



## Religious Education at Lodge Farm

### Our vision for Religious Education (RE)

#### INTENT:

#### FINAL GOAL FOR THE END OF KS2:

Year group	National Curriculum Reference	EOY Intended knowledge – WHAT WILL THE CHILDREN KNOW?	EOY Intended skills – WHAT WILL THE CHILDREN BE ABLE TO DO?
EYFS	Hertfordshire Agreed Syllabus of Religious Education. 2017 -2022.	Share their family traditions and the joy of celebrations, beginning to explore those of other belief communities. Respond, through talk, gesture and play about religious stories, objects, people and practices. Use some basic religious vocabulary and use their imagination and curiosity to develop their interest in the world around them.	<p><i>Justice and fairness</i> – Understand what is right, wrong and fair.</p> <p><i>Beliefs and practices</i> – Explore different ways of living, including beliefs and festivals.</p> <p><i>Sources of wisdom</i> – Listen and respond to religious stories</p> <p><i>Symbols and actions</i> – Communicate about people, places and religious symbols and artefacts.</p> <p><i>Prayer, worship and reflection</i> – communicate through talk or gesture about prayer. Experience periods of stillness and reflection.</p> <p><i>Identify and belonging</i> – show awareness of things and people that matter to them and link this to learning in RE</p> <p><i>Ultimate questions</i> – Use imagination and curiosity to develop their wonder of the world and ask questions about it.</p> <p><i>Human responsibility and values</i> – Explore how people show concern for each other and the world around them.</p>
Year 1	Hertfordshire Agreed Syllabus of Religious Education. 2017 -2022.	Notice and respond sensitively to some similarities between different religions. Explore and develop their knowledge and understanding of religions and worldwide views, recognising their local, national and global contexts. Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief. Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities.	<p><i>Justice and fairness</i> – Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair.</p> <p><i>Beliefs and practices</i> – Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them.</p> <p><i>Sources of wisdom</i> – retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.</p> <p><i>Symbols and actions</i> – Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities.</p> <p><i>Prayer, worship and reflection</i>- Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection.</p> <p><i>Identify and belonging</i> – Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why?</p>



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			<p><i>Ultimate questions</i> – Ask and answer a range of ‘how’ and ‘why’ questions about belonging, meaning and truth expressing their own ideas and opinions.</p> <p><i>Human responsibility and values</i> – Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this.</p>
Year 2	Hertfordshire Agreed Syllabus of Religious Education. 2017 -2022.	<p>Notice and respond sensitively to some similarities between different religions. Explore and develop their knowledge and understanding of religions and worldwide views, recognising their local, national and global contexts. Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief. Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities.</p>	<p><i>Justice and fairness</i> – Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair.</p> <p><i>Beliefs and practices</i> – Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them.</p> <p><i>Sources of wisdom</i> – retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.</p> <p><i>Symbols and actions</i> – Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities.</p> <p><i>Prayer, worship and reflection</i>- Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection.</p> <p>Identify and belonging – Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why?</p> <p><i>Ultimate questions</i> – Ask and answer a range of ‘how’ and ‘why’ questions about belonging, meaning and truth expressing their own ideas and opinions.</p> <p><i>Human responsibility and values</i> – Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this.</p>
Year 3	Hertfordshire Agreed Syllabus of Religious Education. 2017 -2022.	<p>Reflect upon and make connections between their knowledge and understanding of some religions and worldwide views, developing religious vocabulary. Examine the different views and shared ideas about religious experience in religions and worldviews. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect, compassion, recognising a range of viewpoints about identify and belonging. Explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions. Consider and discuss important issues and moral choices.</p>	<p><i>Justice and fairness</i> – Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.</p> <p><i>Beliefs and practices</i> – Describe, make connections and reflect on some religious beliefs and practices studies, including how celebrations and key moments in life are marked.</p> <p><i>Sources of wisdom</i> – Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers.</p>



