



Subject : Religious Education (RE)

Person Responsible: Miss A Miles

Date: October 2016

1. Curriculum Aims

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, and interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Religious Education should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

Religious Education (RE) is not a National Curriculum subject, but must be taught to all pupils as part of the Basic Curriculum. As RE is not nationally determined the Local Education Authority must provide an Agreed Syllabus for us to follow. It is this Hertfordshire Agreed Syllabus of Religious Education 2012 – 2017 which we have used as the basis of our planning and delivery of RE.

RE is concerned with “learning about religion” and “learning from religion” and it is not the practice of this school to preach to or convert the children. The faith background of both the staff and child’s family is respected at all times.

Parents of a pupil at a Lodge Farm Primary School have a right to withdraw their children from Religious Education. If a parent asks for their child to be wholly or partly excused from attending any RE the school must comply unless the request is withdrawn. Any parent who wished this may consult the head teacher. Teachers may also withdraw from teaching of RE.

Religious Education has two closely related aspects:

Learning about Religion (AT 1) and Learning from Religion (AT 2)

These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum. RE is at its most effective when these two attainment targets are closely related in the learning experience.

AT1 Learning about Religion

- Identify, name, describe and give an account, in order to build a coherent picture of each religion;
- Explain the meanings of religious language, stories and symbolism;
- Explain similarities and difference between, and within, religions.

AT2 Learning from Religion

- Respond to religious and moral issues in an informed and considered manner;
- Reflect on what might be learnt from religion in the light of personal beliefs and life experiences;
- Identify and respond to the question of meaning within religion.

2. Curriculum content and planning

Teaching the programmes of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection.

The programme of study is set out in eight key areas which aim to enable pupils to develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal critical responses.

- Belief and practices
- Identity and belonging
- Sources of wisdom
- Ultimate questions
- Symbols and actions
- Human responsibility and values
- Prayer, worship and reflection
- Justice and fairness

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches. Providing a balance between these two key attainment targets underpins the teaching of RE at this school.

Teachers should help pupils to develop their awareness of the place of religion in human life by enabling them to understand that some ideas and practices are characteristic of most religions. These would include 'belief', 'festival', 'community', 'worship', 'morality' and 'service to others'. It is important that this is taught in such a way that pupils maintain a coherent understanding of each faith and know what is distinctive of individual religions.

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils are actively engaging in learning.

In order to ensure that our aims are met and the Programme of Study is covered at each key stage the school follows the Hertfordshire Primary Scheme of Work for RE which builds-in coverage of

and progression in both the content and concepts outlined in the Agreed Syllabus. This scheme shows how we have planned that pupils have learned about and from “the six principal religions through the Key Stage 1 and 2”. We have used a combination of teaching RE through the creative curriculum, RE days and as a separate subject, depending on the material which has to be covered.

The Early Years Foundation Stage teaches RE through their topic ‘Understanding the world’. The teachers will plan activities linked to specific areas:

- Between 30 – 50 months children will remember and talk about significant events in their own experience, Recognise and describe special times or events for family and friends.
- Between 40 – 60 months children will enjoy joining in with family customs and routines and look closely at similarities and differences, patterns and change.

Short term planning of individual lessons is a matter for the class teacher. Furthermore, we follow the Herts RE curriculum map overview that has been adapted to the new 2017 RE syllabus.

