

RE Recovery Plan

EYFS Framework

Communication and Language

ELG: Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Understanding the World

ELG: People, Culture and Communities

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.

Hackney SACRE Assessment Areas

<p>‘What do people believe and do?’</p> <p><i>Gaining a knowledge and understanding of what people believe and do.</i></p>	<p>‘How do people respond to ultimate questions and big issues?’</p> <p><i>Responding and understanding how others respond to ultimate questions and big issues.</i></p>	<p>‘How do beliefs and values make a difference to lives?’</p> <p><i>Gaining a knowledge and understanding of the difference that beliefs and values can make to people’s lives.</i></p>
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Compromised Content

Reception 2020-21

EYFS Framework Compromised content (Spring 2021)

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Understanding the World

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Y1 End Points	Term	Autumn		Spring		Summer 1
	½ Term Coverage	Autumn 1 Week 1	Autumn 2 Week 7	Spring 1 Week 6	Spring 2 Week 3	Summer 1
	Topic	How and why do people celebrate harvest?	How and why do Christians celebrate Christmas?	Who are the Muslims in our Community?	What is important to Jews?	What does Diwali teach Hindus about Good and Evil?
<p>Recounts beliefs, practices and sources with correct vocabulary</p> <p>Express own views and feelings or experiences, linked to ultimate questions and issues</p> <p>Can recall features, symbols and actions related to identity and belonging</p>	<p>Key Knowledge</p> <p>Knowledge recovery: 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.</p> <p>Recovery content:</p> <ul style="list-style-type: none"> Explain to children that different people have different beliefs; some people believe in god and some people don't and that everyone's beliefs are important to them. Sometimes beliefs are called a religion and that in some religions there are no Gods and in others there is more than one god. Ask children if a they have a religion and if so, ask if they can explain what this means to them. Christians and Jews believe there is a God, who created the world and is good. Christians and Jews believe that the food grown in the ground, grown on trees or collected from animals is made by God, as it is natural. Many Christians and Jews show gratitude to God for food by saying a prayer before or after eating. Harvest is when food is collected by farmers and the Harvest Festival is a way that Christians show their gratitude to God To know some of customs associated with the Harvest festival (such as singing hymns, praying and decorating churches with baskets of fruit and food/donating food to charity). Many Christians donate food to others during the time of harvest and believe it is a time to consider and help others who do not have enough to eat The Jewish festival of Sukkot is a harvest celebration members of Jewish community might build a Sukkah from natural materials and eat in it for a week. To know that the Sukkot ceremony is a waving ceremony involving the etrog and lulav and that waving these is a way of showing happiness and reminding Jewish people that God is all around. 	<ul style="list-style-type: none"> Christmas is on the 25th December and this is when Christians celebrate the birth of Jesus. To know the story of the nativity To know/recall that in the nativity, the wise men gave gifts of gold frankincense and myrrh Christians give gifts at Christmas because the wise men brought gifts to Jesus and because they believe Jesus is a gift from God. Gifts can be made, as well as bought, and that gifts can 'immaterial' To know what advent is and how it is celebrated in church and in many Christian homes. To know what each candle on an advent wreath represents. 	<ul style="list-style-type: none"> The 5 pillars of Islam are: Belief in one God (Shahadah), Prayer (Salah), Charity (Tzakah), Fasting (Sawm) and pilgrimage (Hajj) and to begin to understand what each of these is like in practice. Muslims believe in one god, who they call Allah. Allah has at least 99 names which are also called the '99 Attributes of Allah'. Muslims do not draw Allah or Muhammad and doing so would be considered disrespectful. Muslims may wear a prayer hat (Topi), pray on a special mat or use prayer beads called Tasbeeh The Islamic call to prayer is called Adhan . It is called from the mosque) five times a day. Muslims believe Muhammad (pbuh) is a messenger from Allah. To know the story of how Muhammad (pbuh) received the message of Allah from Gabriel in the Muslim month of Ramadan. To know that Muslims always say 'Peace' and 'Blessings be upon him' when they say or write the name of the prophet and never draw pictures of him, as a sign of respect. The Qur'an is the holy text of the Islamic Faith. To understand the meanings of halal and haram and to know which foods are which. 	<ul style="list-style-type: none"> Abraham is seen as the father of the Jewish religion. Abraham's story is told in the Book of Genesis (the first book of the Hebrew Bible). Jews believe that Judaism began when Abraham began to worship one God instead of the many idols or statues his father had done. Abraham is said to have made an agreement with God, in which he promised to be faithful and teach his laws to the world. The core Jewish religious belief is that there is one eternal God who is a spirit and has no human form The Torah is the most holy Jewish text (Torah means teachings in Hebrew). The synagogue is a building where Jews go to worship God. Teachers of the Jewish faith are called rabbis. They lead worship in the synagogue Shabbat is the Jewish day of rest. Jewish people believe that God created the world in 6 days and then he rested. This is why they rest on Shabbat. Shabbat is very important to Jewish people: they dress in their best clothes, serve the best food, set the table beautifully and light candles. Often guests are invited to share food, stories and prayers. Special loaves of bread called challot are served during Shabbat with special wine (n the past Jewish people have been very poor so their traditional recipes were ways of making a little bit of meat and fish go a long way). Jewish people have to cook before Shabbat starts, because on Shabbat they rest. On Shabbat, Jews go to Synagogue. At the end of Shabbat Jewish people light a twisted candle to express the belief in a present God. In Jewish homes you might find a <i>mezuzah</i> on the doorpost. It is a little case containing a tiny scroll with writing from the bible. It is called the Shema and is written in Hebrew. It reminds Jewish people to love God and live by his rules. When they come through the door, Jewish people kiss the mezuzah.** 	<ul style="list-style-type: none"> The story of Rama and Sita comes from the religion of Hinduism and is often remembered during the festival of Diwali. Diwali is the 'festival of lights', Celebrated by millions of Hindus, Sikhs and Jains across the world. To know that the villagers in the Hindi Diwali story made a chain of lights to guide Rama and Sita out of the forest. Know that light is often used as a symbol for hope, happy occasions or 'good' happiness in general. Know that we can make links between communities/groups/religions and that they may have similar ideas of what 'good' means and what good actions might be. Diwali celebrates the start of the financial new year for Hindus. know the different ways in which Hindus celebrate Diwali (lighting lamps, sweets, Rangoli patterns, Mandir, etc) 	
	<p>Cross Curricular Links</p> <ul style="list-style-type: none"> Art - collaging Literacy - Thank you cards PSHE: Being me in my world/Celebrating Differences 	<ul style="list-style-type: none"> Literacy - retelling a story PSHE: Being me in my world/Celebrating Differences 	<ul style="list-style-type: none"> Literacy - retelling a story PSHE: Being me in my world/Celebrating Differences 	<ul style="list-style-type: none"> PSHE: Being me in my world/Celebrating Difference 	<ul style="list-style-type: none"> Art link - Create a diva lamp PSHE: Being me in my world/Celebrating Differences 	
	<p>Key Skills</p> <p>Skills recovery: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<ul style="list-style-type: none"> Identify what is important to themselves and others Express their own experiences values or feelings Make links between their own and others values (for example, in wanting to show gratitude for food that is provided). Talk about how people might act differently if they believe there is a God who created a wonderful world for us Describe what Jews do at Sukkot; 	<ul style="list-style-type: none"> Express their own experiences, values or feelings (including their own celebrations and the positivity of giving as well as receiving). Make links between their own and others values (for example, in wanting to show recognition of a positive occurrence) Consider gifts they could give that are free Retell the birth story/nativity of Jesus 	<ul style="list-style-type: none"> Describe the 5 pillars: the beliefs/values behind them that and suggest how these values are similar to other people's/communities Recall that Muslims believe Muhammad (pbuh) received the message of Allah and suggest why he is important to Muslims Give examples of how Muslims show respect for Muhammad pbuh and the Qur'an. 	<ul style="list-style-type: none"> Describe beliefs and features in detail Suggest how beliefs may affect lives Suggest a meaning for a religious symbol or practice express own and make links between own and Jewish beliefs/values retell stories, features or beliefs using keywords. Recall own experiences of celebration identify what they might be thankful for. 	<ul style="list-style-type: none"> To identify what is important to themselves and others, considering the traditions and customs of the Hindu celebrations of Diwali. To express their own experiences, values or feelings (including consideration of light and dark and their involvement in celebrations involving light/fireworks). To make links between their own and others values and consider the values conveyed by the Hindu Diwali story. To retell the story of Rama and Sita To make links between characters in the story and the concepts of 'good and 'evil'