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			<p><i>Symbols and actions</i> – Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities.</p> <p><i>Prayer, worship and reflection</i> – Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections.</p> <p><i>Identity and belonging</i> – Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.</p> <p><i>Ultimate questions</i> – Respond to a range of challenging ‘if’ and ‘why’ questions about making sense of the world, expressing personal reflections.</p> <p><i>Human responsibility and values</i> – Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.</p>
Year 4	Hertfordshire Agreed Syllabus of Religious Education. 2017 -2022.	Reflect upon and make connections between their knowledge and understanding of some religions and worldwide views, developing religious vocabulary. Examine the different views and shared ideas about religious experience in religions and worldviews. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect, compassion, recognising a range of viewpoints about identify and belonging. Explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions. Consider and discuss important issues and moral choices.	<p><i>Justice and fairness</i> – Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.</p> <p><i>Beliefs and practices</i> – Describe, make connections and reflect on some religious beliefs and practices studies, including how celebrations and key moments in life are marked.</p> <p><i>Sources of wisdom</i> – Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers.</p> <p><i>Symbols and actions</i> – Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities.</p> <p><i>Prayer, worship and reflection</i> – Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections.</p> <p><i>Identity and belonging</i> – Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.</p>



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			<p><i>Ultimate questions</i> – Respond to a range of challenging ‘if’ and ‘why’ questions about making sense of the world, expressing personal reflections.</p> <p><i>Human responsibility and values</i> – Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.</p>
Year 5	Hertfordshire Agreed Syllabus of Religious Education. 2017 -2022.	Connect their knowledge and understanding of some religions and worldviews, reflecting on these, using specific religious vocabulary. Analyse different viewpoints within and between religions and beliefs. Understand the impact of faith on believers within local, national and local contexts. Demonstrate respect and compassion responding to diverse viewpoints about belonging, meaning and truth. Explore shared human responsibility and values through enquiry and experience and express personal reflections with increasing curiosity. Identify the importance of moral choices, selecting examples and giving reasons to support their ideas.	<p>Justice and fairness – Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.</p> <p>Beliefs and practices – Describe, make connections and reflect on some religious and worldviews studies, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.</p> <p>Sources of wisdom – show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.</p> <p>Symbols and actions – Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities.</p> <p>Prayer, worship and reflection – through enquiry and experience, demonstrate worshippers’ connection to prayer, faith and sacred spaces.</p> <p>Identify and belonging – show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others lives.</p> <p>Ultimate questions- Present a range of views and answers to challenging questions about belonging, meaning and truth.</p> <p>Human responsibility and values – Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.</p>
Year 6	Hertfordshire Agreed Syllabus of Religious Education. 2017 -2022.	Connect their knowledge and understanding of some religions and worldviews, reflecting on these, using specific religious vocabulary. Analyse different viewpoints within and between religions and beliefs. Understand the impact of faith on believers within local, national and local contexts. Demonstrate respect and compassion responding to diverse viewpoints about belonging, meaning and	<p>Justice and fairness – Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.</p> <p>Beliefs and practices – Describe, make connections and reflect on some religious and worldviews studies, using specific religious vocabulary</p>



