



# Hamp Nursery and Infants School

**R.E.**

**2025 - 2026**

## **Introduction**

At Hamp Nursery and Infants school our curriculum has been developed to meet the requirements of the 2014 National Curriculum for KS1 and the Early Years 2025 framework for Nursery and Reception. It includes not only the formal requirements of the National curriculum but also a range of extra activities that the school organises in order to enrich and enhance the experiences and learning of our children in their local context. It also includes the "hidden curriculum" or what the children learn from the way they are treated and expected to behave. We believe that children learn best when their learning is fun and meaningful. Our new curriculum has been planned to ensure the children acquire both knowledge and skills. It is a cross-curricular approach centering around each "Literacy Tree" story, with a specific question heading to stimulate curiosity and interest. It is carefully structured to ensure the progression of knowledge and skills with opportunities planned to provide opportunity to build upon these skills and knowledge and to firmly embed both, helping our children to develop a life-long love for learning

We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. We are fully inclusive at Hamp Nursery and Infants School and highly value the individuality of all our pupils and staff. Our curriculum has the flexibility to ensure all our children can become successful lifelong learners able to make a positive contribution to society and to future generations.

## **Curriculum Intent**

At Hamp Nursery and Infant School, we have designed our Religious Education Curriculum, with the intent that all our children become confident, questioning, mindful and accepting learners. Our RE Curriculum takes our children on a journey of exploration, where they can discover more about themselves and their own beliefs, as they find out about the core beliefs of some world religions in the world we live in. We believe the teaching of RE is vital for helping children make

connections between their own values and the beliefs of others. It is our role to provide high quality and creative experiences, to enable children to reflect on, discover, respond to and question the beliefs of others. This will encourage them to start forming their own ideas, opinions and beliefs, thereby developing their awareness of being a part of a richly diverse and changing world.

At Hamp Nursery and Infants School we aim, by the end of Key Stage One, to develop in all students the ability to:

- Think about what makes them special, important and unique.
- Think and wonder about the world they live in.
- Know and talk about similarities and differences between themselves and others, within their family and school communities.
- Know, reflect on and respect what different religious and cultural communities believe.
- Know and understand some essential key beliefs of Christianity, Judaism and Humanism.
- Know some special stories from Christianity and Judaism.
- Interpret what the stories are telling the believers about their god.
- Interpret what the stories are telling the believers about how to live their lives.
- Suggest answers to raised questions.
- Explore religious beliefs through questioning.
- Reflect on and articulate their own beliefs.

The new agreed Somerset Religious Education Syllabus, Awareness, Mystery and Value 2019, forms the basis of Religious Education at Hamp Nursery and Infant School. The syllabus outlines that all children should learn about four key Christian beliefs and two of another religion. We have chosen to teach Judaism, as the concepts behind the beliefs will be easier for the children at Hamp Nursery and Infant School to understand.

According to the statutory syllabus, by the end of Key Stage 1 all children must be secure in their understanding and knowledge of the following:

## **Christianity**

### **Key belief - Salvation**

- Know that the Christian Holy book is called the Bible, and that it is divided into two parts - Old Testament (which Christians share with Judaism - Jesus was a Jew) and New Testament.
- Recall stories from the Bible associated with the last eight days of Jesus' life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection.
- Recognise the order of the key events in the Biblical narrative.
- Identify these stories with the religion of Christianity, who are collectively called Christians and know they are from the Bible.
- Understand that Christians believe that Jesus died so people can be forgiven by God.
- Understand that Christians believe that Jesus rose from the dead, giving hope of a new life.
- Raise and suggest answers to relevant questions in response to their enquiry into the Easter story.

### **Belief - God (God and Creation)**

- Christians find out about what God is like and how he wants people to live from the Bible.
- There is a story in the Bible which Christians believe expresses their key beliefs about creation.
  1. God created the universe.
  2. The story is called the six days of creation and describes what God did as the world was created.
  3. The last thing that God created was humans.
  4. Christians believe that God expects humans to care for His world because it belongs to God.
- Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.

### **Belief - Incarnation**

- Christians find out about what Jesus is like and how he wants people to live from the Bible.
- Understand that Advent is the time before Christmas when Christians get

ready for Jesus coming.

- Recall Bible stories associated with the birth of Jesus. Including (a) the meaning of his names Immanuel (God is with us) and Jesus (he saves), (b) the angel Gabriel's message to Mary - that her baby is God's son, (c) his humble birth, (d) visited by shepherds - ordinary people - and the Magi.
- Identify these stories with the religion of Christianity, whose members are collectively called Christians and know that these stories are from the Bible.
- Recognise the order of the key events in the Biblical narrative.
- Raise and suggest answers to relevant questions in response to their enquiry into the Christmas story.

### **Belief - Agape (selfless, sacrificial, unconditional love) (Gospel)**

- Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like.
- Recall the story of the Unmerciful Servant Matthew 18:23-34, linking it to forgiveness in the Lord's prayer Matthew 6:5-15 including (a) Peter's question, 'How many times should I forgive?' (b) the events of the parable, (c) understand that, just as Christians believe that God forgives them, Jesus wants them to forgive everyone, (d) that Christians are reminded of these things every time they pray the Lord's Prayer
- Reflect on the implications of this story for Christians and for themselves today.
- Raise and suggest answers to relevant questions in response to their enquiry into this story eg. 'Why did Jesus tell this story and other parables?'

### **Judaism**

#### **Key Belief - God and Covenant**

- Know that Jews believe in one God who created the universe.
- Know basic elements of the story found in Genesis.
  1. God made the world from nothing
  2. God makes everything in the world including plants and animals
  3. Man is the last to be made
  4. Man is made last and is given responsibility to care for the world God has created
- Know that the Jewish name for God is Adonai which means Lord. Jews use the name with great respect, never carelessly. Sometimes Jews write the word as God because of its sacredness.

