




## Woolston Infant School – Religious Education Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>EYFS Concept Scheme of work</p> <p><b>Golden Thread</b> 'Belonging'</p>	<p><i>Belonging (A)</i></p> <p>All about me</p>	<p><i>Remembering (A)</i> <i>Celebration (A)</i></p> <p>Christmas: Jesus' Birthday</p>	<p><b>'Belonging'</b></p> <p>Pondering Time</p>	<p><i>Celebration (A)</i> <i>New life (A)</i></p> <p>Easter: New Life</p>	<p>n/a</p>	<p><i>Remembering (A)</i></p> <p>Lord Krishna's Birthday</p>
<p>Year 1 Concept Scheme of work</p> <p><b>Golden Threads</b> 'Special' 'Community'</p>	<p><i>Thanking (A)</i></p> <p>Harvest</p>	<p><i>Light (A)</i> <i>Celebration (A)</i> <i>Good and Evil (A)</i></p> <p>Light as a Symbol at Diwali and Advent</p>	<p><b>'Special'</b> <b>'Community'</b></p> <p>Pondering Time</p>	<p><i>Remembering (A)</i> <i>Symbols (B)</i></p> <p>Easter Gardens</p>	<p><i>Change (A)</i></p> <p>People Jesus Met: Jesus Heals a Blind Man</p>	<p><i>Precious (A)</i></p> <p>Water as a Symbol</p>
<p>Year 2 Concept Scheme of work</p> <p><b>Golden Threads</b> 'Belonging' 'Love'</p>	<p><i>Authority (A)</i></p> <p>Key Events in Jesus' Life</p>	<p><i>Symbols (B)</i> <i>Celebration (A)</i></p> <p>Christmas: Angels</p>	<p><i>Remembering (A)</i></p> <p>Holi</p>	<p><i>Sadness to Happiness (A)</i></p> <p>The Easter Story</p>	<p><i>Creation (A)</i></p> <p>Creation Stories</p>	<p><b>'Belonging'</b> <b>'Love'</b></p> <p>Pondering Time</p>

Year R – Autumn 1

<b>Unit: All About Me</b> <b>Key Concept: Belonging (A)</b> <b>Golden Thread: Belonging</b>	
<b>Prior learning</b>	This will be the children’s first RE unit at Woolston Infant School.
<b>Future learning</b>	The children will be discussing the concept of belonging as they settle in to Woolston Infant School, identifying as a member of their class, of their year group and their school. The children will continue to explore the ‘Golden Thread’ of belonging throughout Year R, it is also naturally revisited at the start of each new school year across the curriculum (PSHE), as children settle into their new classes and year groups. The children will continue to learn about the Christian faith in RE throughout KS1.
<b>NC objectives</b>	<b>Key knowledge (Referred to in Living Difference IV as Knowledge Building Blocks)</b>
<ul style="list-style-type: none"> <li>- To identify similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul> 	<ul style="list-style-type: none"> <li>- What makes me, me e.g. my name is _____. I go to Woolston Infant School and I am in Year R. I have a dog and a fish.</li> <li>- A religion is when a group of people believe in the same thing</li> <li>- ‘Christian’ is the name of a religion, many people in our country are Christians</li> <li>- A Christian child will often go to church</li> <li>- They show they belong by taking part in activities such as singing, listening to stories, Sunday school or going to a service</li> <li>- The Christian special book is called the Bible</li> <li>- The Bible has stories about stories about Jesus in it</li> </ul>
<b>Key Vocabulary</b>	religion, Christian, church, Bible, Jesus, service, me, myself

