

Religious Education



Contents Page

1. What Religious Education looks like at Moat Farm Infant School

- School Values and Motto
- Aims
- Intent, Implementation and Impact
- Teaching and Learning
- Monitoring and Review
- Inclusion and Equal opportunities including SEND
- British Values and SMSC
- Other Curriculum area links
- Enrichments and links made within the community

2. Religious Education in the Early Years Foundation Stage

- Statutory Framework and Development Matters
- Six Units of Work

3. Religious Education in Key Stage 1

4. Moat Farm Infant School Religious Education Curriculum Overviews

5. Moat Farm Infant School Religious Education Progression of Vocabulary

6. Assessment

7. Displays at Moat Farm Infant School

8. Resources for Religious Education

9. Floor books

10. Useful Websites

1. What R.E. Looks Like at Moat Farm Infant School

School Vision, Values and Moto

Our staff and Governors will...

- Work in partnership with our families, the local community and external agencies for the benefit of our children.*
- Provide a curriculum that is relevant, exciting, challenging and responsive to the needs of all children and enables them to flourish, make choices and take risks*
- Be committed and dedicated to inspiring young learners with high quality teaching and learning environments and a focus on developing essential life skills.*
- Provide a safe environment where children have a voice, are listened to, feel safe and are happy.*
- Be good role models, provide high expectations and enable all children to reach their full potential.*
- Empower children to share responsibility for their learning and behaviour.*
- Create an ethos of inclusivity, respect and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.*
- Be committed to professional development in order to continually improve our practice.*

Our Children will ...

- Feel safe, valued, included and empowered and have a positive self-image and attitude.*
- Be able to make appropriate choices for behaviour, to understand the consequences of their own and others' behaviour and learn to distinguish right from wrong.*
- Be willing to try their best and take responsibility for their own learning so that they are able to fulfil their potential.*
- Feel part of a community through the establishment of supportive and positive relationships with their peers and other adults.*

- Be able to understand and express their ideas, feelings and beliefs in the knowledge that they will be listened to and respected.
- Communicate effectively and think creatively, solve problems, work collaboratively and persevere even when things get tricky.
- Be able to read and write with fluency and accuracy for a range of purposes and enjoyment and to work mathematically with confidence and understanding.
- Have dreams and aspirations, be open to possibilities and be all that they can be.
- Be physically and emotionally healthy and keen to learn.
- Be independent, confident, resilient and curious.

School Values

A value is a principle that guides our thinking and our behaviour. At Moat Farm Infant School, every child is valued for who they are and what they contribute to school. Values are intended to support the personal, social and spiritual development of every pupil in our school.

Our school has 6 core values:

❖ Collaboration

To show we can collaborate we need to:
 work together
 listen to each other
 share and take turns

❖ Respect

When we are respectful we:
 listen to others
 show good manners
 treat everybody fairly

❖ Creativity

To show we are creative, we need to:
 have our own ideas

use our imagination
ask questions
try new things

❖ Perseverance

To show we persevere we need to show:
we don't give up
we try our very best
we are not afraid to make mistakes
we learn from our mistakes, even when things are difficult

❖ Caring

To show we are caring we need to care for:
ourselves
others
the environment
things around us

❖ Reflectiveness

When we reflect we:
stop and think
use what we already know
ask questions
think about our learning

One is taught each half-term

Our school motto is 'At Moat Farm Infants every day; we learn, achieve, have fun and play!'



Aims

In line with the Sandwell Agreed Syllabus for Religious Education 2024-2029 R.E. aims are:

- To provide opportunities for all pupils to learn and to achieve.
- To promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of the present and the future.

Principal Aim

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The Threefold Aim of R.E.

The threefold aim of RE

The threefold aim of RE elaborates the principal aim. The curriculum for RE aims to ensure that all pupils can:

1. **Beliefs:** Make sense of a range of religious and non-religious beliefs, so that they can:
 - identify, describe, explain and analyse beliefs and concepts in the context of living religions and worldviews, using appropriate vocabulary
 - explain how and why these beliefs are understood in different ways, by individuals and within communities
 - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
2. **Impacts of beliefs:** Understand the impact and significance of religious and non-religious beliefs, so that they can:
 - examine and explain how and why people express their beliefs in diverse ways
 - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - appreciate and appraise the significance of different worldviews, ways of life and ways of expressing meaning.
3. **Connections:** Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:
 - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
 - challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
 - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Intent

Here, at Moat Farm Infant School, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principle religious and non-religious beliefs represented in Great Britain. Furthermore, our main aim in Religious Education is to appreciate the way that religious beliefs shape lives and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues.