- Be able to recognise the Star of David as a symbol of Judaism, which represents the six days of creation found in *Genesis*.
- Know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by God.
- Raise and suggest answers to relevant questions in response to the story of creation.
- Attempt to support their answers using reasons and/or information.

### **Belief - Torah**

- Know that the Torah means 'teaching' and is the most important part of Jewish scriptures.
- Know that it contains the first five books of the Hebrew Bible.
- It teaches Jews what God is like and how they should live their lives.
- One day a week Jews observe the Sabbath; they rest, have a meal on Friday evening with their family. Jews believe that bringing the family together once a week when no one works is important.
- Understand how special the Torah is for Jews: the Torah is read every week in the synagogue. The end of one cycle is celebrated with Simchat Torah.
- Raise and suggest answers to relevant questions in response to the Jewish teachings on Torah.
- Attempt to support their answers using reasoning and/or relevant information.

### **Humanism**

- Be familiar with the terms 'Humanist' and 'atheist'.
- Know that of utmost importance for a Humanist is what human beings have achieved and can achieve as individuals and together to improve life for everyone and look after the world.
- Know that many Humanists are 'atheists'; they do not believe in a deity or deities.
- Know how a Humanist family might celebrate the birth of a child and/or the naming of a baby.
- Be able to recognise the 'happy human' as a symbol of Humanism (showing that the human being and the potential of human activity to shape our world are at the centre of what Humanists believe).

## Curriculum Implementation

The key beliefs will be taught through the following learning topics:

	Autumn		Spring	Summer	
Reception	Special Me	Special Times - Christmas	Special Times - Easter	Special Books and Special Stories - The Bible	Special Books and Special Stories - The Torah
Year 1	Similarities and Differences	What do Christians believe about Jesus?	What do Christians and Humanists believe about God?	What do Jewish people believe about God and the Covenant?	
Year 2	What do Jewish people believe about the Torah?		What do Christians believe about salvation?	What do Christians believe about love?	

## EYFS

The initial purpose of the RE curriculum implementation in the Early Years Foundation Stage, will be to begin with the children's own experiences by first helping them to think about themselves; how they are unique and special and how they differ from other peers.

They will also reflect on how they celebrate the Christian festivals of Christmas and Easter and from that find out why some of those celebrations came about and how they link with the stories of incarnation and salvation that Christians read in their special book the Bible.

They will complete their learning with discovering similarities and differences between the Christian and Jewish special books, stories and beliefs.

A bank of key belief words will be collected through the year. This will encourage the children to make links between the learning topics and to gradually start building their understanding and knowledge of the central Christian beliefs at a level appropriate to their age group, but in a depth that will provide a foundation for learning in KS1.

In the final term, they will begin to discover that other people believe different things from Christians and will start remembering stories related to the Jewish beliefs of Covenant and Torah.

## Autumn A Special Me

**Key words:** special, different

In this learning topic, children will think and reflect on:

- how they are special and unique
- similarities and differences in physical appearance between them and their peers
- how different situations can affect them emotionally
- things that are important to them, like special toys or a special book
- special people in their lives
- their birth dates and how they celebrate their birthdays

Additional thinking to prepare for future learning could be:

- how their family might share a belief in a god or not
- how some people believe that their god made them and thinks their special
- how their family might celebrate other things apart from birthdays
- how some people have special books that have special stories in them eg. Christians - The Bible, Jews - The Torah

### **Useful resources:**

Awareness, Mystery and Value Somerset 2019 Foundation Exemplars (In guidance) - Special Me:

Lesson 1 - Who am I

Lesson 2 - Special Things

Lesson 3 and 4 - Special People

Awareness, Mystery and Value Somerset 2019 Exemplars Unit 2: Special Times 1:

Lesson 1 - Birthdays

Autism Awareness Week 2021 Resources

Godly Play Story:

The Lost Sheep

Oak National Academy Resources:

<https://classroom.thenational.academy/lessons/to-choose-and-talk-about-objects-that-are-important-to-me-61gkae?activity=video&step=1>

<https://classroom.thenational.academy/lessons/my-face-in-nature-cruk4d?activity=video&step=1>

<https://classroom.thenational.academy/units/difference-5516>

<https://classroom.thenational.academy/units/my-family-a35f>

<https://classroom.thenational.academy/units/my-friends-8df7>

<https://classroom.thenational.academy/units/feelings-e925>

## Autumn B Special Times 1 - Christmas

**Key words:** God, Jesus, Bible

In this learning topic, children will think and reflect on:

- how they celebrate Christmas
- the Christian Christmas story known as the story of the Incarnation through the Godly Play story telling; finding out it comes from the Bible, the special Christian book.
- how Christians might celebrate Christmas through belief related traditions - singing carols to thank God for the gift of his son, Jesus; going to church to celebrate with other Christians; using lights and candles as a symbol of Jesus bringing light (joy, hope and love) into their lives.
- how Christmas is celebrated in different cultures (by linking to some of the cultures represented by the children if appropriate) including a cultural story like Baboukska.

