RE Medium Term Plan

Intent	The aim of Religious Education (RE) curriculum at Talavera Infant School Is to give children the opportunity to explore values and beliefs and the way in which they impact on peoples lives. RE is taught using the Cycle of Enquiry from Living Difference IV with one cycle taught each half term. The RE learning at Talavera Infant School is personal to our cohort of children and the community we serve. It aims to reflect and incorporate our children with learning centred around their unique experiences including being in a service family and learning English as an additional language. The lessons are panned to include lots of hands on and visual resources, allow time for thought and discussion and give children opportunities to access prior learning and build upon it. The children will learn about the two religious faiths of Hinduism and Christianity as these best reflect our children and allow is to celebrate with them as well a learning from fist hand experiences and developing tolerance of others.

Reception Goals	**Early Learning Goals Knowledge and Understanding of the World**. Past and Present: Talk about the lives of the people around them and their roles in society People, Culture and Community: 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 **Educational Programme** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Learning from stories We learn from stories and enjoy sharing our own favourites. We are beginning to understand that stories have meanings and can teach us important lessons about ourselves, others, and the world around us. **Communicate:** Why do I like this story?	**The Nativity Story** We learn about different celebrations and enjoy talking about our own families and traditions. We talk about Christmas and understand why it is important to Christians. We can also retell a simple version of the Nativity story and share what it means.	**Precious Water** We learn what it means for something to be precious and why water is special. We talk about how water is important in our lives and what it means to Christians, especially in special	**Symbol of new life** We learn about new life and what it means to us and others. We talk about how eggs are a symbol of new life for Christians, especially at Easter, and how they remind us of hope, growth, and new beginnings. **Communicate:** What do we think about eggs?	**Special Clothes** We learn what the word special means and how clothes can be special too. We talk about how different people wear different clothes for different reasons, especially during celebrations or important events, and how these clothes can show who	**Transition, moving on** We learn to talk about our feelings when we move on to new places, like starting a new class or school. We understand that change can feel exciting or a little bit scary, and that it's okay to share how we feel. We also learn how Christians look forward in life with hope and trust,

RE Medium Term Plan

	Apply: What can we learn from stories? **Inquire:** What does learning mean? **Contextualise:** Share the story of the Wise & Foolish man. What can we learn from this story? **Evaluate:** Was if helpful for Jesus to tell people stories for them to learn from? **Vocabulary:** Bible, Jesus, Christians, Church	**Communicate:** share baby photos/expriences of new babies at home. **Apply:** why might we celebrate a baby being born? **Inquire:** ??? **Contextualise:** Share the Nativity story. Why was this baby special? How do Christians celebrate the birth of Jesus? **Evaluate:** Why do Christians still celebrate the birth of Jesus? **Vocabulary:** Bible, Jesus, Christians, Church, Christmas	stories and celebrations. **Communicate:** word aware for precious & opportunities for chn to explore water. **Apply:** is water always precios in different situatins to different people? **Inquire:** What does precious mean in relation to water? **Contextualise:** How do Christians use water in a way that shows that it is precious? **Evaluate:** Is the river Ganges precious to Hindus? **Vocabulary:** Precious, Christians, story, baptism, Hindus, Shiva, river	**Apply:** Do we all think the same? **Inquire:** How can eggs be a reminder? **Contextualise:** How do Christians use eggs as a reminder/symbol of new life? **Evaluate:** DO you think eggs are a usefel reminder/symbol of new life? **Vocabulary:** Emotion vocab, New life, Christian, Easter, Bible, story	they are or what they believe. **Communicate:** Share chns photos of their special clothes. **Apply:** When do we wear our special clothes? **Inquire:** What makes clothes special? **Contextualise:** share examples of Christian special clothes. Share examples of Hindu special clothes. **Evaluate:** How would someone feel if they couldn't wear their special clothes? Would it matter? **Vocabulary:** Emotions vocab, special, Christians, Hindu, vicar, sari, baptism, church	especially during times of change. **Communicate:** **Apply:** **Inquire:** **Contextualise:** **Evaluate:** **Vocabulary:** Emotions vocab, looking forward, bible

