



We love teaching RE!!

Pinewood Infant School and Foundation Unit

Together we give children the roots to grow and the wings to fly

Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

RE at Pinewood



Pinewood: Religious Education, at Pinewood, provides the foundations for understanding the beliefs and practices which guide, motivate and inspire different people in the world around us. It opens children's minds to different possibilities and alternative points of view. When sensitively taught, it can bridge gaps between people and demonstrate shared values and commonly held beliefs, as well as celebrating differences and individuality. Respect, tolerance and understanding are all improved. RE knowledge, learnt at Pinewood and which continues at junior school, should provide our children with the cultural capital to be able to confidently and respectfully interact with people of different faiths and no faith as they move through life.

A spiral curriculum approach can be used so that an appropriate short sequence of lessons coincides with key festivals where appropriate in different year groups. We may learn about Christmas for example in every year group but with increased challenge in expectations of knowledge so that previous knowledge is built upon and that such knowledge can be remembered.

The majority of our children at Pinewood are not part of a religion.

Approximately 1/5 are Christian but we also have children in school who are Roman Catholic, Muslim, Sikh and Hindu.

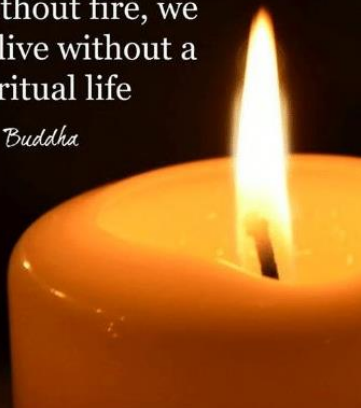


Our vision and aims for RE for our children is to:

- to stimulate and maintain pupils' curiosity, interest and enjoyment in RE
- Gain a sense of right and wrong and how to live with a strong sense of moral values
- Gain knowledge about what religion is and what Christians believe to help pupils acquire and develop knowledge and understanding of Christianity and Judaism and some of the other principal religions represented in the United Kingdom
- Be prepared for life in diverse Britain, knowing and understanding about different faiths and cultures
- Be respectful and tolerant of others and their beliefs.
- to develop an age appropriate ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of some of the main religions represented in the UK

Just as a candle cannot
burn without fire, we
cannot live without a
spiritual life

Buddha



We may have
different religions,
different languages,
different colored skin,
but we all belong to
one human race.

Kofi Annan

RE is planned and taught in line with the new Notts Agreed Syllabus which is used as our starting point and is in line with the NC. Children are taught to value and respect one another and are proud of their achievements and those of their peers.

RE provokes challenging questions and discussions including beliefs about God, understanding ourselves, issues of right and wrong and individual beliefs. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, different religious traditions and worldviews.

The RE starter slides we use with the children

Religious Education RE

Different beliefs,
worldviews and
big ideas



A **belief** is a firm thought. It is something you believe to be true. But it cannot be tested- you just believe it is true in your heart.

A **Religion** is a set of beliefs about how the world was made, why we are here and how we should behave.

RE teaches us about different world religions.

Here are some of the world's religions:



Christianity



Judaism



Islam



Hindu



Sikh

A religion has a set of rules, stories and actions which people belonging to that religion follow.

A religion is a way of life.

Religion usually involves:

1. Worship of a god or gods,
2. The belief in certain ideas about right and wrong behaviour
3. Searching of answers about life and what happens when we die.

Celebrations & Special Times



Special Places



Stories































Belonging



Special People / Leaders



Content of RE at Pinewood – Long Term Framework – We revisit content or big ideas as shown

RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Which people are special and why?</p> <p>Belonging : who are we and how do we belong</p> <p>Which stories are special and why?</p> <p>Special People</p>  	<p>What times are special and why?</p> <p>Which stories are special and why?</p>  	<p>What times are special and why?</p> 	<p>What times are special and why?</p>   <p>Which stories are special and why?</p>	<p>What is special about our world?</p> 	<p>What is special about our world?</p>  <p>What places are special and why?</p> 
Year 1	<p>Myself and caring for others</p> <p>How do we show we care for others?</p> <p>Why does it matter?</p> 	<p>Celebrations and Festivals</p> <p>Who celebrates what and why?</p> 	<p>Beliefs and teachings - Stories of Jesus</p> <p>What can we learn from them?</p> <p>How do religious stories make a difference to people's lives?</p> 	<p>Celebrations and Festivals</p> <p>Who celebrates what and why?</p> 	<p>Symbols in religious worship and practice</p> <p>In what ways are churches and synagogues important to believers?</p>	
					<p>Churches</p> 	<p>Synagogues</p> 
Year 2	<p>Belonging: What is it like to belong to a Christian religion in Nottingham?</p>  <p>Celebrations and Festivals</p> <p>Who celebrates what and why</p> 	<p>Celebrations and Festivals</p> <p>Who celebrates what and why?</p> <p>Diwali Day & Christmas</p> 	<p>What do Jewish people believe about God, creation, humanity and the natural world?</p> 	<p>Jewish and Christian Stories</p> 	<p>What makes some people inspiring to others?</p>	
					<p>Inspiring leaders from the Christian faith, eg. Moses and Saint Peter</p> 	<p>Present day inspiring leaders</p> 
RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Which people are special and why?</p> <p>Belonging : who are we and how do we belong</p> <p>Which stories are special and why?</p> <p>Special People</p>	<p>What times are special and why?</p> <p>Which stories are special and why?</p>	<p>What times are special and why?</p> 	<p>What times are special and why?</p>  	<p>What is special about our world?</p> 	<p>What is special about our world?</p>  <p>What places are special and why?</p>

There are 3 types of knowledge in RE:

Substantive knowledge – The what we need to know

Disciplinary Knowledge – the how of knowing what we need to know


Disciplinary Personal Knowledge – the why it is important to us








These and our progression in teaching are all explained in the RE Knowledge Progression overview


Here is an example

In the EYFS, RE falls under PSE and People, Culture and Communities but runs through everything we do Please Read in conjunction with the Nottinghamshire RE syllabus in particular page 25					
	F1	F2	Year 1 Expected	Year 2 Expected	Year 2 Exceeding
Celebrations and Festivals- Special times	What times are special and why Let's Celebrate	What times are special and why Let's Celebrate	Who celebrates what and Why (Christians and Jewish people)	Festivals Easter story through English	
Substantive knowledge	Know that we have special times that are important to us like birthdays Know that we have school and family routines and customs Know some songs relating to a celebration Know and talk about significant events in my own experience	Know what it means to celebrate Know some traditions that lie behind a celebration e.g. birthday presents, Christmas presents, cards, making Diwa lamps Know that different people celebrate different things Know at a basic level the Christmas story Know that Chinese New year, Diwali and Christmas are times that people celebrate Know an example of how people celebrate these festivals Know that people have different beliefs know and describe special times or events for family or friends respecting difference	Know and name festivals Know who celebrates what and why Know a story that lies behind a festival in increasing detail Know about annual or weekly celebrations for Jewish and Christian people (including Christmas, Easter, Hanukkah and Shabbat) Know about the songs, worship, celebrations, stories, artefacts and food involved with the above Knows and name a few religious objects and symbols that lie behind a festival Know who celebrates what and why Know about the festival of Diwali that it is a festival of light and know a few ways how the festival is celebrated	Know a story that lies behind a festival in increasing detail are related to the story e.g. Easter Know about different religious practices including festivals and worship, in order to find out the meanings behind them Know the significance of Easter symbols Know and recognise different symbols and actions appreciating similarities between beliefs	Know the stories behind increasing numbers of festivals Know the Christian idea of incarnation, crucifixion, resurrection
Skills	Relate to own experiences	Join in with celebrations Show interest un differences	Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice.	Increasing connection between beliefs	Apply cross learning
Vocabulary	Christmas special	Celebration Festival Diwali Chinese New Year Eid Easter	celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus.	New life, symbols, resurrection, crucifixion, incarnation	New life, symbols, resurrection, crucifixion, incarnation (similar vocab in Y3 syllabus)

We use our long term overview, the Nottinghamshire syllabus and our knowledge progression overview to write medium term plans

