

## The Religious Education Curriculum at Bernards Heath Infant and Nursery School

We follow the Hertfordshire Scheme of Work for Religious Education.

Year 1 and 2 Learners		
Skills	Knowledge	Context – What this looks like in the classroom:
<ul style="list-style-type: none"> <li>• Recall</li> <li>• Name</li> <li>• Suggest</li> <li>• Recognise</li> <li>• Reflect</li> <li>• Ask questions</li> <li>• Respond</li> <li>• Discuss</li> <li>• Explore</li> </ul> <p>These skills are discussed with the children and their meanings are explained.</p> <p>Children may demonstrate these skills both verbally and through written recordings.</p>	<ul style="list-style-type: none"> <li>• Children recall and name different beliefs and practices, including festivals, rituals and way of life in order to find out about the meaning behind them</li> <li>• Children explore stories of faith and belief</li> <li>• Children recognise symbols that link to religion, talking about their meaning and appreciating some similarities between communities</li> <li>• Children begin to understand what prayer, worship and reflection mean to different communities</li> <li>• Through discussion, children learn about people who lead a faith, talking about identity and belonging</li> <li>• Children ask questions about belonging, meaning and truth so they can express their own ideas and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• We place a high priority on learning about the celebrations and festivals of our local community, for example Eid and Diwali. Children may take part in a party-style celebration to mirror that of the religious group. This opportunity immerses the children in the event, making it authentic and hands-on.</li> <li>• Visitors are welcomed into school to share their beliefs and answer questions.</li> <li>• Resources such as books, video clips and artefacts are used to enhance understanding and encourage exploration.</li> <li>• Stories are a very effective tool for learning and discussion around faith, for example the story of Rama and Sita.</li> <li>• Images and music are used to develop understanding.</li> <li>• Children may use CIP time to explore further, for example by using junk modelling to create a mosque.</li> </ul>