RE Medium Term Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	**Celebration, Harvest** Talk about what a *celebration* is and list some features of celebrations. Recognise ways in which Christians *celebrate* Harvest. Talk about the importance for Christians of *celebrating* Harvest. **Communicate:** what is our experience of celebration? **Apply:** How do celebrations affect us and others? **Inquire:** What are the features of celebrations? **Contextualise:** How and Why do Christians celebrate Harvest? **Evaluate:** What are the values of celebrating Harvest for Christians? **Vocabulary:** Feelings vocab, celebrations, church, Christians, harvest.	**Waiting, Advent** Talking about their own experiences of celebrations including those to do with candle light. **Vocabulary:** Waiting special Christians Advent, Emotions vocab. **Communicate:** Does waiting make the event feel more special? **Apply:** How do you feel when you have to wait for something exciting? **Inquire:** Waiting means… **Contextualise:** What is advent for Christians? **Evaluate:** why is it special for Christians?	**Remembering, Holi** Listen to a special Hindu story of Vishnu and think about the parts of the story they liked, disliked or found puzzling. Act out the story And discuss and consider key questions. **Inquire:** Who is remembered in the story? **Contextualise:** How do Hindus remember Vishnu? **Evaluate:** Do the Hindu shrine and Holi celebrations help Hindus remember Vishnu? **Communicate:** What do pupils have to remember someone? **Apply:** When do we remember someone & why? **Vocabulary:** Hindu, Story, Holi, Vishnu, God	**Easter, love** Explore the feelings of love (sad and happy) through the Easter story. **Communicate:** when have I been happy/sad? **Apply:** What different things make people sad then happy? **Inquire:** What is sadness and happiness? **Contextualise:** What are the happy and sad parts of the Easter story? **Evaluate:** Do we think its important for Christians to feel sad then happy at Easter? **Vocabulary:** Bible, Church, Christians, Easter, Emotions vocab	**Change, People Jesus met** Thinking about changes that they have experiences e.g. moving house, schools, classes, countries. Listen to the story of Zacchaeus. **Communicate:** What does change mean to me? **Apply:** think about changes other people have and how they feel **Inquire**: Learn about how Christians believe Jesus changed people's lives **Evaluate:** to understand what change means to Christians **Vocabulary:** Emotions vocab, Bible, Church, Christians, Easter	**Community, Special places** Discuss what places are *special* to them. Discuss and share how different people have different special places. Think about what makes a place special. Learn about Special place to Christians - Church and to Hindus - Temple. **Communicate:** What places are special to me? What community do I belong to? **Apply:** People have different special places **Inquire:** What makes places special? **Contextualise:** Church as a special place for Christians & temple as a specil place for Hindus. **Evaluate:** Is it important to have a special place? **Vocabulary:** Special, Community, church, Christians, Temple, Hindu

RE Medium Term Plan

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Creation Simply describe the Christian and Hindu creation stories Describe in simple terms why they think Christians and Hindus value these stories Listen to Bible stories that show the nature of God –Moses **Vocabulary:** Creation/create, Christian, Bible, God, Hindu, Rama, Sita	**Candle light as a symbol** Looking at differed symbols and considering why candlelight is a symbol and what it reminds us about. **Vocabulary:** Emotions vocab, celebrate, remember, symbol, welcome, Divali, Hindu, Advent, Christian, Christmas	**God** Exploration of Christian and Hindu stories about God. Understanding different ideas about God and what these mean for believers. **Vocabulary:** God, Story, Moses, Christians, Hindus, Ganesh, Lakshmi, Rama	**Celebration/new life** Spring walk – looking for signs of new life. Discussion of why/how we celebrate things. Considering why celebration of new life is important. **Vocabulary:** Celebrate, celebration, spring, new life, Easter, Christians, Church, special, unique	**Belonging** Explore the concept of Belonging and the feelings associated with it. What do they belong to? How does that make them feel? What about if we didn't belong? Discuss Christians belonging to a Church and consider questions **Vocabulary:** Emotions vocab, belong, Christian, Church	**Special Food** Collage of special foods and thinking about differences between pupils. Contextualize special food for Christians. **Vocabulary:** Special, Christians, Hindus, Prashad, Last supper, Hindu Gods, Jesus, Bible

Endpoints

	By the end of year 1… **At communicate:** express creatively their response to their own experiences of the concepts/words introduced. **At apply:** recognise their responses relate to events in their own lives **At inquire & contextualise:** recognise what has been taught about the concept/words and how they are used in tradition studied **At evaluate:** in simple terms children recognise something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.

RE Medium Term Plan

	By the end of year 2… **At communicate:** express creatively their response to their own experiences of the concepts/word introduced **At apply:** recognise (in a different way to year 1) how their responses relate to events in their own and sometimes other peoples lives **At inquire & contextualise:** simply describe what has been taught about how the concept/word and how it is used in the tradition studied **At evaluate:** in simple terms children can discern something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.