



## **Belvedere Infant School**

### **RE Curriculum Overview**

At Belvedere Infant and Nursery School, we follow the London Borough of Bexley agreed syllabus for RE, supported by a detailed scheme of work from RE today. The aim of the Bexley syllabus is that teaching of Religious Education (RE) encourages pupils to learn from different religions, beliefs, values and traditions, while challenging and exploring their own beliefs and questions of meaning and to develop their own sense of identity and belonging. It also enables them to respect the views of others that differ from their own and prepares them for living in a world and local community that is diverse in both culture and belief. The curriculum is driven by questions which are then addressed through different religions, focusing on the people who follow each religion. Across Early years and KS1 children will be taught mainly about Christians: Muslims, Jewish people. The RE today scheme lists topics/key questions applicable for each year group. Each topic/key question includes detailed learning for approximately 10 hours, along with questions to address in each lesson, links to resources and sets expectations for emerging, expected and exceeding learners. We ensure that our lessons are vocabulary rich and there are a wide variety of learning outcomes to engage all children

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>F1. Which stories are special and why? <b>Strand: Believing</b></p> <p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• talk about some religious stories</li> <li>• recognise some religious words, e.g. about God</li> <li>• identify some of their own feelings in the stories they hear</li> <li>• identify a sacred text e.g. Bible, Qur'an</li> <li>• talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do</li> <li>• talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</li> </ul>	<p>F2. Which people are special and why? <b>Strand: Believing</b></p> <p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• talk about people who are special to them</li> <li>• say what makes their family and friends special to them</li> <li>• identify some of the qualities of a good friend</li> <li>• reflect on the question 'Am I a good friend?'</li> <li>• recall and talk about stories of Jesus as a friend to others</li> <li>• recall stories about special people in other religions and talk about what we can learn from them.</li> </ul>	<p>F3. What places are special and why? <b>Strand: Expressing</b></p> <p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• talk about somewhere that is special to themselves, saying why</li> <li>• be aware that some religious people have places which have special meaning for them</li> <li>• talk about the things that are special and valued in a place of worship</li> <li>• identify some significant features of sacred places</li> <li>• recognise a place of worship</li> <li>• get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</li> </ul>	<p>F4. What times are special and why? <b>Strand: Expressing</b></p> <p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• give examples of special occasions and suggest features of a good celebration</li> <li>• recall simple stories connected with Christmas/ Easter and a festival from another faith</li> <li>• say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.</li> </ul>	<p>F5. Being special: where do we belong? <b>Strand: Living</b></p> <p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• re-tell religious stories making connections with personal experiences</li> <li>• share and record occasions when things have happened in their lives that made them feel special</li> <li>• recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>• additional opportunity if you have children from religions other than Christianity in your setting</li> <li>• recall simply what happens</li> </ul>	<p>F6. What is special about our world? <b>Strand: Living</b></p> <p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</li> <li>• re-tell stories, talking about what they say about the world, God, human beings</li> <li>• think about the wonders of the natural world, expressing ideas and feelings</li> <li>• express ideas about how to look after animals and plants</li> <li>• talk about what people do to mess up the world and</li> </ul>

					when a baby is welcomed into a religion other than Christianity.	what they do to look after it.
Year 1	<p>1.1 Who is a Christian and what do they believe?</p> <p><b>Strand: Believing</b></p> <p><b>Learning outcomes:</b> Emerging:</p> <ul style="list-style-type: none"> <li>• Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</li> <li>• Recognise some Christian symbols and images used to express ideas about God (A3).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>• Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li> <li>• Re-tell a story that shows what Christians might</li> </ul>	<p>1.5 What makes some places sacred? Christianity, Muslims and Jewish</p> <p><b>Strand: Expressing</b></p> <p><b>Learning outcomes:</b> Emerging:</p> <ul style="list-style-type: none"> <li>• Recognise that there are special places where people go to worship, and talk about what people do there (A1).</li> <li>• Identify at least three objects used in worship in two religions (A3).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean</li> </ul>	<p>1.6 How do we celebrate special and sacred times?</p> <p><b>Strand: Expressing</b></p> <p><b>Learning outcomes:</b> Emerging:</p> <ul style="list-style-type: none"> <li>• Identify a special time they celebrate and explain simply what celebration means (A1).</li> <li>• Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>• Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</li> </ul>	<p>1.7 What it means to belong to a faith community.</p> <p><b>Strand: Living</b></p> <p><b>Learning outcomes:</b> Emerging:</p> <ul style="list-style-type: none"> <li>• Talk about what is special and of value about belonging to a group that is important to them (B2).</li> <li>• Show an awareness that some people belong to different religions (B1).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>• Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these</li> </ul>	<p>RE/ART/PSHE Week/Competition</p>	<p>1.8 How should we take care of the world?</p> <p><b>Strand: Living</b></p> <p><b>Learning outcomes:</b> Emerging:</p> <ul style="list-style-type: none"> <li>• Talk about how religions teach that people are valuable, giving simple examples (B1).</li> <li>• Recognise that some people believe God created the world and so we should look after it (A2).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>• Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</li> </ul>