Additional thinking to prepare for future learning could be:

- how Jesus had a childhood the same as other children in Nazareth
- how Jesus knew from an early age that he was God's son and had a special job
- how Jesus grew up to be a man and had the job of a carpenter like Joseph his human dad
- how when he was around thirty he changed his role to showing God to people

### Useful resources:

Bibles

Awareness, Mystery and Value Somerset 2019 Foundation Exemplars (In guidance) - Special Times 1:

Lessons 4 and 5 Christmas

Godly Play Story: The Story of the Incarnation - Christmas

BBC resources: <https://www.bbc.co.uk/cbeebies/watch/presenters-nativity-story>

Oak National Academy resources: <https://classroom.thenational.academy/units/christmas-story-3bcf>

Babouska story: <https://www.youtube.com/watch?v=OCyXfj0rsz0>

Celebrations around the world: <https://www.bbc.co.uk/newsround/15790210>

## Spring Special Times 2 - Easter

**Key words:** God, Jesus, Bible, cross, love

In this learning topic, children will think and reflect on:

- how they celebrate Easter
- the Christian Easter story known as the story Salvation through the Godly Play story telling; knowing that it comes from the Bible, the special Christian book
- how Christians might celebrate Easter through belief related traditions - singing songs and hymns of worship to thank Jesus for dying on the cross and to celebrate that he came alive again; going to church to remember Jesus death and to celebrate with other Christians; eating traditional food such as hot cross buns, Simnel cakes to remind them of the love shown by Jesus on the cross; giving Easter eggs to remind them that Jesus came to save the world and give new life to everyone
- how Easter is celebrated in different cultures (by linking to some of the cultures represented by the children if appropriate)

Additional thinking to prepare for future learning could be:

- thinking about key things they remember about Jesus birth and death stories.
- Sharing any other stories they know from the Bible
- Thinking and sharing whether everyone believes in God
- Discovering that different people are special because they believe different things

### **Useful resources:**

Bibles, Communion cloth, cup and plate

Awareness, Mystery and Value Somerset 2019 Foundation Exemplars (In Guidance): Special Times 2

Lesson 3 and 4 Easter

Godly Play Story:

The Salvation Story - Easter

BBC resources:

<https://www.youtube.com/watch?v=StlJgYF-Ki8> Let's celebrate Easter

Oak National Academy resources:

<https://classroom.thenational.academy/units/easter-calendar-informed-81bc>

## Summer A Special Book and Special Stories - The Bible

**Key words:** God, Jesus, Bible, cross, love, world, creation, church

In this learning topic, children will think and reflect on:

- stories that are special to them
- the world around them and how it might have begun
- the Christian special book the Bible, which is full of special stories about God
- the Christian creation story through the Godly Play story telling; knowing that it is the first special story in the Bible and it tells how God made the universe in six days, resting on the seventh
- the story that Jesus told about the lost sheep, through the godly play story-telling, which shows Christians how God loves everyone that he has made
- How Christians read the Bible, their special book, in any place they like, including a church, which is a special place they can go to worship God with other people (church visit)
- What Christians find out about God from these special stories

Additional thinking to prepare for future learning could be:

- thinking about key things they remember about the Creation story
- Sharing any other special stories they know from the Bible
- Thinking and sharing whether everyone believes God made the world
- Discovering what else Christians do in a church

### **Useful resources:**

Soft church with lectern, crosses, Communion cloth, cup and plate, Bibles

Awareness, Mystery and Value Somerset 2019 Foundation Exemplars (In Guidance):  
Special Stories -God:

Lesson 1 Our world

Lesson 2 The Creation - Godly Play

Lesson 2 Days of Creation - Sequencing

Awareness, Mystery and Value Somerset 2019 Foundation Exemplars (In Guidance):  
Special Places:

Lesson 1 My special Place

Lessons 2 and 3 Church Building and Visit

Helen Jolliffe Lesson Exemplars - Students/REHJ/Lesson Plans/Reception - Special Places and Special Times

BBC resources:

The Creation <https://www.bbc.co.uk/bitesize/clips/z62hyrd>

Church features

<https://www.bbc.co.uk/teach/inside-the-church-what-do-you-need-to-know/zkkcnd>

## Summer B Special Book and Special Stories - The Torah

**Key words:** G-d, Adonai, Torah, synagogue, Star of David

In this learning topic, children will think and reflect on:

- the world around them and how it might have begun
- the Jewish special scroll the Torah, which is full of special stories about G-d or Adonai.
- the Jewish creation story told in a different way from Godly Play and how it is the same as the Christian one.
- the Star of David and how it reminds Jews of the six days of creation.
- What makes them sad and who makes them happy
- the edited story of the escape from Egypt and the crossing of the Red Sea (the Passover story) told using Godly Play
- How Jews read the Torah, their special scroll, in any place they like, including a synagogue, which is a special place they can go to worship Adonai with other Jews
- What Jews find out about G-d from these special stories

Additional thinking to prepare for future learning could be:

- thinking about key things they remember from the Passover story
- trying out food from a Passover meal and remembering what each symbolises
- Discovering what Jews do in a synagogue

**Useful resources:**

Jewish persona doll, Torah with yad, tallit (shawl), Kippah, Menorah and candles, soft synagogue

Two Candles Burn Songs -

Students/REHJ/Two Candles Burn

Awareness, Mystery and Value Somerset 2019 Foundation Exemplars (In Guidance):  
Special Stories -God:

Lesson 1 Our world

Lesson 2 The Creation - Godly Play

Lesson 2 Days of Creation - Sequencing

Awareness, Mystery and Value Somerset 2019 Foundation Exemplars (In Guidance):  
Special Places:

Lesson 1 My special Place

Lesson 5 Synagogue

Awareness, Mystery and Value Somerset 2019 Foundation Exemplars (In Guidance):  
Special Times 2:

Lessons 1 and 2 Pesah-Passover

Lesson 2 Passover Sheet

Helen Jolliffe Lesson Exemplars - Students/REHJ/Lesson Plans/Reception - Special Places and Special Times

BBC resources: The Creation <https://www.bbc.co.uk/bitesize/clips/z62hyrd>

## Year 1

The purpose of the RE curriculum implementation in Year 1 will be to build on the foundations of the learning in EYFS and to deepen the knowledge and understanding in the children of some key Christian, Jewish and Humanist beliefs through storytelling and questioning.