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values and philosophy of the school. At Moat Farm Infant School, Religious Education plays an important role, along with all other curriculum areas, particularly PSHE, in promoting the spiritual, moral, social and cultural development of our children. This is achieved through an exciting and positive learning environment.

Implementation

At Moat Farm Infant School, the following religions have been selected for study:

- Christianity
- Islam
- Sikhism
- Humanism (Year 2)

As Christianity is the predominant religion in our school's pupil population and in the community, Christianity is the chosen faith for Progressed Study. At Moat Farm Infant School, we have also chosen to study Islam and Sikhism due to our school's pupil population and the surrounding community.

In Nursery, children learn about the main religious festivals. In Reception, children learn predominantly about Christianity, Islam and the main religious festivals. In Year One and Year Two, children learn about Christianity, Sikhism and Islam, comparing their similarities and differences. R.E. is taught in units to allow for cross-curricular links and involvement of parents or other members of the community. Furthermore, children attend R.E. trips to different places of worship to allow children to have a hands-on learning experience.

Children also attend regular assemblies, which consist of a range of religious stories covering all three of the religions studied.

Religious Education is planned by teachers to link with key dates and religious festivals, providing opportunities to celebrate festivals and religions with greater relevance and consistency. Work is recorded in R.E. floor books, which follow the children throughout the school to show each class's personal journey in Religious Education.

Impact

Religious Education allows our children to develop their basic skills through our four curriculum drivers:

'Learning for life' - Children have the opportunities to develop their skills to tackle life in modern Britain and the wider world.

'Possibilities' - Children explore, learn and understand a range of beliefs through a positive learning environment.

'Creative and expressive art' - Children have rich opportunities in R.E. to explore themselves.

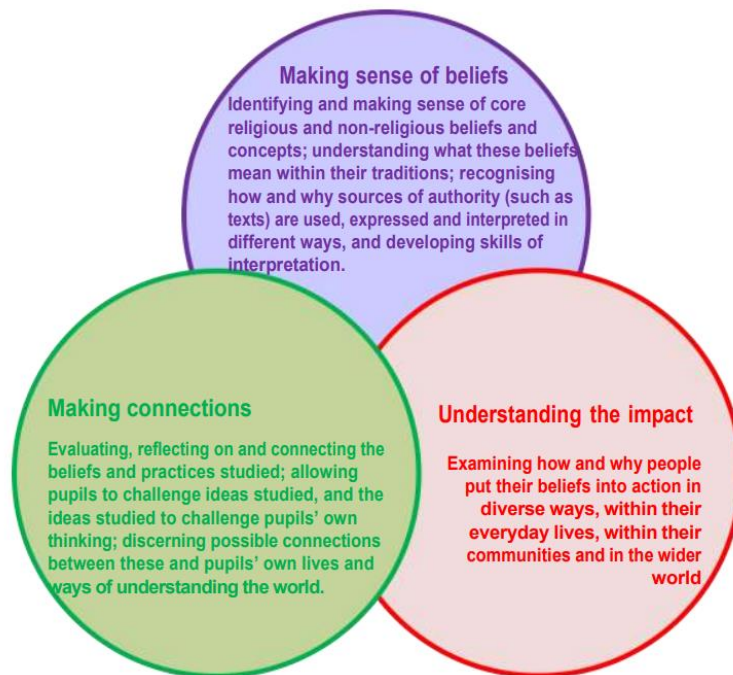
'Enterprise' - Children are encouraged to learn skills for life and skills for working in multicultural Britain.

This means that children at Moat Farm Infant School enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world. Religious Education allows our children to develop an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community.

