



# Religious Education Policy (RE)

Reviewed: Summer 2023

Next review: Summer 2025



*Succeeding together*



## Introduction

At Eastbury Primary School we base our approach to Religious Education on the following:

- We believe that Religious Education assists in the promotion of the moral, spiritual, cultural and social development of the child preparing them for responsibilities and opportunities they will experience in the future. Religious Education is important for children to understand each other and to break down fear and prejudice.
- In line with British Values, we believe Religious Education should be broadly based, reflecting that Christianity is the main religion of the UK, but taking account of others such as; Islam, Sikhism and Hinduism, who have an importance in the local community. Our scheme of work also references Jewish, Buddhist and world views (Humanism) traditions to widen our children's understanding of the world.
- We believe that the teaching of Religious Education should be non-sectarian and not confined to purely giving out information. It is an academic discipline and is at the heart of the curriculum. Religious Education does not seek to urge religious or non-religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another.
- We believe that all children should be concerned about wider areas of morality, the difference between right and wrong and the effect that our actions have on others and Religious Education can make a positive contribution to this.

## Aims

To foster the development of positive attitudes to encourage pupils to see themselves as an equal, valued, and valid part of the school and community.

To explore the richness and diversity of the school and its community.

To reinforce racial equality strategies (PREVENT training).

To promote positive images of people - their beliefs, traditions, colour, culture, language, and history, in the wider community and around the world.

To develop each pupil's positive self-image.

To reflect on, express and evaluate individual beliefs.

To become responsible for one's own behavior and to develop a willingness to act according to moral rules and to regulate behavior for the good of another individual or the group.



## Entitlement

The children will be given the opportunity to be taught about the main religions represented in Britain: Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism. The school will mainly follow the Jigsaw scheme of work, which works alongside the newly agreed syllabus for R.E in Barking and Dagenham.

The minimum annual teaching time for R.E. is 36 hours for KS1 and 45 hours for KS2 per academic year.

RE is timetabled across each phase for each class weekly, in addition RE topics are also discussed through whole school celebration assemblies, class assemblies, radio assembly and Votes for schools (current news, oracy and debate). Other celebrations and special days where RE is linked are for example International week, British values day, Black History month, PSHE lessons, and cross curricular links with History, Geography and Art.

EYFS has RE integrated into People and Communities, Understanding of the World as well developing it throughout other subjects.

The following attainment targets will act as the basis for planning and teaching:

AT1: Learning about religion – (explaining the meaning of religious language, stories, symbolism; explaining similarities/differences.)

AT2: Learning from religion – (give informed responses to religious and moral issues; reflect on one's own beliefs; identify and respond to questions of meaning).

## Organisation

Each class will have a timetable of 45 minutes R.E. lesson on a weekly basis.

Teachers will follow the Discovery RE (Jigsaw) scheme of work for R.E., alongside the newly agreed syllabus for Barking and Dagenham. There will be an integrated approach when teaching the two attainment targets.

The teaching of R.E. should remain objective and educational in its approach and never to covert or support any religion. It should also attempt to contribute to the spiritual, moral, social, and cultural development of pupils, regardless of their beliefs.

## **SMSC and Fundamental British Values**

Eastbury Primary actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.



The school also ensures that there is a rounded program of themes/ assemblies that help to promote pupils' spiritual, moral, social and cultural development, providing clear guidance on what is right and what is wrong.

Religious Education at Eastbury promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles.

#### Inclusion for EAL /SEND/Deaf ARP/ and Gifted and Talented children.

In line with the other school policies, RE aims to meet the needs of all children through planned differentiation and resources. This will include the need to adapt lessons to account for children's different learning styles, especially those to whom English is an additional language (through use of suitable communication mode, visual aids and EAL teacher and/or Teacher of the Deaf support), children with Specific Special Educational Needs and the Gifted and Talented children (Greater Depth).

#### The Religious Education Subject Leader:

The Subject Leader has a clear plan of Action Plan for Religious Education over the academic year. The Action Plan outlines the development of RE in relation to this policy, use of resources, monitoring the quality of teaching and learning through observations, planning and book monitoring, analysing assessment data and managing a budget. The Subject Leader is available to help staff to plan for Religious Education where required and will attend relevant courses and network meetings to keep up to date with local and national changes and initiatives.

#### Resources

Resources to support the teaching of R.E. are stored in the R.E. cupboard. This is audited regularly.

The scheme of work is uploaded on the school network (SharePoint), with the relevant plans for each year group and selection of templates per lesson for the topics.

The Share point has its own area for RE with PowerPoints, lesson plans and assembly ideas.

At Eastbury Primary School we have a multicultural and multi-faith members of staff. During curriculum presentations sometimes staff contribute to lesson presentations and are interviewed during radio assemblies.



All teachers will use I.T and media to support and enhance pupils understanding of R.E. Teachers will use other resources provided in the 'Discover' scheme and other the borough scheme of work.