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>Celebration: (BP) (IB) (SW) The nature and purpose of group celebration</p> <ul style="list-style-type: none"> - Birthdays (rituals of a birthday, candles, cake etc.) - My special day - Belonging and ceremonies of belonging. <p>Christmas: Christmas as a birthday celebration for Christians -including the Christmas story -Christian belief that Jesus is a gift from God.</p>	<p>Celebration: (BP) The nature and purpose of group celebration</p> <ul style="list-style-type: none"> - Birthdays - Anniversaries <p>Festivals to choose from:</p> <ul style="list-style-type: none"> - Harvest (Christianity) - Purim (Judaism) - Diwali (Hinduism) - Hanamatsuri (Buddhism) <p>Christmas: Christmas as a birthday celebration for Christians</p> <ul style="list-style-type: none"> - Jesus birthday story - Cake, candles, cards, decorations, parties, presents etc. - Carols, crib scene, services
Spring	<p>Belonging (SA) (IB) Belonging to a family and groups in and out of school. Signs of belonging. Choose from:</p> <ul style="list-style-type: none"> - 5 K's (Sikhism), Kippah (Judaism), Chador (Islam) <p>Ceremonies of belonging Choose from: Christening/ dedication/baptism Or Aqqa (Islam)</p> <p>Easter Symbols of Easter</p> <ul style="list-style-type: none"> - New life at spring - Changes in the natural world - Symbols associated with Easter 	<p>Change and Growth (SW) (SA) (UQ) Awe and wonder, aspects of the natural world, spring and new life.</p> <ul style="list-style-type: none"> - Change in the natural world. Exploring the natural world. The beginning of the world. - Why do leaves have to die? - Questions about life and death. <p>Easter Episodes from the Easter story (Palm Sunday, Good Friday, Easter Day)</p> <ul style="list-style-type: none"> - Happy and sad times from their own experiences, people around Jesus who were happy and sad, then happy again.
Summer	<p>Relationships (JF) (HRV) (IB) (SW) Care and concern for each other through happy/sad times. People who help us. Important religious people.</p> <ul style="list-style-type: none"> - Caring: Raksha Bandhan (Hinduism) <p>Leaders of religious groups for example:</p> <ul style="list-style-type: none"> - Vicar/priest/minister/pastor (Christianity) - Iman (Islam) Rabbi (Judaism) Priest (Hinduism) Granthi (Sikhism) - Puddles lends a Paw by Gill Vaisey 	<p>Special Places and People (SW) (PWR) (HRV) (JF) 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>



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



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

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

3. The role of the subject leader

- Improve outcomes for learners.

The RE Subject Leader is available to help with this and keeps a range of teacher's resources as a guide. (When planning each unit of work, the teachers will identify which parts of the programme of study are to the focus, the learning objectives for the unit, the learning tasks planned to achieve them, time allocated and any resources, visits or visitors needed. The work planned must be relevant to the needs of the pupils).

Monitoring and review:

- Check that teaching of RE is being completed across the school through book monitoring and discussions with the children.
- Collecting planning and children's work to check that all year groups are following the Hertfordshire Religious Education planning policy.
- Share information with all staff about any religious days or festivals which can be discussed in class assemblies.
- Report to senior leadership team and full governing body on provision and outcomes.

Resources:

- To make all teachers aware of any resources that may be useful for a particular topic.

4. Assessment and recording

The Agreed Syllabus sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the statements of attainment as outlined following the Eight Level Scale which is currently the requirement of the Hertfordshire Agreed Syllabus for Religious Education 2012 – 2017. Assessment in RE is seen in its broadest sense and is not limited to measurement and testing.

Assessment in RE is ongoing and informs future teaching and learning through activities for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. Children are assessed at the end of each academic year against age related criteria.

5. Special needs and equal opportunities

As a school we are committed to promoting equal opportunities and value different cultural traditions and the curriculum will help pupils to make connections with their own lives, making it meaningful to pupils.

Teachers will plan lessons appropriate to all children including differentiated activities or resources will be given to support lower attaining or extend more able students. Provision for pupils with special education needs will also be met through differentiated learning and resources.

6. SMSC and British Values

At Lodge Farm we teach pupils about British Values which are defined as:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

We believe at Lodge Farm, RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child spiritually, socially, culturally and intellectually is reflected in the RE curriculum. RE teaching and learning will be the means to many wider cross- curricular themes and dimensions.

There are clearly very special opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

Specifically RE at our school aims to enable pupils of whatever ability and level of development to:

1. Acquire and develop knowledge and understanding of principal world faiths practised in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism, each of which is represented in Hertfordshire.
2. Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including the local community.
3. Develop the ability to make reasoned and informed judgements about religions and moral issues with reference to the teachings of the principle religions.
4. Enhance their own **spiritual, moral, social and cultural** development by;
 - a. Developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;
 - b. Responding to the fundamental questions of life in the light of their experience and with reference to religious beliefs and practices;
 - c. Reflecting on their own beliefs, values and experiences in the light of their study;
 - d. Expressing their personal view points in a thoughtful, reasoned and considerate way.
5. Recognise the right of people to hold different beliefs within an ethnically and socially diverse society.

7. Resources

RE teaching specifically draws on the following:

1. Visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith.
2. Role play; encourage children to learn through familiar or unfamiliar settings and ask questions from their own encounters.
3. Artefacts; being able to explore items which are precious and/ or used in religious worship, encouraging respect and questioning whilst deepening knowledge.
4. Parents; by valuing the family backgrounds of the children and making them part of the school community.

8. Health and Safety

Teachers may take children on school trips to different places of worship and will follow the Lodge Farm Health and Safety policy.

9. Review procedures

Policy will be reviewed Autumn Term 2018