Year R – Autumn 2

<b>Unit: Christmas: Jesus’ Birthday</b> <b>Key Concept: Remembering (A) Celebration (A)</b> <b>Golden Thread: Belonging</b>
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<b>Prior learning</b>	The children will have been introduced to the Golden Thread 'Belonging' and will be starting to show an understanding for its meaning. They will also have focused on the use of the word 'special' in relation to people in their lives (e.g. parents and family) and around the world.	
<b>Future learning</b>	Children will throughout the year as they explore other Christian and Hindu stories such as The Easter Story and Krishna's Birthday. They will continue to discuss the Golden Thread 'Special' and will experience the concept in real life context as they learn about The Christmas Story and participate in school activities that are specific to this time of year. Children will continue to learn about The Christmas Story throughout Key Stage 1 in the Autumn term.	
<b>NC objectives</b>	<b>Key knowledge (Referred to in Living Difference IV as Knowledge Building Blocks)</b>	
	<ul style="list-style-type: none"> <li>- To identify birthdays as a times when birth is remembered.</li> <li>- To recognise and talk about some features of birthday celebrations.</li> <li>- To recognise that Christmas is a time when Jesus' birth is remembered and celebrated.</li> <li>- To discuss ways in which Christmas is celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>- Children will be able to explain what a birthday is, ensuring understanding that it is to celebrate the day that they were born.</li> <li>- Children will be able to explain how birthdays are celebrated, identifying their own birthday and discussing any experiences they have had.</li> <li>- Children will understand the Christian story 'The Christmas Story' and that Christmas Day was Jesus' birth day.</li> <li>- Children will explore the ways in which Christmas is celebrated to remember and celebrate the birth of Jesus.</li> </ul>
<b>Key Vocabulary</b>	remember, celebrate, birthday, party, date, The Christmas Story, Jesus, birth, day, Christmas Day.	



Year R – Spring 1

<b>Unit: Pondering Time</b>	
<b>Key Concept: Belonging (A)</b>	
<b>Golden Thread: Belonging</b>	
<b>Prior learning</b>	The children have not experienced 'Pondering Time' before.
<b>Future learning</b>	The children will continue to engage in 'Pondering Time' throughout their time in KS1 to explore concepts of their choice, their autonomy of what will be discussed will increase as they get older.
<b>NC objectives / Key knowledge (Referred to in Living Difference IV as Knowledge Building Blocks)</b>	

Pondering time is a new unit in the RE curriculum outlined in Living Difference IV in which teachers should set aside around 20% of the total curriculum time for children to choose what they would like to encounter and study, to explore topics of their choice, at their own speed alone or with others who share their interest. The concept of 'Pondering Time' is to prepare children for the next stage of their life, enabling them to take their place and participate fully in our democratic society and to spend time working out 'who' they are in the world, to consider what kind of person they want to be as well as what kind of world they want to live in. In KS1 we envisage Pondering Time to be delivered in such a way that the children can be encouraged to ask questions about what they have already encountered and studied in RE with their teacher and identify elements that they would be interested to follow up at greater depth, to follow their own interests.



<b>Key Vocabulary</b>	pondering, question, explore, share, belonging, wonder, inquiring, thinking, wondering, asking, open-minded, engage, respond
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Year R – Spring 2

<b>Unit: Easter: New Life</b> <b>Key Concept: Celebration (A) New Life (A)</b> <b>Golden Thread: Belonging</b>	
<b>Prior learning</b>	The children have an understanding of the term 'religion' and that 'Christianity' is a religion that many people in this country follow. They have explored the Christmas Story and learnt about the character of Jesus.
<b>Future learning</b>	The children will continue to learn about the Christian faith, Jesus and stories of his life. They will also continue to learn about the Easter Story in Year 1 and 2, looking as other symbol that Christians use to remember e.g. Easter Gardens.
<b>NC objectives</b>	<b>Key knowledge (Referred to in Living Difference IV as Knowledge Building Blocks)</b>
<ul style="list-style-type: none"> <li>- To discuss/share their own experiences of eqqs, Easter eqqs, baby animals, daffodils</li> <li>- To communicate their ideas about eqqs as a reminder/symbol of new life</li> <li>- To begin to identify how Christians use eqqs, chicks, baby animals, daffodils as a reminder/ symbol of new life</li> <li>- To begin to reflect on their own ideas about eqqs, chicks and baby animals, daffodils as a reminder/symbol</li> <li>- To respond in a variety of ways to their own ideas and experiences</li> </ul>	<ul style="list-style-type: none"> <li>- Easter is a Christian celebration that happens in Spring time</li> <li>- Jesus died on a cross to show the people that he was kind.</li> <li>- Jesus came back to life because he did a good thing.</li> <li>- Christians use Easter Eggs, chicks and daffodils as a 'symbol' to remember that Jesus came back to life, representing 'New Life'.</li> </ul> <div style="text-align: right;"> </div>

<b>Key Vocabulary</b>	Easter, Christian, Jesus, symbol, egg, hatch, chocolate egg, chick, baby animal, lamb, daffodil
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Year R – Summer 2

