

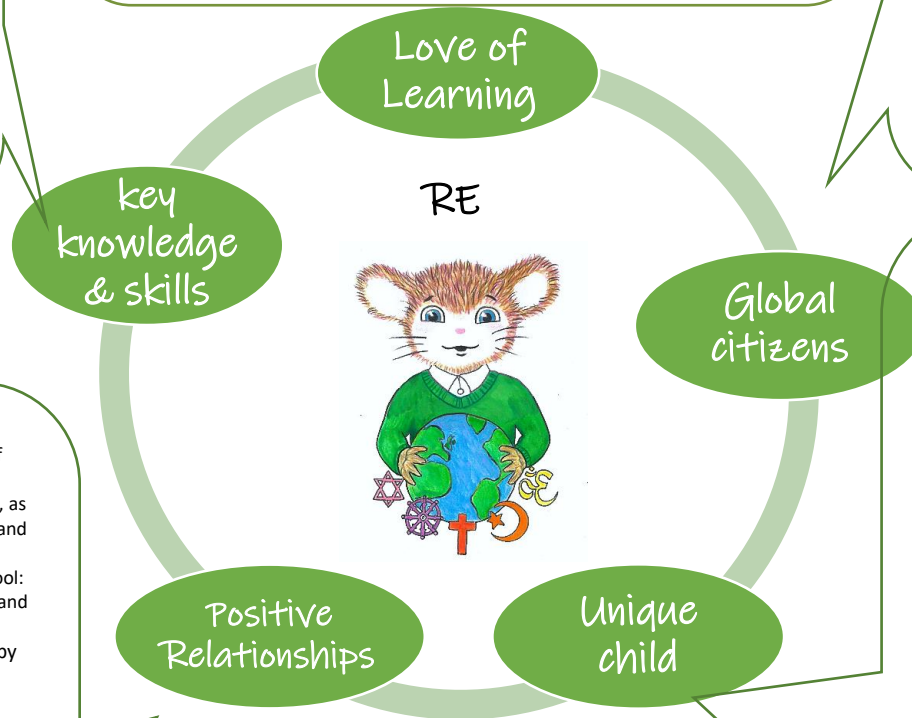
RE at Meadows First School (Vision and Ethos)

The 5 principles of our curriculum are: *Unique Child, Positive Relationships, Key Knowledge & Skills, Love of Learning, Global Citizens* We embed these 5 principles within our RE Curriculum as follows:

We equip children with the **RE skills, vocabulary and knowledge** necessary for the next stage of their learning journey. Knowledge and skills are sequential and built upon to develop progress in RE across the school. Vocabulary development plays a vital role in this. We want children to be able to use RE as a means for communication and to use language skilfully when sharing their ideals, beliefs and views, knowing that they will be accepted and celebrated within each class and building upon this as they progress through school and are exposed to a rich cultural capital of wider views and beliefs alongside their own.

Our **theme-based, literature rich** curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital in RE. For example, Over their time in school, our children are given the opportunity to explore places of worship, for example, Years 3 and 4 visit All Saints C of E Church at Christmas, Year 4 visit a The Balaji Hindu Temple in Birmingham. Year 3 visit The Central Mosque in Birmingham. Year 2 visit All Saints Church. We also celebrate our community cohesion by taking children to perform carols at the local care homes. We want children to develop a thirst for learning by using memorable and purposeful learning experiences. For example, children within the Early Years explore Diwali through music and dance workshops, linked closely with PE.

We want our children to use the vibrancy of our great country, to learn from other cultures, respect diversity, and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This feeds into the RE curriculum. We want children to feel empowered to make a difference and affect changes as **global citizens** to their community and the world in which they live. E.g children are exposed and encouraged to learn about a wide range of world views and religions and think critically, building tolerance and respect for differing opinions. This is embedded in our Rights respecting culture.



The RE curriculum at Meadows supports the development of positive, respectful relationships. We encourage children to work together in RE, supporting and encouraging each other, as well as promoting open, respectful and tolerant discussions and actions. We enable parents to support their children by involving them in their education and inviting them into school: Parents are invited to join during Assemblies, Carol Services and Christmas Nativities. Life in 21st Century Britain can be busy and stressful and by allowing children time to be immersed in RE and explore the richness of the world around them can aid wellbeing and reduce stress **by being mindful and taking time to reflect, building upon a self-worth and value, encompassing a sense of belonging and peace.** We know how to keep ourselves safe in RE by being mindful, respectful, tolerant and aware of a variety of world views within our local community as well as the wider world. As well as feeling safe to express our own beliefs, values and ideals.
