### Assessment and Monitoring

Coverage of R.E. is monitored termly and half-termly, these include book and planning scrutiny, team planning and team teaching. The monitoring also includes looking at R.E. displays in and around the school. At the end of each topic an evaluation sheet is completed by individual pupils.

Assessment of pupil achievement will also be covered by adhering to school feedback and marking policy. Formative and summative assessments are carried out. The school monitors progress using SIMS. Teachers' use the National Curriculum statements and assessments completed to create a judgement these are levelled as working towards (WT), expected (EX) and greater depth (GD). This is completed twice a year as a baseline and as final progress check.

### Assemblies per year group

During each academic year, religious celebration assemblies take place. Parents are invited to these assemblies with different year groups to see the show. Some of the ways that class groups have presented these include music, dancing, story-telling, acting and creative use IT. This has supported in raising awareness of different religions and has supported promoting the diversity of our children, adults and the local community.

<b>Year group</b>	<b>Assembly</b>	<b>Term</b>
Reception	Christmas Assembly	Autumn 2
Year 1	St George's Day Assembly	Summer 1
Year 2	Eid Assembly	Summer 2
Year 3	Diwali Assembly	Autumn 2
Year 4	Chinese New Year Assembly	Spring 1
Year 5	Easter Assembly	Spring 2
Year 6	Year 6 Leavers performance	Summer 2



## Equal Opportunities

As set out in the aims, the teaching of R.E. reflects the whole religious community. Children from all backgrounds and gender will be encouraged to express their opinions, thoughts and ideas. This is conducted using school resources and borough wide initiatives including guest speakers, and delivery of positive images from all faiths.

## Community Links

The school is committed to active learning with practical firsthand experiences provided for all pupils. This is achieved through visits to local places of worship, special religious events in the borough and by inviting guest speakers from the local community.

## Withdrawal from RE lessons

On arrival at Eastbury Primary School during the home-school visit, parents will have the opportunity to discuss the school's approach to R.E. This includes the place of worship visits which take place each year giving children the opportunity to visit a Sikh Gurdwara, a Christian Church, a Jewish Synagogue, a Hindu temple, a Muslim Mosque, and a Buddhist Temple.

From the curriculum map which is published on the school website, parents and carers are able to see topics that are being taught in RE each term. If parents feel that their child should not take part in a particular lesson, they need to inform the school in writing. The school notifies parents of key dates each term. This includes the special year group religious celebration assemblies.

Parents/carers have a legal right to withdraw their child from Religious Education. However, it is always hoped that here at Eastbury Primary School we can find a way to keep all children involved in their religious education. Should a parent wish to do so, they must firstly request a meeting with the Headteacher or a member of the senior leadership team to discuss the concerns to come to an agreement. Reference: Claire Clinton R.E. Borough advisor (Barking & Dagenham).

If a parent feels it is necessary for their child not to participate in R.E. lessons the following steps need to be followed:

- Parents must speak to the class teacher or the R.E. coordinator.
- Write a letter to the head teacher asking to withdraw their child or children from R.E. lessons.
- A meeting will be arranged with the head teacher or SLT member after receiving the letter.
- The letter of withdrawal from parents will be presented to the school governing body to look at the case.

- If the child is withdrawn from RE lessons, parents will need to provide alternative R.E. resources for the child.
- The child will be withdrawn from the session will be sent to another class.

