that we need to match our teaching to individuals. Although the suggested religions at KS1 are Judaism and Christianity we also touch on Islam as we have a few Muslim children in school.

The Ofsted RE report states that RE curriculums should "contain *collectively enough* substantive knowledge to enable pupils to recognise the diverse and changing religious and non-religious traditions of the world". They should focus on "*connected knowledge*" not seek to cover "excessive amounts of content superficially", a salutary warning against trying to include too many discrete pieces of information. **As a result, we revisit concepts or big ideas as shown below.**

Additional reading has taught us that researchers into the progression in RE teaching state it is based on knowing more, potentially disconnected knowledge, in order to begin to create schema. As soon as students start learning the basics they can start to pin more knowledge to create a picture of that religion, including the diversity and differences within it. If teaching systematically, this schema is usually a relatively short term one in that it is created in a topic which might be a few lessons a half term/term. **We use this rationale.**

Researchers also say we want children to create a much bigger schema. That of 'religions and beliefs'. This is created over a much longer period of time, for which Pinewood plays but a small part. We'd hope this begins when they first hear about religions and beliefs and continues for life however the majority of the knowledge, for most, is likely to come from RE. **We use this rationale** and ensure the children begin this journey at Pinewood.

In the EYFS, RE falls under PSE and People, Culture and Communities but runs through everything we do
Please Read in conjunction with the Nottinghamshire RE syllabus in particular page 25

	F1	F2	Year 1 Expected	Year 2 Expected	Year 2 Exceeding
Celebrations and Festivals- Special times	What times are special and why	What times are special and why	Who celebrates what and Why (Christians and Jewish people)	Festivals Easter story through English	
Substantive knowledge	<p>Know that we have special times that are important to us like birthdays</p> <p>Know that we have school and family routines and customs</p> <p>Know some songs relating to a celebration</p> <p>Know and talk about significant events in my own experience</p>	<p>Know what it means to celebrate</p> <p>Know some traditions that lie behind a celebration e.g. birthday presents, Christmas presents, cards, making Diwa lamps</p> <p>Know that different people celebrate different things</p> <p>Know at a basic level the Christmas story</p> <p>Know that Chinese New year, Diwali and Christmas are times that people celebrate</p> <p>Know an example of how people celebrate these festivals</p> <p>Know that people have different beliefs</p> <p>know and describe special times or events for family or friends respecting difference</p>	<p>Know and name festivals</p> <p>Know who celebrates what and why</p> <p>Know a story that lies behind a festival in increasing detail</p> <p>Know about annual or weekly celebrations for Jewish and Christian people (including Christmas, Easter, Hanukah and Shabbat)</p> <p>Know about the songs, worship, celebrations, stories, artefacts and food involved with the above</p> <p>Knows and name a few religious objects and symbols that lie behind a festival</p> <p>Know who celebrates what and why</p> <p>Know about the festival of Diwali that it is a festival of light and know a few ways how the festival is celebrated</p>	<p>Know a story that lies behind a festival in increasing detail are related to the story e.g. Easter, Christmas</p> <p>Know about different religious practices including festivals and worship, in order to find out the meanings behind them</p> <p>Know the significance of Easter symbols</p> <p>Know and recognise different symbols and actions appreciating similarities between beliefs</p>	<p>Know the stories behind increasing numbers of festivals</p> <p>Know the Christian idea of incarnation, crucifixion, resurrection</p>
Skills	Relate to own experiences	Join in with celebrations Show interest un differences	Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice.	Increasing connection between beliefs	Apply cross learning
Vocabulary	Christmas Special birthday	Celebration Festival Diwali Chinese New Year Eid Easter Christmas	celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus.	New life, symbols, resurrection, crucifixion, incarnation, disciples, Good Friday, advent, gold, frankincense, myrrh, nativity	New life, symbols, resurrection, crucifixion, incarnation (similar vocab in Y3 syllabus)
Myself and Caring for Others. Belonging	Belonging – who are we and how do we belong? Our wonderful world: how can we care for living things?	Belonging – who are we and how do we belong? Our wonderful world: how can we care for living things?	How do we show we care for others? Why does it matter?	What does it mean to belong? What is it like to belong to the Christian religion in Nottingham City and Nottinghamshire today?	
Substantive knowledge	<p>Know about our family</p> <p>Know how to keep ourselves safe</p> <p>Know there are similarities and differences between us</p> <p>Know I have to look after things in the nursery</p>	<p>know that I have similarities and differences that connect me to and distinguish me from others</p> <p>know I have to take responsibility for my class objects and actions</p> <p>Know about people who help us</p> <p>Know about people around us</p> <p>Know how to care for living things</p>	<p>Know about their uniqueness as a person in a family and community</p> <p>know about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing</p> <p>Know and consider religious stories and teachings, e.g. Jesus' story of the Lost Sheep</p> <p>Know what is inferred about care from these texts</p>	<p>Know about belonging in a family, to a school and in the community</p> <p>Know the difference that belonging to a community might make</p> <p>Know and observe different ways of expressing identity and belonging responding sensitively</p> <p>Know and respond sensitively to similarities between different religions and world views</p> <p>Gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism</p> <p>what it means to belong in varies ways.</p>	<p>know the challenges of commitment to communities, faiths and beliefs</p>

