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|  Squirrels Class Medium Term Planning for **RE Spring 2024** |
| Why do some people pray?Explore stories of prayerCommunication with GodWhy are festivals important to religious communities? – find out about prominent festivals for our community – Eid, Diwali, Easter | Whole School Events:World Religion Day – 22nd JanuaryChinese New Year – 12th FebruaryPancake Day – 13th FebruaryEaster |

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| Lesson 1 – Link it*Why are festivals important to religious communities?*Discussion of our Christmas celebrations. What traditions did we do or see? | Lesson 2 – Learn it/Show it*Why are festivals important to religious communities?***World Religion Day** Look at Religious Calendar. Highight familiar events – Christmas, Easter, Diwali (recap on what we learnt in Autumn term), Eid, Pancake Day etc. | Lesson 3 – Learn it/Show it*Why do some people pray*?Exploration of stories of prayer. | Lesson 4 - Learn it/Show it*Why do some people pray?*Communication with God. | Lesson 5 – Check it/Know it*Why are festivals important to religious communities?*Easter story and traditionsExplore traditional Easter celebrations. Explore props/photos/videos. Relate to what we may do or see in our personal lives.  |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
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| RE – Reception and KS1Engage with stories and extracts from religious literature and talk about their meanings - **1.1a**Explore stories about the lives and teachings of key religious figures - **1.1b**Find out about ways in which sacred texts are regarded, read and handled by believers - **1.1c**Find out about how and when people worship and ask questions about why this is important to believers - **1.2a**Explore the preparations for and find out about the celebration of festivals**1.2b**Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives - **1.2c**Explore as appropriate the special nature of artefacts used in worship -**1.3a**Reflect and respond to stories about belongingand relating to religious communities -**1.4a** Ask and respond imagina­tively to questions about things that are interesting or puzzling in the world -**1.5a**Listen to and ask questions about stories of individuals and their relationship with God -**1.5b**Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers - **1.5c** | EYFS – RECommunication and language: • children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions; • use talk to organise, sequence and clarify thinking, ideas, feelings and events; • answer ‘who’, ‘how’ and ‘why’ questions about their experiences in response to stories, experiences or events from different sources; • talk about how they and others show feelings; • develop their own narratives in relation to stories they hear from different traditions.Personal, social and emotional development:• children understand that they can expect others to treat their needs, views, cultures and beliefs with respect; • work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously; • talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable; • think and talk about issues of right and wrong and why these questions matter; • respond to significant experiences showing a range of feelings when appropriate; • have a developing awareness of their own needs, views and feelings and are sensitive to those of others; • have a developing respect for their own cultures and beliefs, and those of other people; • show sensitivity to others’ needs and feelings, and form positive relationships.Understanding the world • children talk about similarities and differences between themselves and others, among families, communities and traditions; • begin to know about their own cultures and beliefs and those of other people; • explore, observe and find out about places and objects that matter in different cultures and beliefs.Expressive arts and design • children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings; • respond in a variety of ways to what they see, hear, smell, touch and taste.Literacy • children are given access to a wide range of books, poems and other written materials to ignite their interest.Mathematics • children recognise, create and describe some patterns, sorting and ordering objects simply.These learning intentions for RE are developed from relevant areas of the Early Years Foundation Stage Profile (DfE 2013).Year 1/2 - REA1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.A3. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.B3. Notice and respond sensitively to some similarities between different religions and worldviews.C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.C2. Find out about and respond with ideas to examples of co-operation between people who are different.C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. |