## R.E. progression map Summer 2022-2025:

### Eastbury Primary School: Religious Education (RE) Progression Map 2022

SUBJECT: Religious Education (RE - topics taken from discovery RE scheme of work -areas of enquiry targets AT1 & AT2 targets or NC – national curriculum targets starting with Re have been selected. Key (T1) term 1 / (T2) term 2						
	Autumn (optional religious festivals - to also look at Diwali/Harvest/Guy Fawkes)		Spring (optional religious festivals – to look at Chinese New Year/Vaisakhi for Sikhs/St Georges day/Mother’s Day)		Summer (optional religious festivals – to look at Ramadan/Eid/Father’s Day)	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>EYFS</p> <p>Nursery and Reception</p> <p>EYFS – focus is on speaking- I can – for key skills statements then it leads to writing etc</p> <p>EYFS statements</p> <p>40-60+ And ELG targets</p>	<p><b>Topic Title: Special people/Christmas</b></p> <p><b>Understanding of the world – people and communities.</b></p> <p><b>Key knowledge:</b> 40-60+ Enjoys joining in with family customs and routines.</p> <p><b>ELG –</b> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>Term 1 -Special People – our Families</b></p> <p><b>Key Skills:</b> what makes people special. I can say who is special to me and why.</p> <p><b>Key vocabulary:</b> Family, home, mum, dad, brother, sister, baby, grandma, granddad, grandparents</p>	<p><b>Term 2 – Christmas</b></p> <p><b>Key Skills:</b> What is Christmas?</p> <p>I can say what is Christmas – birth of Jesus Christ. How we celebrate it. I can participate in the Christmas play.</p> <p><b>Key vocabulary:</b> Christmas, Christmas story, Jesus, presents, angel, 3 wise men/kings, shepherd, Mary, Joseph, Christmas play</p> <p><b>Reception Christmas Assembly performance</b></p>	<p><b>Topic Title: celebrations /Easter - Christianity</b></p> <p><b>Understanding of the world – people and communities.</b></p> <p><b>Key knowledge:</b> 40-60+ Enjoys joining in with family customs and routines.</p> <p><b>ELG –</b> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>Term 1 -celebrations</b></p> <p><b>Key Skills:</b> what do people celebrate?</p> <p>Children to complete a cultural book from autumn and have a cultural day. To discuss their special celebrations e.g. birthday, Christmas, Eid.</p>	<p><b>Term 2 – Easter</b></p> <p><b>Key Skills:</b> Easter, farm topic – new life linking to farm topic, life cycles of a hen and caterpillar. Farm visit.</p> <p>I can say why we have Easter to celebrate new life and beginnings. – link to lifecycles.</p> <p>Easter hat parade and Easter hunt in school.</p> <p><b>Key vocabulary –</b> Easter, new life, life cycle, new beginnings, hen, chick, caterpillar, butterfly.</p>	<p><b>Topic Title: story time – (based on moral or religious story) / Special places.</b></p> <p><b>Understanding of the world – people and communities.</b></p> <p><b>Key knowledge:</b> 40-60+ Enjoys joining in with family customs and routines.</p> <p><b>ELG –</b> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>Term 1 :- story time – based on moral or religious story.</b></p> <p><b>Key Skills:</b> what can we learn from stories?</p>	<p><b>Term 2 – Special Places</b></p> <p><b>Key Skills:</b> What makes places special?</p> <p>To know what a special place is to me, example home is, mosque, gurdwara, church, school. To say why it is special.</p> <p><b>Key vocabulary –</b> special place, places of worship – gurdwara, mosque, church.</p>

			<p><b>Key vocabulary:</b> celebration, special, birthday, Christmas, Eid and Diwali.</p>		<p>To understand right and wrong – using story of your choice.</p> <p>Noah's ark -story for children – linking to minibeast/farm topic. Also, maths counting in 2s.</p> <p><b>Key vocabulary:</b> story, right, wrong, choice, Noah's ark, animals, mini beasts.</p>	
<p><b>Year 1</b></p> <p>RE - topics taken from discovery RE scheme of work -areas of enquiry targets <b>AT1 &amp; AT2 targets</b> or NC – national curriculum targets starting with Re have been selected.</p> <p><b>Key (T1) term 1 (T2) term 2</b></p>	<p><b>Topic Title: Places of worship/creation story/Christmas story in Christianity</b></p> <p><b>Key knowledge: NC RE1b:</b> To identify how religion and belief is expressed in different ways</p> <p><b>RE1c:</b> To identify similarities and differences in features of religions and beliefs</p> <p>AT1 A Beliefs, teachings and sources AT2 F Values and commitments</p> <p>Does the world belong to God? Should people take care of the world?</p> <p><b>Key Skills:</b> to compare between different places of worship. To distinguish different religious symbols. To describe what is different and similar between different places of worship and their symbols.</p> <p>To re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment</p> <p><b>Key vocabulary:</b></p>	<p><b>Topic Title: Christmas story in Christianity</b></p> <p><b>Key knowledge: NC RE2c:</b> To identify possible meanings for symbols and other forms of religious expression</p> <p>AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging.</p> <p>What gift would I have given to Jesus if he had been born in my town and not in Bethlehem?</p> <p><b>Key Skills:</b> To reflect on the Christmas story and decide what gifts would be meaningful for Jesus. What can I learn from stories from religious traditions? To question are symbols better than words at expressing religious beliefs?</p> <p><b>Key vocabulary:</b> Christmas story, Jesus, Mary, Joseph, 3 wise men,</p>	<p><b>Topic Title: Jesus as a friend - Christianity</b></p> <p><b>Key knowledge: NC RE1a:</b> To retell religious, spiritual and moral stories - Jesus as a friend</p> <p><b>RE2b:</b> To ask questions about their own and others feelings and experiences</p> <p><b>Key Skills:</b> To identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult To identify was it always easy for Jesus to show friendship? To define when answering the following - What can I learn from religious traditions? Should people follow religious leaders and teachings?</p> <p><b>Key vocabulary:</b> Jesus, good, friend, bible, Palm Sunday, Easter,</p>	<p><b>Topic Title: Easter story – Christianity</b></p> <p><b>Key knowledge: NC RE1a:</b> To retell religious, spiritual and moral stories – Easter Story</p> <p><b>RE2b:</b> To ask questions about their own and others feelings and experiences</p> <p><b>Key Skills:</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Show evidence for your answer. To know that Jesus is special to Christians and how his welcome on Palm Sunday shows this</p> <p><b>Key vocabulary:</b> Jesus, bible, Palm Sunday, Easter,</p>	<p><b>Topic Title: Judaism – Shabbat/Chanukah</b></p> <p><b>Key knowledge: RE1a:</b> To retell religious, spiritual and moral stories</p> <p><b>RE2b:</b> To ask questions about their own and others feelings and experiences</p> <p>AT1 B Practices and ways of life AT2 D Identify, diversity and belonging</p> <p>AT1 C Forms of expressing meaning.</p> <p><b>Key vocabulary:</b> To empathise with Jewish children by understanding how it feels for them to take part in Hanukkah activities.</p> <p><b>Key Skills:</b> To identify and describe some symbols in Judaism. To reflect and describe how a Jewish child would feel exploring celebrations in Judaism.</p> <p><b>Key vocabulary:</b> Judaism, synagogue, star of David, the lion of</p>	<p><b>Topic Title: Judaism – Shabbat/Hanukkah</b></p> <p><b>Key knowledge: RE1a:</b> To retell religious, spiritual and moral stories</p> <p><b>RE2b:</b> To ask questions about their own and others feelings and experiences</p> <p>AT1 B Practices and ways of life AT2 D Identify, diversity and belonging</p> <p>AT1 C Forms of expressing meaning</p> <p><b>Key vocabulary:</b> To empathise with Jewish children by understanding how it feels for them to take part in Hanukkah activities.</p> <p><b>Key Skills:</b> To identify and describe some symbols in Judaism. To reflect and describe how a Jewish child would feel exploring celebrations in Judaism.</p> <p><b>Key vocabulary:</b> Judaism, synagogue, star of David, the lion of</p>