Alongside aiming to build this deeper understanding of what others believe, children will be encouraged to reflect on their own beliefs and to start to be questioning learners themselves.

They will initially identify similarities and differences between some key elements of Christianity and Judaism as a link to EYFS learning. Next they will move on to discovering why the Biblical character, Jesus is so important to Christians today through learning the different parts of the Christmas story linked with understanding the key belief of incarnation. Then they will reflect on what Christians and Humanists believe about God, the world and their place in it. Finally, they will compare this learning with what Jews believe about G-d, the Lord Adonai, by finding out about the covenant relationship.

## Autumn A Similarities and Differences

### Key beliefs - some elements of

**Christianity:** God (God and Creation), Salvation

**Judaism:** God and Covenant, Torah

In this short three-week learning topic, children will find out about and reflect on similarities and differences between:

- Christianity and Judaism
- the places of worship for Christians and Jews (church and synagogue)
- the special books of Christians and Jews (Bible and Torah) - how they are each a set of books in one 'book' or scroll
- the key stories for Christians and Jews
  - the Creation (a story common to both sets of believers)
  - the escape from Egypt (an example of the rescuing power of the Jewish G-d, Adonai and the Christian God, who Christians believed saved his people in the past and then for all time in the saving death of Jesus on the cross)
- what Christians believe about God and Jesus and what Jews believe about G-d, Adonai from these stories
- what they and their peers believe about gods and how the world came into being

Additional thinking to prepare for future learning could be:

- Sharing any other special stories they know from the Bible or Torah
- Thinking and sharing whether everyone believes God made the world
- Discovering what else Christians do in a church and Jews in a synagogue

### Useful resources:

Soft church with lectern, crosses, Communion cloth, cup and plate, Bibles

Jewish persona doll, Torah with yad, tallit (shawl), Kippah, Menorah and candles, soft synagogue

Awareness, Mystery and Value Somerset 2019 Foundation Exemplars (In Guidance):  
Special Stories -God:

Lesson 1 Our world

Lesson 2 The Creation - Godly Play

Lesson 2 Days of Creation - Sequencing

Awareness, Mystery and Value Somerset 2019 Foundation Exemplars (In Guidance):  
Special Places:

Lessons 2 and 3 Church Building and Visit

Lesson 5 Synagogue

Helen Jolliffe Lesson Exemplars - Students/REHJ/Lesson Plans/Reception - Special  
Places and Special Times

BBC resources:

The Creation <https://www.bbc.co.uk/bitesize/clips/z62hyrd>

Church features <https://www.bbc.co.uk/teach/inside-the-church-what-do-you-need-to-know/zkkcnrd>

Helen Jolliffe Lesson Exemplars - Students/REHJ/Lesson Plans/Reception - Special  
Places and Special Times

## Autumn B What Do Christians Believe About Jesus?

### Key belief

**Christianity:** Incarnation

In this four-week learning topic, to start at the beginning of Advent, children will think about and reflect on:

- how they mark Advent in their families or at school
- how Advent means 'coming' and it is a time when Christians especially remember the first coming of Jesus (incarnate - means 'God in human form') into the world.
- how Christians use this time to prepare their hearts to celebrate Jesus birth at Christmas by joining in with different activities: singing special songs called carols, lighting candles, praying and reading the Bible to listen to God
- the story of the incarnation (the Christmas story or nativity) through Godly Play
- and remember the sequence of events in the narrative
- how Christians believe Jesus is God's son, sent to save the world (Jesus means 'He saves')
- why Jesus was born in a stable and not a palace when Christians believe he is a king
- why ordinary people like shepherds were the first to be told of his birth
- why the wise men travelled far to see Jesus and brought gifts
- what this tells them about who Jesus came to save (everyone - rich or poor)
- how Jesus grew up like any other child, taking on the job of carpenter and then using the last 3 years of his life to focus on showing people what God is like

Additional thinking to prepare for future learning could be:

- a story about Jesus when he was a man eg. The Storm on the Lake, Healing the paralysed man
- how the lighting of candles reminds Christians that the Bible tells them that Jesus is the light of the world
- which people in the world are experiencing times of darkness in their lives eg. those in poverty, refugees, those experiencing natural disasters and war
- how they could bring light to someone

- whether they experience times of darkness and light
- times when they have done something wrong and being sorry

**Useful resources:**

A nativity brought from home, Bibles, different versions of the Christmas story from children's Bibles, Advent candles and nativity based advent calendars

Awareness, Mystery and Value Somerset 2019 KS1 Exemplars (In Guidance): Unit 2  
What Do Christians Believe About Jesus?

Lesson 1 - Why is Jesus important?

