

We love teaching RE!!

Pinewood Infant School and Foundation Unit

Together we give children the roots to grow and the wings to fly

Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

RE at Pinewood



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.

A spiral curriculum approach can be used so that an appropriate short sequence of lessons coincides with key festivals where appropriate in different year groups. We may learn about Christmas for example in every year group but with increased challenge in expectations of knowledge so that previous knowledge is built upon and that such knowledge can be remembered.

The majority of our children at Pinewood are not part of a religion.

Approximately 1/5 are Christian but we also have children in school who are Roman Catholic, Muslim, Sikh and Hindu.



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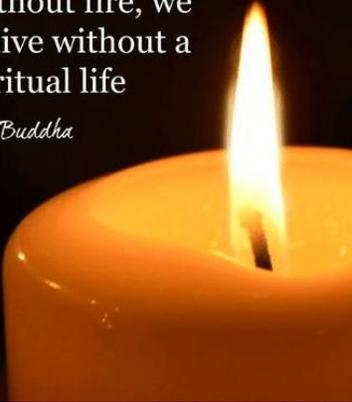
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Our vision and aims for RE for our children is to:

- **To stimulate and maintain pupils' curiosity, interest and enjoyment in RE**
- **Gain a sense of right and wrong and how to live with a strong sense of moral values**
- **Gain knowledge about what religion is and what Christians believe to help pupils acquire and develop knowledge and understanding of Christianity and Judaism and some of the other principal religions represented in the United Kingdom**
- **Be prepared for life in diverse Britain, knowing and understanding about different faiths and cultures**
- **Be respectful and tolerant of others and their beliefs.**
- **to develop an age appropriate ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of some of the main religions represented in the UK**

Just as a candle cannot
burn without fire, we
cannot live without a
spiritual life

Buddha



We may have
different religions,
different languages,
different colored skin,
but we all belong to
one human race.

Kofi Annan

RE is planned and taught in line with the new Nottinghamshire Agreed Syllabus which is used as our starting point and is in line with the NC. The Nottinghamshire Agreed Syllabus is currently being reviewed so changes to our curriculum may occur for September 2026. Children are taught to value and respect one another and are proud of their achievements and those of their peers.

RE provokes challenging questions and discussions including beliefs about God, understanding ourselves, issues of right and wrong and individual beliefs. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, different religious traditions and worldviews.

The RE starter slides we use with the children

Religious Education RE

Different beliefs,
worldviews and
big ideas



A **belief** is a firm thought. It is something you believe to be true. But it cannot be tested- you just believe it is true in your heart.

A **Religion** is a set of beliefs about how the world was made, why we are here and how we should behave.

RE teaches us about different world religions.

Here are some of the world's religions:



Christianity



Judaism



Islam



Hindu



Sikh

A religion has a set of rules, stories and actions which people belonging to that religion follow.

A religion is a way of life.

Religion usually involves:

1. Worship of a god or gods,
2. The belief in certain ideas about right and wrong behaviour
3. Searching of answers about life and what happens when we die.

Celebrations & Special Times



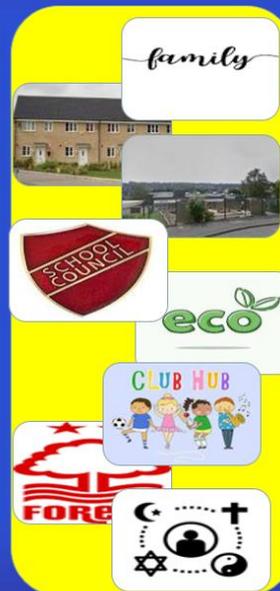
Special Places



Stories



Belonging



Special People / Leaders



Content of RE at Pinewood – Long Term Framework – We revisit content or big ideas as shown