				Know The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity.	
Skills	Simple talk Showing interest in familiar adults	Simple talk Showing interest in familiar and other adults from the community	Simple discussion, sharing and expressing their own ideas explore questions co-operation Can explore questions about right and wrong	Skills: Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest what it means to belong in various ways.	Greater skills of discussion, discuss questions, ideas and points of view
Vocab	Family terms Basic body parts Classroom areas Classroom object names safe Careful Adult help	Profession names e.g. nurse, firefighter, belong to school, family,	Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God, Community	Religion, Christian, church, symbol, Bible, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred.	Y3 syllabus repeats vocab
	F1	F2	Year 1 Expected	Year 2 Expected	Year 2 Exceeding
Stories	What stories are special and why?	What stories are special and why?	Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives?	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?	
Substantive Knowledge	Know a collection of stories that we have identified as special in F1	Know which stories are special and why e.g. nativity (See Bible story list)	Know about some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. Know about some stories Jesus told, e.g. The Lost Coin, the Lost Son. Know we can learn from the stories of Jesus Know that these stories matter to Christians because of who they believe Jesus was: God came to earth, with the power to help people in many ways.	Know about particular Jewish and Christian stories e.g. Jonah, Daniel, Noah Know how and why some stories are important to religions Gain knowledge about the Jewish Bible and the importance of the Torah Begin to know the meanings to religious and moral stories from a range of beliefs	Know biblical references in teachings
Skills	Enjoyment in listening to stories	Enjoyment in listening to stories Articulation of why a story is special	Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories.	Skills: Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest what makes ancient stories valuable to some people today	
Vocabulary	Story special	Story Special Author illustrator/bible	religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God	Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, forgiving, Humanist, God, Creator.	New Testament Old Testament Y3 syllabus repeats vocab with the addition of: Sacred, Ritual (but very hard for Y2), , persistence
Theme Symbols in religious worship and practice Y1 Beliefs and teachings Y2	What places are special and why?	What places are special and why?	In what ways are churches / synagogues important to believers?	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?	
Substantive Knowledge	Know that homes are our special places Know that school is a special place	Know that people may have special places that are different to each other Know what places are special to me	Know about churches and synagogues Know how places of worship are used know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there.	Know some Jewish peoples' ideas about God and the story of creation. They will find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat. They will learn about some ways a Rabbi teaches the community about God.	Know how to describe religions Know how to connect different ideas between religions Know how to describe a range of beliefs, symbols and actions

			<p>Know about weddings in Jewish and Christian holy buildings.</p> <p>Know that holy buildings are connected to beliefs about worshipping God</p>		
Skills	Simple talk Showing interest in school	Simple talk Showing interest in others	Pupils will use and develop their observation and thinking skills, applied to holy buildings. Other holy buildings – mosque or mandir – can be considered too.	discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest meanings in Jewish practice.	
Vocab	Special Place Home House Bedroom safe	Names of places Areas outside Park Seaside Field Farm church	Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, yad church, altar, font, Bible, worship, holiness, God.	Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, shabbat, creation story, worship, holiness, sacred, challah	Y3 syllabus repeats vocab with the addition of: Sacred, Ritual (but very hard for Y2)
	F1	F2	Year 1 Expected	Year 2 Expected	Year 2 Exceeding
People Leaders	Which people are special and why?	Which people are special and why?		.What makes some people inspiring to others? Moses and Saint Peter	
Substantive Knowledge	<p>Know special people in their immediate family</p> <p>Know and respond to special friends in school</p>	<p>Know special people in their immediate family and be able to talk about them</p> <p>Know what makes them special</p> <p>Know which friends are special to them and articulate what they like about them</p>		<p>Know some stories of Moses (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments).</p> <p>Know why Moses was a great leader for Jewish people.</p> <p>Know some stories about Jesus and Saint Peter (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians).</p> <p>Know about Saint Peter as a Christian leader</p> <p>Know and consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made.</p>	Know about at least two examples of inspirational people
Skills	Please read page 23 of RE syllabus	Please read page 23 of RE syllabus		<p>Thinking and discussion skills, information gathering skills.</p> <p>Ask and answer questions about leadership and inspiration, using details from the stories they learned</p> <ul style="list-style-type: none"> Express their own views about who is inspiring and why 	Skills of inferring beliefs and ideas about values from stories and will practice writing biographically about inspirational figures.
Vocabulary	Special Family friend	Special Kindness Mum, Dad, brother, sister, uncle, aunty, grandma, grandad		Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation. Role model, inspiration, leadership qualities	Vocab relating to inspirational characters