Lesson 2 and 3 - Christmas

Lesson 4 - Christmas - The Magi

Lesson 6 - The Storm on the Lake - Godly Play

Lesson 7 - Healing the Paralysed Man

BBC resources: Christmas - Why Christians celebrate  
<https://www.bbc.co.uk/programmes/p02mwyn6>  
Oak National Academy resources:  
<https://classroom.thenational.academy/units/the-nativity-c64a>

## Spring What Do Christians and Humanists Believe About God?

### Key beliefs

**Christianity:** God (God and Creation)

**Christianity:** Salvation

### Humanism

In this learning topic, children will think about and reflect on:

- how each one of them is different but each is special
- how different people believe different things - some believe in one god (Christians, Jewish people, Muslims), some in many (Hindus) and others don't believe in any god (Humanists)
- what Christians and Humanists believe about right and wrong (Christians have the Bible which shows them what God is like, how he hates wrong-doing and how he would like them to live/Humanists think it is every human's responsibility to think about what is right and wrong and to make their own choices)
- which things they think are right and wrong
- what Christians and Humanists believe about how the world started and their responsibility towards it (revision of Christian creation story and understand that Humanists don't believe in a Creator)
- how they should care for the world themselves
- the Christian salvation story (Easter) through godly play and how Christians believe that God showed his love for the world by giving his only son
- the sequence of the Salvation story
- what they believe themselves about gods

Additional thinking to prepare for future learning could be:

- reflect on how Christians believe that Jesus did no wrong and died in their place, saving them from all the wrong they've ever done, so that they can have God as their friend for ever
- other stories that show what God is like eg. The Lost Sheep
- how they celebrate Easter and how Christians celebrate Easter

## Useful resources:

Bibles, different versions of the Easter story from children's Bibles, cross, Communion cup and plate, bread and 'wine',

Helen Jolliffe Lesson Exemplars- Students/REHJ/Lesson Plans/Year 1 and Emerging Year 2/ What do Christians and Humanists Believe About God?

Awareness, Mystery and Value Somerset 2019 KS1 Exemplars (In Guidance): Unit 1  
What do Christians Believe About God?

Lesson 1 - The Bible

Lesson 2 - Creation

Lesson 3 - Caring for Creation (Could mention Harvest from Lesson 4)

Lesson 7 - Loving Shepherd

Lesson 9 - Prayer

Lesson 10 - Almighty

Awareness, Mystery and Value Somerset 2019 KS1 Exemplars (In Guidance):  
Humanism

Lesson 2 Making Good Choices

## Summer What Do Jewish People Believe About God and the Covenant?

### Key belief

**Judaism:** God and Covenant

In this learning topic, children will think about and reflect on:

- how Jews, like Christians, believe in one god, who they call Adonai, which means Lord
- how they treat his name with great respect and often write his name as G-d
- their learning in the autumn term where they remembered how Jews believe that G-d created the universe in six days and rested on the seventh
- how G-d created human beings last and gave them responsibility for looking after the world
- how the Star of David, which is a Jewish symbol often seen on synagogues and on the kippah, that Jewish men and boys wear, has six points representing the six days of creation.
- agreements they know about such as class rules
- who loves them and how they show it
- who they love and how they show it
- how Jewish people see their relationship with G-d as a covenant or agreement where he expects obedience, and they are in turn loved by him.
- through Godly Play story-telling, how G-d displayed his love by rescuing his people from slavery in Egypt, eventually taking them to a new land after wandering for 40 years in the desert
- through Godly Play story-telling how he made a covenant with Moses, who led the people out of Egypt, whilst they were in the desert (known as the 10 commandments)
- how Jewish people celebrate the festival of Sukkot, when they make shelters, to remind them of how G-d looked after them in the desert
- how the country of Israel is seen as the promised land by all Jews wherever they live in the world
- how Jews read the Torah at home or in the synagogue, where they discover stories about the Covenant relationship and find out about G-d and how he wants them to live their lives

Additional thinking to prepare for future learning could be:

- festivals that Jews celebrate that help them think about the covenant relationship - Rosh Hashannar and Yom Kippur
- about Bar or Bat Mitzvah
- additional stories from the Torah that show the covenant relationship (first 5 books of the Christian Bible) eg The story of Joseph (Genesis Chapters 37 to 46), the calling of Moses to be a leader (Exodus Chapter 3) or from other Hebrew writings eg Joshua and the defeat of Jericho (The book of Joshua in the Bible) or King David

### **Useful resources:**

Jewish persona doll, Torah with yad, tallit (shawl), Kippah, Menorah and candles, soft synagogue, homemade shofar

Two Candles Burn Songs -

Students/REHJ/Two Candles Burn

Teacher information on Abraham, Moses and the covenant relationship:

<https://www.bbc.co.uk/bitesize/guides/zfwr97h/revision/1>

[http://www.bbc.co.uk/religion/religions/judaism/history/abraham\\_1.shtml](http://www.bbc.co.uk/religion/religions/judaism/history/abraham_1.shtml)

<https://classroom.thenational.academy/lessons/what-was-the-first-covenant-between-abraham-and-god-cdjk0t?activity=video&step=1>

<https://classroom.thenational.academy/lessons/why-did-moses-lead-the-israelites-out-of-egypt-cgu30d>

Godly Play stories (Students-REHJ-Godly Play):

The Creation

Moses and the Escape From Egypt

God Provides for Moses and the People of Israel

Awareness, Mystery and Value Somerset 2019 KS1 Exemplars (In Guidance): Unit 5  
What do Jewish people believe about God and the covenant?

Lesson 5 - Creation

Lesson 3 - Sukkot

This festival is a reminder to the Jewish people of the shelters that were made by their ancestors and the way in which G-d provided when they were wandering in the desert.

Lesson 4 - Bar and Bat-Mitzvah

This coming of age ceremony is the start of children taking responsibility for reading the Torah and keeping the covenant relationship.

Lesson 1 and 2 - Rosh Hashanah and Yom Kippur

These two festivals are linked together so best talked about together. They are all about saying sorry and asking for forgiveness which are key to the keeping of the covenant relationship between Jews and G-d.

Lesson 7 - King David

This story introduces the children to King David who was very important in the Jewish line of kings. Even though he was not perfect he did love G-d wholeheartedly and G-d chose him even though he seemed the least important of all his family so his story demonstrates the covenant relationship.

