

## The Religious Education Curriculum at Bernards Heath Infant School

We follow the Hertfordshire Scheme of Work for Religious Education which has two attainment targets; learning from religion and learning about religion.

Year 1 and 2 Learners		
Skills	Knowledge	Context - What this looks like in the classroom:
<ul style="list-style-type: none"> <li>• Recount</li> <li>• Describe</li> <li>• Recognise</li> <li>• Discuss</li> <li>• Ask questions</li> <li>• Participate in discussion</li> <li>• Make links</li> </ul> <p>These skills are discussed with the children and form part of the learning objective for each lesson.</p> <p>Children are expected to demonstrate these skills both verbally and through written recordings.</p>	<ul style="list-style-type: none"> <li>• Recount and describe elements of religious stories, and use religious vocabulary for example Bible/Torah</li> <li>• Recognise and describe religious objects, places, people, including how they are similar and different</li> <li>• Recognise and begin to suggest meanings for some religious actions and symbols for example 'Why do Muslims take off shoes before entering the Mosque?'</li> <li>• Talk about their own lives and respond sensitively to others sometimes making links to morals and lessons learnt through religious stories</li> <li>• Join in, participate and make suggestions when thinking about big questions</li> <li>• Have an appropriate understanding of our school values and link these to different religions</li> </ul>	<p><u>In Year 1:</u></p> <ul style="list-style-type: none"> <li>• In the Autumn term we start by looking at what nature means to us. We move our learning on when we study the creation story and what we have to be thankful for (including harvest) At our Harvest Assembly we have a speaker from the Christian faith or the organisation we have collected food for. They talk to the children about the meaning of Harvest and the importance of helping others. We teach an overview of different religion's perspectives on creation and children have the opportunity to discuss their thoughts and ideas about this.</li> <li>• Our theme for Autumn 2 is 'Let's Celebrate'. We learn about how people celebrate Eid, Hanukkah, Christmas and Diwali, and how light is used as a symbol in each of these.</li> <li>• In Spring 1 we learn about the different groups and clubs that children belong to, find out how people show that they belong to different religious communities and welcome new members.</li> <li>• As part of our learning about Easter, we identify things and people we love, and discuss the idea of sacrifice. We discuss how, in the Easter story, Jesus gave up his life for his beliefs.</li> <li>• In Summer we learn about stories that share important values and morals, which form part of people's beliefs. We learn about the special books in which they are written and how these books are cared for.</li> </ul> <p><u>In Year 2:</u></p> <ul style="list-style-type: none"> <li>• In the Autumn term we begin by looking at religious signs and symbols and discuss their meanings. We investigate the Muslim and Christian religions and look at practices and special objects. We move to religious stories and festivals such as Diwali, Hanukah and Christmas. In parallel with this we learn about the Hindu, Jewish and Christian religions.</li> </ul>

		<ul style="list-style-type: none"><li>• In the Spring term in our focus is 'special places.' We study the practices and meanings of holy places; the Church, Synagogue, Mosque and the key features of these buildings. We begin to look more closely at stories and identify morals, as well as life and death which links to a study of the Easter Story. Children make Easter Bonnets at home and have a celebration assembly where they can show off their special Easter hats and learn about the Easter Story.</li><li>• In the Summer term we learn about inspirational people, with a spiritual focus on religious leaders, e.g. priest. We then move on to finding out about and asking 'big questions' like 'Why is there sadness in the world?' or 'Why hope?' The children have an opportunity to ask and answer the questions they feel are important and discuss how some questions have one answer and how others questions have multiple answers.</li></ul>
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