

## RE at Merry Hill

### Our Vision (Intent)

RE at Merry Hill intends to give all our children a strong foundation for understanding the world around them and the different people who live within it, starting with our children's own personal experiences and extending from there.

The RE curriculum is carefully designed to meet the needs of young children by first learning about their own family's traditions, practices and beliefs before exploring other religions and customs. An understanding of RE related vocabulary such as *celebration, festival, special book, place of worship, religion* and *beliefs* is developed within this familiar and meaningful context. It is essential to secure this understanding so that as we build on this knowledge and delve into our children's beliefs within their families they are able to apply their previous experiences and learning and alter their long term memory. We retain prior learning and build on this knowledge through a carefully sequenced curriculum, visual learning journeys in each classroom and explicit reference to prior learning through retrieval practice. Language is explicitly taught to enable the children to fully access the learning and begin using appropriate topic related vocabulary correctly and accurately.

Our 'Ambitious Learners' visit local places of interest, such as St. Peter's Church and Bushey United Synagogue, where they observe and handle artefacts, question what these can tell us and begin to understand how they are important to the religion and their followers. We ensure our curriculum teaches the children about a range of world religions ensuring we celebrate the range of religions that our current cohort of children belong to, using our pupils and their families as the experts who can share their knowledge and first hand experiences with their peers. We develop our children into 'Curious Learners' who question and discuss the information presented to them ready to develop into analytical and critical thinkers as they move into KS2.

Our goal is for all pupils to leave Merry Hill with a natural curiosity for the world around them, a respect for other's opinions and beliefs and an increase in their knowledge, understanding and appreciation of the customs of their own families and those of others.

### How we plan and teach RE (Implementation)

RE is taught through termly whole school topics, focusing on the knowledge and skills within Development Matters and the National Curriculum whilst also building on the interests and beliefs of our children.

Within lessons you will see:

- Planned first hand experiences, exploring the traditions, celebrations and beliefs of our children's families and then looking at those of a variety of religions.
- Talk partners in class lessons and in assemblies, promoting the use of subject specific language.
- Class teachers explicitly teaching and modelling the correct use of RE related language in a range of contexts.
- The opportunity for children to present, debate and explain their personal beliefs, ideas, values and experiences while respecting the right of others to differ.
- Pupils provided with opportunities to apply their acquired knowledge to more complex examples in KS1 – for example, comparing a church and synagogue after a class visit to see what is the same/ different about the two.
- Use of real life artefacts such as visitors, artefacts and photos.
- Assemblies led by children and parents/ carers.
- Retrieval practice embedded in RE sessions.
- Cross curricular links to other subjects where relevant.

Each year group has a long term plan to map out when each topic will be taught and the areas of the curriculum that will be covered in each half term. Teachers then use the long term plans together with their knowledge of the children's current attainment and interests to plan each unit in more detail. Knowledge organisers are used in each

classroom to highlight the knowledge and topic specific vocabulary to be taught. Assessments are used to inform future planning to ensure work is suitably pitched to support and extend. In the EYFS children's interests lead the curriculum and enhancements to continuous provision are added as they arise.

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they develop a love of learning and make good progress from their starting points. We provide an inclusive setting, established through specific training to meet individual needs and, as a result, high quality teaching. We work collaboratively with our parents/carers to ensure children receive support from home and school which includes pre-teaching/ consolidation of vocabulary.

#### How we evaluate learning in RE (Impact)

##### **Intended Impact on...**

##### **Pupil Voice...**

Children are inquisitive, asking questions about their peers' experiences and celebrations and those of people within their community. Children are retaining and correctly applying subject specific vocabulary. Children can articulate how their prior learning has helped them within a lesson when discussing and looking at RE based work together.

##### **Skills...**

These are taught progressively and at a pace appropriate to each individual. Teachers' knowledge and understanding of RE ensures that skills taught match at least those listed in the Herts Agreed Syllabus of Religious Education.

##### **Evidence in Knowledge and Understanding ...**

Pupils are able to make links between current and previous learning and can apply knowledge in more complex examples.

##### **Outcomes ...**

At the end of each year we expect the children to achieve at least ARE for their year group. Some children will progress further and achieve greater depth. Children who have gaps in their knowledge receive appropriate support and interventions to enable them to keep up with our curriculum. Children will be well prepared for their next phase of learning.