<b>Unit: Lord Krishna's Birthday</b> <b>Key Concept: Remembering (A)</b> <b>Golden Thread: Belonging</b>	
<b>Prior learning</b>	The children have developed an understanding of the term 'religion' and applied this to Christianity. They have learnt about the Christmas Story (Jesus' Birthday), discussed how Christians celebrate birthdays and how they can relate to this in their own life.
<b>Future learning</b>	Children will continue to learn about the Hindu religion in Year 1 and 2 and will revisit the concept of 'Remembering' (A).
<b>NC objectives</b>	<b>Key knowledge (Referred to in Living Difference IV as Knowledge Building Blocks)</b>
<ul style="list-style-type: none"> <li>- To talk about the concept of '<i>Remembering</i>' (A)</li> <li>- To talk about their own response to <i>remembering</i> someone special</li> <li>- To recognise that Hindus <i>remember</i> Krishna by telling the story of his birth and by celebrating</li> <li>- To talk about the importance of Hindus <i>remembering</i> Krishna's birthday</li> <li>- To identify how their responses relate to their own lives</li> </ul>	<ul style="list-style-type: none"> <li>- 'Hindu' is the name of a religion that many people around the world believe in. They believe in 33 Gods.</li> <li>- Lord Krishna is the God of protection, compassion, tenderness and love.</li> <li>- Hindu's celebrate Krishna's birthday every year.</li> <li>- They celebrate with food e.g. Indian sweets, cards, presents, images of Krishna, lights/candles, Indian music.</li> <li>- The moral of the story of Lord Krishna's birth shows how powerful and loving God is. When the evil in the world was unbearable, he came in the form of Lord Krishna (incarnation) to save us.</li> <li>- Hindu's remember Lord Krishna to feel protected and loved.</li> </ul>
<b>Key Vocabulary</b>	Remembering, Religion, Hindu, God, birthday, Lord Krishna, protection, compassion, tenderness, love




Year 1 – Autumn 1

<b>Unit: Harvest</b> <b>Key Concept: Thanking (A)</b> <b>Golden Thread: Special and Community</b>	
<b>Prior learning</b>	This unit will build upon learning from Year R in which children learnt about the 'Golden Thread': 'Special'. They were introduced to concepts such as 'Remembering', 'Celebration' and 'New Life' through Christian and Hindu stories and traditions. The children were


	encouraged to share their own understanding of the concepts and listen to their peers to create an awareness of the beliefs and experiences of others.	
<b>Future learning</b>	The leaning in this unit will lead onto further units in Year 1 in which children will learn about other Christian celebrations such as Christmas, applying their understanding of the concept of 'Thanking'. They will continue to learn about the 'Golden Threads' of 'Special' and 'Community' and compare how these concepts apply to other Hindu and Christian events such as Diwali and Easter.	
<b>NC objectives</b>	<b>Key knowledge (Referred to in Living Difference IV as Knowledge Building Blocks)</b>	
	<ul style="list-style-type: none"> <li>- To discuss/describe things they are thankful for.</li> <li>- To identify how thankfulness relates to their own lives and those of others.</li> <li>- To discuss/describe the concept of thankfulness in relation to Harvest.</li> <li>- To recognise that Christians are thanking God for what they have at Harvest time</li> <li>- To describe how/why Harvest is important to Christians.</li> </ul>	<ul style="list-style-type: none"> <li>- Harvest is a Christian festival celebrated in September/ October</li> <li>- Harvest is celebrated in the Autumn time as this is when farmers 'Harvest' (gather, collect, cut) their crops.</li> <li>- It is celebrated by Christians to say thank you to God for having food to eat.</li> <li>- Christians also use Harvest as a time to collect and give food to people that don't have any food.</li> </ul> 
<b>Key Vocabulary</b>	Christian, Harvest, Autumn, thanking, Church, God, Golden Thread, Special, food, crop, farmer, hungry, collection, give, share.	

Year 1 - Autumn 2

<b>Unit: Light as a symbol at Diwali and Advent</b>		
<b>Key Concept: Celebration (A), Light (A), Good and Evil (A)</b>		
<b>Golden Thread: Special and Community</b>		
<b>Prior learning</b>	The children will have covered units covering the concepts 'Special', 'Remembering' and 'Celebration' in which they discussed birthdays and Christmas, in which light is used to celebrate e.g. birthday candles, but this would not have been explicitly discussed. They have been introduced to the Hindu faith but they will not have spoken about it since Year R.	
<b>Future learning</b>	The children will go on to learn about the use of light (and colour) in celebrations when they learn about the celebration of Holi in Year 2.	
<b>NC objectives</b>	<b>Key knowledge (Referred to in Living Difference IV as Knowledge Building Blocks)</b>	