RE School Overview

Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Y2	<p>What do Jewish people believe about God, creation, <u>humanity</u> and the natural world?</p>  <p>What do Jewish world? people believe about God, creation, <u>humanity</u> and the natural <u>world</u> understand what Judaism is and identify some Jewish <u>artefacts</u> be able to explain the story of creation according to the Torah. Understand and learn about Shabbat in the context of the creation <u>story</u> Think and talk about our own ideas of <u>God</u></p>	<p>Celebrations and Festivals Who celebrates what and why?</p>  <p>Diwali -Know the Diwali story with some detail knowing the name of the main characters and main <u>events</u> Know the relevance of light triumphing over darkness in the Diwali story – good over <u>evil</u> Name a few Diwali traditions and know who celebrates <u>Diwali</u> Know the meaning behind some Diwali traditions e.g. Diwa lamps, rangoli patterns, fireworks Christmas - See Y2 Christmas planning progression <u>document</u> Know the Christmas story with increased detail and being able to empathise with thoughts and feelings of characters at various points of the <u>story</u> Know the relevance of why it is so important to <u>Christians</u> Know that Christians believe that Jesus was a gift from God to the World Make links between Christian traditions and Christian artefacts e.g. gifts, nativity, candles, advent <u>calendars</u> Know an Important Christian belief about Jesus and how this is shown in the Christmas <u>story</u> Sort which parts of the Christmas story are good news to <u>Christians</u> The festival of Hanukkah Exploring the festival of Hannukah</p>	<p>Symbols in religious worship and practice In what ways are synagogues important to believers?</p> <p>Synagogues</p>  <p>What are synagogues like and why do people go there?</p> <p>Identify a Jewish place of worship. Talk about what happens at a synagogue, using new words they have been taught. Use the words 'holy' and 'sacred' to describe why the objects in a synagogue matter to Jewish people Begin to be sensitive to others' beliefs, <u>values</u> and experiences. Visit a <u>synagogue</u> Compare a church and synagogue as a place of worship</p>	<p>Jewish and Christian Stories</p>  <p>Recap parables taught in Y1 (The Good Samaritan, Lost Sheep, Lost Coin, <u>Jesus</u> and Zacchaeus)</p> <p>The Prodigal Son Jonah and the Whale Noah's Ark Daniel and Lion's Den Easter Know why Easter is an important Christian festival and know the significance of the Easter symbols including a cross and <u>crucifix</u> Order the events of the Easter Holy Week and retell the Easter story in drama and <u>writing</u> Explore characters and thoughts and <u>feelings</u> Write a thank you prayer/ poem for the new life we see during <u>Easter</u> Know the significance of Easter symbols and links to new <u>life</u> Reflect on the Easter story events and offer my thoughts, including links to other festivals and Jesus and miracles. To begin to understand the term forgiveness</p>	<p>What makes some people inspiring to others? Inspiring leaders from the Christian faith, eg, Moses and Saint Peter</p>  <p>Present day inspiring leaders</p>  <p>What a leader is and ask questions to inspiring leaders we know Who inspires us and <u>why</u> Understand why Jesus is a key leader in <u>Christianity</u> Understand why Saint Peter is a key leader for <u>Christianity</u> Understand why Moses is a key leader in Judaism. Understand why rules are important.</p> <p>Revisit Church as place of worship on residential (see year 1)</p>

There are 3 types of knowledge in RE:

Substantive knowledge – The what we need to know

Disciplinary Knowledge – the how of knowing what we need to know

Disciplinary Personal Knowledge – the why it is important to us

These and our progression in teaching are all explained in the RE Knowledge Progression overview

Here is an example

We use our long term overview, the Nottinghamshire syllabus and our knowledge progression overview to write medium term plans

In the EVFS, 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 <u>birthdays</u></p> <p>Know that we have school and family routines and <u>customs</u></p> <p>Know some songs relating to a <u>celebration</u></p> <p>Know and talk about significant events in my own <u>experience</u></p>	<p>Know what it means to <u>celebrate</u></p> <p>Know some traditions that lie behind a celebration e.g. birthday presents, Christmas presents, cards, making Diwa <u>lamps</u></p> <p>Know that different people celebrate different <u>things</u></p> <p>Know at a basic level the Christmas <u>story</u></p> <p>Know that <u>Chinese New Year</u>, Diwali and Christmas are times that people celebrate</p> <p>Know an example of how people celebrate these <u>festivals</u></p> <p>Know that people have different <u>beliefs</u></p> <p>know and describe special times or events for family or friends respecting <u>difference</u></p>	<p>Know and name <u>festivals</u></p> <p>Know who celebrates what and <u>why</u></p> <p>Know a story that lies behind a festival in increasing <u>detail</u></p> <p>Know about annual or weekly celebrations for Jewish and Christian people (including Christmas, Easter, <u>Hanukkah</u> and Shabbat)</p> <p>Know about the songs, worship, <u>celebrations</u>, stories, <u>artefacts</u> and food involved with the above</p> <p>Knows and name a few religious objects and symbols that lie behind a <u>festival</u></p> <p>Know who celebrates what and <u>why</u></p> <p>Know about the festival of Diwali that it is a festival of light and know a few ways how the festival is <u>celebrated</u></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 <u>them</u></p> <p>Know the significance of Easter <u>symbols</u></p> <p>Know and recognise different symbols and actions appreciating similarities between <u>beliefs</u></p>	<p>Know the stories behind increasing numbers of <u>festivals</u></p> <p>Know the Christian idea of incarnation, crucifixion, resurrection</p>
Skills	Relate to own experiences	Join in with <u>celebrations</u> Show interest in differences	Pupils will practice the skills of suggesting a meaning in an artefact, <u>symbol</u> 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)

