


West Ashton Religious Education 2 Year Cycle of Units of Study

	Expectations within the Foundation Stage				Skills Linked to KS1 Curriculum	
	Nursery			Reception		
Religious Education Links and Guidance	Comments on recent pictures of experiences in their own life; “this was me at the farm...”	Comments on recent pictures of celebrations in their own life. “this was me celebrating Diwali”		Comments on images of familiar experiences (holidays, visiting the park, going to the dentist etc).	Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas etc).	Describe memories that have happened in their own lives
	Know that there are special places of worship.		Can name different religious venues – Church, Mosque, and Gurdwara as a minimum.		Knows why religious venues are special and who goes there.	Can recognise, name and describe religious places
	Knows that there are differences between what people believe.		Developing positive attitudes about differences between people.		Can articulate what others celebrate and begin to explain.	Describes the main beliefs of a religion. Describes the main festivals of a religion
Knowledge to be taught through topic and learning through play	Me and my family – Who am I, where do I come from, who do I live with? Celebrations – who am I, celebrations linked to timely events i.e. Remembrance day. New Life –, Harvest, Easter, Mother’s day, Father’s day etc Around the World – differences, similarities.					

Fields of enquiry

AT1 Learning about religion and belief		AT2 Learning from religion and belief	
a) Beliefs, teachings and sources	<ul style="list-style-type: none"> • Understanding, explaining and interpreting teachings, sources, authorities and ways of life in order to express reasoned views about Religions and Beliefs • Understanding, explaining and interpreting beliefs, teachings and attitudes in relation to the human quest for identity, meaning and values 	d) Questions of identity, diversity and belonging	<ul style="list-style-type: none"> • Understanding, explaining and interpreting varied viewpoints on issues connecting personal and communal identity • Applying ideas and expressing insights into questions of identity, diversity and belonging in personal and communal contexts and in relation to community cohesion
b) Practices and ways of life	<ul style="list-style-type: none"> • Understanding, explaining and interpreting the varied impacts of Religions and Beliefs on how people live their lives • Applying ideas and expressing insights about the impact of practices from Religions and Beliefs on ways of life 	e) Questions of meaning, purpose and truth	<ul style="list-style-type: none"> • Describing and expressing insights into ultimate questions that confront humanity • Applying ideas and expressing insights into questions of meaning and purpose in relation to religion and beliefs • Explaining different ideas about what is true
c) Expressing meaning	<ul style="list-style-type: none"> • Understanding and expressing ideas and insights about the meanings of different forms of religious, spiritual, moral and cultural expression • Understanding, explaining and interpreting ways in which Religions and Beliefs use literature, the arts, music, architecture, actions and other forms of creative expression to respond to ultimate questions 	f) Questions of values and commitments	<ul style="list-style-type: none"> • Understanding, explaining and interpreting moral values and how they can relate to beliefs and experience • Expressing views and ideas about their own and others' values and commitments in order to make informed, rational and imaginative choices

Themes

The themes provide a way of opening up the Fields of Enquiry through exploring key questions.

Foundation Stage <i>Discovering</i>	KS1 <i>Exploring</i>	KS2 <i>Connecting</i>
Special people	Believing - what people believe about God, humanity and the natural world	Beliefs and questions
	Story - how and why some stores are sacred and important in religion	Teachings and authority
	Leaders and teachers - figures who have an influence of others locally, nationally and globally in religion	Inspirational people
Special places	Symbols - how and why symbols express religious meanings	Symbols and religious expression
Special times	Celebrations - how and why celebrations are important in religion	Worship, pilgrimage and special places Journey of life and death
Being special	Myself - who I am and my uniqueness as a person in a family and community	Religion and the individual
	Belonging – where and how people belong and why belonging is important	Religion, family and community
		Beliefs in action in the world

Breadth of study

Principal Aim: To engage pupils in enquiring into key questions arising from study of religion and belief, so as to promote their personal and spiritual development

Attainment targets: 1. learning about religion and belief
2. learning from religion and belief

Religions & beliefs: EYFS : Christianity and other religions that support the themes
KS1: Christianity, Judaism and Islam
LKS2: Christianity, Hinduism, Humanism and Islam
UKS2: Christianity, Hinduism, Humanism, Islam, Judaism and Sikhi

Rolling 2 year programme – Year A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception Discovering	Theme: Special People Key Q: What makes people special? Religions: C & J Disc – F1/2 Aut 1 Christian concept: God/Creation	Theme: Special Times Key Q: Why do Christians perform nativity plays at Christmas? Religion: C Christian concept: Incarnation UC - incarnation	Theme: Special Places Key Q: What makes places special? Religions: C, J & I Christian concept: Creation/God	Theme: Special Times Key Q: Why do Christians put a cross in an Easter garden? Religion: C Christian concept: Salvation UC - salvation	Theme: Being Special Key Q: What can we learn from stories? Religions: C, I, H & S Christian concept: People of God/Gospel/Kingdom of God	Theme: Special People Key Q: Why is the word 'God' so important to Christians? Religion: C Christian concept: God/Creation UC - creation
A. Year 1 & 2 Exploring	Theme: Believing Key Q: What do Christians believe about God? Religion: C Christian concept: God/Creation UC - God	Theme: Celebrations Key Q: Why does Christmas matter to Christians? Religion: C Christian concept: Incarnation UC - incarnation	Theme: Believing Key Q: Why is God important to Muslims? Religion: I	Theme: Celebrations Key Q: Why does Easter matter to Christians? Religion: C Christian concept: Salvation UC - salvation	Theme: Belonging Key Q: What does it mean to belong? Religions: C & I Christian concept: People of God	Theme: Celebrations Key Q: How does being Jewish make a difference to family & celebration? Religion: J
A. Year 3 & 4 Connecting	Theme: Beliefs & Questions Key Q: What do different people believe God is like? Religions: C & I Christian concept: God	Theme: Symbols & Religious Expression Key Q: What are the deeper meanings of festivals? Religion: C & I Christian concept: Salvation/Incarnation	Theme: Religion & the Individual Key Q: Keeping the five pillars: what difference does it make to Muslims? Religions: I	Theme: Beliefs & Questions Key Q: What matters to Christians about Easter? Religion: C Christian concept: Salvation	Theme: Religion & the Individual Key Q: Can religious teachings help us decide what is the best way to live? Religions: C & non-rel Christian concept: Gospel/God/Creation	Theme: Beliefs in Action in the World Key Q: Can Christian Aid and Islamic Relief change the world? Religions: C & I Christian concept: Gospel/God