<p>To talk about their own responses to light.          To identify how light relates to their own lives.          To discuss how light (a candle flame) reminds Christians and Hindus of important people or events.          To recognise/discuss how light (candle flames) are used at Diwali and Advent.          To recognise/discuss the importance of candle flames in Christianity and Hinduism.</p>	<ul style="list-style-type: none"> <li>- Christmas is a Christian celebration that celebrates the birth of Jesus. Advent is the countdown to Christmas throughout the month of December. Children will be familiar with the key parts of the story.</li> <li>- Diwali is a Hindu celebration that celebrates Rama beating Ravana. Children will be familiar with the key parts of the story.</li> <li>- Christians use candles to count down the 25 days in December until Christmas Day.</li> <li>- Hindus use Diya lamps to show that good will always beat evil based on the story 'Rama and Sita' (the people lit candles to help them to get home safely).</li> </ul> <div style="text-align: right;">  </div>
<p><b>Key Vocabulary</b></p>	<p>Christian, Hindu, Advent, Christmas, Diwali, celebration, light, candle, flame, Rama and Sita, Jesus, Ravana, Diya lamp, Advent ring, Good, Evil.</p>

Year 1 – Spring 1

<p><b>Unit: Pondering Time</b>  <b>Key Concept: Special and Community</b>  <b>Golden Thread: Special and Community</b></p>	
<p><b>Prior learning</b></p>	<p>In Year R the children would have had one unit of 'Pondering Time' to explore a concept of their choice.</p>
<p><b>Future learning</b></p>	<p>The children will continue to experience 'Pondering Time' in Year 2 and throughout the rest of their time in school during RE lessons, and their autonomy of what will be discussed will increase as they get older.</p>
<p><b>NC objectives / Key knowledge (Referred to in Living Difference IV as Knowledge Building Blocks)</b></p>	
<p>Pondering time is a new unit in the RE curriculum outlined in Living Difference IV in which teachers should set aside around 20% of the total curriculum time for children to choose what they would like to encounter and study, to explore topics of their choice, at their own speed alone or with others who share their interest. The concept of 'Pondering Time' is to prepare children for the next stage of their life, enabling them to take their place and participate fully in our democratic society and to spend time working out 'who' they are in the world, to consider what kind of person they want to be as well as what kind of world they want to live in. In KS1 we envisage Pondering Time to be delivered in such a way that the children can be encouraged to ask questions about what they have</p>	
<div style="text-align: right;">  </div>	

already encountered and studied in RE with their teacher and identify elements that they would be interested to follow up at greater depth, to follow their own interests.

**Key Vocabulary** pondering, question, explore, share, belonging, wonder, inquiring, thinking, wondering, asking, open-minded, engage, respond


Year 1 – Spring 2

<b>Unit: Easter Gardens</b> <b>Key Concept: Remembering (A) Symbol (B)</b> <b>Golden Thread: Special and Community</b>	
<b>Prior learning</b>	The children know that Christianity is a religion that many people in this country follow, Easter is a Christian celebration that happens in the Spring time and that Christians believe Jesus was a kind man that did good things.
<b>Future learning</b>	The children will continue to learn about the Easter story in Year 2 and will have a deeper understanding of Jesus as they complete the units 'People Jesus Met' and 'Key Events in Jesus' Life'.
<b>NC objectives</b>	<b>Key knowledge (Referred to in Living Difference IV as Knowledge Building Blocks)</b>
<ul style="list-style-type: none"> <li>- To talk about or describe in simple terms things they remember.</li> <li>- To identify how remembering relates to their own lives and those of others.</li> <li>- To simply describe how/why Easter is important to Christians.</li> <li>- To recognise that Christians remember Jesus dying on the cross and coming back to life.</li> <li>- To identify and talk about or describe in simple terms the concept of remembering in relation to an Easter Garden.</li> <li>- To describe in simple terms the importance of remembering Easter for Christians.</li> </ul>	<ul style="list-style-type: none"> <li>- Easter is a Christian celebration that happens in Spring time.</li> <li>- Jesus died on a cross to show the people that he was kind.</li> <li>- Easter Gardens are a small area that has been made to look like where Jesus died, usually made of natural things and has a cross, flowers and a mini tomb stone</li> <li>- Christians use the cross and Easter Gardens as a symbol to remember how kind Jesus was.</li> <li>- Jesus came back to life because he did a good thing.</li> <li>- Christians celebrate new life at Easter with Easter Gardens, Easter Eggs, crosses and chicks.</li> </ul>
<b>Key Vocabulary</b>	Christian, Easter, Symbol, Remembering, Jesus, cross, died, back to life, tomb stone, Easter Garden