Learning objectives	Activities/learning experiences including key questions	Resources	Success criteria	Evaluation/Adaptation
Lesson 1 Reminders of special days (recall learning from 'Let's celebrate' Unit in EVFS) WWE (We will explore): More celebrations within our life and world Feelings about celebrations	<p>Warm up – Look at RE Starter slide – discuss key aspects of subject. Look at foci for this term – Celebrating festivals and living in harmony – do we recognise any of those words? Celebrating, festivals, harmony</p> <p>Explain that birthday party is just one celebration and that throughout life we celebrate lots of other events in our life and some special religious celebrations or festivals throughout our world. Can anyone recall these from EVFS?</p> <p>Practical: Show children the 'Celebrations Box' (containing selection cards/wrapping paper/artefacts depicting different occasions eg birthday, christening, Mother's Day, birth, Christmas, wedding, anniversary, fireworks, candle, diya lamp, Chinese new year dragon picture/lantern picture – covering festivals covered in EVFS)</p> <p>Pass the box round for the pupils to choose an item and describe it. Can they guess which celebration each object is for? Who would you give the card and gifts to?</p> <p>Talk about some well-known celebrations – birthday, Christmas, Diwali, Easter, Chinese New Year and others – state that we will be developing greater understanding of these in this unit watch 2 min video to support.</p> <p>Practical: Explore feelings about celebrations. Use a 'Feelings Box' containing 'feelings' words – happy, full of fun, joyful, glad, together, excited: when do we feel these</p> <p>emotions? Do they link up with any of the things in the celebration box?</p> <p>ACTIVITY -Learning Journey x2 Ask children to talk to a partner about a special celebration in their life and how it made them/others feel. Record on sheet (SEND/ADAPTATIONS draw picture and label celebration/feeling –or teacher scribe). Take photos.</p> <p>Assessment Record celebrations as a mind map keep this for each child revisit in week 6 to add further learning.</p> <p>SEND/ADAPTATIONS This can be pictures and or writing</p>	<p>Celebrations box - Feelings box</p> <p>Festival mind map</p> <p>Learning Journey</p>	<p>WTS I can remember and talk about a special celebration in my own lives and how it made me feel.</p> <p>NS I can talk about a special celebration and think about how celebration makes people feel.</p> <p>GDS I can speak about celebrations, notice and name the feelings people have during different celebrations.</p>	<p>GENERAL Celebration box to be reflective of past learning and current Yr1 One themes Require items in it that they would remember</p> <p>Leopards/ Jaguars To focus on practically looking at the objects from the celebrations box</p>
Lesson 2	Practical Watch video (natre recommendation one) Increased	Story maps	WTS I can remember	GENERAL

Lesson Journey	
	Retrieval
	Teach
	Modelling/ Guided practice
	Independent practice
	Reflect
	Revisit over time
	Make connections

