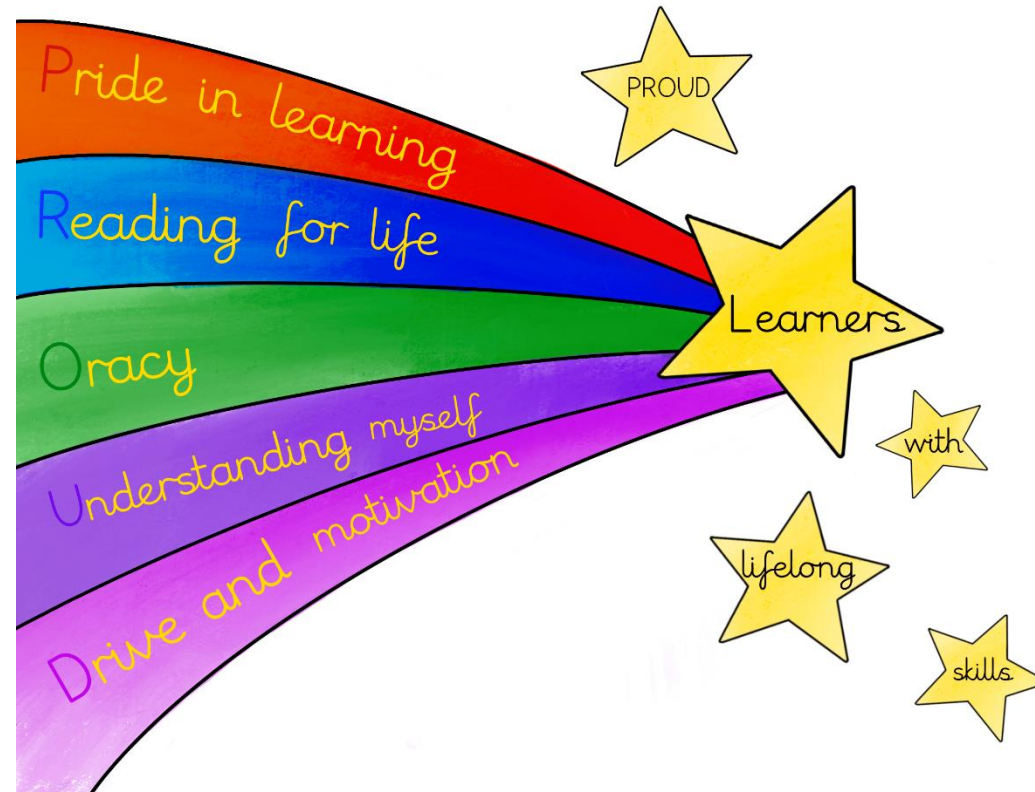


# Lakeside's Curriculum

## Religious Education (R.E.)



*Lakeside Curriculum Vision:*

*Our curriculum creates PROUD learners who acquire the knowledge and skills to be successful in life.*

# RE at Lakeside - Strands of knowledge

**Expressing**  
(Religious and spiritual forms of expression; questions about identity and diversity)

**Believing**  
(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)

**Living**  
(Religious practices and ways of living; questions about values and commitments)

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
<b>Believing</b> (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)		1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe?	L2.1 What do different people believe about God?	U2.1 Why do some people believe God exists?
	F1 Which stories are special and why?	1.4 What can we learn from sacred books?	L2.2 Why is the Bible so important for Christians today?	
	F2 Which people are special and why?		L2.3 Why is Jesus inspiring to some people?	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?
				U2.3 What do religions say to us when life gets hard?
<b>Expressing</b> (Religious and spiritual forms of expression; questions about identity and diversity)	F3. What places are special and why?	1.5 What makes some places sacred?	L2.4 Why do people pray?	U2.4 If God is everywhere, why go to a place of worship?
	F4. What times are special and why?	1.6 How and why do we celebrate special and sacred times?	L2.5 Why are festivals important to religious communities?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?
			L2.6 Why do some people think that life is a journey and what significant experiences mark this?	

<b>Expressing</b> (Religious and spiritual forms of expression; questions about identity and diversity)	F3. What places are special and why?	1.5 What makes some places sacred?	L2.4 Why do people pray?	U2.4 If God is everywhere, why go to a place of worship?
	F4. What times are special and why?	1.6 How and why do we celebrate special and sacred times?	L2.5 Why are festivals important to religious communities?  L2.6 Why do some people think that life is a journey and what significant experiences mark this?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?

**Religious traditions are to be studied in depth as follows:**

Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are that pupils should learn from:	
4–5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
5–7s Key Stage 1	Christians and Muslims or Jewish people
7–11s Key Stage 2	Christians, Muslims, Hindus and Jewish people

# RE at Lakeside

## Place of worship visits/ experiences

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Visit/ experience	Who is a Muslim? (KS1) Workshop - Derby open centre	Derby open Centre - Judasim workshop	Church	Cathedral  Hindu temple	Mosque	Cathedral
When?	Summer 2	Summer 1	Spring 2	Autumn 1 Summer 1	Summer 1	Summer 2
Other experiences	<ul style="list-style-type: none"> <li>• Harvest festival - local vicar visits (Y2)</li> <li>• Nativity (EYFS)</li> <li>• Christingle (Whole school)</li> <li>• Eid assembly (Y5)</li> <li>• Diwali assembly (Mrs Meghani)</li> <li>• Easter Assembly (Y3)</li> </ul>					

# RE at Lakeside Nursery

RE in the nursery Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands on activities and learning are an important part of pupils' learning at this stage. Some ideas for Religious Education in the nursery can include:

- Creative play, make-believe, role play, dance and drama
- Dressing up and acting out scenes from stories, celebrations or festivals
- Making and eating festival food
- Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination
- Exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books
- Seeing pictures, books and videos of places of worship and meeting believers in class • Listening to religious music
- Starting to introduce religious terminology
- Work on nature, growing and life cycles or harvest
- Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
- Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions.