Programmes of study requirements

	RE Time	R&WV		Disciplines - select or design enquiries which-	Enquiry	
EYFS	Minimum of 30 minutes a week.	6 Christianity enquiries 6 other major religion encounters	**HSS**	• include examples of the 'lived reality' of a religion or worldview which reflect a belief or concept. Examples must include a balance of **story, celebration, and practice**.	**Engage**	handle a religious artefact, related to a celebration or practice, and maybe belonging to a pupil, and wonder what it is - enjoy a positive image of a religion or worldview e.g. through a story, art, music, food, picture or video clip
					Enquire	talk about the Enquiry question and think about what they need to find out, and how they can do this
			T	• are **related to** an important belief or concept in a religion or worldview. The beliefs or concepts required are specified.	**Explore**	• use imaginative play or reflective storytelling to promote talk about a relevant religious story or teaching, and be introduced to new vocabulary • meet Christians who can share stories, special times or practices that their own children would enjoy, maybe while on a visit to a local church • talk about a festival and learn that people celebrate differently • prepare and ask questions of Christians and others about things they do as part of their way of life and compare these with their own experiences • access activities in continuous provision which help understand a belief or concept e.g. 'rescuing' activities
					Evaluate	use new vocabulary correctly in questions and answers about their learning, including understanding the use of the word 'God' as a name
			P	• **support pupils as they wonder together** about 'big' questions. Six 'big' questions must be asked in Reception; these are specified and tied to particular terms	**Express**	recreate stories, artefacts or customs that they have learnt about, sharing them with others and talking about them
					Extend	be encouraged to respond to the 'big' question for the term, to listen to others carefully, and to help find more than one answer.

KS1	Minimum of 36 hours a year (1 hour a week)	Christianity (6 enquiries, 3 each year) Judaism (4 enquiries, 2 each year) Islam (1 enquiry) Other religion or worldview (1 enquiry) can vary year to year	**HSS**	• include examples of the lived reality of the religion or worldview, which reflect a selected belief or concept. Examples must include a balance of **texts and stories, community practices** e.g. celebrations, **and individual lifestyles** e.g. food rules.	**Engage**	draw on experiences which create a link / bridge to a religious belief or concept e.g. personal experiences, or experiences in a story, film or picture
					Enquire	puzzle over an artefact or story which will lead into the Enquiry question - consider the Enquiry question and ask what they need to find out and how they could go about it
			T	• **unpack and illustrate** an important belief or concept in the religion or worldview. The beliefs or concepts required are specified.	**Explore**	interact with, and ask questions about the meaning, origin, context or use of stories, sayings, art or songs which express the belief or concept - visit, sometimes virtually, places of worship focussing on artefacts, symbols or celebrations, that express the belief or concept, and talk about these - encounter children of faith practitioners, or other suitable visitors, to ask about their personal religious practices and how they connect to beliefs
					Evaluate	recall important facts from their learning, using subject vocabulary correctly e.g. believe, God, pray, celebrate - ask whether they can answer the Enquiry question, sharing ideas as a class
			P	• **inform and support** pupils as they talk about 'big' questions. Six 'big' questions are specified for KS1.	**Express**	share both their learning, and their own ideas, with others, through various means e.g. writing, art, craft, dance, drama
					Extend	puzzle over the related 'Big' question together, collecting different ideas, and learning to listen carefully to others - make simple links between the 'Big' question and the beliefs and traditions of people they have met /learned about

KS2	Minimum of 45 hours a year (1 hour 15 a week)	Christianity (8 enquiries 2 in each year) Islam and Hinduism (4 enquiries each, 1 in each year) Judaism, Buddhism, Sikhism, Humanism (2 enquiries each)	**HSS**	• include examples of the lived reality of the religion or worldview. These must reflect the belief or concept **and draw on** a balance of text, community practice and individual lifestyle	**Engage**	unpack a belief or concept, relating it to their own experience, things they can understand or imagine - encounter issues, events, artefacts, symbols or stories, which introduce the belief or concept in its religious context, stimulating questions
					Enquire	discuss the Enquiry question, analysing its meaning and suggesting what is needed to answer it
					Explore	study the origin of a belief in stories, texts, teachings, and discussing the possibility of different interpretations - investigate how a belief affects community practice, locally and further afield, making use of visitors, visits, video and internet meet, in action and dialogue, a range of people to gain understanding of the breadth, diversity and impact of a belief on different individuals - talk to individuals to compare 'lived reality' to learning gained from other sources
			T	• **focus** on an important belief or concept in a religion or worldview. A choice of beliefs or concepts is specified.	**Evaluate**	use subject vocabulary, with confidence, and increasing accuracy in class discussion, review and retrieval exercises - demonstrate their learning in relation to the Enquiry question and construct group or individual answers
			P	• **inform, and support, pupils' discussion** of a 'big' question. Eight 'big' questions are specified for KS2.	**Express**	communicate their own and others' insights into this belief or concept e.g. through writing, art and design, music, dance, drama and ICT, and share with a wider audience
					Extend	draw on their growing knowledge of religion and worldviews to discuss the related 'Big' question, reflecting on their own and others' insights practise skills of debate, listening attentively, giving well-reasoned answers and demonstrating respect for other opinions