Teaching and Learning

The teaching of Religious Education is a process in which all teachers are involved. The R.E. units are covered over five sessions answering a key question for each unit. The units are designed to deepen pupils' knowledge about religions and develop their 'religious literacy'. This is achieved by studying one religion at a time ('systematic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied. Therefore, there are elements of retrieval practice planned into sessions enabling children to practice key skills. In order to support teachers in exploring the selected religions, the Agreed Syllabus sets out an

underlying teaching and learning approach, whereby pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief. The teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of R.E. Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored.



We plan for our sessions following the Sandwell Agreed Syllabus for Religious Education 2024-2029. By the end of Year 1 pupils should have a basic grasp of all of the content. By the end of Year 2 pupils should have an advancing understanding of the content, whilst some will have a deep understanding. Good staff planning and high quality first teaching enables children to achieve the key concepts set out in the syllabus.

Pupils are given opportunities to work in different ways, including group work, paired work, individual work and whole class work.

Children's learning can take place indoors or outdoors. Children are provided with the use of equipment to support the learning of the key skill.

Monitoring and Review

Monitoring of planning is undertaken by the subject leader on a regular basis. The head teacher and SLT undertake lesson observations, in accordance with the School Monitoring Plan, of R.E. teaching across the school. The work of the R.E. subject leader also involves supporting colleagues in the teaching of R.E., being informed about current developments and providing a strategic lead and direction for the subject in the school.

The Role of the R.E. Subject Lead

The R.E. lead will:

- Encourage other members of staff in their teaching of R.E. and to give support where appropriate such as, advising on plans and learning approaches, assessment and resources.
- Monitor progression and differentiation within the subject.
- Prepare and update documentation relevant to the teaching and learning of the subject.
- Organise, review, order and publish an inventory of resources.
- Ensure that staff are aware of new resources.
- Keep up to date with their own subject knowledge.
- Meet with external agencies who provide extracurricular activities in school.
- Continue to raise the profile of the subject throughout the school.

Inclusion and Equal opportunities including SEND

Moat Farm Infant School is an inclusive school. We teach children, whatever their ability. R.E. forms part of the school curriculum policy to provide a broad and balanced education to children. Through our teaching of R.E., we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We concentrate on children's abilities and assessment against the Key Skills and SEND Key skills which allows us to consider each child's attainment and progress towards their expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors; organisational, teaching materials, teaching styles and differentiation. This will enable some additional action to be taken to enable the child to learn more effectively.

Our SEND hub provision in Rainbow room enables sensory activities to support our children in achieving their R.E. development targets.

We ensure that all children have access to the National Curriculum and the Sandwell Agreed Syllabus for Religious Education 2018-2023. It is part of the school curriculum policy to provide a broad and balanced education for all. We provide learning opportunities that are matched to the needs of children with learning difficulties and Educational Health Care Plan targets are considered in daily planning. Teachers will involve all pupils with special needs through differentiation and provide necessary support through use of resources and one-to-one or small group work with a teaching assistant.

Where possible more able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct some questions towards the more able to maintain their involvement.

At Moat Farm Infant School, we believe that all children should have access to the same education and opportunities.

We will endeavour to:

- Examine resources to check for bias and to ensure the inclusion of all children.
- Provide tasks to ensure that children experiencing difficulties with Religious Education concepts or language are supported.
- Provide tasks to ensure that the more able gifted and talented are challenged.
- Provide a supportive ethos in each classroom so that all children develop a positive attitude towards R.E. and are not afraid of making mistakes and sharing their beliefs.

British Values and SMSC

R.E. is a key educational contribution to pupils' explorations of British values. Pupils will learn to think for themselves about British values in relation to the values of different religions and world views and their own values. This in turn supports pupils so that they are able to move beyond attitudes of tolerance towards increasing respect, so that they can celebrate diversity. Values, education and moral development are a part of our school's holistic mission to contribute to the well-being of all pupils within our school and wider community. The R.E. curriculum focuses learning in some of these areas, but pupils' moral development is a whole school approach.

Other Curriculum area links

At Moat Farm Infant school, we make cross curricular links when appropriate. Our R.E. curriculum provides numerous opportunities for literacy and writing allowing pupils to write well, developing their literacy skills through RE. Teachers should use purposeful and challenging writing strategies, along with speaking, listening, creativity and other approaches, in RE to contribute to building pupils' general skills.

