

RELIGIOUS EDUCATION AND WORLD VIEWS



SHIRLEY INFANT SCHOOL



1. SUBJECT DESIGN

Pedagogy of Religious Education and World Views at Shirley Infant School

As a Shirley Religious Education and World Views Enquirer, I will first consider my own experience and that of others I know. I will then explore key concepts through different religions, noting similarities and differences, and discern why these concepts hold significance for those living a religious life. Finally, I will consider how this new understanding might affect my own behaviours or beliefs. At Shirley, we believe Religious Education and World Views plays a vital role in promoting understanding, respect and tolerance between people of different faiths and those with none.

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3 main objectives of teaching religion and world views at shirley infant school:

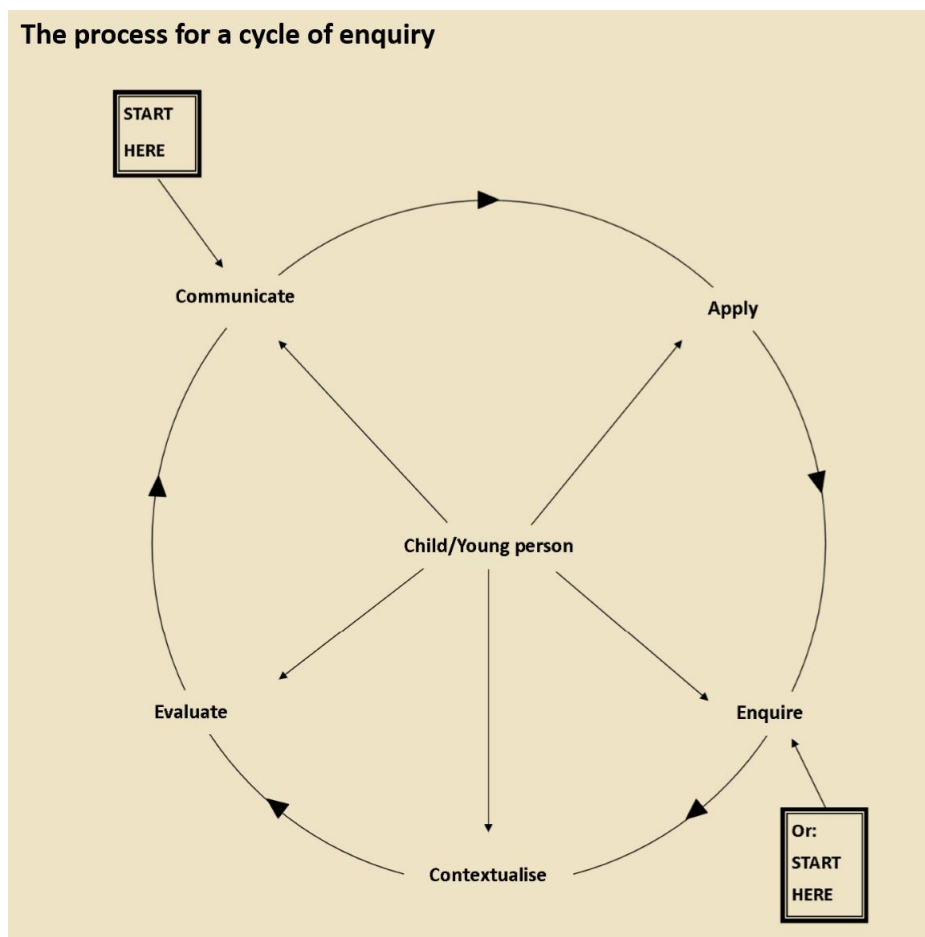
1. To know about and understand a range of religions and world views.
2. To express ideas and insights about the nature, significance and impact of religious and world views.
3. To gain and deploy the skills needed to engage seriously with religions and world views.

2. CONCEPTS AND KEY SKILLS

We go about teaching this through the cycle of enquiry. Programme of study - enquiry and skills:

Pupils should be taught how to:

- **Enquire** into and engage with concepts that are important in their own experience and in religion
- **Contextualise** the concept within religious practice
- **Evaluate** the importance and value of the concept within religious practice
- **Communicate** their own responses to the concept
- **Apply** the concept to their own and others' experience



CONCEPTS

Celebration

Storytelling

Specialness

Love

Power

Angels

God

Changing Emotions

Precious

Bread as a symbol

Light as a symbol

Creation

Welcoming

Remembering

Change

Shirley Infant School Religious Education and World Views Knowledge Map

As a Shirley Religious Education and World Views Enquirer, I will first consider my own experience and that of others I know. I will then explore key concepts through different religions and learn why these concepts hold significance for those living a religious life. Finally, I will consider how this new understanding might affect my own behaviours or beliefs. At Shirley, we believe RE plays a vital role in promoting understanding, respect and tolerance between people of different faiths and those with none.

Coverage and topic break down:

Reception

Aut 1 - N/A	Sp 1 - Storytelling - C	Su 1 - Special - H/C
Aut 2 - Celebration - The nativity - C	Sp 2 - Celebration - Easter - C	Su 2 - Love - H

Year 1

Aut 1 - Power - Ganesh - H	Sp 1 - God - H/C	Su 1 - Special C/H
Aut 2 - Angels - C	Sp 2 - Changing emotions - Easter - C	Su 2 - Precious - Water - C/H

Year 2

Aut 1 - Bread as a symbol -C	Sp 1 -Creation C/H	Su 1 - Remembering - C
Aut 2 - Light as a symbol - C/H	Sp 2 - Welcoming - C	Su 2 - Pondering time?

Year R	Knowledge (Objective 1)	Knowledge (Objective 2)	Knowledge (Objective 3)
	<p>To understand that Christians believe God came to earth as a man (Jesus) - (Au 2)</p> <p>To know different cultures celebrate in different ways. (Au 2)</p> <p>To know Jesus used to tell stories (Sp 1)</p> <p>To know that Christians believe that Jesus died and rose again.</p>	<p>To know that Christmas is for Christians to celebrate Jesus being born. (Au 2)</p> <p>To begin to understand that people celebrate Jesus's resurrection.</p>	<p>To know how myself and others celebrate Christmas</p> <p>To know how Christians celebrate Christmas.</p>

Year R	Skills (Objective 1)	Skills(Objective 2)	Skills (Objective 3)
	<p>I can retell some of the stories Jesus told (Sp 1)</p> <p>I can begin to compare features between Christian and Hindu celebrations.</p>	<p>I can begin to appreciate some differences between communities?</p> <p>I can begin to respond to and ask questions about what communities do?</p> <p>I can begin to ask and respond to questions about why communities do different things?</p>	<p>I can begin to understand questions on what a community does.</p> <p>I can begin to explore questions into how and why communities celebrate key events.</p> <p>I can begin to understand what special means to some communities.</p>

Year 1	Knowledge (Objective 1)	Knowledge (Objective 2)	Knowledge (Objective 3)
	<p>To know what the word 'power' means to Hindu's (Au 1)</p> <p>To understand what angels are/ might look like. (Au 2) To know the role of angels in the nativity story in the bible. (Au 2)</p> <p>To know that Christians have 1 God. (Sp 1) To know that Hindus have many gods. (Sp 1)</p> <p>To know the bible's account of the Easter story from the disciples perspective. (Sp 2)</p> <p>To recognise the church as a special place for Christians. (Su 1)</p> <p>To recognise that water is precious to C/H. (Su 2)</p>	<p>Recognise that Ganesh is a powerful God to Hindu's (Au 1)</p> <p>To consider why the role of angels was important to the Christmas message. (Au 2)</p> <p>To recognise why God/Gods are important to Christians/ Hindus. (Sp 1)</p> <p>To see how the disciples emotions change throughout the bible's account of Easter. (Sp 2)</p> <p>To consider special places for H and C. (Su 1) To talk about why the church is a special place for Christians. (Su 1)</p> <p>Talk about why water is precious to C/H. (Su 2)</p>	<p>Articulate why Ganesh's power is important to Hindu's (Au 1)</p> <p>I can articulate my own understanding of angels. (Au 2)</p> <p>To consider own ideas about God and why I might have them. (Sp 1)</p> <p>Talk about special places for C and H being different - comparing and contrasting. (Su 1)</p> <p>Contrast/ compare water within C/H faith. (Su 2)</p>