Year 1 – Summer 1

**Unit: People Jesus Met: Jesus Heals a Blind Man**

<b>Key Concept: Change (A)</b>	
<b>Golden Thread: Special and Community</b>	
<b>Prior learning</b>	The children know that Christianity is a religion that many people in this country follow. They know that Christians believe that Jesus is the son of God and he was a kind man that did good things. They know the Bible is a book full of stories about Jesus' life and they have been exposed to some of these stories e.g. 'The Easter Story' and 'The Christmas Story'.
<b>Future learning</b>	The children will continue to explore a range of Christian Bible stories throughout Year 2.
<b>NC objectives</b>	<b>Key knowledge (Referred to in Living Difference IV as Knowledge Building Blocks)</b>
<ul style="list-style-type: none"> <li>- To identify and talk about the meaning of <i>change</i> and different types of <i>change</i></li> <li>- To identify and talk about different types of <i>change</i> in their own life.</li> <li>- To identify how their responses to <i>change</i> affect their lives</li> <li>- To recognise that Christians, believe that Jesus <i>changes</i> some people's lives.</li> <li>- To talk about why the idea of Jesus being able to <i>change</i> people is important to Christians.</li> </ul>	<ul style="list-style-type: none"> <li>- Change means when something is different to how it was before.</li> <li>- 'Jesus Heals a Blind Man' is a Christian Bible story (John 9:1–34).</li> <li>- Jesus meets a poor man that cannot see, he says he is the 'Light of the World' and he will help the man. He rubs mud on his eyes and tells him to wash them in the Pool of Siloam. Then the man can see.</li> <li>- Jesus 'changed' the man's life by helping him to see.</li> </ul> 
<b>Key Vocabulary</b>	Change, poor, heals, blind, Light of the World, Pool of Siloam


Year 1 – Summer 2

<b>Unit: Water as a symbol</b>	
<b>Key Concept: Precious (A)</b>	
<b>Golden Thread: Special and Community</b>	
<b>Prior learning</b>	One of the 'Golden Threads' for this year has been 'special' in which children have discussed and explored the concept of something being different or more important. The children know that Christianity is a religion that many people in this country follow and have been exposed to a range of stories from their special book 'The Bible'. The children also know that Hinduism is a religion that many people around the world follow and have been exposed to a range of stories.

<b>Future learning</b>	The children will continue to develop their understanding of the two religions and compare and contrast the similarities and differences between their stories, traditions and beliefs.	
<b>NC objectives</b>	<b>Key knowledge (Referred to in Living Difference IV as Knowledge Building Blocks)</b>	
<ul style="list-style-type: none"> <li>- To share their own experience of water</li> <li>- To begin to identify and talk about water</li> <li>- To reflect on and share their ideas on the importance of water</li> <li>- To contribute their ideas about the <i>preciousness</i> of water</li> </ul>	<ul style="list-style-type: none"> <li>- Holy Water is used to draw a symbol of a cross on baby's head during a Baptism/Christening to represent the 'Father, Son and Holy Spirit' and welcome them into the Church</li> <li>- The River Ganges is very precious to Hindus because they believe that it flowed from Heaven</li> <li>- Hindus from all over the world travel to The River Ganges to wash in it</li> <li>- Hindus believe that Shiva (a Hindu God) saved the world by letting the River Ganges flow through his hair.</li> </ul>	
<b>Key Vocabulary</b>	Precious, water, Baptism, Christening, Vicar, River Ganges, Shiva	


Year 2 – Autumn 1

<b>Unit: Key Events in Jesus' Life</b> <b>Key Concept: Authority (A)</b> <b>Golden Thread: Belonging and Love</b>		
<b>Prior learning</b>	Children have a good understanding of the Christian faith and who Jesus is. They have learnt about Bible stories such as The Christmas Story and The Easter Story.	
<b>Future learning</b>	They will continue to explore Christian stories throughout Year 2. They will also make comparisons with stories from the Hindu faith.	
<b>NC objectives</b>	<b>Key knowledge (Referred to in Living Difference IV as Knowledge Building Blocks)</b>	
<ul style="list-style-type: none"> <li>- To describe in simple terms, the meaning of the concept <i>authority</i></li> <li>- To describe in simple terms their own responses to <i>authority</i> figures</li> </ul>	Authority means to have the power to tell people what to do.	