Enrichments and links made within the community

Our R.E. curriculum is designed to make links within our local community. Throughout EYFS and KS1 pupils will take part in a range of enrichment within our community:

- Workshops e.g. Diwali dancing
- Religious assemblies
- Assemblies with Abigail (a local church contact)
- Trips to the Church
- Lunch with festival themes

- Homework linked to R.E.
- Visitors from different faith and religious

2. Religious Education in the Early Years Foundation Stage

Statutory Framework

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

The 7 areas of learning in EYFS are:

- Personal Social and Emotional Development,
- Communication and Language,
- Physical Development,
- Literacy,
- Mathematics,
- Understanding the World,
- Expressive Arts and Design.

R.E. is non-statutory in Nursery, but our school nursery covers festivals through play-based activities. R.E. is compulsory in Reception and is taught according to the Agreed Syllabus for R.E. which sets out experiences, opportunities and appropriate topics for children in the Foundation Stage. The six units of work are also connected to the EYFS seven areas of learning.

The units are drawn from both the Early Years Outcomes and the Early Learning Goals.

Communication and Language:

- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Learn new vocabulary
- Make comments about what they have heard and ask questions to clarify their understanding.

Personal, Social and Emotional Development:

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect
- They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously
- Children think and talk about issues of right and wrong and why these questions matter
- They respond to significant experiences showing a range of feelings when appropriate
- They have a developing awareness of their own needs, views and feelings and be sensitive to those of others
- Children have a developing respect for their own cultures and beliefs, and those of other people
- They show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the World:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Children talk about similarities and differences between themselves and others, among families, communities and traditions
- They begin to know about their own cultures and beliefs and those of other people
- They 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, role play and stories to represent their own ideas, thoughts and feelings
- They 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.

Six Units of Work for Reception (EYFS):

F1 Being special: where do we belong?

F2: Why is Christmas special for Christians?

F3: Why do Christians put a cross in an Easter garden?

F4: Why is the word 'God' so important to Christians?

F5: Which places are special and why?

F6: What stories are special and why?

Throughout the reception, six units of work are covered, one unit per half-term. The units predominantly Christianity with some Islam session. Reception also cover festivals and religious story throughout the year.

3 Religious Education in Key Stage 1

In Key Stage One pupils will develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will use basic subject specific vocabulary while beginning to express their own views in response to the material they have learnt about and in response to key questions. They will study Christianity, Sikhism and Islam throughout KS1 covering twelve units of study.

These general outcomes are related to specific content within the key question outlines / units of study. There are many good cross curricular links through which RE can be enhanced, with for example, art, music, history, geography, English and PSHE. These are encouraged by this syllabus but never at the expense of the aims and outcomes of RE. Schools should choose twelve of these units to study.

The thirteen units of study provided for schools are:

1. What do Christians believe God is like? (Christians)
2. Why does Christmas matter to Christians? How + why do we celebrate special times? (Christians)
3. Who celebrates what? How and Where? Celebrations that matter in Sandwell (Christian, Muslim, Sikh)
4. Beginning to Learn Sikhi: Part A. Stories of the Sikh Gurus.
5. Beginning to Learn Sikhi: Part B. The Gurdwara, a place to belong.
6. Why does Easter matter to Christians? (Christians)
7. Beginning to learn Islam: What can we learn from stories of the Prophet? (Muslims)
8. Beginning to learn Islam: What can we learn from Muslims in Sandwell? (Muslims)
9. Holy places: where and how do Christians, Sikhs and Muslims worship?
10. How and why are some books holy? Sacred words for Sikhs, Muslims and Christians.
11. Who is an inspiring person? What stories inspire people from different religions?
12. What is the 'good news' Christians believe Jesus brings? (Christians)
13. Who are the Humanists and what is their way of life?

Year One will study Christianity, Sikhism and Islam and compare the religions through Units: 1, 2, 3, 4, 7, 12.

Year Two will study Christianity, Sikhism and Islam and compare the religions through Units: 5, 6, 8, 9, 10, 13.