	<p>church, gurdwara, mosque, synagogue, mandir, Buddhist temple</p> <p>Creation story, bible, 7<sup>th</sup> day, days of the week.</p> <p><b>Diversity &amp; Global Learning opportunities:</b> <b>Visiting a church.</b></p>	<p>shepherds, angel, stable, presents, characters from the story and role.</p> <p><b>Christmas concert performances</b></p>			<p>celebrations in Judaism.</p> <p><b>Key vocabulary:</b> Judaism, synagogue, star of David, the lion of Judah, menorah, mezuzah, Torah scroll, Shabbat/Chanukah</p> <p><b>Year group assembly – St Georges Day</b></p>	<p>Judah, menorah, mezuzah, Torah scroll, Shabbat/Hanukah</p>
<p><b>Year 2</b></p> <p><b>RE (Discovery RE scheme)</b></p> <p>RE - topics taken from discovery RE scheme of work -areas of enquiry targets AT1 &amp; AT2 targets or NC – national curriculum targets starting with RE have been selected.</p>	<p><b>Topic Title:</b> Christianity: What did Jesus teach? Is it possible to be kind all the time? (T1) AT1 A Beliefs, teachings, and sources AT2 F Values and commitment AT2 E Meaning, purpose, and truth</p> <p><b>Key knowledge:</b> to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.</p> <p><b>Key Skills:</b> to be able to listen and retell the story of the good Samaritan and paralyzed man and reflect on the stories.</p> <p>Reflect on times we have given gifts and explain why. To retell the Christmas story. To identify and explain why God gave Jesus.</p> <p><b>Key vocabulary:</b> bible stories, the good, Samaritan the paralysed man</p> <p><b>Diversity &amp; Global Learning opportunities:</b> <b>Visiting a church.</b></p>	<p><b>Topic Title:</b> Christianity: Christmas; Jesus as a gift from God. Why did God give Jesus to the world? (T2) AT1 A Beliefs, teachings, and sources AT2 E Meaning, purpose, and truth</p> <p><b>Key knowledge:</b> To reflect on the Christmas story and the reasons for Jesus' birth.</p> <p><b>Key Skills:</b> To reflect on time we have given gifts and explain why. To retell the Christmas story. To identify and explain why God gave Jesus.</p> <p><b>Key vocabulary:</b> Christmas, Jesus, God, presents, birth</p> <p><b>Christmas concert performances</b></p>	<p><b>Topic Title:</b> Judaism: Passover</p> <p>How special is the relationship Jews have with God? (T1)</p> <p>AT1 B Practices and ways of life</p> <p>AT1 F Values and commitments</p> <p><b>Key knowledge:</b> To understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p> <p><b>Key Skills:</b> To evaluate and understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p>	<p><b>Topic Title:</b> Christianity: Easter Resurrection.</p> <p>Is it true that Jesus came back to life again?</p> <p>AT1 A Beliefs, teachings, and sources.</p> <p>AT2 E Meaning, purpose, and truth.</p> <p><b>Key knowledge:</b> To re-tell and describe the Easter story and understand what Jesus' resurrection means for Christians. Reflect on the symbols at Easter. Debate whether Jesus came back to life. <b>Key vocabulary:</b> Cross, Easter eggs, Hot cross buns, bible, resurrection.</p>	<p><b>Topic Title:</b> Islam: Community and belonging.</p> <p>Does going to the mosque give Muslims a sense of belonging?</p> <p>AT1 B Practices and ways of life.</p> <p>AT2 D Identity, diversity and belonging.</p> <p><b>Key knowledge:</b> To evaluate how going to the mosque give Muslims a sense of belonging?</p> <p><b>Key Skills:</b> To understand why Muslims, visit the mosque and to explore whether this gives them a sense of belonging.</p>	<p><b>Topic Title:</b> Islam: Hajj.</p> <p>Does completing Hajj make a person a better Muslim?</p> <p>AT1 B Practices and ways of life.</p> <p>AT2 F Values and commitments.</p> <p><b>Key knowledge:</b> To investigate does completing Hajj make a person a better Muslim.</p> <p><b>Key skills:</b> to understand what happens during Hajj and to explore the importance of this to Muslims.</p> <p><b>Key vocabulary:</b> mosque, Hajj, Makkah, prayer.</p> <p><b>Diversity &amp; Global Learning opportunities:</b> <b>Year 2 assembly – Eid Visit a mosque.</b></p>