At Meadows First School we can all become caring and reflective! We develop the holistic child, acknowledging their unique needs and ensuring all children are able to access the RE curriculum. EG: Each class celebrates the diversity amongst themselves by learning and exploring about the special times and celebrations across the year of the multi faiths within our school. Children use meadows Mouse to develop lifelong learning habits to be;

Enthusiastic: to be exposed to a variety of worldly experiences, exploring religion through, food, dance, art, literature and engaging artefacts. During Diwali, the children within the Early Years have opportunities to play with traditional Rama and Sita dolls.

Determined: We encourage a growth mindset, with high expectations, so children are proud to share and talk about how we are the same and different and celebrate the diversity within our community.

Focused: We want them to have no ceiling to their achievements and to grow up reflective, respectful and tolerant of world views, beliefs and opinions and to be confident to have and practice their own beliefs.

Organised: We aim for our children to be independent and confident to use equipment safely as well as selecting the right equipment for the right piece of work. We are proud of what we can achieve!

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery		Diwali Christmas	Luna New Year	Easter	Eid	
Reception	F4 Being special: where do we belong? Christian infant baptism Christianity, God, Jesus, baptism, Muslim, Jew 	F2 - Why is Christmas special for Christians? God, Jesus, bible, nativity, Mary, Joseph, wisemen, donkey, angels, Bethlehem +	F6 – Which places are special and why? Christian, church, Muslim, mosque, worship, Jew, synagogue, cross, pulpit, font, bible, washing area, prayer hall, prayer mats, minaret 	F3 – Why is Easter Special to Christians? Christians, Easter, Jesus, Palm Sunday, Easter Sunday, cave, tomb, cross +	F1 – Why is the word God so important to Christians? God, creator, bible, Christians, Jews, Muslims, harvest +	F5 – Which Stories are special and why? Bible, Christian, Jews, Old Testament, Chanukah, Zacchaeus, Muslims, Muhammad, Hindus, Rama and Sita 
Year 1	1.10 What does it mean to belong to a faith community? Christian, believe, God 	1.1 What do Christians believe God is like? Christian, God, bible, parable, forgiveness +	Unit 1.7 Who is Jewish and how do they live? [God/Torah/the People] Judaism, Torah, Shemah, Chanuk, Shabbat, Sukkot, Mezuzah, Challah, kosher, kippah, Menorah Visit to Synagogue/ experience day 	Unit 1.2 Who do Christians say made the world? creator, creation, Christian, God +	Unit 1.9 How should we care for others and the world and why does it matter? charity, ten commandments, parable, God, bible 	
Year 2	Unit 1.6 Who is Muslim and how do they live? [double unit] Muslim, Islam, Shahadah, Allah, Muhammad, Ramadan, Tawhid, Iman, Qu’ran, Five pillars, Ibadah, sawn, salat, mosque 	Unit 1.3 Why does Christmas matter to Christians? [Incarnation] Nativity, Bethlehem, Nazareth, Angel Gabriel, shepherd, Inn keeper, census +	Unit 1.6 Who is Muslim and how do they live? (Double unit) Part 2 (see part 1) 	Unit 1.5 Why does Easter matter to Christians ? Easter, holy week, cross, tomb, resurrection, salvation +	Unit 1.4 What is the ‘good news’ Christians say Jesus brings? [Gospel] God, bible, gospel, disciple, New Testament, forgiveness, peace +	Unit 1.8 What makes some places sacred to believers ? sacred, holy, worship, mosque, church, synagogue, prayers, hymns, psalms Visit to Church 
Year 3	Unit L2.1 What do Christians learn from the Creation story? Christianity, God, creation, bible, Adam and Eve, The Fall, sin +	Unit L2.2 What is it like for someone to follow God? Christian, God, bible, New Testament, Old Testament, Genesis, covenant, ceremony +	Unit L2.9 How do festivals and worship show what matters to Muslims? Five pillars, Ibadah, sawn, salat, zakat, Hajj, Surah, mosque, tawhid, Iman, Qu’ran, rak’ah, Shahdah, Ramadan, Eid-ul-Fitr Visit to Mosque 	Unit L2.10 How do festivals and family life show what matters to Jewish people? Shabbat, exodus, Rosh Hashanah, Yom Kippur, shofar, Tashlich, Pesach, Sedar, Talmud, Siddur 	Unit L2.4 What kind of world did Jesus want? Christian, gospel, disciple, New Testament +	Unit L2.12 How and why do people try to make the world a better place? Deeds, creator, ten commandments, Humanist, tikkun olam, tzedakah, zakah 
Year 4	Unit L2.7 What do Hindus believe God is like? Avatar, Aum, Brahman, deity, devi, Diwali, Durga, Krishna, Lakshmi, Pavarti, Puja, Rama, Saraswati, Shiva, Vishnu  Visit to Mandir	Unit L2.3 What is the ‘Trinity’ and why is it important for Christians? [God/Incarnation] God, trinity, creator, saviour, Holy Spirit, Gospel +	Unit L2.8 What does it mean to be Hindu in Britain today? Aum, Bhajans, Diwali, Holi, Lakshmi, Mandir, murtis, puja, Rama, Sanatan Dharma, Sita, Vishnu 	Unit L2.5 Why do Christians call the day Jesus died ‘Good Friday’? [Salvation] Holy week, Palm Sunday, Good Friday, Easter Sunday, sin, salvation, Jesus, crucifixion +	Unit L2.6 For Christians, what was the impact of Pentecost? Christian, Jesus, resurrection, Pentecost, disciple, Holy Spirit, ascension +	Unit L2.11 How and why do people mark the significant events of life? Commitment, promise, ceremony, ritual, baptism, wedding, Bar Mitzvah, Humanist 