Pupils will also study religious stories throughout the year during assemblies.

Reception	Jesus is Baptized The story of creation Palm Sunday David the Shepherd Boy The Calming of the Storm The First Revelation of the Qur'an Parable of Two Sons Feeding of the 5000
Year 1	The Lost Son The Lost Sheep The Lost Coin The Nativity Noah's Ark Jonah and the Whale The Good Samaritan
Year 2	The Nativity (Matthews Account) The Story of Jesus and the Healing of ten Lepers Matthew becomes one of Jesus' 12 Disciples Matthew and the Tax Collector Zacchaeus Joseph's Coat David and Goliath Capture of Jericho

4. Moat Farm Infant School Religious Education Curriculum Overviews

R.E. Curriculum Overview 2024-2025

	Aut 1	Aut 2	Sp1	Sp2	Sum 1	Sum 2
Nursery	Harvest All about me	Diwali and Christmas Festivals	Valentine's day My community	Shrove Tuesday, Mother's Day and Easter Celebrations	Ramadan, Eid ul Fitr People who help us	Father's Day Special Places
Reception	F4- Being special: Where do we belong? Islam- How is a baby welcomed into the Muslim religion? Festivals/celebrations: Harvest	F2: Why is Christmas special for Christians? Festivals/celebrations: Diwali, Remembrance Sunday, Christmas	F1: Why is the word 'God' special to Christians? Festivals/celebrations: Valentine's day	F3: Why is Easter special to Christians? Visit to the LBC church Oldbury Festivals/celebrations: Shrove Tuesday, Mother's Day, Easter	F6: What stories are specially valued and why? Islam- What is the holy book for Muslims? Festivals/celebrations: Ramadan, Eid ul Fitr	F5: Which places are special and why? Islam- Where do Muslims worship?
Year 1	Christianity 1.1 What do Christians believe God is like?	Christianity and Christmas 1.2 Why does Christmas matter to Christians? Visit to the LBC Church Oldbury?	Sikhism 1.4. Beginning to learn Sikh Stories of the Sikh Gurus	Christianity 1.12 What is the 'good news' Christians believe Jesus brings?	Islam 1.7. Who is a Muslim. Beginning to learn Islam. What can we learn from stories of the prophet? [Focus on Muslim stories]	Comparing Christianity and Islam 1.3 Who celebrates what? How and where?
Year 2	Sikhism 1.5 Beginning to learn Sikh The Gurdwara: a place to belong	Islam 1.8- Beginning to learn Islam. What can we learn from Muslims in Sandwell (focus on prayer, Allah, Iman, 5 pillars of Islam, Prayer beads)	Compare Christianity, Islam and Sikhism 1.10 How and why are some books holy?	Christianity 1.6 Why does Easter matter to Christians? Visit to the LBC church Oldbury	Humanists 1.13 Humanism unit Who are the humanists and what is their way of life?	Compare Christianity, Islam and Sikhism 1.9. Holy places: Where and how do Christians and Muslims worship?
Key Stage 1	Festivals/celebrations: Harvest	Festivals/celebrations: Diwali, Christmas	Festivals/celebrations: Valentine's day	Festivals/celebrations: Shrove Tuesday, Mother's Day, Easter	Festivals/celebrations: Ramadan, Eid ul Fitr	Festivals/celebrations: Father's Day

5. Moat Farm Infant School Religious Education Progression of Vocabulary

RE Key Vocabulary 2024-25

	EYFS	KS1
General religious vocabulary	Religion Special book Special places Special stories Prayer	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred. creation story.
Christianity	Christmas Easter Bible Church Jesus	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, Holy Spirit, baptism, Christening
Islam	Allah Prophet Muhammad Mosque, Qur'an Adam and Eve	Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an. Ibrahim.
<u>Sikhi</u>	Sikh Guru Nanak Guru Granth Sahib Gurdwara	<u>Sikhi</u> , Langar, 10 Gurus, Vaisakhi,
Non-religious worldviews	Non-religious Humanist	Humanist, Golden Rule, non-religious, worldview.