			<p><b>Key vocabulary:</b> Passover, seder plates.</p> <p><b>Diversity &amp; Global Learning opportunities:</b></p> <p><b>Eat Challah bread and experience Passover.</b></p>	<p><b>Diversity &amp; Global Learning opportunities:</b></p> <p><b>Eating hot cross buns.</b></p>	<p><b>Key vocabulary:</b> prayer, mosque.</p> <p><b>Diversity &amp; Global Learning opportunities:</b> Taste a date and milk for Iftar.</p>	
<p><b>Year 3</b></p> <p><b>RE (Discovery RE scheme)</b></p> <p>RE - topics taken from discovery RE scheme of work - areas of enquiry targets <b>AT1 &amp; AT2 targets</b> or NC - national curriculum targets starting with Re have been selected.</p> <p><b>Key (T1) term 1 (T2) term 2</b></p>	<p><b>Topic Title:</b> Hinduism – theme is Diwali</p> <p>RE1a: To make links and explain connections between beliefs, stories and practices. RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p> <p>RE2c: To recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 D Identity, diversity and belonging.</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? (T1)</p> <p>Does joining the Khalsa make a person a better Sikh? (T1/2)</p> <p><b>Key Skills:</b> To investigate what happens</p>	<p><b>Topic Title:</b> Sikhism – theme is Amrit Ceremony /Christmas</p> <p>(T2) RE1a: To make links and explain connections between beliefs, stories and practices.</p> <p>RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p> <p>RE2c: To recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 D Identity, diversity and belonging</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p>	<p><b>Topic Title:</b> Christianity – Jesus’ Miracles (T1)</p> <p>RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs.</p> <p>RE2b: To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>AT1 C Forms of expressing meaning</p> <p><b>Key knowledge:</b> To investigate could Jesus really heal people? Were these miracles or is there some other explanation?</p> <p><b>Key Skills:</b> Explain how to make yourself feel better if you were ill. Role play story of blind man. Re-tell story of paralysed man. (T1)</p>	<p><b>Topic Title:</b> Christianity – Easter – Forgiveness. (T2)</p> <p>RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs.</p> <p>RE2b: To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>AT1 C Forms of expressing meaning.</p> <p><b>Key knowledge:</b> To debate and question what is ‘good’ about Good Friday?</p> <p><b>Key Skills:</b> Ordering sequence of events leading up to Jesus’</p>	<p><b>Topic Title:</b> Sikhism – Sharing and Community (T1) Sikhism – Prayer and Worship</p> <p>RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs.</p> <p>RE2b: To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>AT1 B Practices and ways of life</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>AT1 B Practices and ways of life</p>	<p><b>Topic Title:</b> Hinduism - Hindu Beliefs Pilgrimage to the River Ganges (T2)</p> <p>RE1a: To make links and explain connections between beliefs, stories and practices.</p> <p>RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>AT1 B Practices and ways of life AT2 F Values and commitments</p> <p><b>Key knowledge:</b> Investigate would visiting the River Ganges feel special to a non-Hindu? (T2)</p> <p><b>Key Skills:</b> Activities - A small box containing pictures/mo</p>