Pinewood Vocabulary in RE

advent	The period of time to prepare for the celebration of Jesus's birth on the 25th December
altar	Holy table in a church where bread and wine are shared
ark	A cabinet where the Torah, the Jewish holy book is stored
baptism/christening	A ceremony in which parents and godparents promise to bring up a child in the Christian faith. Water is sprinkled on the head
belief	A firm thought. It is something you believe to be true. But it cannot be tested: you just believe it is true in your heart.
belong/belonging	Being somewhere where you want to be, and they want you
bible	A holy book (Christians and Jewish people)
binah	A book that tells stories about God and Jesus
bimah	A raised platform with a reading desk to read the Torah from in a synagogue
celebrate/celebration	To do special things to remember an important or happy event
challah bread	A special Jewish bread usually eaten at Shabbat
Christian	Someone who follows the teaching of Jesus. Y1 A person who believes that Jesus is the son of God. They believe in one God and follow the teachings of the bible and belong to the Christian church.
Christianity	The Christian religion following the teachings of Jesus.
Christmas	A Christian festival to celebrate the birth of Jesus, the son of God.
church	A Christian place of worship
community	A group of people living in the same place or having something in common e.g. our school community
courage	Standing up for what you know is right – even when you are afraid and others do not stand with you.
creation story	A story based on the Jewish and Christian belief that God created the world in 7 days
crucifixion	Jesus was killed on a cross by people who didn't like what he was teaching – it happened on Good Friday

This document makes sure we use the same language and explains things in an age appropriate way.

Retrieval practise is important in RE as well as in all subjects so that we can recall previous learning and build upon it. Here are some examples of retrieval practice that you may see in RE. . . .

Examples of Retrieval Practice (activating prior learning)

- 1.Quizzes
 - 2.Multiple choice questions
 - 3.Which is the odd one out
 - 4.True or false
 - 5.Right or wrong
 - 6.Cloze activity – could be using KO for this
 - 7.Draw/write what you know about
 - 8.Tell your friend what you know about – what is the most interesting thing you've learnt about
 - 9.Using worked examples
 - 10.Bingo questions
 - 11.Tests
 - 12.Partially completed concept maps
 - 13.Putting 10 events about a known story in order
- Matching key words and definitions

Multiple choice

The main symbol of Christianity is . . .

- a) A church
- b) A candle
- c) A cross

What is the main symbol of Christianity?

Elaboration

The main symbol of Christianity is the cross .
Can you elaborate on this sentence?

The main symbol of Christianity is a cross which reminds Christians that Jesus was crucified.

The main symbol of Christianity is a cross which is also known as a crucifix. This is where Jesus died. But later Jesus rose from the dead.

The main symbol of Christianity is the cross also known as the crucifix which reminds Christians that although Jesus died he was resurrected 3 days later to live with his father in heaven.

Which is the best worked example and why?

Pinewood Infant and Nursery School Knowledge Organiser

Summer 1 Special Places
Big Question: Why are churches and synagogues important to believers?
Religious Education – Different beliefs, world views and big ideas!

Sticky Knowledge
What sticky knowledge can you remember about Christianity and Churches?

Questions we will answer:
- What makes a place special?
- What are churches like and why do people go there?
- What are the key features of a church?

Key Vocabulary
church A building used for Christian
worship
The main symbol of Christianity
Windows made of coloured glass often showing pictures of
windows
The table at the front of a church that is used in services
Can you remember anything else about an altar?

St Mary's Church, Arnold

Cornerstone Church, Nottingham

What are these? Can you tell me as much as you can about each picture?

What can we remember? Let us discuss these questions

Cloze activities

Key Vocabulary

- A building used for Christian worship
- A time to pray, sing and celebrate God
- The main symbol of Christianity
- Windows made of coloured glass, often showing pictures of Bible stories
- The table at the front of a church that is used in services

When themes are repeated in consequent years we ensure that we revisit knowledge learnt and build upon it year on year for particularly in regards to religious festivals. An example below is how we teach Easter throughout the year groups at Pinewood and how knowledge organisers used reflect this progression alongside our flipcharts and planning documents.