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		<p>truth. Explore shared human responsibility and values through enquiry and experience and express personal reflections with increasing curiosity. Identify the importance of moral choices, selecting examples and giving reasons to support their ideas.</p>	<p>about how celebrations and key moments in life are marked by different communities.</p> <p>Sources of wisdom – show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.</p> <p>Symbols and actions – Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities.</p> <p>Prayer, worship and reflection – through enquiry and experience, demonstrate worshippers’ connection to prayer, faith and sacred spaces.</p> <p>Identify and belonging – show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others lives.</p> <p>Ultimate questions- Present a range of views and answers to challenging questions about belonging, meaning and truth.</p> <p>Human responsibility and values – Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.</p>
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Term:	Nursery: RE will be taught flexibly according to the statutory requirements of the EYFS	Reception: RE will be taught flexibly according to the statutory requirements of the EYFS
Autumn	<p><b>Celebration: (BP) (IB) (SW)</b>            The nature and purpose of group celebration</p> <ul style="list-style-type: none"> <li>- Birthdays (rituals of a birthday, candles, cake etc.)</li> <li>- My special day</li> <li>- Belonging and ceremonies of belonging.</li> </ul> <p><b>Christmas:</b>            Christmas as a birthday celebration for Christians            -including the Christmas story            -Christian belief that Jesus is a gift from God.</p>	<p><b>Celebration: (BP)</b>            The nature and purpose of group celebration</p> <ul style="list-style-type: none"> <li>- Birthdays</li> <li>- Anniversaries</li> </ul> <p><b>Festivals to choose from:</b></p> <ul style="list-style-type: none"> <li>- Harvest (Christianity)</li> <li>- Purim (Judaism)</li> <li>- Diwali (Hinduism)</li> <li>- Hanamatsuri (Buddhism)</li> </ul> <p><b>Christmas:</b>            Christmas as a birthday celebration for Christians</p> <ul style="list-style-type: none"> <li>- Jesus birthday story</li> <li>- Cake, candles, cards, decorations, parties, presents etc.</li> <li>- Carols, crib scene, services</li> </ul>
Spring	<p><b>Belonging (SA) (IB)</b>            Belonging to a family and groups in and out of school. Signs of belonging.            Choose from:</p> <ul style="list-style-type: none"> <li>- 5 K's (Sikhism), Kippah (Judaism), Chador (Islam)</li> </ul> <p>Ceremonies of belonging            Choose from: Christening/ dedication/baptism            Or Aqiqah (Islam)</p> <p><b>Easter</b>            Symbols of Easter</p> <ul style="list-style-type: none"> <li>- New life at spring</li> <li>- Changes in the natural world</li> <li>- Symbols associated with Easter</li> </ul>	<p><b>Change and Growth (SW) (SA) (UQ)</b>            Awe and wonder, aspects of the natural world, spring and new life.</p> <ul style="list-style-type: none"> <li>- Change in the natural world. Exploring the natural world. The beginning of the world.</li> <li>- Why do leaves have to die?</li> <li>- Questions about life and death.</li> </ul> <p><b>Easter</b>            Episodes from the Easter story (Palm Sunday, Good Friday, Easter Day)</p> <ul style="list-style-type: none"> <li>- Happy and sad times from their own experiences, people around Jesus who were happy and sad, then happy again.</li> </ul>
Summer	<p><b>Relationships (JF) (HRV) (IB) (SW)</b>            Care and concern for each other through happy/sad times. People who help us. Important religious people.</p> <ul style="list-style-type: none"> <li>- Caring: Raksha Bandhan (Hinduism)</li> </ul> <p>Leaders of religious groups for example:</p> <ul style="list-style-type: none"> <li>- Vicar/priest/minister/pastor (Christianity)</li> <li>- Iman (Islam) Rabbi (Judaism) Priest (Hinduism) Granthi (Sikhism)</li> <li>- Puddles lends a Paw by Gill Vaisey</li> </ul>	<p><b>Special Places and People (SW) (PWR) (HRV) (JF)</b>            Places and people special to the children. A local religious place and its leader.            What makes places special?            Guided visualisation            Special places in the community            The local religious place, how and why it is special            Important religious people            Important people in own lives</p>