<ul style="list-style-type: none"> <li>- To identify simple examples of ways in which people with <i>authority</i> affect theirs and others' lives</li> <li>- To give a simple description about events in Jesus life which demonstrate His <i>authority</i></li> <li>- To describe in simple terms, the importance of Jesus' <i>authority</i> to Christians</li> </ul>	<p>Authority is prevalent in our everyday life e.g. families, teachers, police etc. with the intention to ensure all citizens are safe and able to succeed.</p> <p>The Key Events in Jesus' Life this unit covers are taken from the Bible:</p> <ul style="list-style-type: none"> <li>- <i>Jesus in the Temple</i> (Luke 2:41–52)</li> <li>- <i>Baptism</i> (Matthew 3:13–7)</li> <li>- <i>Calling Disciples</i> (John 1:35–42)</li> <li>- <i>Jesus Walked on Water - Miracles</i> (Matthew: 14:22–27, Mark 6:45–52, John 6:15–21.)</li> </ul> <p>Jesus had authority because he taught people to do the right thing and they obeyed him.</p> 
<b>Key Vocabulary</b>	Authority, power, obey, disobey, Bible, Jesus

Year 2 – Autumn 2


<b>Unit: Christmas: Angels</b> <b>Key Concept: Symbols (B), Celebration (A)</b> <b>Golden Thread: Belonging and Love</b>	
<b>Prior learning:</b>	The children have explored the Christian Bible story of the birth of Jesus in Year R and Year 1, with different focal points. They have been exposed to 'angels' and have some context/understanding of what an angel is.
<b>Future learning:</b>	The children will continue to learn about the Christian faith throughout Year 2, exploring the Easter Story in greater detail and comparing creation stories. They will also learn about the Hindu celebration of Holi in which they will compare the similarities and differences to the Christian celebration of Christmas.
<b>NC objectives</b>	<b>Key knowledge (Referred to in Living Difference IV as Knowledge Building Blocks)</b>
<ul style="list-style-type: none"> <li>- To simply retell the Christmas story.</li> <li>- To gain further understanding of religious symbols.</li> <li>- To gain an understanding of the religious concept of angels and explain their ideas.</li> <li>- To explore and reflect on experiences in their own lives and in religious</li> </ul>	<ul style="list-style-type: none"> <li>- Christians believe that angels are a kind and loving person or thing sent from God to speak to people and tell them good news.</li> <li>- Many Christians have a different opinion on what an angel looks like.</li> <li>- It is very special to see or speak to an Angel. The shepherds in The Christmas Story felt very shocked and excited.</li> </ul>

<p>stories.</p> <ul style="list-style-type: none"> <li>- To engage with and respond to experiences related to important symbols and recognize that these symbols are used by many people.</li> <li>- To express their thoughts and ideas about important religious concepts.</li> </ul>	
<b>Key Vocabulary</b>	Angels, wings, good news, appeared,

Year 2 – Spring 1


<b>Unit: Holi</b> <b>Key Concept: Remembering (A)</b> <b>Golden Thread: Belonging and Love</b>	
<b>Prior learning:</b>	The children have been learning about the Hindu religion since Year R. They have been introduced to some of the Gods such as Lord Krishna. They have also learnt some stories from the Hindu religion such as the story of Rama and Sita and the first Diwali.
<b>Future learning:</b>	The children will continue to learn about Hindu stories such as the Hindu creation story.
<b>NC objectives</b>	<b>Key knowledge (Referred to in Living Difference IV as Knowledge Building Blocks)</b>
<ul style="list-style-type: none"> <li>- To simply describe what <i>remembering</i> means</li> <li>- To simply describe ways in which Hindus <i>remember</i> Vishnu at Holi</li> <li>- To show an understanding of the value of <i>remembering</i> for Hindus in the celebrations and devotions paid to Vishnu</li> <li>- To express creatively ways in which they <i>remember</i> events or people</li> <li>- To recognise how their responses to <i>remembering</i> relate to their own and other's lives</li> </ul>	<ul style="list-style-type: none"> <li>- Holi is a 2 day Hindu festival in the Spring.</li> <li>- On the first day people light bonfires and remember the story of Prahlad, the son of a demon king.</li> <li>- Prahlad was devoted to the Hindu God Vishnu and worshipped him instead of his father.</li> <li>- The demon king's sister Holika tried to kill Prahlad in a fire, but her protective cloak flew off and protected Prahlad instead of her.</li> <li>- The story remembers good overcoming evil.</li> <li>- On the second day people throw coloured paint.</li> <li>- Many Hindus play music, dance, retell the story, throw paint and share sweets.</li> </ul> 
<b>Key Vocabulary</b>	Holi, Hindu festival, remember, Prahlad, demon King, Lord Vishnu, worship

