

Lister Infants Recovery Curriculum for Religious Education

A Recovery Curriculum Statement for Religious Education

Although remote learning was provided to our pupils throughout COVID 19 lockdown, school recognises access to the learning will not have been the same as being in the classroom. We also recognise our families had different experiences of lockdown and it affected people in different ways. As a result we know there will be gaps that need to be addressed as we return to school. Lister Infants will support pupils through identifying the knowledge, skills and understanding from missed learning and prioritising the most crucial components for progression before new units are taught.

RE will play a crucial role in the return to school as we support our children with their emotional health and wellbeing. Our recovery curriculum will focus on providing a nurturing curriculum themed on 'togetherness,' which will be further supported by RE lessons based on what makes people special in EYFS, looking after the world in year one and kindness in year two. Lessons will support our children to continue to grow and develop in a safe environment where they will feel secure and confident to continue their learning journey. We will focus on rebuilding pupil relationships with staff, other pupils and learning so pupils can reconnect and restore their security in school.

Current Year group	Unit of work missed	Missed Early Years Outcomes (EYFS) Missed KUS (KS1)	Crucial Learning to be revisited	To be taught
Reception	As a result of COVID-19 lockdown, we know the loss of routine, structure, friendship, opportunity and freedom will have an impact on our youngest children, with this in mind we will focus on the Prime Areas within the EYFS- Personal, Social and Emotional Development, Communication and Language and Physical Development. Allowing children time to settle well, build strong relationships and feel secure in a structured routine. This focus will ensure our children are able to relate to each other, communicate effectively and engage with their environment. Opportunities for learning will be provided through a stimulating learning environment, with an emphasis on learning through fun, practical, hands on experiences with language development at the heart of each interaction.			
Year 1	Theme: Story Time Key Question: What can we learn from stories? Religion: Christianity/Islam/ Hinduism/Sikhism. Theme: Special Places	Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity Understanding	<ul style="list-style-type: none"> I can listen to stories and talk about the moral/lesson. I am beginning to understand that people have faiths and this affects their beliefs. I can recognise different places of worship for different faiths including churches, mosques and synagogues. 	Teachers need to be aware that the children will not have completed this unit of work and therefore most will have limited knowledge of other religions. Teachers should build opportunities to read the stories missed during story time to build an awareness before these religions are

	<p>Key Question: What makes places special? Religion: Christianity/Judaism/Islam</p>	<p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Managing Feelings and Behaviour</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>People and Communities</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>		<p>studied in greater depth.</p> <p>Key Texts to be read: Boy who Cried Wolf The Crocodile and the Priest (Sikh) Bilal and the Beautiful Butterfly (A Muslim Story) The Gold-Giving Serpent Best Friends (A Story from Asia) The Lost Coin (A Christian Parable)</p> <p>When year 1 teach the children about churches being a special place for Christianity, they should also introduce to the children that other religions also have special places and introduce children to pictures and names of these places before they are studied in greater depth.</p>
<p>Year 2</p>	<p>Theme: Shabbat</p> <p>Key Question: Is Shabbat important to Jewish children?</p> <p>Religion: Judaism</p>	<ul style="list-style-type: none"> • I can retell a religious story • I know some religious celebrations, worship and rituals and can talk about what happens. • I can identify some religious symbols, places of worship and actions. • I am beginning to use some religious words accurately. • I can discuss some key figures in families and faith. 	<ul style="list-style-type: none"> • To empathise with Jewish children by understanding what they do during Shabbat and why it is important to them. • To empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them. 	<p>In Spring term 1, year 2 revisit the religion of Judaism when they learn about Passover. During this unit of work year 2 teaches can tell stories to the children about the importance of Shabbat and also of the Rosh Hashanah Celebration.</p>

	<p>Theme: Rosh Hashanah and Yom Kippur</p> <p>Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>Religion: Judaism</p>	<ul style="list-style-type: none"> • I understand that some people belong to different faiths and I can show respect for their beliefs. • I am beginning to reflect about different religions and experiences such as worship. • I understand that people have different faiths. • I understand where and how some people belong. • I understand some celebrations. • I can ask questions about religion. • I can explore that answers to puzzling questions. • I can use my senses to explore religion • I can use the arts to explore religion e.g. dance, art, music, drama and to communicate my imaginative responses to religion. 	<ul style="list-style-type: none"> • To use the right names for things that are special to Jewish people during Shabbat and explain why. • To start to make a connection between being Jewish and decisions about behaviour. • To tell you something that either Rosh Hashanah or Yom Kippur is about. • To choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur 	<p>All crucial learning will be covered throughout this unit of work alongside studies in autumn about Christianity and in summer about Islam.</p>
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