



RE Recovery Plan

Hackney SACRE Assessment Areas

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.

‘What do people believe and do?’

Gaining a knowledge and understanding of what people believe and do.

‘How do people respond to ultimate questions and big issues?’

Responding and understanding how others respond to ultimate questions and big issues.

‘How do beliefs and values make a difference to lives?’

Gaining a knowledge and understanding of the difference that beliefs and values can make to people’s lives.

Y1 End Points	Term	Autumn		Spring		Summer 1
	½ Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	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 does Diwali teach Hindus about God and Evil?	What is important to Jews?
<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>	Key Knowledge	<p>Compromised content:</p> <ul style="list-style-type: none"> 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 2trog 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 Qu'ran 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"> 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) 	<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 mezuzah 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.**
	Cross Curricular Links	<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"> Art link – Create a diva lamp PSHE: Being me in my world/Celebrating Differences 	<ul style="list-style-type: none"> PSHE: Being me in my world/Celebrating Difference
	Key Skills	<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; Make links with and between what they do and why; suggest how celebrating Sukkot might make them feel. 	<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 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"> 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. 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"> 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' To make a diva lamp To make links between celebrations 	<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. 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.
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 		

Y2 End Points	Term	Autumn		Spring		Summer 1	
	½ Term Coverage	Autumn 1 Week 1	Autumn 2 Week 6	Spring 1 Week 1	Spring 2 Week 6	Summer 1 Week 6	
	Topic	What do Hindus believe?	What values does Hanukkah teach?	What does it mean for a Christian to belong to a Church?	Why do Christians celebrate Jesus' resurrection at Easter?	How do we know what is right or wrong?	
<ul style="list-style-type: none"> Describes beliefs, practices and sources and makes links between these Describes responses or experiences to ultimate questions and issues, linking with values, beliefs and sources and identifies the shared values linked to these responses formulates own ultimate questions Describes features, actions and symbols that impact on the life of a believer, making links with/suggesting the relevant beliefs and values behind these. 	Key Knowledge	<ul style="list-style-type: none"> Many Gods are worshipped in Hinduism. Each Hindu God is said to be a different part of the supreme God 'Brahman'. To recognise that Om or Aum is a symbol and a sound associated with Hinduism To understand the importance of Ganesh within the Hindu faith and the values associated with him To know that Krishna is a major God in Hinduism, worshipped in his own right but also considered to be an 'avatar' of Vishnu, one of the forms that the God took when visiting Earth. 	<ul style="list-style-type: none"> To know the story of Hanukkah To know the values taught by the story To know some Jewish practices around the Hanukkah period (such as lighting the menorah, playing the dreidel game, eating gelt, cooking and baking and enjoying gifts). To know that Hanukkah is regarded as a festival of light 	<ul style="list-style-type: none"> To know what it means to belong to something and identify a place or group where they belong To know how Christians are welcomed into the Christian family through baptism and ceremonies to welcome them into the church. To know that the most significant Christian symbol is a cross and understand the values Christians attach to this To know the features of a church building, their significance and how each of these are used. <p>Recovery content:</p> <ul style="list-style-type: none"> At the end of the study, show children a clip about the harvest festival and how this is celebrated by Christians in a Church: https://www.bbc.co.uk/programmes/p0114m0 Ask the children questions which relate to the content of the video and the year 1 key knowledge. Inform that Sukkot is also a harvest festival in the Jewish Faith (link this to the whole school Sukkot assembly). 	<ul style="list-style-type: none"> To know that Easter is the Christian festival that celebrates the Christian belief that Jesus was resurrected. To know key events in the Easter story. To know that Jesus had a group of followers called the Disciples. To know that Jesus was betrayed by a disciple named Judas. To know that Christians believe that Jesus was resurrected. 	<ul style="list-style-type: none"> It is important to do the right thing. Some right things are different for some people. Religion can affect what people think is right and wrong (like eating pork). People in our lives can influence what we think (such as our parents or grandparents). Some people believe in heaven and hell. Temptation can cause people to do bad things sometimes. Religions often contain a moral code with rules for living. Forgiveness is important in many religions' moral codes. The Buddhist Wheel of Life was created to help people understand Buddhist teachings. The 10 commandments are a set of rules which are important in the Christian and Jewish Faiths. 	