			CRITERIA
Lesson 1 WALT: Know what makes a place special? Pupils begin to learn why Christians and Jews go to places of worship, and what happens there, and begin to talk about the importance of items in a church, or synagogue and why they are important to believers,	What makes a place special? Look at AI re children talking about their special places. Where are the special places in our school? - classroom, playground, school Why is it special to them? e.g. the hall  (special celebration assembly - happy/ lunch - food and chatter/ PE- fun), playground (fun with friends), reading area/bus (cosy)...Talk about how these places make them feel - calm, feel happy, feel like singing, feel excited (Talk about this activity in relation to Synagogue and church later on). Do they have a special place at home? Encourage children to describe how they feel when they go there (e.g. bedroom, quiet, calm: kitchen, warm, loved) Pets have favourite places too. Where does your pet like to go? Why do you think they like to go there? Discuss - What makes a place special? Introduce the concept of buildings with a special purpose and function e.g.: swimming pool, supermarket, surgery, library and fire station. Look at AI photographs of buildings with a special purpose in your area. • What happens in holy buildings? Sacred buildings: what are they for? Are 'holy' and 'sacred' two words for 'a' religious kind of special? People of faith have special places where they go to worship God, to meet other believers and to share life together. Christians go to a building called a church, Jews to a Synagogue. • What do you value? Teacher to bring in items of special value e.g. books, shells or stones, childhood toys, sentimental gifts. Explain why they are special, with an emphasis on symbolism - what does it remind me of? What does it mean to me? Why is it worth more than money? Children then talk about what things are special to them and why. ACTIVITY Children draw and label picture of their 'special item'. Arrange a 'special items' table - put pictures on (don't want to lose any special real items as too precious). (Over next few weeks will compare to special items in church / synagogue and add to display).	AI Special item to teacher Paper and drawing/ colouring materials	Most Pupils will: - Recognise that some places have special significance, and that for people of faith, the place of worship is special - Know that a church is the special place for Christians - Know that a Synagogue is a special place for Jewish people Some pupils will - Learn that 'holy' and 'sacred' are two words for 'a religious kind of special' - Respond sensitively to things that happen in holy places

Lesson Journey	
	Retrieval
	Teach
	Modelling/ Guided practice
	Independent practice
	Reflect
	Revisit over time
	Make connections

Pinewood Vocabulary in RE	
	
advent	The period of time to prepare for the celebration of Jesus's birth on the 25 th December
altar	Holy table in a church where bread and wine are shared
ark	A cabinet where the Torah, the Jewish holy book is stored
baptism/christening	A ceremony in which parents and godparents promise to bring up a child in the Christian faith. Water is sprinkled on the head
belief	A firm thought. It is something you believe to be true. But it cannot be tested- you just believe it is true in your heart.
belong/belonging	Being somewhere where you want to be, and they want you
bible	A holy book (Christians and Jewish people) A book that tells stories about God and Jesus
binah	A raised platform with a reading desk to read the Torah from in a synagogue
celebrate/celebration	To do special things to remember an important or happy event
challah bread	A special Jewish bread usually eaten at Shabbat
Christian	Someone who follows the teaching of Jesus. Y1 A person who believes that Jesus is the son of God. They believe in one God and follow the teachings of the bible and belong to the Christian church.
Christianity	The Christian religion following the teachings of Jesus.
Christmas	A Christian festival to celebrate the birth of Jesus, the son of God.
church	A Christian place of worship
community	A group of people living in the same place or having something in common e.g. our school community
courage	Standing up for what you know is right - even when you are afraid and others do not stand with you...
creation story	A story based on the Jewish and Christian belief that God created the world in 7 days
crucifixion	Jesus was killed on a cross by people who didn't like what he was teaching - it happened on Good Friday

This document makes sure we use the same language and explains things in an age appropriate way.



Explanation of Religious Education

RE teaches us about different world religions and helps us learn about what people believe in, about how the world was made and how we should behave.

It teaches about the different traditions in the UK and around the world.



A Religion is a set of beliefs about how the universe was made and what its purpose is.



A religion consists of rules, stories and symbols which are adopted by a society, group or person. A religion is a way of life.