Easter at Pinewood through the year groups



	F1	F2	Year 1	Year 2
Objectives	<p>Name some artefacts and name a few ways in which Easter is celebrated (e.g. bonnet, egg, bunny)</p> <p>Know that we have special times that are important to us and Easter is a special time</p> <p>Know that we have school and family routines and customs around Easter</p> <p>Know some songs relating to a celebration</p>	<p>Know that Easter is a festival celebrated by Christians</p> <p>Know an example of how people celebrate Easter</p> <p>Name some artefacts and name a few ways in which Easter is celebrated (e.g. bonnet, egg, new life)</p> <p>Understand that Easter is a time of new life such as chicks, bunnies</p> <p>Listen to information about Easter and respond with relevant questions and comments</p> <p>Know and talk about the signs that Easter is coming</p> <p>Listen to a simplified version of the Easter story</p>	<p>Know that Christians celebrate Easter</p> <p>Know why Easter is celebrated and to know with limited detail the story that lies behind Easter</p> <p>Order a simplified version of events from Easter week:</p> <ul style="list-style-type: none"> Last supper Judas betrayal Jesus's arrest and crucifixion on Good Friday Jesus's resurrection Easter Sunday <p>To know Christians believe Jesus died on Good Friday and came back to life on Easter Sunday.</p> <p>Make explicit links with special celebrations on Easter Sunday (eggs, cards, clothing, bonnets, food, singing, worship) and new life</p> <p>Knows and name a few religious objects and symbols that lie behind Easter</p>	<p>Know why Easter is an important Christian festival and know the significance of the Easter symbols including a cross and crucifix</p> <p>Order the events of the Easter Holy Week and retell the Easter story in drama and writing:</p> <ul style="list-style-type: none"> The last supper Praying in the garden Judas tells the soldiers where Jesus is The soldiers take Jesus away The trial Peter says he doesn't Jesus Good Friday-arrest, trial and crucifixion Easter Sunday - resurrection <p>Explore characters and thoughts and feelings of Jesus, Judas, Peter etc.</p> <p>Write a thank you prayer/ poem for the new life we see during Easter</p> <p>Know the significance of Easter symbols and links to new life</p> <p>I can reflect on the Easter story events and offer my thoughts, including links to other festivals and miracles.</p> <p>To begin to understand the term forgiveness 'Forgive them father for they do not know what they are doing'</p>
Vocabulary	Celebrate, Easter,	Celebrate, Festival, Easter, new life, Christian, Easter story,	Celebrate, celebration, Festival, Special days, Easter, new life, Christian, Good Friday, Easter Sunday, cross, Last supper, bible	New life, symbols, resurrection, crucifixion, crucifix, incarnation, disciples, Good Friday, Maundy Thursday, Betrayal, holy week, last supper, lent

Spring 2 Big Question/ Theme
- Celebrating Festivals - EASTER Year 1

Religious Education - Different beliefs, world views and big ideas!

Sticky Knowledge

Celebrations and festivals are special times in people's lives.

Easter is a Christian festival.

The story of Easter is in the Bible.

Christians celebrate Jesus coming back to life and 'new life' on Easter Sunday.

Christians celebrate Easter with special songs, clothing, food, worship and stories.

Questions we will ask...

- What religious festivals do we already know?
- Who celebrates Easter?
- Why is it celebrated?
- Can you see any similarities or differences between Easter and other festivals / celebrations or previous learning?

Key Vocabulary

Celebrate	To do special things to remember an important or happy event
Christian	Someone who follows the teaching of Jesus.
Bible	The Christian holy book.
The Last Supper	The last meal that Jesus shared with his 12 special friends.
Good Friday	The Friday before Easter Sunday when Jesus died on the cross.
Easter Sunday	The day when Jesus's body had gone from the cave and Christians believe Jesus came back to life.

Spring 2 Big Question: Why does Easter matter to Christians? (celebrations) Year 2

Religious Education – Different beliefs, world views and big ideas!

Sticky Knowledge

What are some of the symbols of Easter and how do they help us understand the story?

Why is celebrating Easter important to Christians?

What is Jesus an important person for Christians?

Can you retell the Easter story?

Easter egg – celebrates new life.

Hot cross bun – marks the end of lent and is eaten on Good Friday.

Cross – the symbol of Christ's resurrection.

They remember Jesus' last week on Earth. They remember his death and resurrection which reminds them that God has the power to forgive sins.

Christians believe Jesus is an important person as he showed us how to live. They believe Jesus died to 'save us' and reunite people with God.

Palm Sunday – Jesus rode into Jerusalem on a donkey and was treated like a king.

Maundy Thursday/Last Supper – Jesus held his last supper with his disciples and was betrayed by Judas

Good Friday (the crucifixion) – the death of Jesus

Easter Sunday (the resurrection) – Christians celebrate Jesus' resurrection from the dead.

Questions we will answer:

- Is the Easter story a sad or happy story?
- How do we celebrate Easter? What do I celebrate?
- What do we think of the characters?

