

RELIGIOUS EDUCATION at ASHLANDS

INTENT

At Ashlands, we are aware that we have a statutory obligation to teach Religious Education (RE). The school is committed to developing our children's knowledge and understanding of religions and beliefs through the teaching of RE. We believe that RE plays an important role in the development of the children's spiritual, moral, social and cultural development. Through RE, we aim to promote respect and open-mindedness towards others with different faiths and beliefs and encourage pupils to develop their sense of identity and belonging through self-awareness and reflection. Children develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

IMPLEMENTATION

Our school follows the Believing and Belonging Syllabus, which is the agreed syllabus for the teaching of Religious Education in Leeds, Bradford, Calderdale and Kirklees. This allows children "to explore the commonalities and differences between and within faiths and other worldviews as well as developing an understanding of their own beliefs and those of others". The children are taught about the main world religious traditions including Christianity, Islam, Hinduism, Judaism and Sikhism, as well as other religious and non-religious world views. RE is taught through a variety of strategies and supports respectful discussion of key issues. Visits to religious buildings and guest speakers help inspire awe and wonder amongst the children and assemblies based on Christian stories from an 'Open the Book' team are just some of the ways in which children's learning of RE at Ashlands is enhanced. RE at Ashlands Primary is provided for all pupils and is inclusive and broad minded. Parents do have the right to withdraw pupils from RE. Any parent/carer wishing to do this should make an appointment with the Headteacher. RE assessment takes place at the end of each topic taught.

IMPACT

Through the teaching of RE at Ashlands we encourage our pupils to have a positive attitude towards all faiths and cultures and to promote the values and attitudes necessary for citizenship in a multi-faith and multi-racial society. We strive for children to recognise and celebrate the range of cultures and diversity and to enable children to evaluate their own views, and those of others, in a reasoned and informed manner. We hope to equip children with the knowledge and skills to answer challenging questions. We do not seek to urge religious beliefs on the children, nor compromise the integrity of their own religious position by promoting one tradition over another, but rather encourage children to be open and objective.

R.E. Subject Overview						
	AUTUMN 1	**AUTUMN 2**	**SPRING 1**	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
EYFS]	**<u>Who belongs in my family and community?</u> (E.4)** This unit helps establishes a sense of belonging to a  family, school, community and the wider world. Children will be encouraged to talk about and describe where they live and who lives with them, as well as learning about other aspects of belonging to different and wider communities, including religious communities.	**<u>How do people celebrate special times?</u> (E.5)** Children will learn about a variety of festivals and how they are celebrated, including a simple introduction to religious festivals through the year. These will include Christmas, Diwali, Eid, Easter and Harvest. The unit aims to focus attention on religious aspects as well as cultural traditions.	**<u>Who cares for me and how do I help others?</u> (E.3)** Children will explore the need to follow rules, including the 'Golden Rule' of treating others as you would like to be treated. They will learn about the ideas of friendship and explore the way in which we care for our friends and families. They will also learn about how caring is shown through the stories of Jesus and the prophet Muhammed.	**<u>How do we understand and care for the world?</u>** **(E.6)** This unit focuses on the wonders of nature during different seasons. Children will investigate, take an interest in and learn how to look after the natural world. Christian beliefs about creation will be explored, including themes of thankfulness at harvest time and ideas about looking after the world. Life cycles in plants and animals will be used as a starting point to reflect on concepts death and new life in the Easter story.	**<u>Which places are special to members of our community? (E.1)</u>** The focus of this unit is on learning about ourselves, recognising  that we are all different but unique and special. We all have other people who are special to us, including family and friends. We all have special objects which remind us of important people, times and places. The unit goes on to explore the concept of 'special' in relation to Christianity and Islam. This includes learning about Jesus and the Prophet Mohammed, listening to special stories and investigating special objects.	**<u>Why are some objects special?</u>** **(E.2)** In this unit children will be able to identify which objects are special to them perhaps because of where the objects are from, who gave them to them and how they make them feel. They will then learn about special artefacts and books in different religions, such as Judaism, Hinduism, Christianity and Islam. They will learn about what the special objects represent and why people care for them and treat them with respect.