		<ul style="list-style-type: none"> • Make links with and between what they do and why; suggest how celebrating Sukkot might make them feel. 	<ul style="list-style-type: none"> • Recall what Christians may believe about Jesus - a gift from G-d; describe and explain what values Christians believe he has, and why these values are important • Recall why Christians refer to Jesus as a light and how the advent candle is use. • Describe other values and pictures Christians might use to describe Jesus 	<ul style="list-style-type: none"> • Recall what halal and haram means; suggest how only eating certain foods may be difficult for Muslims. • To make links between their own and others values, specifically to identify what values they share with the Muslim community if not Muslim themselves. 	<ul style="list-style-type: none"> • Identify links symbols/items and beliefs • Identify similarities and differences between the features of Shabbat and other religious celebrations • Identify where their values, attitudes and beliefs are similar to those of Shabbat and others they have studied. 	<ul style="list-style-type: none"> • To make a diva lamp • To make links between celebrations
School Context						
	<ul style="list-style-type: none"> • Children make thank you cards to family members and school chef to say thank you for school lunches. • Children harvest food from the edible garden. • School food collection for food banks. • Synagogue link - Sukkah in the playground 	<ul style="list-style-type: none"> • Children learn songs for Christmas show to parents 	<ul style="list-style-type: none"> • Opportunity for Muslim members of staff/class to show their prayer items - items are kept in school also. 		<ul style="list-style-type: none"> • Children make diva lamps to place in the windows of the school 	