A. Year 5 & 6 Connecting	Theme: Religion, family & community Key Q: What does commitment look like in our community? Religions: C, H & J Christian concept: Gospel/People of God	Theme: Religion and the individual Key Q: How do Christians celebrate Jesus' birth, and show their beliefs about Jesus? Religions: C Christian concept: Incarnation	Theme: Worship, Pilgrimage & Sacred Places Key Q: Why is pilgrimage important to some religious believers? Religions: C, S & I Christian concept: People of God/Salvation/Gospel	Theme: The Journey of Life & Death Key Q: What happened after Easter? Religions: C Christian concept: Salvation UC - salvation	Theme: The Journey of Life & Death Key Q: Why do believers often see life as a journey & what significant experiences mark this? Religions: C, I & H Christian concept: Salvation/Kingdom of God	Theme: Inspirational People Key Q: Who was Guru Nanak? Why and how do people follow these leaders? Religion: S
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Rolling 2 year programme – Year B

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception Discovering	Theme: Special People Key Q: What makes people special? Religions: C & J Disc – F1/2 Aut 1 Christian concept: God/Creation	Theme: Special Times Key Q: Why do Christians perform nativity plays at Christmas? Religion: C Christian concept: Incarnation UC - incarnation	Theme: Special Places Key Q: What makes places special? Religions: C, J & I Christian concept: Creation/God	Theme: Special Times Key Q: Why do Christians put a cross in an Easter garden? Religion: C Christian concept: Salvation UC - salvation	Theme: Being Special Key Q: What can we learn from stories? Religions: C, I, H & S Christian concept: People of God/Gospel/Kingdom of God	Theme: Special People Key Q: Why is the word 'God' so important to Christians? Religion: C Christian concept: God/Creation UC - creation
B. Year 1 & 2 Exploring	Theme: Believing Key Q: The beginning of the world: what can we learn from special Christian and Jewish stories? Religions: C & J Christian concept: Creation	Theme: Story Key Q: Why do Christians love the stories of Jesus? Religions: C Christian concept: Gospel UC- gospel	Theme: Leaders & Teachers Key Q: Who is an inspiring person & who inspires you? Religions: C & J Christian concept: People of God	Theme: Celebrations Key Q: Is it true Jesus came back to life? Religion: C Christian concept: Salvation	Theme: Symbols Key Q: What makes some places sacred? Religions: C, J & I Christian concept: God/People of God	Theme: Myself Key Q: How should we show care for others? Religions: C People of God

B. Year 3 & 4 Connecting	Theme: Inspirational People Key Q: How does a Christian follow Jesus? Religions: C Christian concept: Gospel	Theme: Symbols & Religious Expression Key Q: What are the deeper meanings of festivals? Religions: C & H Christian concept: Salvation/Incarnation	Theme: Beliefs in Action in the World Key Q: Who has made a difference to the world because of their faith? How and why? Religions: C & H Christian concept: People of God	Theme: The Journey of Life & Death Key Q: Why do Christians call the day Jesus died Good Friday? Religions: C Christian concept: Salvation UC- salvation	Theme: Beliefs in Action in the World Key Q: How and why do believers care for others and the world? Religions: C & H Christian concept: Creation/People of God	Theme: Religion, family & community Key Q: How can we make Wiltshire/my town a more respectful place? Religions: C & I Christian concept: Creation/People of God
B. Year 5 & 6 Connecting	Theme: Worship, Pilgrimage & Sacred Places Key Q: If God is everywhere, why go to a place of worship? Religion: C, H & J Christian concept: God	Theme: Inspirational People Key Q: What would Jesus do? Can people live by the values of Jesus in the twenty-first century? Religion: C Christian concept: People of God	Theme: Teachings & Authority Key Q: What makes some books sacred, how are they used and why do they matter to believers? Religions: C & S Christian concept: Gospel	Theme: The Journey of Life & Death Key Q: What do religions say to us when life gets hard? Religions: C, H & non-rel Christian concept: Salvation	Theme: Symbols & Religious Expression Key Q: Is it better to express your religion in art and architecture or in charity? Religions: C, I & non-rel Christian concept: God/People of God	Theme: Beliefs in Action in the World Key Q: Justice & Poverty: Can religions help to build a fair world? Religion: C, I & S Christian concept: People of God UC- people of God