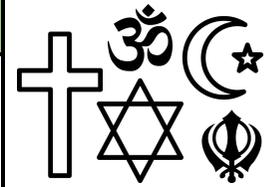


Purpose of Study [from National Curriculum]:

NA.



Whitecote Curriculum Intent Statement:

Religious education has a significant role on the pupil's identity, curiosity and social, emotional and cultural development. It gives the child the opportunity to analyse lines of enquiry, question and understand how religious views can differ from one and other but how connections through history and religious stories and events all symbolise the important journey through a range of faiths. We use the morals that we learn from different religious teachings to develop our respect and empathy of others, explore our sense of self and become role models in society.

Aims [from National Curriculum]:

NA.

Subject Core Concepts

The core concepts, taken from the aims of the curriculum, will be used to inform suggested sequences of learning and focus the learners on the principle aims of effective subject-specific understanding:

- **Faith:** Having with strong conviction; firm belief in something for which there may be no tangible proof; complete trust, confidence, reliance, or devotion.
- **Belief:** Having trust, faith and confidence in someone or in a religion.
- **Worship:** Worship is to have or show a strong feeling of respect and admiration for God or a god.
- **Journey:** Travel or passage to one place or another.
- **Symbols:** The use of one object / picture to represent another object, idea, action or thought.
- **Reflection:** The process of our thoughts
- **Historical Journey:** How the religion developed and why.

Suggested Cognitive Strategies

The Whitecote cognitive strategies are suggested strategies that might be used across the subject's curriculum to allow them to internalise and retain knowledge. These will be modelled during CPD:

- Make **connections** between other religions practices, beliefs, etc.
- **Act it out**, being mindful of portrayal of significant individuals in different religious
- **Test it** using rapid, quickfire knowledge-check questions
- Create **mnemonics and stories** to support internalisation
- **Summarise** information in own words



Religious Education Intent and LTP

Subject Core Concepts	Suggested Cognitive Strategies
<ul style="list-style-type: none"> • Geographical Placement: Relation to land, to local conditions and distribution of religion across the world, including the historical reason for this • Social and Cultural Belonging: Cultural identity refers to a person's sense of belonging to a particular culture of group. Social belonging is having a connection with a certain group and you can share experiences. • Open-Mind: The willingness to search actively for evidence against one's favoured beliefs. 	

National Curriculum	
Early Years	Children at the expected level of development will: <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 to them in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories
Key Stage 1	<ul style="list-style-type: none"> •
Key Stage 2	<ul style="list-style-type: none"> •

Religious Education Enquiry Key Skills
<p>Religious Education Enquiry Key Skills are the necessary skills that children will use to become historically critical thinkers and learners.</p> <ul style="list-style-type: none"> • Ask questions to analyse lines of enquiry. • Make connections between what is already known and what can be discovered. • Compare and contrast a range of different religions, resources and artefacts. • Describe the identity of each religion using a range of sources and research. • Order and summarise key dates using key knowledge. • Using prediction to create curiosity and ask relevant questions.



Religious Education Intent and LTP

Topic Coverage per Year Group			
Year Group	Autumn	Spring	Summer
Nursery	Christianity (Christmas) Hinduism (Diwali)	Chinese New Year Christianity (Easter)	Eid (Islam)
Reception	Christianity (Christmas) Hinduism (Diwali)	Chinese New Year Christianity (Easter)	Eid (Islam)
1	Christianity (Christmas) Special Books – <i>Bible, Qur'an</i> Special Events – <i>Christmas, Advent, Eid, Ramadan</i>	Christianity (Easter) Special Places – <i>Church, Mosque, Synagogue, Temple</i>	Messages from God Caring for Others – Respecting and Appreciating Difference
2	How is new life welcomed? Christianity (Christmas)	How can we make good choices? What did Jesus teach and how did he live? Christianity (Easter)	How and why do people pray? How can we look after the planet?
3	How do Jewish people remember Moses?	Egyptian Gods, Mythology and Legends What do Christians believe about a good life? What do creation stories tell us?	Greek Gods, Mythology and Legends What is spirituality and how do people experience it? Who can inspire us?
4	Roman Gods, Mythology and Legends How are important events remembered in ceremonies?	How do the 'Five Pillars of Islam' guide Muslims? What faiths are shared in our community?	Why are Gurus at the heart of Sikh belief and practice?
5	Viking Gods, Mythology and Legends Why are some places and journeys special?	Christianity: Catholicism, Protestantism Christianity: Church of England (Henry VIII) What values are shown in codes for living?	What do Christians believe about the old and new covenants?



Religious Education Intent and LTP

Topic Coverage per Year Group			
Year Group	Autumn	Spring	Summer
		Should we forgive others?	
6	<p>How do Jewish people remember Kings and Prophets in worship and life</p> <p>How do Jewish people remember Kings and Prophets in worship and life?</p>	<p>What do Christians believe about Jesus' death and resurrection?</p> <p>How do Sikhs show commitment?</p>	How does growing up bring responsibilities and commitments?

Sequence of Learning		
#	Phase	Explanation
1	Identify	Discuss and identify the religion, festival or event in question.
2	Ask questions	Ask questions relating to the religion, identifying what they want to find out.
3	Pre-Knowledge	Consider what is already known from experience and make connections elsewhere.
4	Predict	Use prediction to explore a range of artefacts and resources.
5	Research	Use a range of sources from books, religious documentation and the internet to research and answer questions. Highlight key areas for discovery: faith, belief, worship, social & cultural, and belonging.
6	Geography/ Historical Journey	Use map and timeline to plot chronological events and discover the geographical background of the chosen religion, <i>i.e. religious distribution across countries / continents / world, or geographical placement of specific religious events.</i>
7	Connect	Make connections with relevant religions, beliefs and faiths using new knowledge.



Religious Education Intent and LTP

Sequence of Learning		
#	Phase	Explanation
8	Compare and contrast	Compare and contrast a range of religions the children are confident with and have relevant background on.
9	Mini testing	Test children using a range of hot-seating, quizzes and knowledge checks about the religion or religious event.
10	Present	Present findings of research, including how new knowledge and conceptual understanding.

Tier 2 Vocabulary						
Children need to know, understand and use the relevant vocabulary for their age group by the end of the year and will be provided with opportunity throughout the year. This list is cumulative and should be revisited and built upon each year.						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion Belief						

Useful Websites
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