



# Kenmore Park Infant & Nursery School.

## RE Curriculum Overview



<b>Intent</b>	<p>Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. <b>At Kenmore Park Infant &amp; Nursery School we intent to develop the children’s knowledge and understanding of the major world faiths.</b> We address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of <b>Christianity</b> but also of <b>other world religions</b>, especially those that are the main faiths of children within our school and the local communities. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn <i>from</i> religions as well as <i>about</i> religions.</p> <p><b>The overarching intent of religious education at KPINS, is to help children:</b></p> <ul style="list-style-type: none"><li>- develop an awareness of spiritual and moral issues in life experiences for example <b>what is right and what is wrong.</b></li><li>- develop knowledge and understanding of <b>Christianity</b> and other major world religions (<b>Hinduism, Sikhism, Judaism, Islam, Buddhism, Baha’i and Zoroastrianism</b>) and value systems found in Britain (Linked to and an understanding of FBV) especially in Harrow as their local area.</li><li>- develop an understanding of <b>what it means to be committed to a religious tradition</b></li><li>- be able to <b>reflect on their own experiences</b> and to develop a personal response to the fundamental questions of life</li><li>- develop an <b>understanding of religious traditions</b> and to <b>appreciate the cultural differences and similarities in Britain today</b> (FBV: Tolerance)</li><li>- develop investigative and research skills and to enable them to <b>make reasoned judgements about religious issues</b></li><li>- have <b>respect for other peoples’ views</b> and to <b>celebrate the diversity in society</b> (FBV: Tolerance).</li></ul>
<b>Implementation</b>	<p>Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Eid, Diwali etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.</p> <p>Children carry out research into religious topics. They study particular religious’ faiths and also compare the religious views of different faith groups on topics such as creation or festivals. Children discuss religious and moral issues using computers and working individually or in groups. They may prepare presentations and share these with other members of the school in assemblies. Lessons are timetabled on a weekly basis.</p> <p>We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning</p>

opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by: setting common tasks which are open-ended and can have a variety of responses; setting tasks of increasing difficulty (we do not expect all children to complete all tasks); grouping the children by ability in the room and setting different tasks for each ability group; providing resources of different complexity, adapted to the ability of the child; using classroom assistants to support the work of individuals or groups of children.

**Impact**

We want our learners to:


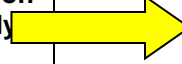


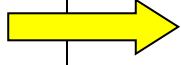
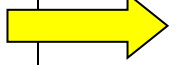


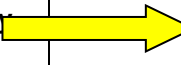

- **Develop spiritually, culturally, academically, emotionally and morally** to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world.
- Start to understand core beliefs, traditions, holy places and holy texts within the main religious groups in the Harrow area.
- To have **respect** for all religions, showing **tolerance** and **kindness**, demonstrating this during discussions and interactions with other children and staff members.
- Start to **understand** the **role religion takes in the wider society**.
- Start to **understand** the **similarities and differences between each religion**.

**Level Descriptors from Harrow’s Agreed Syllabus.**

A	B	C	D	E	F
<b>Beliefs, teachings and sources (what people believe)</b>	<b>Practices and ways of life (what people do)</b>	<b>forms of expressing meaning (how people express themselves)</b>	<b>identity, diversity and belonging (making sense of who we are)</b>	<b>meaning, purpose and truth (making sense of life)</b>	<b>values and commitments (making sense of right and wrong)</b>
I can talk about what different religions believe	I can talk about what different religions do – recognise similarities and differences	I can recall religious stories and religious symbols and talk about how religion is expressed in different ways	– I can talk about my own and others’ experiences and feelings with sensitivity	I can talk about what I find interesting or puzzling and recognise that some things are difficult to answer	In relation to matters of right and wrong, I can recognise my own values and those of others

A B C – relate to learning about religions

D E F – relate to learning from religions

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<p>Recognise and describe special times or events for family and friends (e.g. birthdays, anniversaries)</p> 		<p>Know some of the things that make them unique and talk about some of the similarities and differences in relation to friends and family</p>  <p>Strengthen the positive impressions children have of their own cultures and faiths and those of others in their community by sharing and celebrating a range of practices and special events</p>		<p>Children know about similarities and differences between themselves and others and among families, communities and traditions</p> 	
<b>Level descriptors from Harrow agreed syllabus</b>	A B C D E F					
<b>Knowledge, skills and understanding I can...</b>	<p>I can talk about special days that people celebrate and their significance</p>  <p>I can talk about special days I celebrate with my family and why (e.g. birthdays, Christmas, Easter)</p>		<p>I can talk to other children when playing and communicate freely about my own home and community</p>  <p>I can use objects and understand what they are for</p>		<p>I can use talk to connect ideas</p>  <p>I can use vocabulary to focus on objects that are of particular importance to me e.g. coat</p>	
<b>Reception</b>	<p>Recognise and describe special times or events for family and friends (e.g. birthdays, anniversaries)</p> 		<p>Know some of the things that make them unique and talk about some of the similarities and differences in relation to friends and family</p>  <p>Strengthen the positive impressions</p>		<p>Children start to show an awareness and understanding about similarities and differences between themselves and others and among families, communities and traditions</p> 	

