



R.E. AT NEWTON



Intent: RE at Newton is intended to ensure that children understand the relevance of RE in today’s modern world and how it affects our lives. It is deliberately designed to provoke challenging questions, to encourage pupils to explore their own beliefs, to enable pupils to build their own sense of identity and belonging, as well as teaching pupils the importance of respect for others and to consider their responsibilities as global citizens. Children will be able to develop positive attitudes and values which will help them as they consider, explore and respond to a variety of issues covered within the syllabus.

Implement: In KS1, children begin to look at religions, focusing on celebrations and rituals and other broad themes that are part of religious life and belief. In KS2, children begin to look more closely at the world’s religions including deeper understanding of the origin of those religions and their key stories and teachings. Units adhere to the Locally Agreed Syllabus – with a focus on both the learning about (AT1) and the learning from (AT2) religion aspects.

LEARNING OVERVIEW

2023-24 (Cycle A)

2024-25 (Cycle B)

2025-26 (Cycle C Oak Class/Cycle A Juniper and Willow Classes)

EYFS

Children in EYFS will undertake learning and activities related to the **content** of the Year 1 RE curriculum but being consistent with EYFS pedagogy and underpinned by the following focuses from EYFS Framework/Development Matters:

- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways

ELG: 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Juniper Class Cycle A	Rules and routine		Places of worship	Easter and Surprises	Religion and rituals	
Juniper Class Cycle B	Belonging	Gifts and giving	Friendship		Caring for others	

Willow Class Cycle A	Christianity	Light and dark	Ceremonies	Places of Worship	Nature and God	Beginnings and endings
Willow Class Cycle B	Islam	The Nativity Story	Judaism	Good Friday	Sikhi	Hinduism
Oak Class Cycle A	Faith Today	Food and fasting	The Bible	Buddhism	People of Faith	Christianity
Oak Class Cycle B	Worship	The true meaning of Christmas	Forgiveness	Commitment	Peace	Pilgrimages
Oak Class Cycle C	What matters most?	Humanism	Creation Stories	Crucifixion	Justice and Freedom	Eternity

IMPACT (END GOALS)

<p>KS1 Beliefs and Teachings Children can:</p> <ul style="list-style-type: none"> describe the main beliefs of a religion; describe the main festivals of a religion <p>Rituals, Ceremonies and Lifestyles Children Can:</p> <ul style="list-style-type: none"> recognise, name and describe religious artefacts, places and practices; explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; observe when practices and rituals are featured in more than one religion or lifestyle <p>Religious expression Children can:</p>	<p>LKS2 Beliefs and Teachings Children can:</p> <ul style="list-style-type: none"> describe the key teachings and beliefs of a religion; begin to compare the main festivals of world religions; refer to religious figures and holy books. <p>Rituals, Ceremonies and Lifestyles Children can:</p> <ul style="list-style-type: none"> identify religious artefacts and how they are involved in daily practices and rituals; describe religious buildings and how they are used; explain religious ceremonies and rituals and their importance for people's lives and sense of belonging <p>Religious expression</p>	<p>UKS2 Beliefs and Teachings Children can:</p> <ul style="list-style-type: none"> recognise and explain how some teachings and beliefs are shared between religions; explain how religious beliefs can shape the lives of individuals and contribute to society. <p>Rituals, Ceremonies and Lifestyles Children can:</p> <ul style="list-style-type: none"> explain practices and lifestyles associated with belonging to a faith; explain practices and lifestyles associated with belonging to a non-religious community; compare lifestyles of different faiths and give reasons why some people within the
--	---	---

- name religious symbols and the meaning of them;
- learn the name of important religious stories;
- retell religious stories and suggest meanings in the story

Reflection and Personal Growth

Children can:

- identify things that are important in their lives;
- ask questions about the puzzling aspects of life;
- understand that there are similarities and differences between people

Values

Children can:

- look at how values affect a community and individuals;
- explain how actions can affect other people;
- understand that they have their own choices to make and begin to understand the concept of morals

Children can:

- begin to identify religious symbolism in different forms of art and communication;
- look at holy texts and stories, explaining meaning in a story;
- express their beliefs in different forms, with respect for others' beliefs and comparing beliefs

Reflection and Personal Growth

Children can:

- understand that personal experiences and feelings can influence their attitudes and actions;
- offer suggestions about why religious and non-religious leaders and followers have acted the way they have;
- ask questions that have no agreed answers, and offer suggestions as answers to those questions;
- understand that there are similarities and differences between people and respect those differences.

Values

Children can:

- make informed choices and understand the consequences of choices;
- describe how shared values in a community can affect behaviour and outcomes;
- discuss and give opinions on morals and values, including their own.

same faith choose to adopt different lifestyles;

- show an understanding of the role of a spiritual leader.

Religious expression

Children can:

- explore religious symbolism in literature and the arts;
- explain some of the different ways individuals show their beliefs;
- share their opinion or express their own belief with respect and tolerance for others.

Reflection and Personal Growth

Children can:

- recognise and express feelings about their identities and beliefs;
- explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers;
- explain why their answers may be different from someone else's and respond sensitively

Values

Children can:

- recognise and express feelings about their identities and beliefs;
- explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers;
- explain why their answers may be different from someone else's and respond sensitively

ASSESSMENT

RE learning can be recorded in Topic books or individual learning journeys (Juniper Class). Due to the discursive nature of RE, a great deal of assessment will be through adult observations – these can be captured in class learning journeys or “voice notes” scribed into books.

Teachers assess learning in a number of ways: by making observations of the children working during lessons, listening to their responses and ideas, looking at work in books (where it exists) as well as outcomes of weekly quizzes (vocabulary related typically) and end of unit tests. All these assessment tools help teachers to reach a judgement as to how well the unit content has been learnt ie. do children know, remember and can do the things we have been teaching them? While it is crucial that the teacher then acts on the outcomes of this assessment so that it informs future learning, it also provides a snapshot summary identifying who is on track, who is not there yet and who is out in front.