	Cross Curricular Links	<ul style="list-style-type: none"> PSHE: Being me in my world/Celebrating Differences 	<ul style="list-style-type: none"> PSHE: Being me in my world/Celebrating Differences 	<ul style="list-style-type: none"> PSHE: Being me in my world/Celebrating Differences Geography: Local Area Stoke Newington Church Street named after St Mary's Church 	<ul style="list-style-type: none"> PSHE: Being me in my world/Celebrating Differences 	<ul style="list-style-type: none"> PSHE: Being me in my world/Celebrating Differences 	
	Key Skills	<ul style="list-style-type: none"> To describe some of the key beliefs shared by Hindus. To be able to identify similarities and differences between religions and shared values and relate these to their own. Know some of the ways in which Hindu people practice their religion and how these relate to their beliefs and values. Identify characters and features from the Hindu story Retell the whole story in detail and make links with some values e.g. 'good' and 'bad'. Describe the characters and explain how they show the values of 'good' or 'bad'. Recognise symbols, actions and characters that represent 'good' and 'evil' from story Describe ideas about what it means to be 'good' and explain how they may be similar to other people's. Identify how and why Hindus celebrate Diwali; 	<ul style="list-style-type: none"> To be able to recall and sequence the story of Hanukkah and make links with Jewish values and beliefs about God (creator/miracle maker) To be able to explain the values the Hanukkah story teaches To consider own values in relation to those conveyed by the story of Hanukkah. To understand and articulate the reasons behind some of the customs and traditions associated with Hanukkah. Give examples of how Jews may behave differently if they are influenced by the values shown in the story. Make links between these features and practices, beliefs and values (from the story) and explain how these beliefs and values/practices may impact on believers' lives. 	<p>Recovery Content:</p> <ul style="list-style-type: none"> Make links between own and others' values. Consider and explain how a Jewish or Christian person celebrating harvest might feel and why – can children link this with their own values? Recall key parts of different religions, including Christianity; using the correct words to name these and make links between similar values/beliefs (focussing on places of worship). Identify shared values, attitudes and beliefs communicate meanings and responses in a variety of ways Suggest how beliefs and practices may affect people's lives (for example, considering expected and chosen days to visit a place or worship/pray and prioritising important parts of a routine in a non-religious context). Refer the sense of 'belonging' to a church group that a Christian might feel to own experiences. Recall parts/activities of the church building; describe these using correct words; suggest why these are important/what values they show Recall features/actions/symbols of the infant baptism ceremony; describe these using correct words; suggest value/why these are important/what they may mean for Christians. 	<ul style="list-style-type: none"> To understand the significance of The Easter Story for Christians and consider why Jesus is special to Christians. To consider Christian values in the context of the story and compare with own values and deeds. Make links between beliefs and sources, including stories from religions and texts Make links with other religions, considering that Christians believe that Jesus was sent by God. Identify symbols and images that relate to new life and resurrection. Suggest why Christians wear/use crosses and crucifixes and what meaning they have for Christians. Explain how these are related to the Easter story. Suggest why Easter may be a happy celebration for Christians. 	<ul style="list-style-type: none"> Express what is considered important See where own values/beliefs about right and wrong are similar to other peoples' Show how own values might have been influenced by others. Describe the significance of clothes and symbols and the values that these can help someone remember. Explain how what people wear may make a difference to the way they behave Express own beliefs about what happens when people choose wrong or right and suggest why Describe the similarities and differences about beliefs. Suggest why people may choose to do wrong and express own experiences of forgiveness Describe how certain actions in religions are linked to forgiveness 	
	School Context						

	<ul style="list-style-type: none">• Meg to bring in Hindu objects and talk about personal experiences.	<ul style="list-style-type: none">• Rabbi to visit Year 2 classes.	<ul style="list-style-type: none">• Visit to St. Mary's Church in Stoke Newington.	<ul style="list-style-type: none">• Children to take part in an Easter egg hunt around school.	<ul style="list-style-type: none">• Relate to school rules and rule of law in society
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