

John of Gaunt Infant and Nursery school

Reception RE Long Term Planning

This document contains:

Our Intent, implementation and impact for RE at John of Gaunt

Overview of outcomes to be covered per discipline taken from the New Norfolk RE Syllabus.

Intent

At John of Gaunt we have adopted the Norfolk Agreed Syllabus 2019 and fully support its intention to provide high quality RE teaching that will prepare our pupils for the opportunities, responsibilities and experiences of later life.

We want to teach RE while supporting the rest of our creative topic-based curriculum which helps to provide children with broad and balanced opportunities which promotes spiritual, moral, cultural, mental and physical development.

We aim to support our pupils towards becoming religiously literate.

We believe that pupils who are religiously literate will be:

- Able to make sense of a number of world religions and world views, learning about them through theological, philosophical and human/social science lenses.
- Understand the complex world in which they live and the impact of religious and non-religious worldviews through a multi-disciplinary approach.
- Become critical and free thinkers who are able to express their ideas and insights.
- Are able to make academically informed judgements and observations about religions and world views.
- Understand how religion and belief can shape the global landscape.
- But ultimately become free thinking, critically aware and compassionate pupils.

Implementation

Personal, Social and Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others.
Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.

ELG	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> • Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

RE is planned for and taught every half term, and the Norfolk Agreed Syllabus guidelines are used to ensure children are given a broad and balanced experience of RE using the multi-disciplinary approach using the three key disciplines outlined in the guidance:

Theology	Philosophy	Human/Social Sciences
<p>Thinking through believing</p> <p>It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.</p>	<p>Thinking through thinking</p> <p>It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.</p>	<p>Thinking through living</p> <p>It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.</p>

RE in EYFS will prepare children for the multi-disciplinary approach. Pupils will begin to explore religion and worldviews in terms of important people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.

Term	Enquiry Question	Key Discipline	Festival / Celebration / Parable	Key vocabulary	Questions to reflect upon	Religion
Autumn 1	What's right and wrong?	Philosophy	Story of Zacchaeus Moses 10 commandments	Right Wrong Truth Beliefs Bible World Wonder Christianity Christians God Zacchaeus Moses 10	What puzzles you about the world? What do we mean by true?	Christianity
Autumn 2	How do people celebrate?	Human/Social Sciences	Hannukah Diwali Christmas Christingle	Hannukah Diwali Christmas Christingle Christianity Christians Hinduism Hindus Judaism Jews Ceremony Festival Celebrate Celebration Birthday Wedding Christening Party	What ceremonies/festivals have you taken part in?	Christianity Hinduism Judaism

Spring 1	Why is the word God important?	Theology	Philosophy	Creation story God as a deity Powerful / loving God/ Allah	Creation Created God Allah Powerful Christianity Christians Hinduism Hindus Judaism Jews Belief World	How do different people believe the world was created?	Christianity Hinduism Islam
Spring 2	How do people celebrate?	Human/Social Sciences		Birthdays Christenings Weddings Shrove Tuesday Ash Wednesday St David's Day St Patrick's Day Easter Holi Ramadan	Celebrate Celebration Ceremony Christianity Christians Hinduism Hindus Judaism Jews Birthdays Christenings Weddings Shrove Tuesday Ash Wednesday St David's Day St Patrick's Day Easter Holi Ramadan	What ceremonies have you taken part in?	Christianity Hinduism Islam
Summer 1	What questions do we need to ask about the stories we hear?	Theology		Eid Noah's Ark Rama and Sita	Christianity Christians Hinduism Hindus Judaism Jews Eid Noah's Ark Rama and Sita	Why are sacred books important?	Christianity Hinduism Islam

				Sacred Holy books		
Summer 2	What puzzles you?	Philosophy		Faith Non believer	Why do people do unkind things? What if someone has different ideas to me?Child led questions	Multi

Theology – Thinking through believing Philosophy – Thinking through thinking Human / Social Sciences - Thinking through living

RE in Early Years Foundation Stage

All schools and academies should provide RE for all registered pupils, including those in Reception classes. The statutory requirement does not extend to nursery classes in maintained schools. In order to prepare pupils for the balanced disciplinary approach, the following suggested content is recommended for Early Years Foundation Stage.

<p align="center">RE in EYFS will prepare children for the multi-disciplinary approach.</p> <p align="center">Pupils begin to explore religion and worldviews in terms of important people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.</p>		
<p align="center">Christianity and at least one other religion or worldview</p>		
<p align="center">Theology: Thinking through believing</p>	<p align="center">Philosophy: Thinking through thinking</p>	<p align="center">Human/Social Sciences: Thinking through living</p>
<p>Questions you might ask:</p> <ul style="list-style-type: none"> • What does this religious word mean? How do we say this religious word? • What is this religious story about? Why might people tell this story? • What does the word 'God' mean? • What is a belief? • Why is this sacred book important? 	<p>Questions you might ask:</p> <ul style="list-style-type: none"> • What puzzles you? • Is it real? • What is right? What is wrong? What is 'good'? • What do we mean by true? 	<p>Questions you might ask:</p> <ul style="list-style-type: none"> • How do people celebrate? • What might people use this artefact for? • What ceremonies and festivals have you taken part in? • What happens in [place of worship]? • What do these symbols mean?
<ul style="list-style-type: none"> • Recognise simple religious beliefs or teachings. • Talk about some aspects of a religious or belief story. • Introduce key theological vocabulary such as 'God'. • Recreate religious and belief stories through small world play. • Talk about sacred texts 	<ul style="list-style-type: none"> • Raise puzzling and interesting questions about religious and belief stories. • Raise puzzling and interesting questions about the world around them. • Talk about what concerns them about different ways in which people behave. • Say what matters to them or is of value. • Use their senses to investigate religion and belief. 	<ul style="list-style-type: none"> • Identify simple features of religious life and practice in a family context. • Recognise a number of religious words. • Know where some religious worldviews originated • Name some religious symbols. • Name some religious artefacts. • Talk about religious events that they see or hear about e.g. festivals, ceremonies. • Talk about what people wear because of their beliefs. • Visit a local place of worship. • Talk to someone who holds a particular religious belief.