BBC Resources:

God gives Moses the 10 commandments

<https://www.bbc.co.uk/bitesize/clips/zw9jxnb>

Passover and the story of the escape from Egypt in full (look at it first to decide which parts to omit)

<https://www.bbc.co.uk/bitesize/clips/zmq6sbk>

## Year 2

The purpose of the RE curriculum implementation in Year 2 will be to build on the learning in EYFS and Year 1 and to continue to deepen the knowledge and understanding in the children of some key Christian, Jewish and Humanist beliefs through story-telling and questioning.

Alongside aiming to build this deeper understanding of what others believe, children will be encouraged to continue to reflect on their own developing beliefs and to be confident questioning learners themselves.

They will initially link into the learning from Year 1 Summer Term, revising what Jews believe about *G-d* or Adonai, and the covenant relationship they have with him, which they find out about through reading the Torah. Next, they will move on to discovering what Christians believe about salvation, linking the relationship which Christians have with *God* through Jesus' saving love shown on the cross with the Jewish covenant relationship and *G-d's* rescue of his people from Egypt. Then, they will reflect on what agape love is by visiting some stories and parables from the Bible and discover how Christians live their lives in response to Jesus's sacrificial love shown by dying on the cross. Finally they will think about whether everyone believes in a god exploring what atheists and agnostics believe and reflecting on their own beliefs once more.

## Autumn What Do Jewish People Believe About Torah?

### Key belief

Judaism: Torah

In this learning topic, children will think about, question about and reflect on:

- their Y1 learning about the Jewish G-d or Adonai (which means Lord), who made the world
- how Jews treat his name with great respect so often writing his name as G-d
- their Y1 learning about the covenant relationship between G-d and his people, the Jews - they need to be obedient, whilst he loves them, rescues them and looks after them
- any stories they remember about G-d and the Hebrew people eg The escape from Egypt
- whether they have any special books
- how Jews find out about G-d and how he wants them to live their lives from the Torah
- any rules at school or at home that keep them safe and lead to a good time for everyone
- through Godly Play story-telling how the Torah was first given to Moses on Mount Sinai, after he had led the people to escape from Egypt and they started out through the desert to find the land that Adonai had promised them
- how the Torah is very special to Jews and is a part of the Jewish scriptures, consisting of 5 books
- how the Torah is read by Jews at home and each week in the synagogue
- how one cycle of readings is celebrated in the festival, Simchat Torah
- how the Torah tells them how to keep the Sabbath (Shabbat) special, just as Adonai rested on the 7<sup>th</sup> day when he made the world

Additional thinking to prepare for future learning could be:

- whether it is good to have times of rest or times to be with people who are special to them
- whether they have any special celebrations in their house
- whether it's good to have rules
- about Jewish marriages

## Useful resources:

Jewish with yad, mezuzah, tallit (shawl), Kippah, Menorah and candles, soft synagogue, homemade shofar

Two Candles Burn Songs -

Students/REHJ/Two Candles Burn

Teacher information on Abraham, Moses and the covenant relationship:

<https://www.bbc.co.uk/bitesize/guides/zfwr97h/revision/1>

[http://www.bbc.co.uk/religion/religions/judaism/history/abraham\\_1.shtml](http://www.bbc.co.uk/religion/religions/judaism/history/abraham_1.shtml)

<https://classroom.thenational.academy/lessons/what-was-the-first-covenant-between-abraham-and-god-cdjk0t?activity=video&step=1>

<https://classroom.thenational.academy/lessons/why-did-moses-lead-the-israelites-out-of-egypt-cgu30d>

Godly Play stories (Students-REHJ-Godly Play):

The Creation

Moses and the Escape from Egypt

God Provides for Moses and the People of Israel

Awareness, Mystery and Value Somerset 2019 KS1 Exemplars (In Guidance): Unit 6  
What do Jewish people believe about Torah?

Lesson 2 - Torah and 'Giving the Law' godly play

In Lesson 2 the children find out more about the Torah and what it is. This lesson includes the 'Giving the Law' godly play story about Moses and the Israelite people in the wilderness.

Lesson 1 - Simchat Torah

This is the time at the end of the Jewish year when the Torah has been read all the way through. Teach this lesson after lesson 2 as it seems to make more sense.

Lesson 3 - Shabbat

In this lesson the children find out about one aspect of the law or the Torah - keeping the Sabbath holy by resting just as Adonai rested when he had created the world.

#### Lesson 4 - Synagogue

In this lesson the children find out about how Jews go to the synagogue each week and parts of the Torah are read. Attending the synagogue is an important part of their lives and is a way that they show obedience to G-d. They see a Torah scroll.

#### Lesson 5 - Torah scroll

The children find out more about the Torah scroll and learn a Hebrew alphabet song. They will find out that Jews in any country need to learn some Hebrew to read the Torah. Hebrew is the Jewish language.

#### Lesson 7 - Jewish wedding

Here the children find out how the Torah teaches Jews about every aspect of life including marriages.