	<p>think about God, in words, drama and pictures, suggesting what it means (A2).</p> <ul style="list-style-type: none"> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Make links between what Jesus taught and what Christians believe and do (A2).</li> <li>• Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).</li> </ul>	<p>and how they are used (A3).</p> <ul style="list-style-type: none"> <li>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</li> <li>• Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).</li> <li>• Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2).</li> <li>• Show that they have begun to be aware that some</li> </ul>	<ul style="list-style-type: none"> <li>• Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</li> <li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li> <li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3).</li> </ul>	<p>might mean and why they matter to believers (A3).</p> <ul style="list-style-type: none"> <li>• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</li> <li>• Identify two ways people show they belong to each other when they get married (A1).</li> <li>• Respond to examples of co-operation between different people (C2)</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).</li> <li>• Identify some similarities and differences between</li> </ul>		<ul style="list-style-type: none"> <li>• Identify ways that some people make a response to God by caring for others and the world (B1).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</li> <li>• Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Give examples of ways in which believers put their beliefs about others and the world into action,</li> </ul>
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		people regularly worship God	<ul style="list-style-type: none"> <li>Identify some similarities and differences between the celebrations studied (B3).</li> </ul>	the ceremonies studied (B3)		<p>making links with religious stories (B1).</p> <ul style="list-style-type: none"> <li>Answer the title question thoughtfully, in the light of their learning in this unit (C1).</li> </ul>
Year 2	<p>1.2 Who is a Muslim and what do they believe?</p> <p><b>Strand: Believing Learning outcomes:</b> Emerging:</p> <ul style="list-style-type: none"> <li>Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).</li> <li>Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).</li> </ul> <p>Expected:</p>	<p>1.3 Who is Jewish and what do they believe?</p> <p><b>Strand: Believing Learning outcomes:</b> Emerging:</p> <ul style="list-style-type: none"> <li>Talk about the fact that Jewish people believe in God (A1).</li> <li>Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>Talk about how the mezuzah in the home reminds</li> </ul>	<p>1.4 What can we learn from Sacred Books? Christianity, Muslims and/or Jewish</p> <p><b>Strand: Believing Learning outcomes:</b> Emerging:</p> <ul style="list-style-type: none"> <li>Talk about some of the stories that are used in religion and why people still read them (A2).</li> <li>Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>Recognise that sacred texts contain stories which are special to many people and should</li> </ul>	<p>1.6 Why do we celebrate special and sacred times</p> <p><b>Strand: Expressing Learning outcomes:</b> Emerging:</p> <ul style="list-style-type: none"> <li>Identify a special time they celebrate and explain simply what celebration means (A1).</li> <li>Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in</li> </ul>		<p>1.8 Why should we take care of the world?</p> <p><b>Strand: Living Learning outcomes:</b> Emerging:</p> <ul style="list-style-type: none"> <li>Talk about how religions teach that people are valuable, giving simple examples (B1).</li> <li>Recognise that some people believe God created the world and so we should look after it (A2).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>Re-tell Bible stories and stories from another faith about caring for</li> </ul>

<ul style="list-style-type: none"> <li>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</li> <li>• Re-tell a story about the life of the Prophet Muhammad (A2).</li> <li>• Recognise some objects used by Muslims and suggest why they are important (A2).</li> <li>• Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Make links between what the Holy Qur'an says and how Muslims behave (A2).</li> <li>• Ask some questions about God that are hard to answer and offer some ideas of their own (C1).</li> </ul>	<p>Jewish people about God (A3).</p> <ul style="list-style-type: none"> <li>• Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</li> <li>• Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</li> <li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Make links between some Jewish teachings and how Jewish people live (A2).</li> <li>• Express their own ideas about the value of times</li> </ul>	<p>be treated with respect (B3).</p> <ul style="list-style-type: none"> <li>• Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</li> <li>• Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).</li> <li>• Make links between the messages within sacred texts and the way people live (A2).</li> </ul>	<p>another religion (A1).</p> <ul style="list-style-type: none"> <li>• Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</li> <li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li> <li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas,</li> </ul>		<p>others and the world (A2).</p> <ul style="list-style-type: none"> <li>• Identify ways that some people make a response to God by caring for others and the world (B1).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</li> <li>• Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Give examples of ways in which believers put their beliefs about</li> </ul>
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		of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).		Chanukah and/or Eid-ul-Fitr (A3). <ul style="list-style-type: none"><li>• Identify some similarities and differences between the celebrations studied (B3).</li></ul>		others and the world into action, making links with religious stories (B1). <ul style="list-style-type: none"><li>• Answer the title question thoughtfully, in the light of their learning in this unit (C1).</li></ul>
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