The Easter Story

Key Vocabulary

Easter	A Christian celebration to remember that Jesus died and came back to life (resurrection)
Symbols	Something, usually an object or picture, that is used to remind us or stands for something else
New life	The beginning of something (signs of new life-eggs, chicks, blossom, daffodils)
Resurrection	Jesus came back to life after he died
Crucifixion	Jesus was killed on a cross by people who didn't like what he was teaching
Incarnation	Christian believe that God took human form by becoming Jesus. He was fully God and fully human.
Disciples	One of the twelve original followers of Jesus
Good Friday	The day when Jesus was arrested and put to death on the cross
Holy Week	The final week of the life of Jesus just before Easter Sunday
Last Supper	The supper eaten by Jesus and his disciples on the night before Jesus' death
Lent	The 40 days that Jesus spent in the desert where he fasted



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Together we give children the roots to grow and the win
Responsibility Resilience Independence Curiosity Respect Kindne

Explanation of Religious Education

RE teaches us about different world religions and helps us learn about what people believe in, about how the world was made and how we should behave.

It teaches about the different traditions in the UK and around the world.



A Religion is a set of beliefs about how the universe was made and what its purpose is.



A religion consists of rules, stories and symbols which are adopted by a society, group or person. A religion is a way of life.



Religion usually involves worship of a god or gods, and the belief in certain ideas about right and wrong behaviour and the searching of answers about life and what happens when we die.



What does RE at Pinewood look like?

- Knowledge based learning
- IWB introduction to sessions
- Retrieval practice
- Key vocabulary
- Floor books
- Cross-curricular links
- Assemblies with RE themes
- Friday celebration assembly
- First hand experiences
- Active learning
- Visits and visitors
- Bibles in all classrooms
- Bank of PSHE stories and books
- Drama
- Different ways of recording
- Oracy rich
- Working collaboratively



Christian Stories

Reception:

- Stories Jesus told – Nick Butterworth and Mick Inkpen (EYFS)
- The Lion First Bible

Year 1:

- The Lion First Bible
- The Lion Story Telling Bible

Year 2:

- The Lion Story Telling Bible
- Usborne Bible

Biblical Story – New Testament	Stories	Christian Message
The Parable of the Lost Sheep	EYFS: The Lost Sheep (Nick Butterworth) EYFS: The Lost Sheep and the Good Shepherd Lion First Bible p378 Year 1: The Lost Sheep and the Good Shepherd Lion First Bible p378 Year 1: The Lion Storyteller Bible p90 Y2: The Lion Storyteller Bible p90 Y2: Usborne	God is like the farmer. He loves us just like the farmer loves his sheep". EYFS/Year 1 Jesus tells the parable of the lost sheep to show that the Kingdom of God is accessible to all, even those who were sinners or strayed from God's path (like the sheep). He uses the example of a shepherd (God) who has 100 sheep and one goes missing. The shepherd leaves the 99 others and searches high and low for the lost sheep. Year 1/ 2
The Prodigal Son	EYFS: The Two Sons (Nick Butterworth book)	"What we do is more important than what we say" Matthew – Jesus said -son

We put a lot of thought into which bible stories we will share with the children in the different year groups