Year 2 – Spring 2

<b>Unit: Easter</b> <b>Key Concept: Sadness to Happiness (A)</b> <b>Golden Thread: Belonging and Love</b>	
<b>Prior learning:</b>	Children have a good understanding of the Christian religion, the Bible and Jesus. Children have previously learnt about the Easter Story in Year R and 1. They have focused on the concept of New Life and Remembering with Easter Gardens.
<b>Future learning:</b>	The children will continue to learn about the Christian faith alongside the Hindu faith in the last two RE units of KS1.
<b>NC objectives</b>	<b>Key knowledge (Referred to in Living Difference IV as Knowledge Building Blocks)</b>
<ul style="list-style-type: none"> <li>- To talk about their own experiences of <i>sad</i> then <i>happy</i></li> <li>- To identify feelings of <i>sadness/happiness</i> in different situations and for different people</li> <li>- To identify and talk about the concepts of <i>sadness</i> and <i>happiness</i></li> <li>- To recognise how <i>sadness and happiness</i> are significant in the Easter story</li> <li>- To talk about the importance of the feelings of <i>sadness and happiness</i> to Christians when they remember the Easter story.</li> </ul>	<ul style="list-style-type: none"> <li>- Happiness and sadness are the names of feelings or emotions</li> <li>- People can feel happy or sad for different reasons, these might be different to our friends</li> <li>- The sad part of The Easter Story is when Jesus dies on the cross</li> <li>- The happy part of The Easter Story is when Jesus comes back to life</li> <li>- Easter is a time when Christians remember the sad part of the story and celebrate the happy part of the story</li> </ul> <div style="text-align: right;">  </div>
<b>Key Vocabulary</b>	Sadness, happiness, feeling, emotion, Easter, died, cross, back to life

Year 2 – Summer 1

<b>Unit: Creation Stories</b> <b>Key Concept: Creation (A)</b> <b>Golden Thread: Belonging and Love</b>	
<b>Prior learning</b>	The children have been exposed to a range of Christian and Hindu stories.

<b>Future learning</b>	The children will have the opportunity in the next unit to choose their own line of enquiry in 'Pondering Time', drawing on their prior learning to decide on a topic they would like to explore further. This will be their third experience of 'Pondering Time'.
<b>NC objectives</b>	<b>Key knowledge (Referred to in Living Difference IV as Knowledge Building Blocks)</b>
<ul style="list-style-type: none"> <li>- To identify and talk about the concept of <i>creation</i></li> <li>- To describe in simple terms their response to <i>creation</i></li> <li>- To simply describe the Christian and Hindu <i>creation</i> stories</li> <li>- To describe in simple terms why they think Christians and Hindus value these stories</li> <li>- To identify simple examples of how their response to <i>creation</i> relates to their own and others' lives.</li> </ul> <div style="text-align: center;">  </div>	<p>The Christian Creation Story:</p> <ul style="list-style-type: none"> <li>- On the first day God created the “heavens and the earth” along with light which he separates from darkness. As a result, there was the first evening and morning.</li> <li>- On the second day God separated the water on earth from the water in the air – the creation of the atmosphere and the sky.</li> <li>- On day three God separated the water on the earth from dry land and created the plants, trees and vegetation.</li> <li>- On day four God created the sun, moon and stars.</li> <li>- On the fifth day God created sea creatures (fish etc.) and the birds of the air.</li> <li>- On the sixth day God created human beings (Adam and Eve).</li> <li>- On the seventh day God rested.</li> </ul> <p>The Hindu Creation Story:</p> <ul style="list-style-type: none"> <li>- Before time began there was no heaven, Earth, or space</li> <li>- One day a cobra floated in the nothingness. Lord Vishnu was asleep inside.</li> <li>- The sound /om/ woke Vishnu up.</li> <li>- As he woke up, a Lotus flower grew from his hand.</li> <li>- In the middle of the flower was Brahma.</li> <li>- Vishnu commanded Brahma to create the world. Then Vishnu and the cobra disappeared.</li> <li>- Brahma split the lotus flower in three: the Heavens, the Earth and the sky.</li> <li>- He then created Flora and Fauna and gave the animals the sense of touch, sight, sound and movement.</li> </ul>
<b>Key Vocabulary</b>	Creation, Christian, Hindu, stories, Heaven, Earth, sky, land, sun, moon, stars, rested, Vishnu, Brahma, cobra, lotus flower, Flora, Fauna.

