



Religious Education -Sticky Learning

Understanding the World			
<p>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 areas of learning. Enriching and widening children's vocabulary will support later reading comprehension.</p>			
	3 & 4 year olds will be learning to:	Children in Reception will be learning to:	By the end of Reception – Early learning Goal.
Reception	<p>Understanding the World</p> <ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. 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.
	<p>Personal, Social and Emotional</p> <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Begin to understand how others might be feeling. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. 	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.



- Think about the perspectives of others.
- Show sensitivity to their own and to others' needs.

Sticky Knowledge

Being Special: Where do we belong?	Which times are special and why?	Which people are special and why?	What is special about our world?	Which stories are special and why?	Which places are special and why?
I belong to a family. I belong to a school.	A celebration is a special time. My birthday is the day I was born. Christians celebrate Christmas. Jesus was born on Christmas Day.	I am special. Some people who are special to me. It is special to be a friend. Jesus told stories about how to be a good friend.	Our world is amazing. Christians believe God created the world. I can look after the world.	The bible is a special book to Christians. The Qu'ran is a special book to Muslims.	A church is a special place for Christians. A mosque is a special place for Muslims.

Key Stage 1

Key Stage 1 Religious Education Curriculum

There are no set National Curriculum objectives for RE. All maintained primary schools have a statutory duty to teach Religious Education. At Lons, we follow the Derbyshire-and-Derby-City-Agreed-Syllabus-2020-2025 for RE. We use this guidance and format in order to adapt the planning to meet the needs of children in our school. RE as a subject is broken down into year groups and each key stage (FS, KS1) works through a range of religious themes. Each unit focuses on a BIG QUESTION, often relating to one of the main religions or themes. Throughout the term, children will access lessons which enable them to gain the knowledge in order to answer the BIG Question. RE is taught through a discrete weekly RE lesson and children are able to take part in a range of activities, lessons and discussions relating to their BIG QUESTION for the unit of work. All schools are required to include RE as part of the curriculum for all pupils from Foundation stage to Key Stage 4. However, parents have the right to withdraw their children from religious education and / or collective worship.

In Key Stage 1, our big questions are:

Who is a Muslim and what do they believe?	Who is Jewish and what do they believe?	How should we care for others and the world and why does it matter?	What can we learn from sacred books?
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Sticky Knowledge

Who is a Muslim and what do they believe?

Ramadan is a very special time for Muslims.

Muslims do not eat during the day during Ramadan.

At the end of Ramadan, Muslims celebrate Eid.

The Muslim word for God is Allah.

Who is Jewish and what do they believe?

A person who is Jewish follows the faith Judaism.

Moses is special to Jewish people.

Shabbat is a special time of the week for Jewish people.

Jewish people celebrate Chanukah.

How should we care for others and the world and why does it matter?

The golden rule is 'treat others as you would like them to treat you'.

Muslims help others through the third pillar.

What can we learn from sacred books?

The Torah is a special book for Jewish people.

The bible is a special book for Christian people.

The Qu'ran is a special book for Muslim people.