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Term:	Year one: Teachers should draw on the experiences and learning of children, including those received during the foundation stage.	Year two:
Autumn	<p><b>Thanking God for nature. (HRV)</b> The wonder of nature. Thankfulness for nature.</p> <ul style="list-style-type: none"> <li>- Exploring the biblical Creation Story.</li> <li>- Harvest Festivals (Christianity)</li> <li>- Sukkot (Judaism)</li> <li>- Care of the natural world (Islam)</li> </ul> <p><b>Light (SA)</b> Chose from:</p> <ul style="list-style-type: none"> <li>- Advent, Christingle (Christianity)</li> <li>- Diwali (Hinduism)</li> <li>- Hanukah (Judaism)</li> </ul> <p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>- How is light used in the celebration of Christmas.</li> </ul>	<p><b>Signs and Symbols (BP) (SA)</b> Signs and symbols in everyday life, the use of artefacts, symbolic behaviour.</p> <p>The main symbols for each faith and their meaning:</p> <ul style="list-style-type: none"> <li>- Cross (Christianity) Wheel of life (Buddhism) Om (Hinduism) star and crescent (Islam) Menorah (Judaism) Khanna (Sikhism)</li> <li>- Symbolic behaviour for Christians and Muslims.</li> </ul> <p><b>Christmas</b> Giving and receiving at Christmas</p> <ul style="list-style-type: none"> <li>- Story of the wise men, significance of the gifts they gave. The purpose of giving gifts at Christmas. Invisible gifts. God's gift of Jesus (Christianity).</li> </ul>
Spring	<p><b>Belonging (BP) (PWR) (IB) (HRV)</b> Belonging to a family and groups both in and out of school. Welcoming babies into the family.</p> <p>Welcoming ceremonies, chose from:</p> <ul style="list-style-type: none"> <li>- Christening/ dedication/baptism (Christianity), <b>Aqiqah</b> (Islam) etc.</li> </ul> <p>People belonging to religious communities:</p> <ul style="list-style-type: none"> <li>- Visit from a Christian, visit from a person of different faith.</li> <li>- What it means to belong to a religious community</li> <li>- How do our actions reflect our values?</li> </ul> <p><b>Easter</b> Giving up something for love.</p> <ul style="list-style-type: none"> <li>- Stories of Jesus' life, 'Dogger' by Shirley Hughes</li> </ul>	<p><b>Special Places (SA) (PWR)</b> What do Christians do when they go to church? To include a visit to a church</p> <ul style="list-style-type: none"> <li>- Preparation for visit. The visit, including meeting with the leader, consideration of purpose for attending church. After the visit.</li> </ul> <p><b>Easter</b> Why is Easter important for Christians?</p> <ul style="list-style-type: none"> <li>- The excitement of Palm Sunday, the special feeling of the Last Supper, the sadness of the 'Badger's Parting Gifts' by Susan Varley.</li> </ul>
Summer	<p><b>Books and Stories (SW)</b> Holy books and how they are read and handled.</p> <p>Chose from:</p> <ul style="list-style-type: none"> <li>- Bible/Lectern (Christianity), Guru Granth Sahib/Chauni (Sikhism), Qur'an/ Qur'an stand (Islam), Torah/ Ark (Judaism), Bhagavad Gita/ Stand (Hinduism), Tripitaka (Buddhism)</li> <li>- Select stories from the books chosen to show care and concern, for example: David and Goliath, David and Jonathan - Judaism/ Christianity The cat and the dog, The crying camel - Islam</li> </ul>	<p><b>Religious Leaders (PWR) (IB) (JF)</b> The work of religious leaders within the community.</p> <p>Authority figures within their own lives The role and work of, for example: Vicar/Priest/Minister/Pastor (Christianity), Rabbi (Judaism), Granthi (Sikhism), Priest (Hinduism), Imam (Islam)</p> <p><b>Easy Questions - Difficult answers (UQ) (HRV) (JF)</b> The ultimate questions raised by the natural world People's relationship with the natural world, who is God? Why <del>to</del> I here? What is good? what is bad? Is death the end?</p>