Year 2 – Summer 2

**Unit: Pondering Time**  
**Key Concept: Belonging and Love**  
**Golden Thread: Belonging and Love**

<b>Prior Learning</b>	In Year R and 1 the children would have had a unit of 'Pondering Time' to explore a concept of their choice
<b>Future Learning</b>	The children will continue to experience 'Pondering Time' in Year 2 and throughout the rest of their time in school during RE lessons, and their autonomy of what will be discussed will increase as they get older.
<b>NC objectives / Key knowledge (Referred to in Living Difference IV as Knowledge Building Blocks)</b>	
Pondering time is a new unit in the RE curriculum outlined in Living Difference IV in which teachers should set aside around 20% of the total curriculum time for children to choose what they would like to encounter and study, to explore topics of their choice, at their own speed alone or with others who share their interest. The concept of 'Pondering Time' is to prepare children for the next stage of their life, enabling them to take their place and participate fully in our democratic society and to spend time working out 'who' they are in the world, to consider what kind of person they want to be as well as what kind of world they want to live in. In KS1 we envisage Pondering Time to be delivered in such a way that the children can be encouraged to ask questions about what they have already encountered and studied in RE with their teacher and identify elements that they would be interested to follow up at greater depth, to follow their own interests.	
<b>Key Vocabulary</b>	pondering, question, explore, share, belonging, wonder, inquiring, thinking, wondering, asking, open-minded, engage, respond

### RE at Woolston Infant School

The National Curriculum states that schools must decide on their own RE syllabus. Woolston Infant School follows 'The Living Difference IV'. Schools are required to study 1 Abrahamic religion and 1 Dharmic religion therefore at Woolston Infant School we study **Christianity** and **Hinduism**.

The Living difference identifies three different types of concepts/words. They are split into the categories: A, B, C. In EYFS and KS1 the main focus is 'A' words and starting to look at 'B' words. They will be exposed to 'C' words but they are not the focus e.g. they will learn about the 'celebration' of 'Holi', but the concept is 'celebration' and 'Holi' is an example of this.

- A: Concepts/words used within and outside of religions e.g. thanking, new life, welcoming, remembering, special, celebration.
- B: Concepts/words that are shared across religions and religious traditions e.g. God, worship, prayer, sacred.
- C: Concepts/words that are distinctive to particular religions and religious traditions e.g. Torah (instruction), Sewa (selfless service).

Golden threads must be studied at each Key Stage at least once. In Year R at least one of these golden thread concept/words should be introduced. In Year 1, children will study two of the golden thread concept/words and in Year 2, the other 2. Golden thread concepts/words: **community, belonging, special, love.**

In EYFS, RE comes under 'Understanding the World' and it is stated that children should "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." It is recommended that EYFS children cover the concept/word 'celebrating' as well as introducing one Golden Thread concept/word.

Pondering time: Children are allocated 20% of their RE curriculum to explore topics questions, questions and themes of their choice, at their own speed, alone or with other that share the same interest. It could be that we give the children a concept and they ask questions to create a class line of enquiry, or even that they have a choice of multiple concepts and they can choose which one they would like to know more about.

All planning must follow the 'The cycle of enquiry'. To introduce each topic, teachers should find interesting ways to bring the concept/word alive for the children (hook). The children then enter the 'Cycle of enquiry': **Communicate** – (Usually the first part of the cycle) Introduced to the concept/word and invited to share their own experiences. **Apply** – Teacher opens conversation so that children and young people become aware of the experience of others, beginning with people in their class. (Key Stage One Mainly focuses on the 'Communicate' and 'Apply' stages of the cycle.) **Inquire** – Introduction of material and additional vocabulary to be encountered and studied. **Contextualise** – Case study of a tradition or way of life with real life examples and context. **Evaluate** – Firstly looking at how the concept effects the people that follow that religion, secondly looking at how it matters to them and their life.