BBC Resources:

God gives Moses the 10 commandments

<https://www.bbc.co.uk/bitesize/clips/zw9jxnb>

Passover and the story of the escape from Egypt in full (look at it first to decide which parts to omit)

<https://www.bbc.co.uk/bitesize/clips/zmq6sbk>

## Spring What Do Christians Believe About Salvation?

### Key beliefs

**Christianity:** Salvation

**Humanism**

In this learning topic, children will think about, question about and reflect on:

- which words/thoughts/actions are right and which are wrong
- what Christians and Humanists believe about right and wrong
- how Christians read the Bible to find out about God, to know how to live their lives and to meet him as they read
- how the Bible is made up of different kinds of writing in lots of books eg. Stories, poems, instructions, letters
- the salvation story (known as the Easter story and from the Bible) through Godly Play
- the happy and sad parts of the story and why they think that
- the sequence of events in the salvation story narrative as they accurately remember the order
- what it would have been like to be a person in the crowd when Jesus rode into Jerusalem on a donkey
- why the cross is a symbol of forgiveness for Christians because they believe he died for all the wrong things they had ever done, so they can start with a clean slate
- why Jesus needed to die and why his name means 'he saves' (Christians believe that Jesus came to save people from their wrong doing and to show the unconditional saving love of God)
- different people's accounts of Jesus rising from the dead found in the four gospels (Matthew, Mark, Luke and John) in the Old Testament part of the Bible
- how Christians believe that Jesus came alive again and that gives them hope
- the differences and similarities between how they celebrate Easter and how Christians celebrate Easter

Additional thinking to prepare for future learning could be:

- what forgiveness is

- if they are sorry for something they have done or said
- how they feel when they say sorry

**Useful resources:**

Bibles of different shapes and sizes, for adults and for children, crosses, Communion cup and plate, Easter eggs and chicks, Easter rabbits, hot cross buns

Godly Play story (Students-REHJ-Godly Play):

The Easter Story in Five Parts

Helen Jolliffe Lesson Exemplars- Students/REHJ/Lesson Plans/Year 2/ What Christians Believe About Salvation

See BBC and other resources in these lesson plans

Awareness, Mystery and Value Somerset 2019 KS1 Exemplars (In Guidance): Unit 4  
What do Christians Believe About Salvation?

Lesson 1 - The Bible Introduction and Lesson 2 - What is the Bible?

Lesson 3 - What is Easter?

Lesson 4- Is Easter happy or sad?

Lesson 10 - The Crucifixion

Lesson 11 - Resurrection of Jesus

Awareness, Mystery and Value Somerset 2019 KS1 Exemplars (In Guidance):  
Humanism

Lesson 1 Atheist and Agnostic

Lesson 2 Making Good Choices

## Summer What Do Christians Believe About Love?

### Key belief

**Christianity:** Agape (selfless, sacrificial, unconditional love) (Gospel)

In this learning topic, children will think about, question about and reflect on:

- what they remember about the salvation story from last term
- what the salvation story tells them about the love of Jesus (agape-selfless/sacrificial/unconditional) - though he had not done anything wrong, he died in the place of others who had/will - Christians believe that no one has to deserve or earn the love of Jesus - it is freely given)
- how Jesus told stories called parables which had a hidden meaning
- the parable of 'The Good Samaritan' told using Godly Play
- the parable of 'The Lost Sheep' told using Godly Play
- the hidden meaning of these parables
- the story of 'The Unmerciful Servant'
- when they have said sorry and whether they have been forgiven
- the Lord's Prayer which is a prayer that Jesus shared in the Bible
- how these stories and 'The Lord's Prayer' which Jesus first taught his special friends, the disciples, tell Christians about how to live their lives
- what atheists and agnostics believe about God, the world and love
- what they believe about God and love
- how love is shown to them and how they show love to others

Additional thinking to prepare for future learning could be:

- stories which further underline the theme of agape love, such as the story of Zacchaeus and the story of the widow's mite
- how Christians pray and worship
- which other people only believe in one god
- which people believe in more than one god

### Useful resources:

Bibles of different shapes and sizes, for adults and for children, crosses

Godly Play stories (Students-REHJ-Godly Play):

The Easter Story in Five Parts

## The Good Samaritan

Awareness, Mystery and Value Somerset 2019 KS1 Exemplars (In Guidance): Unit 3  
What Do Christians Believe About Love?

### Lesson 1 - The Good Samaritan

Use Godly Play version. I have created one for this.

### Lesson 2 - Zacchaeus - Fresh Start

This is a good story to show how Christians believe that it is possible for all people to be saved; rich and poor, good and bad

### Lesson 4 Parable Unmerciful Servant

An illustration by Jesus of what forgiveness means.

### Lesson 5 Lord's Prayer

Central to Christian prayer as it is a prayer that Jesus taught and is prayed globally.

### Lesson 8 The Widow's Gift

This is a great story for illustrating what sacrificial love looks like.

### Lesson 9 and 10 Local Charity

These show how following Jesus influences Christians' lives and in particular how they use their time, skills and money.

Awareness, Mystery and Value Somerset 2019 KS1 Exemplars (In Guidance):  
Humanism

### Lesson 1 Atheist and Agnostic

### Lesson 2 Making Good Choices

Helen Jolliffe Lesson Exemplars- Students/REHJ/Lesson Plans/Year 2/ What  
Christians Believe About Salvation

Week 1 only

BBC Resources:

Year 2 Worship <https://www.bbc.co.uk/programmes/p02mwx8r>

Year 2 Prayer <https://www.bbc.co.uk/programmes/p02q88sl>

## Curriculum Impact

By the end of Key Stage One, children will:

- be reflective and questioning learners
- demonstrate an increasing interest in and respect for the different beliefs and cultures of others
- have understanding of the Jewish key beliefs of Torah and God and Covenant
- have understanding of the Christian key beliefs of God and creation, the Incarnation, Salvation and Agape
- have understanding of what it means to be a Humanist, agnostic and atheist
- be confident to articulate their own current beliefs

Teaching and support staff will assess children's progress against lesson objectives, carefully chosen and outlined in weekly planning. These lesson objectives will be selected by linking directly with the statutory beliefs outlined in the **Curriculum Intent** and with the programme of skills for each unit of learning described in the **Curriculum Implementation**.