6. Assessment

Teachers assess children's work in R.E. by making assessments as they observe the children working during lessons. Teachers encourage self and peer assessment

during sessions and should discuss children's progress with them. Teachers should formally assess throughout sessions and offer feedback to children against the learning ladybird and successful spider. Staff then complete the key skills grids to enable a formal assessment of R.E., and do this at the monitoring deadlines in the year. Staff are also encouraged to collect evidence to support their assessment and record them in the R.E. floor books. Recording assessments online enables the subject lead to monitor progress in their subject and make a data analysis at the monitoring deadlines throughout children's time at Moat Farm Infant School.

In EYFS a teacher makes assessments for each individual child against the R.E objectives shown below. Children are expected to reach Secure Understanding (SU) by the end of Reception. Those children working below expectations would be shown as working towards (WT) whilst those showing above expectations will be shown as greater depth (GD).

Area of Learning	Sacre Unit/Key question	Reception		
		Working towards	Secure understanding	GD/WT Yr1
Communication and language, Literacy, PSED	Unit F2: Why is Christmas special for Christians? Unit F6: What stories are special and why?	Talk about a religious story	Verbally sequence a religious story	Remember a religious story and talk about it with confidence
Communication and language, Understanding the world, PSED	Unit F3: Why do Christians put a cross in an Easter garden?	Name one religious ceremony	Talk about some religious ceremonies. (eg Christening)	To explain what happens at one or more religious ceremonies.
Understanding the world, Communication and language, Literacy	Unit F2: Why is Christmas special for Christians?	Name a symbol (religious or non religious)	Talk about a religious symbol. (eg star at Christmas)	Recognise religious symbols and words and talk about them.
Communication and language, PSED	Unit F1 Being special: where do we belong?	Talk about what they like to do	Talk about their family.	Talk about how their family is similar or different to others
PSED, Communication and language,	Unit F4: Why is the word 'God' so important to Christians?	Name and recognise emotions such as happy/sad	Say what makes them feel happy or sad.	Talk about things that happen to them and how it makes them feel. E.g. Sister's Christening
Communication and language, PSED	Unit F1 Being special: where do we belong? Unit F5: Which stories are special	Say who is in their family	Say why their family is important to them.	Talk about what is important to them and to other people.

In KS1 children are expected to reach Secure Understanding (SU) by the end of each year, those children working below expectations would be shown as working towards (WT) whilst those showing above expectations will be shown as greater depth (GD)

Year 1

Area of Enquiry	Sacred unit/key question	Year 1		
		Working Towards Expected	Secure Understanding	Greater Depth
Make sense of belief	Unit 1.2 Why does Christmas matter to Christians? Unit 1.12 What is the 'good news' Christians believe Jesus brings?	Recall religious festivals, places of worship and holy books from one/own religion	Recall religious festivals, places of worship and holy books from more than one religion	Recall religious festivals, places of worship and holy books from two religions (including non-religions)
Understanding the impact	Unit 1.1- What do Christians believe God is like? Unit 1.4: Beginning to learn Sikh: Stories of the Sikh Gurus Unit 1.7: Beginning to learn Islam: What can we learn from stories of the prophet?	Explain why a festival/symbol/story is important to themselves	Explain why a festival/symbol/story is important to a particular religion	Explain in detail why a festival/symbol/story is important to someone in that particular religion
Making connections	Unit 1.3 Who celebrates what? How and where?	Explain one similarity or one difference between two religions	Explain one similarity and one difference between two religions	Explain in detail one similarity and one difference between two religions

Area of Enquiry	Sacred Unit/ Key Question	Working Towards Expected	Secure Understanding	Greater Depth
Make sense of belief	Unit 1.5 Beginning to learn Sikh: The Gurdwara: 'a place to belong' Unit 1.10: How and why are some books holy? Unit 1.8- Beginning to learn Islam: what do Muslims in Sandwell believe and how do they live. Unit 1.13- Who are the humanists and what is their way of life?	To recall an important part of a religious story	Retell a religious/non religious story from a holy book and explain the main teachings of the story (summarise).	To understand what the moral and teaching of a religious story is and explain this to others (religious/non-religious).
Understanding the impact	Unit 1.5 Beginning to learn Sikh: The Gurdwara: 'a place to belong' Unit 1.6: Why does Easter matter to Christians?	To name a religious festival	Explain what happens at a festival.	Identify the core beliefs of a festival and what it symbolises.
		Name a religious festival or symbol and match it to the right religion	Explain how different festivals/symbol make people feel.	Compare different feelings and emotions from festivals/stories
Making connections	Unit 1.9: Holy places: Where and how do Christians and Muslims worship? Unit 1.13- Who are the humanists and what is their way of life?	Explain one similarity and one difference between two religions.	Compare a religious or non religious belief to what they believe.	Compare how different religious/non-religious people would act in a situation. To express and explain what they believe in linked to this.