Year 1	**How and why do we care for others? (F1.12)**  In this unit, children will learn about what caring means to different pupils and people from different faith backgrounds. The children will develop skills in reflection and communication and the unit explores themes of self-esteem and empathy.	**Why are festivals important in a community? (C1.5)**  Children will think about how we celebrate special events and how religions mark festival days. The unit includes a study of the Harvest festival, Eid al-Fitr and Sukkot. The children will also have the opportunity to create their class celebration.	**How do Bible stories show that God keeps promises? (F1.14)** In this unit, children will listen to stories from both the Old and New Testaments. They will be able to name some of the early figures in the Old Testament, retelling stories and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph. They will also listen to and retell stories about the birth of Jesus from the New Testament and think about how Christians believe Jesus is special and call him the 'Son of God'. They will also make links between the Old Testament Stories and the way Christians behave.	**Which books and stories are important? (C1.6)**  Children will think about special books and reflect on the meanings or 'morals' in stories, including religious and non-religious tales and fables. They will investigate special books and writings for religious believers, in particular the Bible and the Qur'an. Pupils consider why these are special and how they are respected.	**What does it mean to belong to a community or belief? (C1.1)** Children will learn about what it means to belong to a church or mosque. They will learn what they might see in a mosque or church building, and what the people do when they go there. They will begin to understand that there are differences and similarities between churches and mosques, but that not all churches or mosques are the same. They will learn that churches and mosques are special places for the people who go there. 	
Year 2	**How can we make good choices? (C1.3)** The children will explore how people always face moral choices, starting with a what makes a happy classroom, and why rules are important. We will	**What do religions/ world views say about our wonderful world? (F1.13)** The children will learn about different beliefs on the origins of the world. They will consider the ways in which religious and non-religious	**How and why do some people pray? (C1.4)** This topic is an introduction to how Christians and Muslim pray. Children should develop an understanding of the importance of prayer to those who belong to that religion. 		**How are symbols used to welcome new life? (C1.2)**  Children will learn how babies are welcomed into families. They will think about how it is important to welcome people and	**What did Jesus teach and how did he live? (F1.15)**  Children will learn from the life and teachings of Jesus by exploring and responding to questions. They

	study moral codes from Christianity, Judaism and Islam including the Ten Commandments and the Five Pillars. We will also look at non-religious stories and consider what makes the best rules for life?	individuals and organisations show care and concern for the planet. It develops children's understanding of all people as belonging to groups and sharing a group identity, which may be expressed through actions and beliefs. The children will learn about their environment and how to care for it. 		especially new babies. They will study initiation rites including infant baptism and the aqiqah and be aware that there are other rituals and ceremonies as well, including non-religious ceremonies. Children will think about promise and compare the different ways in which people welcoming new life.	will consider what is a 'calling' and what was Jesus' special role. They will focus on how beliefs affect how Christians live their lives, which Christians may explain to children in terms of the command to 'love one another'. Through play, storytelling, simple drama, art and craft, speaking and listening activities, pupils think about some stories of Jesus and suggest meanings for the stories. They reflect on the importance of Jesus' teachings for Christians today. By learning about some stories of Jesus, and particularly about how Jesus healed and cared for people, pupils get the opportunity to

						explore how Jesus lived and how he wanted others to live.
Year 3	**How do Jews use stories to remember God's covenant? (CL2.6)**  Children will learn what it is like to be Jewish and explore Jewish beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition; about the Torah as sacred text; about the great festivals of Pesach, and the weekly celebration of Shabbat, illustrating how Jewish people try to live. Children will have the opportunity to explore religious artefacts and texts and will build their enquiry skills, asking and	**How does the Bible help Christians to live a good life? (FL2.12)** Pupils begin this unit by learning about the importance of the Bible for Christians – what it is and how it helps Christians to live their lives. Pupils will explore Jesus' teachings about rules and behaviour in relation to a variety of Bible stories and parables. Throughout the unit children will be encouraged to reflect on the influence of Bible stories on individuals and communities. They will also think about what it means to lead a good life.	**How do the 5 pillars help Muslims to lead a good life? (CL2.3)** The unit of study includes work on Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad. It  expands and develops learning about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims. Pupils will learn about some key teachings and consider how these affect the values and lives of believers. They will also learn and specific religious language related to Islam.	**How do creation stories help people understand the world? (FL2.11)** Children will explore a range of creation stories from Christianity, Judaism, Islam and Sikhism. They will consider how these stories have impacted upon the faiths in the past, and how relevant they are today. It will allow pupils to compare and contrast the different creation stories.	**How do different people express their spirituality? (CL2.2)** This unit explores creative ways in which spirituality may be demonstrated. The children will have opportunities to experiment with a range of creative arts as they explore how religious communities and individuals express beliefs and emotions. This unit includes music, visual arts and dance. 

	reflecting on a range of questions.					
Year 4	**How do ancient stories influence modern celebrations? (CL2.5)**  (Previously called -How are important events remembered in ceremonies?) This unit will explore festivals of light from Judaism, Sikhism, Hinduism, Paganism, Chinese New Year and Ancient Civilisations. It will consider how some festivals use light as a representation of hope, joy, remembrance and reflection.		**Why do the lives of the Gurus inspire Sikh believers? (CL2.4)** **Why are Gurus at the heart of Sikh belief and practice?**  This unit explores the concept of 'guru' in Sikhism as an introduction to Sikh religious belief and practice. It aims for pupils to be able to link the significance of Sikh scripture, the Guru Granth Sahib, to ten Sikh gurus. It begins by exploring the concept of 'guru' as a religious teacher before introducing Guru Nanak, focussing specifically on his experience of God and subsequent teachings about God and social justice. It touches on the idea of Guru succession, which Guru Nanak instigated at the end of his life. The final	**How are the stories of Holy Week important to Christians? (FL2.14)** This unit explores how the narratives of Holy Week help Christians understand the significance of Jesus' death and resurrection, considering the significance of stories such as: Palm Sunday (John12:12-15); Maundy Thursday and the Last Supper (Mark 14:12 -26); Good Friday and the crucifixion (Luke 23:26 -56); Easter day and the empty tomb (Luke 24:1-12). Pupils explore stories from the Gospels around Holy Week and the Easter story, giving pupils opportunities to explore how these religious texts inform the	**What faiths and beliefs can be found in our country and community? (CL2.1)** Children will learn about different places of worship in the local and wider community and their significance to believers. This unit will be enriched by visits to different places of worship where possible, or alternatively, visits from members of faith communities who will come into school to discuss what happens in their place of worship and why it is important to them. 	**Why do people follow inspirational leaders? (FL2.13)** This unit will explore the concept of leadership and will be an introduction to Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews. They will learn about the specific characteristics of specific leaders, why they are inspirational and how they taught key elements of the faith through stories. Pupils will also have the opportunity to study a modern-day leader, analysing the impact they have had on society.