## Religious Education at Lodge Farm



Term:	Year three: Christianity and Islam	Year four: Christianity, Hinduism and Sikhism
Autumn	<p>Interactive overview.</p> <p>Stories of key religious leaders. (SW) (JF)</p> <ul style="list-style-type: none"> <li>- Muhammad, Muslims today.</li> </ul> <p>Ways of describing god (UQ)</p> <ul style="list-style-type: none"> <li>- The 99 beautiful names of Allah</li> </ul> <p>Christmas</p> <ul style="list-style-type: none"> <li>- Messengers - Angels</li> <li>- Sending news at Christmas</li> </ul>	<p>Interactive overview</p> <p>Belonging (SA)</p> <p>Hindu teaching about God</p> <ul style="list-style-type: none"> <li>- One God who takes many forms</li> </ul> <p>How do Hindu's worship their God in their home? (PWR) (UQ)</p> <ul style="list-style-type: none"> <li>- In the home, a Hindu shrine</li> <li>- Worship in a Hindu family</li> </ul> <p>Christmas (BP) (JF)</p> <ul style="list-style-type: none"> <li>- No room at the inn</li> <li>- Feeling accepted or rejected</li> </ul>
Spring	<p>Events in the life of Jesus (BP) (SW) (JF)</p> <ul style="list-style-type: none"> <li>- Jesus' life and actions</li> <li>- Stories of Jesus</li> <li>- Lent and Easter</li> </ul>	<p>Belonging (BP) (IB)</p> <ul style="list-style-type: none"> <li>- Welcoming new babies in Christian and Sikh communities.</li> </ul> <p>The importance of sharing food (SA)</p> <ul style="list-style-type: none"> <li>- Food as part of a Christian worship</li> <li>- The Langar, Kara Prashed (Sikhism)</li> </ul> <p>Easter (SA)</p> <ul style="list-style-type: none"> <li>- How did Jesus share his las supper?</li> <li>- Holy Communion, Easter foods</li> </ul>
Summer	<p>Rules and how they influence actions (IB) (UQ) (JF)</p> <ul style="list-style-type: none"> <li>- Five Pillars of Faith</li> <li>- Two commands of Jesus</li> <li>- Charity</li> </ul> <p>Special places, sacred places (PWR)</p> <ul style="list-style-type: none"> <li>- Personal places</li> <li>- The mosque and the musulla</li> <li>- The Church</li> </ul>	<p>Special books and sacred texts (SW)</p> <ul style="list-style-type: none"> <li>- How holy books are regarded and handled</li> <li>- Bible (Christianity)</li> <li>- Guru Granth Sahib (Sikhism)</li> <li>- Bhagavad Gita (Hinduism)</li> </ul> <p>Sacred writing and stories</p> <ul style="list-style-type: none"> <li>- Hindu traditional tales</li> </ul>





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Term:	Year five: Christianity and Judaism	Year six: Christianity and Buddhism
Autumn	<p><b>Interactive overview</b></p> <p><b>Rules for living (HRV)</b></p> <ul style="list-style-type: none"> <li>- The ten commandments</li> <li>- Laws from Deuteronomy (Kosher)</li> </ul> <p><b>Light as a symbol (SA)</b></p> <ul style="list-style-type: none"> <li>- <u>Hannukah</u> (Judaism)</li> <li>- Advent and Christmas (Christianity)</li> </ul>	<p><b>Interactive overview</b></p> <p><b>Christian and Buddhist beliefs and practices. (IB)</b></p> <p><b>The Buddha</b></p> <ul style="list-style-type: none"> <li>- Personal Heroes</li> <li>- Prince Siddhartha, Buddhists today</li> </ul> <p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>- Sacred and secular</li> </ul>
Spring	<p><b>Celebration related to key pictures (SA)</b></p> <ul style="list-style-type: none"> <li>- Purim - Esther (Judaism)</li> <li>- Easter - Jesus, the events of Holy Week (Christianity)</li> <li>- Common themes</li> </ul>	<p><b>Expressing faith in art, drama and song. (SA) (UQ)</b></p> <ul style="list-style-type: none"> <li>- Responding to Buddhist and Christian texts</li> <li>- Expressing faith through meditation</li> </ul> <p><b>The importance of Jesus to Christians</b></p> <ul style="list-style-type: none"> <li>- Easter - the importance to Christians today</li> </ul>
Summer	<p><b>Leaders in religious communities and the importance of religion today. (IB)</b></p> <ul style="list-style-type: none"> <li>- Authority figures (Rabbi/ Priest/Vicar/Minister/Pastor)</li> </ul> <p><b>Creation stories and the ultimate questions they raise. (UQ)</b></p> <ul style="list-style-type: none"> <li>- Ultimate and non-ultimate questions</li> <li>- How the world started</li> <li>- Sabbath (Judaism)</li> </ul>	<p><b>Ideas about God (PWR) (UQ)</b></p> <ul style="list-style-type: none"> <li>- One God. Many Gods. No God.</li> </ul> <p><b>Human responsibility for the environment (HRV)</b></p> <ul style="list-style-type: none"> <li>- Issues and beliefs</li> </ul> <p><b>Suffering (JF)</b></p> <ul style="list-style-type: none"> <li>- Desire and suffering</li> <li>- Holocaust and Genocide</li> <li>- Overcoming evil, promoting goodness</li> </ul>