			<b>children have of their own cultures and faiths and those of others in their community by sharing and celebrating a range of practices and special events</b>			
<b>Level descriptors from Harrow agreed syllabus</b>	A B C D E F					
<b>Knowledge, skills and understanding I can...</b>	I can recognise and describe special times or events for family and friends (eg. birthdays, anniversaries)		I can talk to other children when playing and communicate freely about my own home and community  I can use my imagination and curiosity to develop appreciation and wonder of the world we live in  I can use objects and understand what they are for eg. poppy to remember the soldiers		I can use talk to organise, sequence and clarify my ideas  I can extend my vocabulary to focus on objects that are of particular importance to me eg. my coat has spots	
<b>Year 1</b>	<b>What makes faith buildings special? (Sikhism)</b>	<b>Lessons from the Diwali story – good and evil (Hinduism)</b>	<b>Important days eg. The Sabbath (Christianity and Judaism)</b>	<b>How do we respond to religious sounds? (Islam)</b>	<b>Lessons from Jesus’ teachings (Christianity)</b>	<b>Holy books and being close to god (Christianity and Zoroastrianism)</b>
<b>Level descriptors from Harrow agreed syllabus</b>	B and F	A and E	B and D	C and D	C and E	A and F
<b>Knowledge, skills and understanding I can...</b>	I know the right names for religious buildings (e.g. church, synagogue, gurdwara)  I know why these	I can talk about how Hindus celebrate Diwali.  I can talk about and retell the story of Diwali	I know that some faiths have a day every week that is special to them (Shabbat)  I can think about why it	I know that music and song connects to our memory and helps people with a faith to think about their god and to pray	I can recall the key features of some gospel stories covered in class (The Wise man and The Foolish Man, The Lost Sheep, The Good	I know how Christians talk about having a relationship with god  I can think about how the Bible helps

	buildings are special  I can understand that these buildings are for prayer and community	– which parts are interesting and how it teaches us about good and evil  I know what is good and evil in my life	is important to have this special day and be able to explain the impact it could have on a family and community	I can remember the order of prayer for Muslims and recognise words and symbols and know what they mean e.g. Adhan  I know that different faiths have different ways of praying and I can explain them e.g. the Muslims use a prayer mat	Samaritan)  I can remember something about how Christians try to help others e.g. by giving to charity  I can talk about why it is important for Christians to help one another and how this is a way of practising as a Christian  I know that Christians believe that Jesus performed miracles that are important for Christians to believe	Christians live their lives as god wants them and how the holy scriptures of the Zoroastrians help them because they don't have any laws  I can learn some of the lessons taught in the holy scriptures
<b>Year 2</b>	<b>What makes a home? (Jainism and Hinduism)</b>	<b>How do we remember people and why? (Humanism and Christianity)</b>	<b>Important rules (Judaism)</b>	<b>Why is the cross important to the Christians? (Christianity)</b>	<b>How are we the same and different from others? (Islam and Baha'i)</b>	<b>What does faith say about change? (Buddhism)</b>
<b>Level descriptors from Harrow agreed syllabus</b>	C and D	C and E	B and F	A and E	B and D	A and F
<b>Knowledge, skills and understanding I can ...</b>	I can talk about my home and what makes it special  I can talk about what objects are special to me and why  I know that some faiths use their homes for praying and create a special place for this e.g. a Hindu shrine	I can recount the lives of some of the people Humanists and Christians remember and say why they were special e.g. Jesus  I can recount the way Christians remember Jesus in their everyday lives e.g. by using the symbol of the cross	I know that Jews use the Torah as a rule book and a guide to life  I know that the Ten Commandments are from the Torah and the Old Testament  I can say which rules I follow in school  I can link this to the Fundamental British values and democracy	I know that Christians have a cross to remind them of how Jesus died  I know the Easter story and its significance to Christianity	I can name some similarities and some differences between us  I understand that different faiths or beliefs can have similarities and differences e.g. how do people from different religions pray  I can name some Baha'i practices and beliefs and their importance  I can recall some facts about Ramadan and Eid  I can name the five pillars	I can name an important Buddhist person  I can name an important Buddhist festival  I can name the 'four sights' I can name the 'Three Signs of Being.'  I can write about how things change and how that makes us feel  I can say how Buddhists try to end

					of Islam.	<p>suffering</p> <p>I can say what rebirth is</p> <p>I can say why karma is an important Buddhist belief.</p> <p>I can name the five Buddhist morals</p> <p>I can say how Buddhists worship</p> <p>I can think of my own moral</p>
<b>NEXT STEPS YEAR 3</b>	Make connections between beliefs, teachings and sources of different religions, use religious language accurately, ask questions, link things that are important to me and other people					

- A – beliefs, teachings and sources (what people believe)
- B – practices and ways of life (what people do)
- C – forms of expressing meaning (how people express themselves)
- D – identity, diversity and belonging (making sense of who we are)
- E – meaning, purpose and truth (making sense of life)
- F – values and commitments (making sense of right and wrong)