7. Displays at Moat Farm Infant School

Reception – Collaboration of all faiths



'Why do Christians celebrate Christmas?' display

Year 2 collaboration

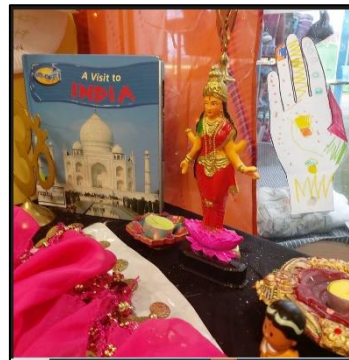
- 'A View of Our World'



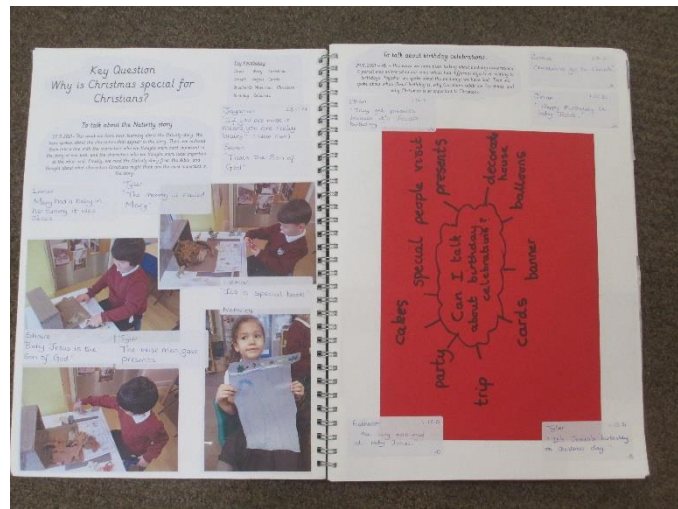
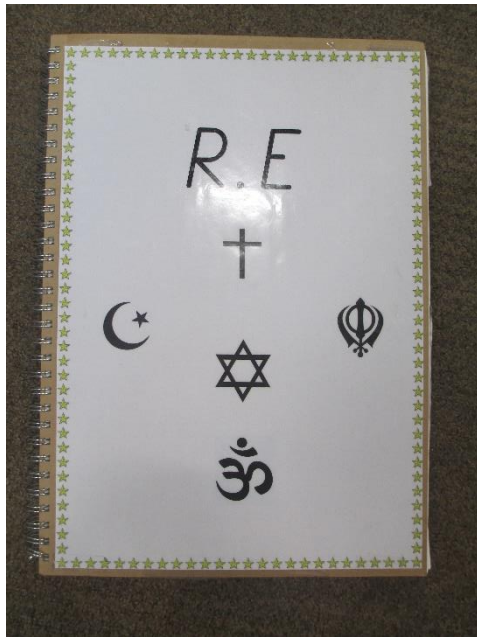
8. Resources for Religious Education

At Moat Farm Infants we have a range of resources from artefacts, religious stories and holy books for children to have hands-on experience of different religions.

In EYFS the environment is enhanced with resources/books for children to use, explore, question and talk about in their continuous provision.



9. Floor books



10. Useful Websites

[KS1 Religious Education - England - BBC Bitesize](#)

[KS1 Religious Studies - BBC Teach](#)

[Places of Worship \(reonline.org.uk\)](http://reonline.org.uk)

[Sandwell Agreed Syllabus for Religious Education 2018-2023 | The Sandwell Agreed Syllabus for Religious Education | Sandwell Council](#)