Year 1	Skills (Objective 1)	Skills(Objective 2)	Skills (Objective 3)
	<p>To learn the skill of enquiry. (All topics)</p> <p>To consider whether there is a God. (Sp 1)</p>	<p>Talk about own experiences of power (Au 1)</p> <p>Talk about people's experiences of angels throughout the bible's explanation of Chrstmas (Au 2)</p> <p>To recognise the difference between Hindu and Christian Gods. (Sp 1)</p> <p>To talk about how different things can change peoples emotions. (Sp 2)</p> <p>Discussing the concept of special. (Su 1)</p> <p>To consider 'water's' wider impact on society - whether it is precious/ not precious. (Su 2)</p> <p>Consider what water means to me (Su 2)</p>	<p>Understand why the quality of power is important to Hindus. (Au 1)</p> <p>Talk about how power can affect people's lives. (Au 1)</p> <p>Talk about how angels affect my life. (Au 2)</p> <p>Engage in discussion on whether meeting angels would make a difference to your life or not (Au 2)</p> <p>To explore and compare the differences between Christianity and Hinduism and their God/Gods. (Sp 1)</p> <p>To consider more widely how emotions are seen throughout faith. (Sp 2)</p> <p>To consider when my emotions have changed throughout an event. (Sp 2)</p> <p>Discussing the concept of special. (Su 1)</p> <p>To consider where my own special place is, if not found in faith/church. - To consider where society finds their special place. (Su 1)</p> <p>To discuss whether water is precious or not? (Su 2)</p>

Year 2	Knowledge (Objective 1)	Knowledge (Objective 2)	Knowledge (Objective 3)
	<p>To know bread is a symbol for harvest. (Au 1)</p> <p>Understand the purpose of an advent ring/ diva lights. (Au 2)</p> <p>I can describe the C belief of creation. (Sp 1)</p> <p>I can describe the H belief of creation. (Sp 1)</p> <p>I can re-tell what Christian believe happened on palm sunday. (Sp 2)</p> <p>I know that Vishnu is important to Hindus (Su 1)</p> <p>I know the changes Jesus made to peoples lives. (Su 2)</p>	<p>To describe how and why bread is used as a symbol at harvest time. (Au 1)</p> <p>Understand why advent ring/ diva lights are important to C/H. (Au 2)</p> <p>I can discuss why creation is important to C/H. (Sp 1)</p> <p>I know why it was important how Jesus was welcomed. (Sp 2)</p> <p>I know how and why H remember Vishnu (Su 1)</p> <p>I know why the changes in people's lives (from Jesus) is important to C. (Su 2)</p>	<p>To compare and contrast 2 forms of light seen in C/H faith. (Au 2)</p> <p>I know that candlelight can evoke different thoughts and feelings. (Au 2)</p>

Year 2	Skills (Objective 1)	Skills(Objective 2)	Skills (Objective 3)
	<p>To know what a symbol is and why it's used. (Au 1)</p> <p>I know how change can impact my life. (Su 2)</p>	<p>To communicate why bread is a good symbol. (Au 1)</p> <p>To consider what candlelight means to me/ what it makes me think of. (Au 2)</p> <p>I know how my belief of creation affects me. (Sp 1)</p> <p>I know how to welcome someone. (Sp 2)</p> <p>I know how I remember someone (Su 1)</p> <p>I know how change impacts me (Su 2)</p>	<p>Food can be used as a symbol for life (Au 1)</p> <p>Symbols evoke emotion. (Au 2)</p> <p>Compare and contrast 2 faiths' views on creation. (Sp 1)</p> <p>I know that remembering is an important aspect of religion and worldviews. (Su 1)</p>

Religious Days Road Map

September			
	Harvest Festival		Church come into school - Whole school assembly Food collection for food bank
October			
24th	Diwali - Festival of Light	Hindu / Sikh	Whole school assembly Week of class art activities - colour art and Rangoli patterns
November			
11th	Remembrance Sunday		Whole school assembly Poppy selling 1 minute silence for remembrance
December			
1 st Sunday	Advent	Christian	Church come into school - Whole school assembly to introduce Advent Weekly class assemblies to mark each week of Advent
19th	Hanukah	Jew	Whole school assembly
25th	Christmas	Christian	Christmas performance Interactive corridor display
January			
21st January (2024)	World Religion Day		Whole school assembly Interactive corridor display Class circle time and activities celebrating similarities of our different religions.
February			
10th (2024)	Chinese New Year		Chinese New Year decorations Taste Chinese food Chinese visitors (parents)
14th	Valentine's Day		Class introduction and card activities
	Lailat al Mirraj	Muslim Holy Day	Class assembly to recognise for Muslim children in each class
	Lent Pancake Day / Ash Wednesday	Christian	Church come into school - Whole school assembly
March			
8th	Holi	Hindu festival	Whole school assembly Hindu visitor (parents)
	Ramadan	Islam	Class assembly to recognise for Muslim children in each class
April			
	Easter	Christian	Church come into school - Whole school assembly Make Easter cards and crosses Interactive display in corridor
	Eid al fitr	Islam	Class assembly to recognise for Muslim children in each class Muslim visitor (parents) Taste Muslim sweets
May			
	Ascension Day	Christian	
June			
	Eid al Adha	Islam	