Religion usually involves worship of a god or gods, and the belief in certain ideas about right and wrong behaviour and the searching of answers about life and what happens when we die.



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What does RE at Pinewood look like?

- Knowledge based learning
- IWB introduction to sessions
- Key vocabulary
- Floor books
- Cross-curricular links
- Assemblies with RE themes
- Friday celebration assembly
- First hand experiences
- Active learning
- Visits and visitors
- Bibles in all classrooms
- Bank of PSHE stories and books
- Drama
- Different ways of recording
- Oracy rich
- Working collaboratively



Christian Stories

Reception:

- Stories Jesus told – Nick Butterworth and Mick Inkpen (EYFS)
- The Lion First Bible

Year 1:

- The Lion First Bible
- The Lion Story Telling Bible

Year 2:

- The Lion Story Telling Bible
- Usborne Bible

Biblical Story – New Testament	Stories	Christian Message
The Parable of the Lost Sheep	<p>EYFS: The Lost Sheep (Nick Butterworth)</p> <p>EYFS: The Lost Sheep and the Good Shepherd Lion First Bible p378</p> <p>Year 1: The Lost Sheep and the Good Shepherd Lion First Bible p378</p> <p>Year 1: The Lion Storyteller Bible p90</p> <p>Y2: The Lion Storyteller Bible p90</p> <p>Y2: Usborne</p>	<p>God is like the farmer. He loves us just like the farmer loves his sheep". EYFS/Year 1</p> <p>Jesus tells the parable of the lost sheep to show that the Kingdom of God is accessible to all, even those who were sinners or strayed from God's path (like the sheep). He uses the example of a shepherd (God) who has 100 sheep and one goes missing. The shepherd leaves the 99 others and searches high and low for the lost sheep. Year 1/ 2</p>
The Prodigal Son	EYFS: The Two Sons (Nick Butterworth book)	"What we do is more important than what we say" Matthew – Jesus said -son



We put a lot of thought into which bible stories we will share with the children in the different year groups





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Examples of what you might see in an RE lesson



Drama of parables and miracles



A hunt to find the different parts of the Christmas story, sequencing them, acting out the journey to Bethlehem before writing about it.