<b>KS1 Long-Term Plan for RE</b>			
<b>Units of Study</b>	<b>Autumn Time Travellers</b>	<b>Spring Dig a Little Deeper</b>	<b>Summer Summer Fun</b>
<b>EYFS</b>	<b>1 &amp; 2 – Birthdays, Autumn festivals and the Golden rules</b>	<b>1 &amp; 2 – Birthdays, Spring festivals and the Golden rules</b>	<b>1 &amp; 2 – Birthdays, Summer festivals and the Golden rules</b>
<b>Year One</b>	<b>1 - Thanking God for the World</b>	<b>1 - Belonging</b>	<b>1 - Special Books</b>
	<b>2 - Festivals of Light and Christmas</b>	<b>2 - Values and Easter</b>	<b>2 - Cultural Capital</b>
<b>Year Two</b>	<b>1 - Signs and Symbols</b>	<b>1 - Special Places</b>	<b>1 - Beginnings and Endings</b>
	<b>2 - Christmas and Being Grateful</b>	<b>2 - Spring Festivals</b>	<b>2 - Cultural Capital</b>

	Autumn term - Time Travellers			
	Skills builder and key vocabulary covered in RE			
	Nursery	Reception	Year 1	Year 2
Curriculum overview	Birthdays, Christmas, Chanukah, Diwali and Harvest Festival, Golden rules		Thanking God for the world and Festivals of light and Christmas	Signs and symbols and Christmas and Being grateful
The 8 key areas of RE	We believe that our pupils will acquire and build on the following skills, through opportunities provided by our rich and varied RE Curriculum			
<b>Beliefs and Practices</b>	<p><b>Communication and literacy skills</b> by sharing their own beliefs, ideas and values</p> <p><b>Thinking skills</b> by listening and responding to how and why Christmas/Chanukah/Diwali/Harvest is celebrated by different faith groups</p>		<p><b>Communication and literacy skills</b> by recalling and naming different beliefs and practices including the festivals of Sukkot, Hanukkah, Divali and Christmas and worship, rituals and ways of life for Christians, Jews, Muslims and Hindus</p> <p><b>Thinking skills</b> by considering these festivals, worship, rituals and ways of life, in order to find out about the meanings behind them</p>	<p><b>Communication and literacy skills</b> by recalling and naming different beliefs and practices including festivals such as Christmas, worship, rituals and ways of life for Christians, Jews, Muslims, Hindus and Sikhs</p> <p><b>Creative thinking skills</b> by considering these festivals, worship, rituals and ways of life, in order to find out about the meanings behind them</p>
<b>Sources of Wisdom</b>	<p><b>Communication and literacy skills</b> by listening and responding to stories including faith stories</p>		<p><b>Creative thinking skills</b> by retelling and suggesting meanings to some stories of faith and belief and recognising the traditions from which they come</p>	<p><b>Creative thinking skills</b> by retelling and suggesting meanings to some sources of wisdom and stories of faith and belief and recognising the traditions from which they come</p> <p><b>Communication and literacy skills</b> by exploring and discussing sacred writings</p>
<b>Symbols and Actions</b>	<p><b>ICT skills</b> by continuous provision of ICT in the EYFS environment</p>		<p><b>Creative thinking skills</b> by recognising how symbols such as candles and light express religious meaning</p> <p><b>ICT skills</b> by continuous provision of ICT in the KS1 environment</p>	<p><b>Thinking skills</b> by recognising how and why symbols and actions express religious meaning, appreciating some similarities between communities such as giving presents and/or volunteering</p>

<p><b>Prayer, Worship and Reflection</b></p>	<p><b>Thinking skills</b> by listening and responding to how Christmas/Chanukah/Diwali/Harvest is marked by different faith groups</p>	<p><b>Communication and literacy skills</b> by responding and reflecting on what individuals and communities do and why  <b>Thinking skills</b> by encouraging pupils to understand what prayer, worship and reflections means to a religious community, particularly when thanking God for the world and/or celebrating Sukkot/Hanukkah/Divali/Christmas</p>	<p><b>Communication and literacy skills</b> by responding and reflecting on what individuals and communities do and why  <b>Thinking skills</b> by encouraging pupils to understand what prayer, worship and reflections means to a religious community, particularly when being grateful and/or celebrating Christmas</p>
<p><b>Identity and Belonging</b></p>	<p><b>Thinking skills</b> by discussing families and how people know they belong to a family and/or other groups including faith groups</p>	<p><b>Thinking skills</b> by noticing how groups including Christians, Jews, Muslims and Hindus express their identity and belonging through being grateful and celebrating with symbols including light  <b>Communicating and literacy skills</b> by talking about how groups including Christians, Jews, Muslims and Hindus express their identity and belonging through being grateful for the world and celebrating with symbols including light</p>	<p><b>Cooperative learning skills</b> by listening to and talking with people who belong to a faith community, about how their commitment affects their lives</p>
<p><b>Ultimate Questions</b></p>	<p><b>Creative thinking skills</b> by continuous provision of natural materials within the EYFS environment</p>	<p><b>Improving independence and self-performance skills</b> by exploring questions about belonging, meaning and truth so that they can express their own ideas and opinions about thanking God for the world and the use of light as a religious symbol  <b>ICT skills</b> by continuous provision of ICT in the KS1 environment to</p>	<p><b>Improving independence and self-performance skills</b> by exploring questions about belonging, meaning and truth so that they can express their own ideas and opinions about signs and symbols and gratitude  <b>ICT skills</b> by continuous provision of ICT in the KS1 environment to express their</p>