Teachers will collect evidence of children's learning and progress in a range of ways using the class floor books, which could include 'thought bubbles', art and design, drama, story writing, photos and videos of children talking.

The RE Lead will monitor through lesson observations and book scrutiny and will create a portfolio to show evidence of attainment.

## **Speaking and Listening**

At Hamp Nursery and Infants school we place a higher emphasis on the development of Speaking and listening skills. As a whole staff we have worked on developing the teaching and practicing of Speaking and Listening throughout the school. All lessons will, in some part, provide opportunity for speaking and listening development. At the beginning of each new topic for the half term teachers will create a medium-term plan to show the areas of speaking and listening that will be taught during that topic area. These areas will then be taught and practiced throughout the half term during planned activities and lessons. Teachers will show where the planning of teaching and practicing of Speaking and Listening will take place in lessons by highlighting the text in purple on their planning. Teachers and TAs will at all times demonstrate good models of spoken English and good models of interpersonal communication through story-telling, reading aloud, class and group discussions and one to one conversations with children and with other staff.

## **SEND**

At Hamp Nursery and Infants School, we recognise that all pupils are entitled to high quality provision that enables them to achieve their potential across all subjects. We believe in positive interventions, removing barriers to learning, raising expectations and levels of achievement in order to provide a positive educational experience for all our pupils. All pupils follow the Early Years framework and National Curriculum at a level, pace and challenge that is appropriate to their abilities.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. In the whole-class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children may receive pre-tutoring or may work in a small group. In group time, additional needs will be addressed through tailored work in ability groups and the use of support staff, to consolidate key points. Where applicable, children who have been identified as having an individual or specific need may have a Pupil Passport and provision map with identified SEN support and short term targets.

## **EAL**

At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds and reaches their full potential, irrespective of the barriers to learning that they may face. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to maximise their progress and attainment within a positive, nurturing, secure and safe learning environment. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. Through effective planning, organisation, teaching and assessment procedures and the use of resources and strategies, we aim to

meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

### **Gifted and Talented**

As a school we work to ensure that we are providing effective provision for Gifted and Talented children. Class Teachers will identify children they consider to be particularly able; gifted and talented in their class. This can be any area of the curriculum where they demonstrate a particular strength or skill. These skills will be recognised to enable the children to be challenged to ensure that they reach their full potential. Class Teachers are responsible for extending the children's learning in their class.

Class Teachers will inform the Gifted and Talented coordinator who keeps a register of all class children's strengths in the school. Using this valuable information, the coordinator will plan enrichment activities where required in liaison with Class Teachers and Subject coordinators.

### **Diversity and Equality**

At Hamp Nursery and Infants School we are committed to ensuring that all our children have equal opportunity to access all subjects at a level appropriate for their development and ability, regardless of race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. We designed the curriculum to be flexible in order to ensure that all children make good progress and achieve success. We teach our children what it means to be part of a diverse society and the importance of inclusion and equality, this is interwoven through our curriculum and promoted across all subject areas. All staff have an inclusive attitude and uphold this in their teaching ensuring all children are valued, represented and treated fairly. The SENDCO and EAL coordinator and Gifted and Talented coordinator provide additional support both within and out of the classroom setting.

### **Online Safety**

At Hamp Nursery and Infant School, we have a whole school approach to online safety. As part of a broad and balanced curriculum, we have ensured that this is fully embedded and incorporated through all subjects and all aspects of school life.

## **Differentiation**

The goal of differentiation is to ensure that all children have equal opportunities to be successful learners; that they are all able to meet their intended outcomes, make good progress and understand their next steps. At Hamp Nursery and Infants school we are committed to ensuring that every child succeeds, irrespective of their starting points or any barriers to learning. We value personal progress equally with academic progress and are careful to group the children in ways that promotes positivity and develops self-esteem. We are dedicated to providing quality-first teaching with appropriate differentiation to meet the needs of all our learners. There are four main learning styles; visual, auditory, kinesthetic and experiential. In our setting differentiation to meet the children's learning styles may take on many different forms. Children may work in whole classes, small groups or even individually. They may work indoors or outdoors; some may work practically with the support of resources, others may learn best through discussion or interaction, and some learn more formally by listening and following instructions. Class teachers have the flexibility and freedom to use their expert knowledge of the children they teach to plan in the way that best suits the needs of their individual learners. This may look differently in different classrooms; pace, depth of learning and expected outcomes will all be planned appropriately to meet the children's needs, ensuring they are all able to become confident successful learners. Adult support will be directed by the class teacher depending on the specific needs of the class and individuals. In all classes, teachers will plan focused and engaging lessons that encourage children to learn. Lessons should be prepared in advance with a clear learning objective, which must be communicated to the children in all cases. Administrative tasks must be kept to a minimum and children should be involved in all parts of the lesson.

## **Outdoor Learning**

At Hamp Nursery and Infants school we are committed to ensuring we utilise our large and small spaces both indoors and outside. We have a large field which includes several species of mature trees, our forest school and wild area. These are continually being evolved and developed. These areas support learning in all areas of the curriculum. Outdoor learning has been recognised as crucial to children's ability to learn successfully and for their well-being. At Hamp Nursery and Infants school, outdoor learning is an integral part of our children's learning and as such has been interwoven into all areas of our curriculum.

Written by: Mrs Jolliffe - Autumn Term 2023

Amended by Lucy Burrows - Autumn Term 2025

Approved by: Head - Autumn Term 2025

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Approved by Chair of Governors

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Review Date: 2026/2027 or in line with any statutory changes.