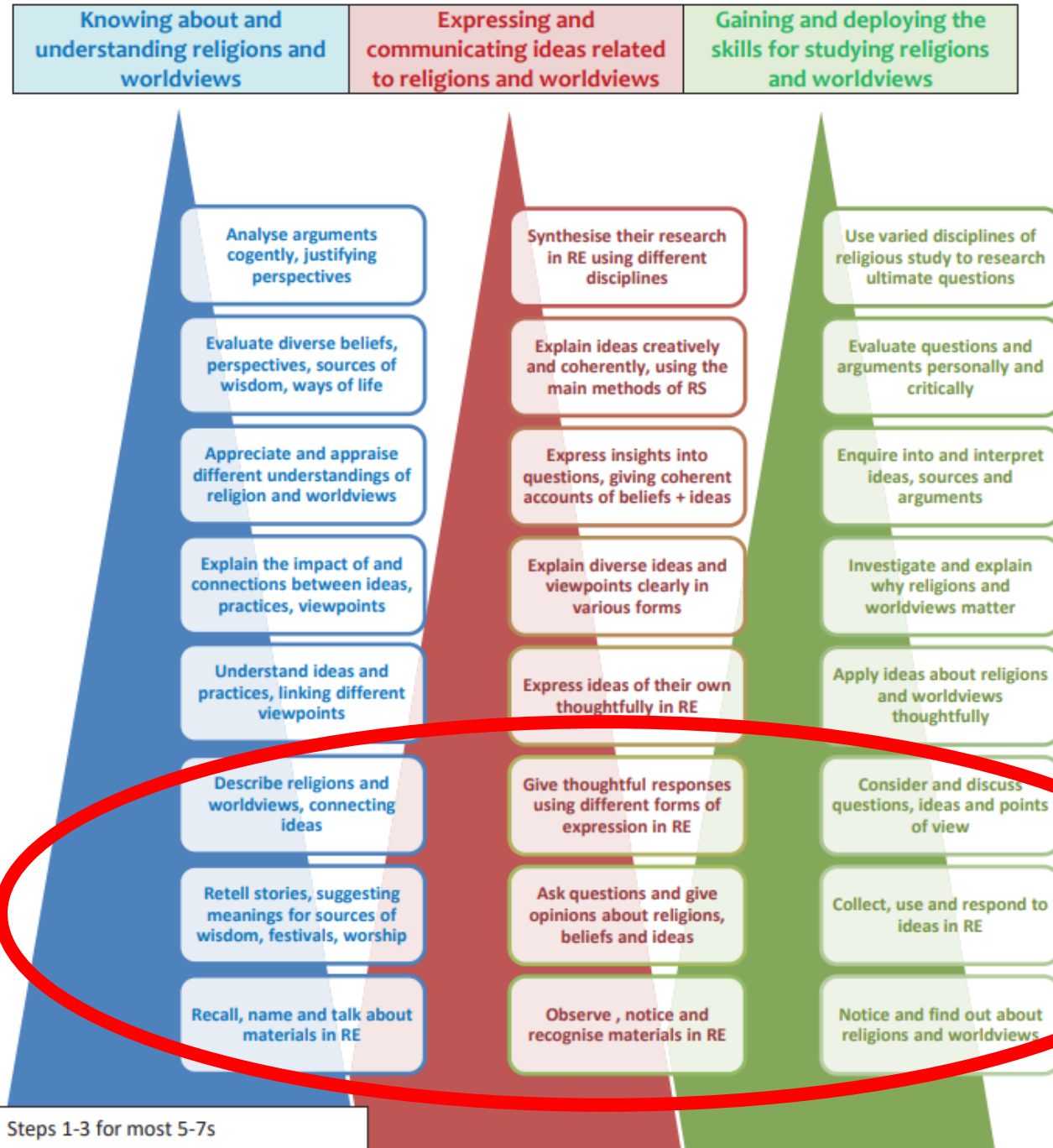


Making an information leaflet about the synagogue then sharing it with another year group





Progression steps in RE for 5-14s



We follow the progression steps in the Nottinghamshire syllabus

1

Knowing about and understanding religions and worldviews

Describe religions and worldviews, connecting ideas

Retell stories, suggesting meanings for sources of wisdom, for festivals and for acts of worship

Recall, name and talk about materials in RE

Examples: Knowing and understanding

These examples of the knowledge and understanding pupils gain in RE need to be read in the light of the RE requirements for each key stage, and enable the planned progression in learning that pupils need.

3. Pupils select their favorite 2 or 3 'wise sayings' from 10 examples drawn from different sources (Bible, Qur'an, Torah), and illustrate these sayings. They describe what each religion teaches in relation to the sayings. They describe connections between the sayings they have chosen, commenting on the idea of 'wisdom'.

2. Pupils enact two stories. Examples could be parts of the story of Holy Week and Easter, and parts of the Divali story. They discuss the ideas and characters, and suggest what the stories mean and how they connect to festivities.

1. Pupils discover how Jewish people worship and celebrate Shabbat, for example, using the words synagogue, rest, Torah. They name the religion, and talk about what happens on Shabbat at home and in the Jewish community.

2

Expressing and communicating ideas relating to religions and worldviews

Give thoughtful responses using different forms of expression in RE

Ask questions and give opinions about religions, beliefs and ideas

Observe, notice and recognise materials in RE

Examples: Expressing and communicating

These examples of the communication and expression pupils learn in RE need to be read in the light of the RE requirements for each key stage, and enable the planned progression in learning that pupils need.

3. Pupils discuss three religious artworks from three different centuries, considering what inspired these artists do great work that is religious. They respond by choosing examples of religious art that they find inspiring. They create expressions of their own ideas.

2. Pupils take part in a music session using songs about peace from different religions. They ask questions and say what they like about the songs' words, and what is important about peace to them. They discuss what actions make peace.

1. Pupils watch a film clip of some interesting festivities at Pesach and Easter, and ask 'Who, What, When, Where, How and Why?' questions about what they have seen. They talk about the answers.