<p>during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus. (T1)</p> <p>To explore the reasons why a Sikh may choose to join the Khalsa. (T1/2)</p> <p><b>Key vocabulary:</b> Diwali, diva, lamp, light, Rama, Sita, Lakshmi.</p> <p>Sikh, Khalsa, Amrit, the 5ks, code of conduct</p>	<p><b>Key knowledge:</b> Does joining the Khalsa make a person a better Sikh? (T1/2)</p> <p>Has Christmas lost its true meaning? (T2)</p> <p><b>Key Skills:</b> To explore the reasons why a Sikh may choose to join the Khalsa. (T1/2)</p> <p>To research what the true meaning of Christmas is to Christians and compare this with what Christmas means to us. (2)</p> <p><b>Key vocabulary:</b> Sikh, Khalsa, Amrit, the 5ks, code of conduct</p> <p>Christmas, presents, Jesus Christ, nativity story.</p> <p><b>Year 3 assembly – Diwali: Autumn 2</b></p> <p>Christmas concert performances</p>	<p><b>Key vocabulary:</b> bible, Jesus, Old Testament, new testament, paralysed man, blind man, story, characters.</p>	<p>death. To write about something you would like to be forgiven for doing. (T2)</p> <p><b>Key vocabulary:</b> bible, Easter, crucifixion, cross, Palm Sunday, resurrection, Easter eggs</p>	<p>AT2 F Values and commitments</p> <p><b>Key knowledge:</b> Research why Sikhs think it is important to share? (T1)</p> <p>What is the best way for a Sikh to show commitment to God? (T1)</p> <p><b>Key Skills:</b> To explore how Sikh beliefs affect their way of life and the importance they place on sharing. Activities - Play a sharing game. Share rules we have in own lives. Ordering pictures of sharing into importance. Sharing bread with each other and focusing on 'Thank you's'. (T1)</p> <p>To understand different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment. (T2)</p> <p><b>Key vocabulary:</b> Sikh, langar, share, kirat kerna, vand shakna, Sikh – ardas, mool mantar, guru granth</p>	<p>dels of different Hindu deities Cards explaining the role of each of the Glass of water and salt</p> <p>To compare and understand the significance of the River Ganges both for a Hindu and non-Hindu. (T2)</p> <p><b>Key vocabulary:</b> Hindu – Ganges, pilgrim, sins, pooja, (T2) Hindu- prayer, pooja, pooja tray, brahmin, Vishnu, Lakshmi, Rama. (T2)</p>
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Year 4	RE (Discovery RE scheme)	RE - topics taken from discovery RE scheme of work -areas of enquiry targets AT1 & AT2 targets or NC - national curriculum targets starting with Re have been selected.	Key (T1) term 1 (T2) term 2	<b>Topic Title:</b> : Judaism- Beliefs and Practices (T1)	RE1a: To make links and explain connections between beliefs, stories and practices	AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging.	<b>Key knowledge:</b> To investigate how special is the relationship Jews have with God? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community. (T1)	<b>Key Skills:</b> To explore and understand the special relationship between Jews and God and the promises they make to each other, accomplished through a series of stories, research, discussions, and enquiries. (T1)	<b>Key vocabulary:</b> Jews, god, old testament, Abraham, synagogue, Torah(T1)	<b>Topic Title:</b> Christianity – Christmas (T2)	RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities.	AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth	<b>Key knowledge:</b> To discuss and reflect on what is the most significant part of the nativity story for Christians today? (T2)	<b>Key Skills:</b> To understand the symbolism in the Christmas story and think about what the different parts mean to Christians today. (T2)	<b>Key vocabulary:</b> Christmas, Jesus, Christingle, cross, bible, nativity	<b>Topic Title</b> Judaism – Passover (Term 1)	RE1a: To make links and explain connections between beliefs, stories and practices.	RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities.	RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.	RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs.	AT1 B Practices and ways of life	AT2 E Meaning, purpose and truth.	<b>Key knowledge:</b> This unit will focus on understanding how celebration Passover and keeping the Kashrut (Food Laws) help Jews show God they value their special relationship with him. (T1)	To discuss and debate Is forgiveness always possible? (T2)	sahib, guru, gurdwara. (T2)	<b>Topic Title:</b> Christianity -Easter (Term 2)	RE2b: To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.	RE2c: To recognise and explain diversity within religious expression, using appropriate concepts.	AT1 B Practices and ways of life	AT2 E Meaning, purpose and truth.	<b>Key knowledge:</b> To explore and understand how Jesus' life, death and resurrection teaches Christians about forgiveness. Accomplished through a series of stories, research, discussions and enquiries. (T2)	<b>Key Skills:</b> This will be accomplished through a series of stories, research, discussions and enquiries. The children will use skills of engagement, expression, investigations and evaluation.	