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of five per cent of curriculum time for RE. This is set out in the table below, and based on the most recent national guidance. 4–5s 36 hours of RE (e.g. 50 minutes a week or some short sessions implemented through continuous provision) 5–7s 36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days) 7–11s 45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting

	EYFS	Year 1	Year 2	Year 3	Year 4
AF1: Thinking about religion and belief	<ul style="list-style-type: none"> Be exposed to religious, spiritual and moral stories of world religions, building upon a cultural capital. 	<ul style="list-style-type: none"> Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs 	<ul style="list-style-type: none"> Retell religious, spiritual and moral stories Identify how religion and belief is expressed in different ways Identify similarities and differences in features of religions and beliefs 	<ul style="list-style-type: none"> Make links between beliefs, stories and practices Identify the impacts of beliefs and practices on people's lives Identify similarities and differences between religions and beliefs 	<ul style="list-style-type: none"> Comment on connections between questions, beliefs, values and practices Describe the impact of beliefs and practices on individuals, groups and communities Describe similarities and differences within and between religions and beliefs
AF2: Enquiring, investigating and interpreting	<ul style="list-style-type: none"> Through the above exposure begin to build an awareness of religious expression drawing upon their first experience of special times. 	<ul style="list-style-type: none"> Identify what they find interesting in life. Recognise symbols and other forms of religious expression 	<ul style="list-style-type: none"> Recognise that some questions about life are difficult to answer. Ask questions about their own and others' feelings and experiences. Identify possible meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> Investigate and connect features of religions and beliefs. Ask significant questions about religions and beliefs Describe and suggest meanings for symbols and other forms of religious expression. 	<ul style="list-style-type: none"> Gather, select, and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.
Beliefs and teachings (what people believe)	<p>Children will be exposed to a cultural capital. Engaging and exploring festivals of the world.</p> <ul style="list-style-type: none"> Recognise and describe special times and events for family and friends. (PC 30-50 Months UOW) Enjoys joining in with family customs and routines. (PC 40-60+ Months UOW) 	<p>Children begin to recall and name different beliefs and main festivals associated with religions.</p> <ul style="list-style-type: none"> Children can describe the main festivals of a religion. 	<p>Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <ul style="list-style-type: none"> Children can describe the main beliefs of a religion. 	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions.</p> <ul style="list-style-type: none"> Children expand on their knowledge of world religions from KS1. 	<p>Children can describe the key teachings and beliefs of a religion</p> <ul style="list-style-type: none"> Children can begin to compare the main festivals of world religions. Children Can refer to religious figures and holy books.
Practices and lifestyles (what people do)	<p>Children will be encouraged to share special times and celebrations from home. This will be encouraged through Tapestry and parental involvement.</p> <ul style="list-style-type: none"> Recognise and describe special times and events 	<p>Children begin to reflect on their own experiences of attending ceremonies.</p> <ul style="list-style-type: none"> Children can explain religious rituals and ceremonies and the meaning of them, 	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion.</p> <ul style="list-style-type: none"> Children can recognise, name and 	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning.</p> <p>Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve.</p>	<p>Children begin to discuss and present thoughtfully their own and others' views.</p> <p>Children also explore pilgrimages as a part of a religious life.</p>