			section examines the creation, treatment, role and significance of the Guru Granth Sahib – the Sikh holy book.	beliefs and practices of Christians and others.		
Year 5	**How and why are Jewish festivals celebrated today? (CU2.5)**  This unit builds on previous learning about the covenant with God and how Jewish people live and celebrate their faith today. This unit focuses on what it is like to be Jewish, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about David as a key leader in the Jewish tradition; about the prophets, about the great festivals of Rosh Hashanah, Purim and Hanukah, illustrating how Jewish people try to live. This unit gives the children	**How do Buddhists live a meaningful life? (FU2.14)** This unit builds on the children's prior knowledge of Buddhism including how Buddhists protect the planet and try to follow the example of the Buddha and live a good life. Through listening to stories, the children will consider Buddhist teaching about happiness and suffering and how people deal with this in their own lives.	**Should we forgive others? (FU2.12)**  This unit will explore concepts of forgiveness and reconciliation in Christianity. The unit supports pupils to understand how the stories of forgiveness in the New Testament are, for Christian people, a guide to their values and commitments. It also allows pupils to understand the significance of the death and resurrection of Jesus in relation to the forgiveness of the sins of Christians. Pupils will be enabled to begin to understand the importance of forgiveness in	**What do Hindu people believe about God? (CU2.1)** In this unit children will learn about the basic principles of Hinduism including how Hindu's worship, how they show service, how they try to live a good life and how they show devotion to God. They will also learn about the three main forms of Brahman in the Trimurti.	**Why do some people go on pilgrimage? (CU2.4)** This unit explores the special journeys that people make. It includes pilgrimages and spiritual journeys as well as metaphorical journeys through faith. It also looks at where these journeys are to and why and what people learn from them. It looks at the sacrifices that people make in order to carry out the journeys and how this enriches people's lives. 

	opportunities to explore how religious artefacts and texts can be a source for learning and for beliefs.		Christian theology and practice and to think for themselves about questions to do with forgiveness reconciliation and values. Pupils are encouraged to consider what can be learned from Christian examples and teaching referring to their own experiences, beliefs and values.			
Year 6	**<u>How do Sikhs symbolise their commitment?</u>** (**CU2.2)** This unit further develops the knowledge and understanding of Sikhism including worship and practices. Children will learn about symbols, commitment and service within Sikhism. In so doing, the unit also enables pupils to reflect on the significance of these concepts in their own lives. 		**<u>What is the significance of Easter, Ascension and Pentecost?</u>** **(FU2.11)** (Previously called- What do Christians believe about Jesus' death and resurrection?) This unit explores how Christians understand the significance of Jesus' death and resurrection, considering passages	**<u>What do Christians believe about the old and new covenants?</u>** (**CU2.6**) This unit explores some of the  different covenants (agreements) between God and various key figures	**<u>Why are rites of passage important?</u>** **(FU2.13)** (Previously called - How does growing up bring responsibilities and commitments?) One of the core purposes of RE is to develop pupils' ability to reflect on their own beliefs, values and feelings about their own lives and about the world around them. This unit focuses on this personal	**<u>What values do people live by?</u>** **CU2.3** This unit helps children think about their own values, with special reference to the values of Christians, Humanists, Jews and Muslims. The focus is on the way in which stories communicate values, and the ways in which values make a difference to our lives. The unit works

		from the bible, such as: Palm Sunday, Maundy Thursday and the Last Supper, Good Friday and the crucifixion and Easter day and the empty tomb. Pupils explore stories from the Gospels around Holy Week and the Easter story, and study the celebrations of Jesus' death and resurrection, in an attempt to explain links between scripture sources and Christian beliefs. 	in the Bible in both the Old and New Testament, including Abraham, Moses, David and Jesus. It explores core beliefs of Christians regarding these covenants and their importance. It also makes comparisons to different faiths' views of these people.	quest, starting with an exploration of the responsibilities and opportunities that arise as young people grow into adulthood. It investigates religious and secular responses to growing up, including rites of passage. As part of the study, pupils consider their own values, beliefs and commitments.	towards an understanding of the values peoples share, and the fact that not all values are shared. Pupils are encouraged to consider what can be learnt from Christian, Jewish, Muslim and Humanist ideas.