<b>Key vocabulary:</b> Easter – Jesus, resurrection, Palm Sunday, crucifixion, bible, cross	<b>Topic Title:</b> Judaism - Beliefs and Practices (T1)	RE1a: To make links and explain connections between beliefs, stories and practices.	RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities.	RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.	RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs.	AT1 B Practices and ways of life	AT1 C Forms of expressing meaning	AT2 F Values and commitment	AT2 D Identity, diversity and belonging	<b>Key Skills:</b> What is the best way for a Jew to show commitment to God? (T1)	<b>Key knowledge:</b> To explore different ways in which Jews show their commitment to God, comparing their practices to explore which shows the most commitment. (T1)	<b>Key Skills:</b> To revisit and recap learning from term 1 and 3. Looking at a series of stories,
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			<p><b>Key Skills:</b> This will be accomplished through a series of stories, research, discussions and enquiries. The children will use skills of engagement, expression, investigations and evaluation. (T1)</p> <p><b>Key vocabulary:</b> Judaism, Jews, Kashrut, (T1)</p>		<p>research, discussions and enquiries. (T1)</p> <p><b>Key vocabulary:</b> Jews, commitment, practices, synagogue, rabbi. (T1)</p>
<p><b>Year 5</b></p> <p><b>RE</b> <b>(Discovery RE scheme)</b></p> <p><b>RE</b> - topics taken from discovery RE scheme of work -areas of enquiry targets <b>AT1 &amp; AT2 targets</b> or NC – national curriculum targets starting with Re have been selected.</p> <p><b>Key</b> <b>(T1) term 1</b> <b>(T2) term 2</b></p> <p><b>Year 5</b></p>	<p><b>Topic Title:</b> Sikhism -Belief into Action (T1) or Hinduism - Prayer and Worship (T1)</p> <p>RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities. RE2c: To recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 F Values and commitment AT2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> To identify how far would a Sikh go for his/her religion? (T1)</p> <p>Research and think about what are the best ways for a Hindu to show commitment to God? (T1)</p> <p><b>Key Skills:</b> to compare the different ways Sikhs put their religion into practice. To explore what is the best way for a Sikh to show commitment to God?(T1)</p>	<p><b>Topic Title:</b> Christianity – Christianity – Prayer / Christmas (T2)</p> <p>RE2c: To recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>AT1 B Practices and ways of life AT1 C Forms of expressing meaning</p> <p><b>Key knowledge:</b> To debate whether the Christmas story true? (T2)</p> <p><b>Key Skills:</b> To evaluate different accounts of the Christmas story and understand that stories can be true in different ways.(T2)</p> <p><b>Key vocabulary:</b> Christmas – old testament, cross, Jesus, church, nativity, gospels, Luke, Mathew</p> <p>Christmas concert performances</p>	<p><b>Topic Title:</b> You can choose between either - Sikhism - Beliefs and moral values(T1)</p> <p>Hinduism - Hindu beliefs (T1)</p> <p>RE2b: To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>AT1 A Beliefs, teachings and sources AT1 C Forms of expressing meaning AT2 F Values and commitments AT2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> To research if Sikh stories are important today and if so, explore why? (T1)</p> <p>To analyse how can Brahman be everywhere and in everything? (T1)</p> <p><b>Key Skills:</b> To explore and understand the relevance of Sikh stories today. (T1)</p> <p>To explain and understand</p>	<p><b>Topic Title:</b> Christianity – Easter (T2)</p> <p>RE2b: To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>AT1 A Beliefs, teachings and sources AT1 C Forms of expressing meaning AT2 F Values and commitments AT2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> To challenge and question if God intended Jesus to be crucified and if so, was Jesus aware of this? (T2)</p> <p><b>Key Skills:</b> To investigate if Jesus is the incarnation of God To question whether God intended Jesus to be crucified or whether Jesus'</p>	<p><b>Topic Title:</b> Sikhism -Prayer and worship (T1) or Hinduism - Beliefs and moral values (T1)</p> <p>RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities RE2c: To recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>AT1 B Practices and ways of life AT2 F Values and commitments</p> <p>AT1 B Practices and ways of life AT2 F Values and commitments</p> <p>AT2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> To discuss the best way for a Christian to show commitment to God and then evaluate in groups and present to rest of their peers?(T2)</p> <p><b>Key Skills:</b> To understand how Christians, show their commitment to God and to evaluate if there is a best way. (T2)</p>

