



Holywell Primary School

Tolpits Lane, Watford, Herts, WD18 6LL

Tel: 01923 225188 email: admin@holywell.herts.sch.uk

Headteacher: Mr Coert van Straaten MA. Ed, Dip Edu, NPQH

we are a learning community with the spirit to succeed

RE subject coverage 2020- 2021

Nursery	Beliefs and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection	Identity and belonging to a family	Ultimate questions	Human responsibility and values	Justice and fairness
	Share their own beliefs, ideas and values (PSED: making relationships, self-confidence and self-awareness, managing feelings and behaviour; Understanding of the world: people and communities)	Listen and respond to a range of stories that engage them including faith stories (Communication and language: listening and attention, speaking; Understanding of the world: people and communities)	Directly experience religion, its symbols and actions. Engage with artefacts, people and places. Explore local places of importance, including at least one place of significance, for a religious family. They should share their own experiences of places which are important to them (Understanding of the world: people and communities)	Learn about key figures in their own lives and key members of a local religious group. Listen and respond to visitors from faith communities. Talk about prayer and worship and experience times of quiet and stillness (Understanding of the world: people and communities) Continued	Explore how people know that they belong to a family and other groups, including religious groups (PSED: making relationships, self-confidence and self-awareness, managing feelings and behaviour)	Experience aspects of the natural world, using their imagination and curiosity about life and develop their appreciation and wonder of the world in which they live. Ask questions that are philosophically challenging and consider answers (Understanding of the world: expressive arts and design: being imaginative)	Explore some of the ways in which people express care and concern for each other and the importance of this for relationships. They should develop an awareness of their own value and that of others (Communication and language: speaking)	Understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others (PSED: making relationships, managing feelings and behaviour)



Reception	<p>Beliefs and practices</p> <p>Share their own beliefs, ideas and values (PSED: making relationships, self-confidence and self-awareness, managing feelings and behaviour; Understanding of the world: people and communities)</p>	<p>Sources of wisdom</p> <p>Listen and respond to a range of stories that engage them including faith stories (Communication and language: listening and attention, speaking; Understanding of the world: people and communities)</p>	<p>Symbols and actions</p> <p>Directly experience religion, its symbols and actions. Engage with artefacts, people and places. Explore local places of importance, including at least one place of significance, for a religious family. They should share their own experiences of places which are important to them (Understanding of the world: people and communities)</p>	<p>Prayer, worship and reflection</p> <p>Learn about key figures in their own lives and key members of a local religious group. Listen and respond to visitors from faith communities. Talk about prayer and worship and experience times of quiet and stillness (Understanding of the world: people and communities) Continued</p>	<p>Identity and belonging to a family</p> <p>Explore how people know that they belong to a family and other groups, including religious groups (PSED: making relationships, self-confidence and self-awareness, managing feelings and behaviour)</p>	<p>Ultimate questions</p> <p>Experience aspects of the natural world, using their imagination and curiosity about life and develop their appreciation and wonder of the world in which they live. Ask questions that are philosophically challenging and consider answers (Understanding of the world: expressive arts and design: being imaginative)</p>	<p>Human responsibility and values</p> <p>Explore some of the ways in which people express care and concern for each other and the importance of this for relationships. They should develop an awareness of their own value and that of others (Communication and language: speaking)</p>	<p>Justice and fairness</p> <p>Understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others (PSED: making relationships, managing feelings and behaviour)</p>
Year 1	<p>Beliefs and practices</p> <p>Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them</p>	<p>Sources of wisdom</p> <p>Retell and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come</p>	<p>Symbols and actions</p> <p>Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities</p>	<p>Prayer, worship and reflection</p> <p>Respond and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community</p>	<p>Identity and belonging</p> <p>Notice and talk about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their lives</p>	<p>Ultimate questions</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media</p>	<p>Human responsibility and values</p> <p>Respond to stories and real life examples of how and why people show care and concern for humanity and the world</p>	<p>Justice and fairness</p> <p>Reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others</p>

Year 2	<p>Beliefs and practices</p> <p>Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them</p>	<p>Sources of wisdom</p> <p>Retell and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come</p>	<p>Symbols and actions</p> <p>Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities</p>	<p>Prayer, worship and reflection</p> <p>Respond and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community</p>	<p>Identity and belonging</p> <p>Notice and talk about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their lives</p>	<p>Ultimate questions</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media</p>	<p>Human responsibility and values</p> <p>Respond to stories and real life examples of how and why people show care and concern for humanity and the world</p>	<p>Justice and fairness</p> <p>Reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others</p>
Year 3	<p>Beliefs and practices</p> <p>Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked</p>	<p>Sources of wisdom</p> <p>Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers</p>	<p>Symbols and actions</p> <p>Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities</p>	<p>Prayer, worship and reflection</p> <p>Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections</p>	<p>Identity and belonging</p> <p>Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders</p>	<p>Ultimate questions</p> <p>Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections</p>	<p>Human responsibility and values</p> <p>Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility</p>	<p>Justice and fairness</p> <p>Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong</p>

Year 4	<p>Beliefs and practices</p> <p>Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked</p>	<p>Sources of wisdom</p> <p>Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers</p>	<p>Symbols and actions</p> <p>Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities</p>	<p>Prayer, worship and reflection</p> <p>Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections</p>	<p>Identity and belonging</p> <p>Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders</p>	<p>Ultimate questions</p> <p>Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections</p>	<p>Human responsibility and values</p> <p>Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility</p>	<p>Justice and fairness</p> <p>Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong</p>
Year 5	<p>Beliefs and practices</p> <p>Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities</p>	<p>Sources of wisdom</p> <p>Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers</p>	<p>Symbols and actions</p> <p>Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities</p>	<p>Prayer, worship and reflection</p> <p>Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces</p>	<p>Identity and belonging</p> <p>Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives</p>	<p>Ultimate questions</p> <p>Present a range of views and answers to challenging questions about belonging, meaning and truth</p>	<p>Human responsibility and values</p> <p>Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief</p>	<p>Justice and fairness</p> <p>Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices</p>

<p>Year 6</p>	<p>Beliefs and practices</p> <p>Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities</p>	<p>Sources of wisdom</p> <p>Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers</p>	<p>Symbols and actions</p> <p>Compare how and why a range of beliefs and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities</p>	<p>Prayer, worship and reflection</p> <p>Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces</p>	<p>Identity and belonging</p> <p>Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives</p>	<p>Ultimate questions</p> <p>Present a range of views and answers to challenging questions about belonging, meaning and truth</p>	<p>Human responsibility and values</p> <p>Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief</p>	<p>Justice and fairness</p> <p>Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices</p>
----------------------	--	--	--	--	---	--	---	--