	<p>for family and friends. (PC 30-50 Months UOW)</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. (PC 40-60+ Months UOW) 	<p>including their own experiences of them;</p>	<p>describe religious artefacts, places and practices.</p> <ul style="list-style-type: none"> • Children can observe when practices and rituals are featured in more than one religion or lifestyle. 	<ul style="list-style-type: none"> • Children can identify religious artefacts and how they are involved in daily practices and rituals; • Children can describe religious buildings and how they are used; • Children can explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. 	<ul style="list-style-type: none"> • Children can identify religious artefacts and how they are involved in daily practices and rituals; • Children can describe religious buildings and how they are used; • Children can explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.
<p>Expression and language (how people express themselves)</p>	<p>Children begin to express feelings and use simple sentences to begin to identify and feel a sense of belonging.</p> <ul style="list-style-type: none"> • They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. ELG PC: UOW 	<p>Children explore a range of sources of wisdom and the traditions from which they come.</p> <ul style="list-style-type: none"> • Children can learn the name of important religious stories. 	<p>Children can suggest some meanings to religious stories.</p> <p>Children begin to recognise different symbols and how they express a community's way of life.</p> <ul style="list-style-type: none"> • Children can name religious symbols and the meaning of them; • Children can retell religious stories and suggest meanings in the story. 	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication.</p> <ul style="list-style-type: none"> • Children can begin to identify religious symbolism in different forms of art and communication. • Children can look at holy texts and stories, explaining meaning in a story. 	<p>Children then move on to exploring a range of beliefs, symbols and actions to express meaning.</p> <p>Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <ul style="list-style-type: none"> • Children can begin to identify religious symbolism in different forms of art and communication. • Children can look at holy texts and stories, explaining meaning in a story. • Children can express their beliefs in different forms, with respect for others' beliefs and in comparing beliefs.

<p>Identity and experience (making sense of who we are)</p>	<p>Children are encouraged to share their first hand experiences, through a variety of media.</p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members 	<p>They make links to expressing identity and belonging and what is important to them.</p> <ul style="list-style-type: none"> Children can identify things that are important in their lives. Children can understand that there are similarities and differences between people. 	<p>Children look at how an appreciation of religion plays an important role in the lives of some people.</p> <ul style="list-style-type: none"> Children can identify things that are important in their lives. Children can ask questions about the puzzling aspects of life. Children can understand that there are similarities and differences between people. 	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people.</p> <p>They notice and respond sensitively to different views.</p> <ul style="list-style-type: none"> Children can understand that personal experiences and feelings can influence their attitudes and actions. Children understand that there are similarities and differences between people and respect those differences. 	<p>They make links to expressing identity and belonging, including links to communities they may belong to.</p> <p>They notice and respond sensitively to different views.</p> <ul style="list-style-type: none"> Children can offer suggestions about why religious and non-religious leaders and followers have acted the way they have. Children can ask questions that have no agreed answers, and offer suggestions as answers to those questions
<p>Values and commitments (making sense of right and wrong)</p>	<p>Children develop a sense of belonging within each class and are able to follow the rules and routines as part of this.</p> <ul style="list-style-type: none"> They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. ELG PC: UOW 	<p>Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <ul style="list-style-type: none"> Children can explain how actions can affect other people. Children can understand that they have their own choices to make and begin to understand the concept of morals. 	<p>Children look at and appreciate how, many people's values are an important aspect of their lives.</p> <p>Children look at religious stories to understand actions and consequences.</p> <ul style="list-style-type: none"> Children can look at how values affect a community and individuals. Children can understand that they have their own choices to make and begin to understand the concept of morals. 	<p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives.</p> <p>Children begin to understand the concept of shared values and how a community can use shared values.</p> <ul style="list-style-type: none"> Children can make informed choices and understand the consequences of choices. Children can discuss and give opinions on morals and values, including their own. 	<p>They make links to responsibility and citizenship and choices they make affecting their lives.</p> <p>Children begin to understand the concept of shared values and how a community can use shared values.</p> <ul style="list-style-type: none"> Children can describe how shared values in a community can affect behaviour and outcomes. Children can discuss and give opinions on morals and values, including their own.

Enrichment in Religious Education at Meadows

At Meadows we follow the Worcestershire Agreed Syllabus for Religious Education. Within each unit of work, we aim to enrich the children's learning by incorporating opportunities to express their learning not only through written work but also Art and Drama. We also enrich their learning experience of Religions by visiting places of worship.



We invite visitors into school to share their own religions with the children. An EYFS parent came to talk to the children about their Jewish faith.

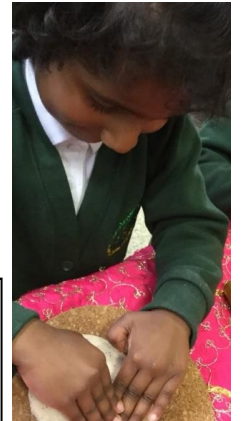
In nursery children find out about Hindus celebrate Diwali. They make diya lamps.



Year 3 visit Birmingham Central Mosque as part of their learning about Islam. Later in the unit children make models of the mosque so the visit really helps to support this.



Year 4 visit The Balaji Temple in Birmingham as part of their unit of work about Hindus. The experience really helps the children to prepare for their next unit of work about how what life is like for Hindus in Britain.



Reverend Ford visited Year 3 to share with them the story of Noah's Ark. This story really supported their work on finding out about what it is like for Christians to follow God.



During the summer term, Year 2 visit All Saint's church. They look at what makes some places sacred and compare different places of worship.