<p>To evaluate if there is a best way for Hindus to show their commitment to god. (T1)</p> <p><b>Key vocabulary:</b> Sikhs, Guru Granth sahib, Gurdwara, Equality, Sewa, amrit and 5ks</p> <p>Hindus -worship, puja, arati, Lakshmi, brahma</p>		<p>the Hindu belief that there is one God with many different aspects. (T1)</p> <p><b>Key vocabulary:</b> Sikh stories, guru, guru granth sahib, Guru Nanak</p> <p>Hindu, brahmin, brahma, Vishnu, pooja</p>	<p>crucifixion was the consequence of events during Holy Week. (T2)</p> <p><b>Key vocabulary:</b> Life after death, Holy Week, Bible</p> <p>Year 5 Assembly – Easter PREP.</p>	<p>karma, samsara and moksha help Hindus lead good lives?(T1)</p> <p><b>Key Skills:</b> To explore and evaluate how Sikhs show their commitment to God and to evaluate if there is a best way. (T1)</p> <p>To investigate and research how the impact of certain beliefs on a Hindu's life. (T1)</p> <p><b>Key vocabulary:</b> Sikhism -guru, Amrit ceremony, guru granth sahib, langar, sewa, gurdwara, marriage, birth and death ceremonies</p> <p>Hinduism – prayer, Pooja, karma, moshukh, re-carination</p>	<p><b>Key vocabulary:</b> Christianity – baptism, church wedding, church, cross, bible, prayer, confession, vicar, communion.</p> <p>End of year leavers /summer show celebrations</p>
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<p><b>Year 6</b></p> <p><b>RE (Discovery RE scheme)</b></p> <p><b>RE</b> - topics taken from discovery RE scheme of work -areas of enquiry targets <b>AT1 &amp; AT2</b> targets or NC – national curriculum targets starting with Re have been selected.</p> <p><b>Key (T1) term 1 (T2) term 2</b></p> <p><b>Year 6</b></p>	<p><b>Topic Title:</b> Islam Beliefs and practices (T1)</p> <p>RE1b: To recognize and explain the impact of beliefs and ultimate questions on individuals and communities</p> <p>RE1a: To make links and explain connections between beliefs, stories and practices</p> <p>AT1 B Practices and ways of life</p> <p>AT2 F Values and commitments.</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> To use prior knowledge and research what is the best way for a Muslim to show commitment to God?(T1)</p>	<p><b>Topic Title:</b> Christianity - Christmas (T2)</p> <p>RE1b: To recognize and explain the impact of beliefs and ultimate questions on individuals and communities</p> <p>RE1a: To make links and explain connections between beliefs, stories and practices</p> <p>AT1 B Practices and ways of life</p> <p>AT2 F Values and commitments.</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> To discuss and evaluate how</p>	<p><b>Topic Title:</b> Christianity - Belief and meaning (T1)</p> <p>RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p> <p>RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs.</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 E Meaning, purpose and truth Believing Belonging We are learning to evaluate different beliefs about eternity and to understand</p> <p>AT1 B Practices and ways of life</p> <p>AT2 D Identity, diversity and belonging.</p> <p>AT2 F Values and commitments</p>	<p><b>Topic Title:</b> Christianity – Easter (T2)</p> <p>RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p> <p>RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs.</p> <p>AT1 B Practices and ways of life</p> <p>AT2 D Identity, diversity and belonging.</p> <p>AT2 F Values and commitments</p> <p><b>Key knowledge:</b> To research Is Christianity still a strong religion 2000 years after</p>	<p><b>Topic Title:</b> – Islam-Beliefs and moral value</p> <p>RE 2b To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</p> <p>AT 1 A Beliefs, teachings and sources</p> <p>AT2 D Identity, diversity and belonging.</p> <p>AT 1 A Beliefs, teachings and sources</p> <p>AT 2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> to explore and discuss does belief in Akhirah (life after death) help Muslims lead good lives?</p>	<p><b>Topic Title:</b> Islam-Beliefs and moral value.</p> <p>RE 2b To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</p> <p>AT 1 A Beliefs, teachings and sources</p> <p>AT2 D Identity, diversity and belonging.</p> <p>AT 1 A Beliefs, teachings and sources</p> <p>AT 2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> To challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven. ( T2)</p>
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<p><b>Key Skills:</b> To understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. To use prior knowledge and discuss this comparing to other religions they have learnt about.</p> <p><b>Key vocabulary:</b> Muslim, 5 pillars of Islam, mosque, sajda, fasting, Eid, Ramadan</p>	<p>significant is it that Mary was Jesus' mother? (T2)</p> <p><b>Key Skills:</b> To analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians. (T2)</p> <p><b>Key vocabulary:</b> Christianity – bible stories, angel, joseph Mary, virgin birth, miracle</p> <p>Christmas concert performances</p>	<p><b>Key knowledge:</b> To explore Is anything ever eternal? (T1)</p> <p><b>Key Skills:</b> To evaluate different beliefs about eternity and to understand the Christian perspective on this. (T1)</p> <p><b>Key vocabulary:</b> Christianity, beliefs, church, bible, cross, Easter, crucifixion, eternity, Palm Sunday, resurrection, church.</p>	<p>Jesus was on Earth? (T2)</p> <p><b>Key Skills:</b> To examine the influences Christianity still has in the world and evaluate whether it is still a strong religion. (T2)</p> <p><b>Key vocabulary:</b> : Christianity, beliefs, church, bible, cross, Easter, crucifixion, eternity, Palm Sunday, resurrection, church.</p>	<p><b>Key Skills:</b> to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. (T1)</p> <p><b>Key vocabulary:</b> Muslim, mosque, 5 pillars, death, burial, heaven, hell, jihad</p>	<p><b>Key Skills:</b> to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.</p> <p><b>Key vocabulary:</b> Muslim, mosque, 5 pillars, death, burial, heaven, hell, jihad</p> <p>End of year leavers /summer show celebrations</p>
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