Gaining and deploying the skills for learning from religions and worldviews

Examples: gaining and deploying skills

These examples of the skills of religious study that pupils gain and deploy in RE need to be read in the light of the RE requirements for each key stage, and enable the planned progression in learning that pupils need.

Consider and discuss questions, ideas and points of view

Collect, use and respond to ideas in RE

Notice and find out about religions and worldviews

3. Pupils consider and discuss examples of what key leaders from stories in two different faiths have done to make peace. They raise questions about peace making, giving thoughtful ideas of their own on the question: would you like to be a peace maker?

2. Pupils collect examples of living together happily both from school life and from religious stories. They offer ideas of their own to be included in a 'Recipe for living together happily.'

1. Pupils show curiosity about what Jews or Christians do each day or each week. They notice some details which interest them, and find out more from a book, an artefact, a photo or some other source.

3

The progression steps in more detail

There is a large cross over with RE in assembly and some themes are taught or revisited during assembly times – this helps us remember and retrieve information too . We have an assembly planner that revisits RE ideas, bible stories etc. and we also love to have people come and talk to us from different faiths.



Be still



Be quiet



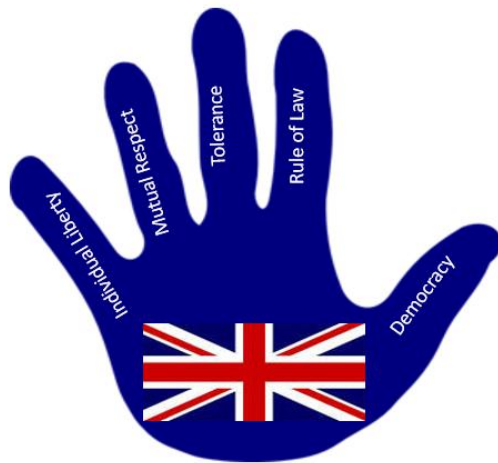
Be thoughtful



Be respectful



Be reflective



disability



Religion/belief



race



age



pregnancy



Male/female



Marriage civil partnership



Assembly Planner Summer 2023

Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

Week 1		
	Assembly theme	
Mon 17.04.23	Church assembly – The Good Samaritan	External visitors
Tues 18.04.23	British Values – Mutual Respect – celebrating difference	classes
Wed 19.04.23	British Values – Mutual Respect – celebrating difference	classes
Thurs 20.04.23	St George's Day (23 rd April) and British values	RO
Fri 21.04.23	Hong Kong Family Assembly - celebrating differences and similarities	External - special in classes
Week 2		
Mon 24.04.23	Eid al-Fitr starting on Saturday 22 April or Sunday 23 April Celebrating differences Islamic faith	LS
Tues 25.04.23	Biblical story linked to British values/Protected Characteristics – Healing of the Blind Man –miracle- Thankfulness	Teachers in class
Wed 26.04.23	World Earth Day (22.04.23) Invest in our planet – what is special about our world and why – link to inspirational people Greta Thunberg, David Attenborough – Protected Characteristics	Teachers in class
Thurs 27.04.23	Different faiths – an Islamic story linked to BV/PC – Be My Guest – link to Xn story with same message- caring for others – The Prophet and the ants and the story of the crying camel	RO
Fri 28.04.23	Special, Christian/School Values-belonging	RO



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Visits and visitors

Widening the experiences for our children and giving them hands on experiences is fundamental to our teaching and learning of RE. This includes inviting visitors into school and going on visits.



Year 1 visit our local church St Mary's and Year 2 visit the Nottingham Liberal Synagogue in Sherwood



We have Muslim workshops to learn about the Islam faith



This photo of a trip to Sherwood Pines captures a beautiful sense of awe and wonder

EYFS

RE in the Foundation Stage comes under the area of **Understanding the World** as part of the aspect **People, culture and communities**. Children recognise and describe special times or events for family or friends. They know about similarities and differences between themselves and others, and among families, communities and traditions. They also learn about special people, stories and places. **Whilst there may be occasions where there are planned activities for children in the Early Years, these should always start with the experiences and events which relate to the children and their immediate families and communities. Other opportunities to develop children spiritually and morally and to strengthen their understanding of cultures and beliefs should be planned through ongoing high quality provision.'** Notts syllabus