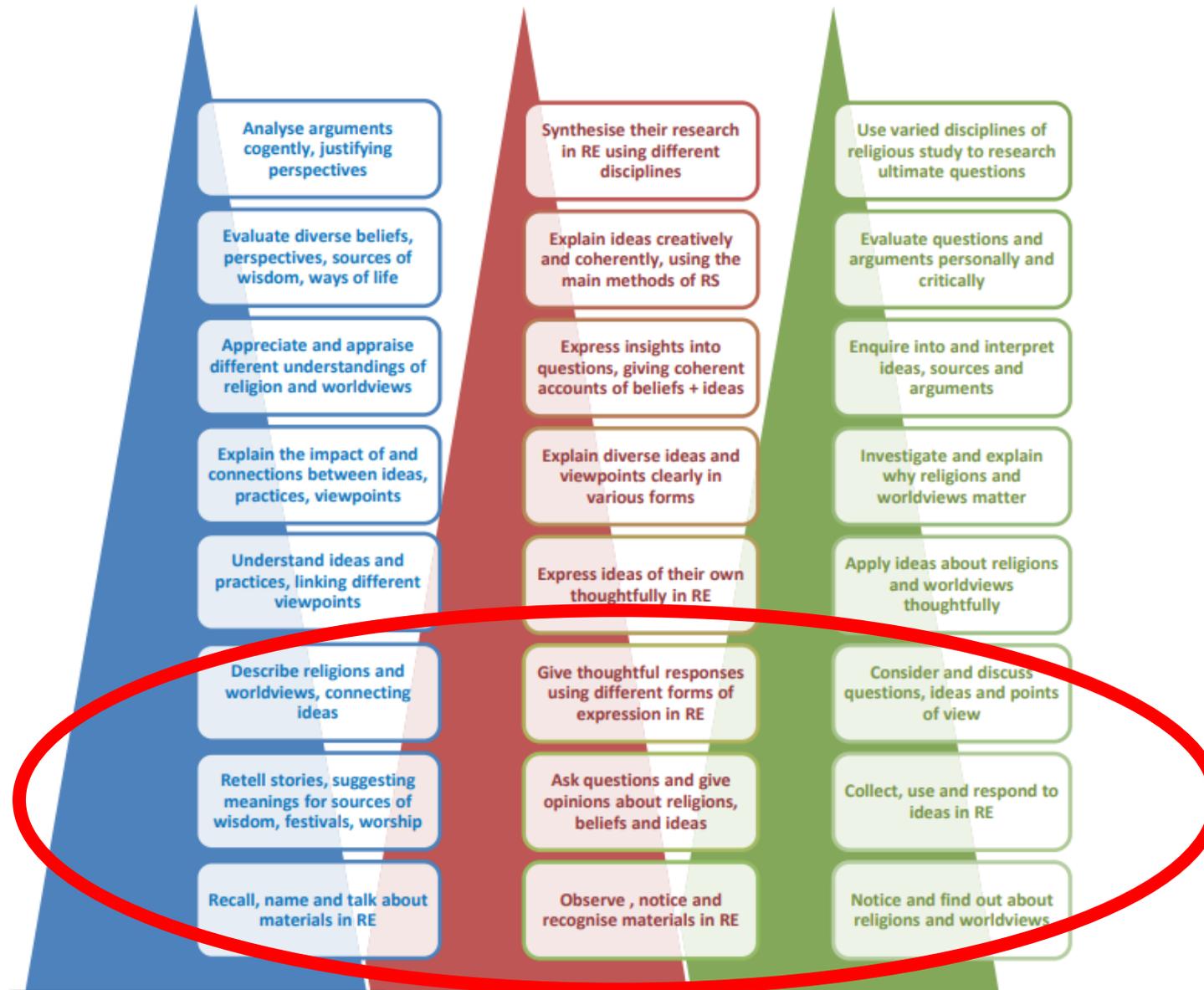


Progression steps in RE for 5-14s

Knowing about and understanding religions and worldviews	Expressing and communicating ideas related to religions and worldviews	Gaining and deploying the skills for studying religions and worldviews
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We follow the progression steps in the Nottinghamshire syllabus



Steps 1-3 for most 5-7s

1

Knowing about and understanding religions and worldviews

Describe religions and worldviews, connecting ideas

Retell stories, suggesting meanings for sources of wisdom, for festivals and for acts of worship

Recall, name and talk about materials in RE

Examples: Knowing and understanding

These examples of the knowledge and understanding pupils gain in RE need to be read in the light of the RE requirements for each key stage, and enable the planned progression in learning that pupils need.

3. Pupils select their favorite 2 or 3 'wise sayings' from 10 examples drawn from different sources (Bible, Qur'an, Torah), and illustrate these sayings. They describe what each religion teaches in relation to the sayings. They describe connections between the sayings they have chosen, commenting on the idea of 'wisdom'.

2. Pupils enact two stories. Examples could be parts of the story of Holy Week and Easter, and parts of the Divali story. They discuss the ideas and characters, and suggest what the stories mean and how they connect to festivities.

1. Pupils discover how Jewish people worship and celebrate Shabbat, for example, using the words synagogue, rest, Torah. They name the religion, and talk about what happens on Shabbat at home and in the Jewish community.

