

RE	
Intent statement:	At Westlands First School and Nursery, we ensure that our children are respectful and open-minded when learning about other religions. Through the teaching of RE, we develop the spiritual, moral and cultural understanding of our children. We will foster an appreciation and understanding for the principal religions, cultural practices and world views.
EYFS Curriculum	
<p>ELG: People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	
KS1 Curriculum (years 1-2)	KS2 Curriculum (years 3-4)
<ul style="list-style-type: none"> • identify core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers • give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice • think, talk and ask questions about whether the ideas they have been studying, have something to say to them • give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> • identify and describe the core beliefs and concepts studied • make clear links between texts/sources of authority and the core concepts studied • offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers • make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and in the way they live • identify some differences in how people put their beliefs into practice • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • give good reasons for the views they have and the connections they make

Sequences of learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Being Special: Where do we belong? (F4) Unit 3	INCARNATION Why do Christians perform Nativity plays at Christmas? (F2) Unit 2	What times/stories are special and why? (F6) Unit 6	SALVATION Why do Christians put a cross in an Easter garden? (F3) Unit 4	GOD/CREATION Why is the word 'God' so important to Christians? (F1) Unit 1	What places are special and why? (F5) Unit 5
Year 1	CREATION Who made the world? (1.2) Unit 7	NCARNATION Why does Christmas matter to Christians? (1.3) Unit 8	Who is Jewish and how do they live? Part 1 of 2 (1.7) Unit 9	GOD What do Christians believe God is like?(1.1) Unit 10	Who is Jewish and how do they live?4 Part 2 of 2 (1.7)	How should we care for others and the world and why does it matter? (1.9)
Year 2	Who is Muslim and how do they live? Part 1of 2 (1.6) Unit 15	What does it mean to belong to a faith community? (1.10) Unit 11 CHRISTMAS	Who is Muslim and how do they live? Part 2 of 2 (1.6) Unit 17	SALVATION Why does Easter matter to Christians? (1.3) Unit 16	GOSPEL What is the good news Jesus brings? (1.4) Unit 13	What makes some places sacred to believers? (1.8) Unit 18
Year 3	CREATION/FALL What do Christians learn from the Creation story? (2.1) Unit 23	INCARNATION/GOD What is the Trinity? Unit 20 CHRISTMAS	How do festivals and family life show what matters to Jewish people? (2.10) Unit 22	PEOPLE OF GOD What is it like to follow GOD? (2.2) Unit 19	How do festivals and worship show what matters to a Muslim? (2.9) Unit 21	How and why do religious and non-religious people try and make the world a better place? (2.12) Unit 24
Year 4	What do Hindus believe God is like? (2.7) Unit 27	GOSPEL What kind of world did Jesus want? (2.4) Unit 25	What does it mean to be a Hindu in Britain today? (2.8) Unit 29	SALVATION Why do Christians call the day Jesus died 'Good Friday'? (2.5) Unit 28	KINGDOM OF GOD When Jesus left what was the impact of Pentecost?(2.6) Unit 26	Why do some people think that life is like a journey and what significant events mark this? (2.11) Unit 30

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