		express their own ideas and opinions using creative media	own ideas and opinions using creative media
<b>Human Responsibility and Values</b>	<b>Communication and literacy skills</b> by discussing their birthday celebrations and the importance of their existence and its value for themselves as well as for others	<b>Communication and literacy skills</b> by responding to stories of how and why people show care and concern for humanity and the world, with particular regard to thanking God for the world	<b>Communication and literacy skills</b> by responding to stories of how and why people show care and concern for humanity and the world, with particular regard to being grateful for humanity and the world
<b>Justice and Fairness</b>	<b>Cooperative learning skills</b> by considering the consequences of their actions for themselves and others <b>Thinking skills</b> by introducing the Golden rules and understanding what is right and what is wrong and why	<b>Problem-solving skills</b> by reflecting on ideas about what is right and wrong and how different faith communities thank God for the world <b>Creative thinking skills</b> by encouraging pupils to consider how spiritual and moral values influence the behaviour and choices of themselves and of others, with particular regard to thanking God for the world	<b>Problem-solving skills</b> by reflecting on ideas about what is right and wrong and how different faith communities express their gratitude <b>Creative thinking skills</b> by encouraging pupils to consider how spiritual and moral values influence the behaviour and choices of themselves and of others, with particular regard to being grateful
Key vocabulary	<ul style="list-style-type: none"> <li>Birthday</li> <li>Christian</li> <li>Christmas</li> <li>Jesus</li> <li>Jewish</li> <li>Chanukah</li> <li>Dreidels</li> <li>Hindu</li> <li>Diwali</li> <li>Harvest</li> <li>Rules</li> </ul>	<ul style="list-style-type: none"> <li>Thankful</li> <li>God</li> <li>Festival</li> <li>Christian</li> <li>Christianity</li> <li>Christmas</li> <li>Jesus</li> <li>Nativity</li> <li>Muslim</li> <li>Islam</li> <li>Jewish</li> <li>Judaism</li> <li>Sukkot</li> <li>Chanukah</li> <li>Dreidels</li> </ul>	<ul style="list-style-type: none"> <li>Signs</li> <li>Symbols</li> <li>Gratitude</li> <li>Thankful</li> <li>God</li> <li>Festival</li> <li>Christian</li> <li>Christianity</li> <li>Christmas</li> <li>Jesus</li> <li>Nativity</li> <li>Jewish</li> <li>Judaism</li> <li>Sukkot</li> <li>Chanukah</li> </ul>

		Harvest Hindu Hinduism Divali Divas	Dreidels Mitzvah Good/Kind deed Harvest Hindu Hinduism Muslim Islam Sikh Sikhism Worship Rituals
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	Spring term – Dig a little deeper Skills builder and key vocabulary covered in RE			
	Nursery	Reception	Year 1	Year 2
Overview	Birthday celebrations Passover, Chinese New Year, Easter, Golden rules		Belonging and Values and Easter	Special places and Spring festivals
The 8 key areas of RE	We believe that our pupils will acquire and build on the following skills, through opportunities provided by our rich and varied RE Curriculum			
<b>Beliefs and Practices</b>	<b>Communication and literacy skills</b> by sharing their own beliefs, ideas and values <b>Thinking skills</b> by listening and responding to how and why Passover/Chinese New Year/Easter is celebrated by different faith groups		<b>Creative thinking skills</b> by learning about how Christians celebrate a christening and how it is a ceremony to welcome someone in to the faith <b>Thinking skills</b> by learn about beliefs that people hold, including a belief in God/Gods <b>Communication and literacy skills</b> by learning about how Easter is celebrated by Christians	<b>Creative thinking skills</b> by Exploring why Christians go to church <b>Problem-solving skills</b> by identifying the main features of a church <b>Cooperative learning skills</b> by Visiting a church, finding out about the religious leader and asking appropriate questions Communication and literacy skills by identifying why Shrove Tuesday is important to Christians and discuss the story of Easter including the events of Palm Sunday, the Last Supper, Good Friday, Easter Sunday and Easter Monday
<b>Sources of Wisdom</b>	<b>Communication and literacy skills</b> by listening and responding to stories including faith stories			<b>Creative thinking skills</b> by listening and responding to the story of Easter
<b>Symbols and Actions</b>	<b>ICT skills</b> by continuous provision of ICT in the EYFS environment			<b>Thinking skills</b> by discussing Passover and link to the story of Easter in order to compare and contrast religious actions and symbols including the Last Supper as the Passover meal and discussing the festival of Holi and how/ why it is celebrated by Hindus