2

Expressing and communicating ideas relating to religions and worldviews

Give thoughtful responses using different forms of expression in RE

Ask questions and give opinions about religions, beliefs and ideas

Observe, notice and recognise materials in RE

Examples: Expressing and communicating

These examples of the communication and expression pupils learn in RE need to be read in the light of the RE requirements for each key stage, and enable the planned progression in learning that pupils need.

3. Pupils discuss three religious artworks from three different centuries, considering what inspired these artists do great work that is religious. They respond by choosing examples of religious art that they find inspiring. They create expressions of their own ideas.

2. Pupils take part in a music session using songs about peace from different religions. They ask questions and say what they like about the songs' words, and what is important about peace to them. They discuss what actions make peace.

1. Pupils watch a film clip of some interesting festivities at Pesach and Easter, and ask 'Who, What, When, Where, How and Why?' questions about what they have seen. They talk about the answers.

Gaining and deploying the skills for learning from religions and worldviews

Examples: gaining and deploying skills

These examples of the skills of religious study that pupils gain and deploy in RE need to be read in the light of the RE requirements for each key stage, and enable the planned progression in learning that pupils need.

Consider and discuss questions, ideas and points of view

Collect, use and respond to ideas in RE

Notice and find out about religions and worldviews

3. Pupils consider and discuss examples of what key leaders from stories in two different faiths have done to make peace. They raise questions about peace making, giving thoughtful ideas of their own on the question: would you like to be a peace maker?

2. Pupils collect examples of living together happily both from school life and from religious stories. They offer ideas of their own to be included in a 'Recipe for living together happily.'

1. Pupils show curiosity about what Jews or Christians do each day or each week. They notice some details which interest them, and find out more from a book, an artefact, a photo or some other source.

3

The progression steps in more detail . . .



Pinewood Infant School and Foundation Unit

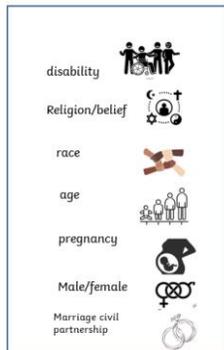
Together we give children the roots to grow and the wings to fly

Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

There is a large cross over with RE in assembly and some themes are taught or revisited during assembly times – this helps us remember and retrieve information too. We have an assembly planner that revisits RE ideas, bible stories etc. and we also love to have people come and talk to us from different faiths.



Be still Be quiet Be thoughtful Be respectful Be reflective



Wed 24/9	The Rich Farmer Kindness +
Thur 25/9	SINGING
Fri 26/9	Special, Christian/School Values- belonging
Week 6	
Mon 29/09	Equality 2
Tues 30/09	SINGING
Wed 1/10	David and Goliath Resilience+ Self-belief
Thur 2/10	Mental Health and growth mindset
Fri 3/10	Special, Christian/School Values-belonging
Week 7	
Mon 6/10	Harvest festival (6 th October 2024)
Tu 7/10	SINGING
Wed 8/10	Noah's Ark
Thur 9/10	World Mental Health Day Mental health and growth mindset
Fri 10/10	Special, Christian/School Values - belonging
Week 8	
Mon 13/10	Recycling as it is Recycling week (14 th -20 th October)
Tu 14/10	The Jewish Faith and Sukkot
Wed 15/10	Noah's Ark
Thur 16/10	SINGING
Fri 17/10	Special, Christian/School Values - belonging

Visits and visitors

Widening the experiences for our children and giving them hands on experiences is fundamental to our teaching and learning of RE. This includes inviting visitors into school, going on visits, having in class marriages and baptisms.

Year 1 visit our local church St Mary's.

Year 2 visit the Nottingham Liberal Synagogue in Sherwood when possible and Perlethorpe Church during Year 2 residential. We go on 'virtual tours' to Southwell Minster and use the multi-faith resource centre.

EYFS

RE in the Foundation Stage comes under the area of **Understanding the World** as part of the aspect **People, culture and communities**. Children recognise and describe special times or events for family or friends. They know about similarities and differences between themselves and others, and among families, communities and traditions. They also learn about special people, stories and places. **'Whilst there may be occasions where there are planned activities for children in the Early Years, these should always start with the experiences and events which relate to the children and their immediate families and communities. Other opportunities to develop children spiritually and morally and to strengthen their understanding of cultures and beliefs should be planned through ongoing high quality provision.'** Nottinghamshire syllabus