



R.E. at Amington Heath

How is this subject taught?

Children learn religious education throughout the mini adventure approach to the curriculum. Children become theologians for three single week mini adventures, where they learn the religious knowledge and skills set out in the national curriculum in a purposeful and inspiring way. Throughout their time at Amington Heath, children will go on at least 18 adventures where they are theologians.

In addition to the specific religious lessons, children also learn about religion within other subject areas such as History and citizenship. Children share their religious knowledge and skills within the whole school community through fantastic finishes and sharing assemblies.

Plan for progression

The curriculum has been mapped to ensure that knowledge and skills build upon prior learning from knowledge and understanding of the world in Nursery to Year 6 programmes of study.

Enrichment

Religious lessons are enhanced with enrichment activities such as trips to places of worship.

Whole school RE overview

Class	Autumn	Spring	Summer
Reception	Hinduism Festivals	Christianity Festivals	Islam Festivals
Year 1	Hinduism Beliefs and teachings	Christianity Beliefs and teachings	Islam Beliefs and teachings
Year 2	Hinduism Books and expressions of faith	Christianity Books and expressions of faith	Islam Books and expressions of faith
Year 3	Hinduism Rituals and ceremonies	Christianity Rituals and ceremonies	Islam Rituals and ceremonies
Year 4	Hinduism Lifestyles	Christianity Lifestyles	Islam Lifestyles
Year 5	Hinduism identity and belonging	Christianity identity and belonging	Islam identity and belonging
Year 6	Hinduism Right and wrong and the importance of their life	Christianity Right and wrong and the importance of their life	Islam Right and wrong and the importance of their life

Mini Adventure outcomes: Whole School progression in R.E.

EYFS

Mini adventure	Outcomes
<p>LL People and Communities</p> <p>Make connections between the features of their family and other families.</p>	<p>Notice differences between people</p> <p>Be open to children talking about differences and what they notice. For example, when children ask questions like: “Why do you wear a scarf around your head?” or “How come your hair feels different to mine?” Point out the similarities between different families, as well as discussing differences</p>
<p>N Family and Friends</p> <p>Begin to make sense of their own life-story and family’s history.</p> <p>Show interest in different occupations</p>	<p>Continue developing positive attitudes about the differences between people.</p> <p>Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.</p> <p>Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author. Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play. Consider opportunities to challenge gender and other stereotypes.</p>
<p>R Different Cultures</p>	<p>Talk about members of their immediate family and community</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>

Year 1

Mini adventure	Outcomes
Hinduism – What do Hindus celebrate?	<p>1.1b Explore stories about the lives and teachings of key religious figures.</p> <p>1.2b Explore the preparations for and find out about the celebration of festivals.</p> <p>1.5b Listen to and ask questions about stories of individuals and their relationship with God.</p>
Christianity – How does God show he cares for his followers?	<p>1.2b Listen to and ask questions about stories of individuals and their relationship with God.</p> <p>1.4b Identify and ask questions about customs associated with particular religious communities.</p> <p>1.5b Listen to and ask questions about stories of individuals and their relationship with God.</p>
Islam – How do Muslims welcome a baby?	<p>1.1b Explore stories about the lives and teachings of key religious figures.</p> <p>1.2b Explore the preparations for and find out about the celebration of festivals.</p> <p>1.4b Identify and ask questions about customs associated with particular religious communities.</p>

Year 2

Mini adventure	Outcomes
Hinduism – What are these symbols?	<p>1..2c Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives.</p> <p>1.3c Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression.</p> <p>1.6c Explore stories from religious traditions and find out about attitudes to the natural world.</p>
Christianity – Who is a Christian?	<p>1.2c Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives.</p> <p>1.3c Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression.</p> <p>1.5c Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers.</p>
Islam – Title TBC	<p>1.1c Find out about ways in which sacred texts are regarded, read and handled by believers.</p> <p>1.2c Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives. 1.5c Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers.</p>

Year 3

Mini adventure	Outcomes
Hinduism – What are the five days of Diwali?	<p>2.1a Explore the origins of sacred writings and consider their importance for believers today.</p> <p>2.2a Compare and contrast the practice of religion in the home in different religious communities.</p> <p>2.3a Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers.</p>
Christianity – What rituals and ceremonies do Christians take part in?	<p>2.1a Explore the origins of sacred writings and consider their importance for believers today.</p> <p>2.2a Compare and contrast the practice of religion in the home in different religious communities.</p> <p>2.6a Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers.</p>
Islam – Title TBC	<p>2.2a Compare and contrast the practice of religion in the home in different religious communities</p> <p>2.5a Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings</p> <p>2.6a Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers</p>

Year 4

Mini adventure	Outcomes
Hinduism – How do you live as a Hindu?	<p>2.2b Identify the main features and patterns of an act of worship and talk about the importance of worship for believers.</p> <p>2.3b Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions.</p> <p>2.6 Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment .</p>
Christianity – How do Christians worship and join the faith?	<p>2.2b Identify the main features and patterns of an act of worship and talk about the importance of worship for believers.</p> <p>2.3b Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions.</p> <p>2.6 Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment.</p>
Islam – Title TBC	<p>2.2b Identify the main features and patterns of an act of worship and talk about the importance of worship for believers.</p> <p>2.5b Investigate and reflect on a range of religious responses to suffering, hardship and death.</p> <p>2.6 Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment .</p>

Year 5

Mini adventure	Outcomes
Hinduism – What is Holi?	<p>2.2c Investigate some features of key religious festivals and celebrations and identify similarities and differences.</p> <p>2.3c Compare and contrast the use of symbols, actions and gestures used in worship by different communities.</p> <p>2.4c Research some key events in the development of a religious tradition and explain the impact on believers today .</p>
Christianity – Who is Mother Teresa?	<p>2.1c Explore the life of key religious figures and make links with teachings and practices of special significance to followers.</p> <p>2.4c Research some key events in the development of a religious tradition and explain the impact on believers today.</p> <p>2.5c Investigate stories about God’s relationship with people and suggest how, for some people, this helps them to make sense of life .</p>
Islam – Title TBC	<p>2.2c Investigate some features of key religious festivals and celebrations and identify similarities and differences.</p> <p>2.3c Compare and contrast the use of symbols, actions and gestures used in worship by different communities.</p> <p>2.4c Research some key events in the development of a religious tradition and explain the impact on believers today .</p>

Year 6

Mini adventure	Outcomes
Hinduism – How do Hindu beliefs impact locally, nationally and internationally?	<p>2.2d Investigate the life of a person who has been inspired by their faith and make links between belief and action</p> <p>2.5d Make links between beliefs and action and reflect on how this might have local, national and international impact</p> <p>2.6d Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour.</p>
Christianity – How and why do Christians try to change the world?	<p>2.1d Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers.</p> <p>2.2d Investigate the life of a person who has been inspired by their faith and make links between belief and action.</p> <p>2.5d Make links between beliefs and action and reflect on how this might have local, national and international impact.</p>
Islam – Title TBC	<p>2..2d Investigate the life of a person who has been inspired by their faith and make links between belief and action.</p> <p>2.5d Make links between beliefs and action and reflect on how this might have local, national and international impact.</p> <p>2.6d Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour .</p>