<b>Prayer, Worship and Reflection</b>	<b>Thinking skills</b> by listening and responding to how Passover/Chinese New Year/Easter is marked by different faith groups		<b>Thinking skills</b> by explaining how any place could be special to them <b>Creative thinking skills</b> by beginning to understand what prayer, worship and reflection means to a religious community
<b>Identity and Belonging</b>	<b>Thinking skills</b> by discussing families and how people know they belong to a family and/or other groups including faith groups	<b>Thinking skills</b> by thinking about how belonging to a faith community affects the people's lives	<b>Communication and literacy skills</b> by Identifying and talking about some places of worship and explaining how these are special to religious believers
<b>Ultimate Questions</b>	<b>Creative thinking skills</b> by continuous provision of natural materials within the EYFS environment		<b>Problem solving skills</b> by asking questions about Christianity and the church
<b>Human Responsibility and Values</b>	<b>Communication and literacy skills</b> by discussing their birthday celebrations and the importance of their existence and its value for themselves as well as for others	<b>ICT skills</b> by continuous provision of ICT in the KS1 environment to express their own ideas and opinions using creative media	<b>ICT skills</b> by continuous provision of ICT in the KS1 environment to express their own ideas and opinions using creative media
<b>Justice and Fairness</b>	<b>Cooperative learning skills</b> by considering the consequences of their words and actions for themselves and others <b>Thinking skills</b> by continuing to discuss the Golden rules and understanding what is right and what is wrong and why	<b>Thinking skills</b> by identifying what is of value to myself and others, relevant to the cohort <b>Communication and literacy skills</b> by share a story about the values that Jesus held and discussing the story of Easter including the events of Good Friday and Easter Sunday	
Key vocabulary	Birthday Christian Easter Jesus Jewish Passover Chinese	Belonging Faith group Community Festival Christian Christianity Christening	Faith group Community Special Prayer Reflection Worship God

	<p>New Year Lanterns Rules Consequences</p>	<p>Easter Jesus Good Friday Easter Sunday Values</p>	<p>Festival Signs Symbols Christian Christianity Church Priest/Vicar Cross Font Altar Lectern Statues/Artwork Pulpit The Bible Worship Rituals Spring Easter Jesus Good Friday Easter Sunday Palm Sunday Easter Monday Last Supper Jewish Judaism Passover Hindu Hinduism Holi</p>
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	Summer term – Summer fun Skills builder and key vocabulary covered in RE			
	Nursery	Reception	Year 1	Year 2
Overview	Birthdays, Eid-al-Fitr, Places of worship and religious ministers		Special books and Cultural capital	Beginnings and Endings and Cultural capital
The 8 key areas of RE	We believe that our pupils will acquire and build on the following skills, through opportunities provided by our rich and varied RE Curriculum			
<b>Beliefs and Practices</b>	<p><b>Communication and literacy skills</b> by sharing their own beliefs, ideas and values</p> <p><b>Thinking skills</b> by listening and responding to how and why Eid-al-Fitr is celebrated and looking at its symbols and actions</p> <p><b>Creative thinking skills</b> by talking about prayer</p>		<p><b>Communication and literacy skills</b> by listening to a variety of religious stories and interpreting them</p> <p><b>Creative thinking skills</b> by visiting a synagogue and asking appropriate questions</p> <p><b>Thinking skills</b> by handling a variety of religious artefacts and discuss their importance</p>	<p><b>Creative thinking skills</b> by identifying how beginnings and endings of stages in life are marked including baptism, confirmation, marriage, death</p> <p><b>Thinking skills</b> by learning about the Muslim Aqiqah ceremony</p> <p><b>Thinking skills</b> by learning about the Christian confirmation process</p> <p><b>Thinking skills</b> by learning about the Jewish wedding ceremony</p> <p><b>Thinking skills</b> by handling a variety of religious artefacts and discuss their importance</p>
<b>Sources of Wisdom</b>	<p><b>Communication and literacy skills</b> by listening and responding to visitors including stories they might tell</p>		<p><b>Thinking skills</b> by identifying special books, both personal and religious, and the significance they have for the owner and understanding that different religions have a special book- including the Bible, Torah, New Testament/ Old Testament, Qu’ran</p> <p><b>Communication and literacy skills</b> by finding out about the Jewish special book and asking appropriate questions</p>	

<b>Symbols and Actions</b>	<p><b>ICT skills</b> by continuous provision of ICT in the EYFS environment Thinking skills by looking at symbols and actions associated with Eid-al-Fitr</p> <p><b>Problem-solving skills</b> by examining artefacts related to Eid-al-Fitr and finding out what they are</p> <p><b>Thinking skills</b> by visiting local places of importance and finding out what they are and why they are important for a religious family</p> <p><b>Communication and literacy skills</b> by sharing their own experiences of places which are important to them</p>	<p><b>Thinking skills</b> by beginning to understand similarities and differences between religions</p> <p><b>Creative thinking skills</b> by learning about religious dress and understanding the importance of food to different religions and cultures</p>	<p><b>Creative thinking skills</b> by learning about religious dress and understanding the importance of food to different religions and cultures</p>
<b>Prayer, Worship and Reflection</b>	<p><b>Thinking skills</b> by learning about key figures in their own lives and key members of a local religious group</p> <p><b>Communication and literacy skills</b> by listening and responding to visitors from different faith communities</p> <p>Cooperative learning skills by talking about times of quiet and stillness and experiencing these together</p>	<p><b>ICT skills</b> by continuous provision of ICT in the KS1 environment to express their own ideas and opinions using creative media</p>	<p><b>ICT skills</b> by continuous provision of ICT in the KS1 environment to express their own ideas and opinions using creative media</p>
<b>Identity and Belonging</b>	<p><b>Thinking skills</b> by discussing how people know they belong to a religious groups that celebrates Eid-al-Fitr</p>	<p><b>ICT skills</b> by watching videos of religious leaders/tours of religious</p>	<p><b>ICT skills</b> by watching videos of religious leaders</p>
<b>Ultimate Questions</b>	<p><b>Creative thinking skills</b> by continuous provision of natural materials within the EYFS environment</p> <p><b>Communication and literacy skills</b> by encouraging questions that are philosophically challenging about Eid-al-Fitr and/or its symbols and actions including to key members of a religious community</p> <p><b>Creative thinking skills</b> by considering answers to these philosophically challenging questions</p>	<p><b>Thinking skills</b> by finding out about the Jewish special book and ask appropriate questions</p>	<p><b>Thinking skills</b> by discussing the beliefs held by different people as to what happens when somebody dies including Buddhism and Hinduism</p>
<b>Human Responsibility and Values</b>	<p><b>Communication and literacy skills</b> by discussing their birthday celebrations and the importance of their existence and its value for themselves as well as for others</p> <p><b>Communication and literacy skills</b> by sharing their own experiences of places which are important to them and how people might express care and concern for each other in these places</p>	<p><b>Problem-solving skills</b> by listening to a variety of religious stories and interpreting them</p>	
<b>Justice and Fairness</b>	<p><b>Cooperative learning skills</b> by considering the consequences of their words and actions for themselves and others</p> <p><b>Thinking skills</b> by continuing to discuss the Golden rules and understanding what is right and what is wrong and why</p>		<p><b>Thinking skills</b> by discussing the beliefs held by different people as to what happens when somebody dies including Buddhism and Hinduism</p>

<p><b>Key vocabulary</b></p>	<p>Birthday Muslim Islam Eid-al-Fitr Symbols Actions Rules Consequences Right Wrong</p>	<p>Special Faith group Community Festival Artefacts Christian Christianity Christening The Bible The Old Testament The New Testament Jesus Cross Jewish Judaism The Torah Synagogue Rabbi Bimah Reading table Ark Ner Tamid Mezuzah Kosher Muslim Islam The Qu'ran</p>	<p>Faith group Community Beginnings Endings Births Coming of age Marriage Death God Signs Symbols Muslim Islam Aguigah ceremony Christian Christianity Confirmation ceremony Jewish Judaism Wedding Hindu Hinduism Buddhist Buddhism Funeral Body Soul Reincarnation</p>
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