



RE at Parkgate Juniors



Our student's study RE to help develop their curiosity of the major world faiths (Christianity, Islam, Judaism, Sikhism, Hinduism and Buddhism) and enhance their understanding and appreciation of different religions in the UK and in our local community. A core principle of our teachings of RE is for pupils to reflect on and develop their own beliefs and ways of living whilst developing positive and respectful attitudes towards those of different faiths, beliefs and ways of living in Watford. We support our pupils in this by promoting an increasing awareness about the people around them and what they believe. We aim to improve pupils' understanding of why faith is important to some people and enable them to develop their own spiritual knowledge. We encourage the children to think about and discuss philosophical questions in an environment that encourages them to feel confident to share their views and opinions.

The core values of RE are embedded into our day-to-day life at Parkgate and we feel very proud of our religiously rich and diverse community here.



RE policy on a page

Purpose and Aims

Purpose

To help develop children's curiosity of the major world faiths and enhance their understanding of different religions in the UK and in our local community.

Aims

To promote increasing awareness about the people around them and what they believe.

To improve pupils understanding of why faith is important to some people to enable them to develop their own spiritual knowledge.

To understand different religious traditions and appreciate cultural differences in Britain and in Watford today.

To respect other people's views and celebrate diversity in society.

Provision

Our curriculum is categorised in two ways:

- **Breadth** - which give pupils the opportunity to learn and experiences the 6 main world religions in British society.
- **Depth** - which helps pupils to develop skills to have informed discussions about religious issues and appreciate cultural differences.

Religious Education is studied throughout each academic year and across the key stage so that pupils develop an understanding of religious traditions and gain a growing developmental understanding of the matter's skills and processes in our RE curriculum. It is entwined within many of the different subjects taught in the school and also in our daily lives and ethos of the Parkgate community. Pupil's have the opportunity to think, discuss and share opinions using various Philosophy for Children questions. They are taught that we may share different opinions and views, and that we respect these even if we do not always share these views.

Progression

Progression

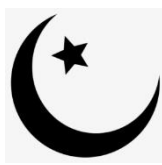
The religious education curriculum is planned in accordance with the Hertfordshire LEA's Agreed Syllabus and covers the six main world religions. The topics studied in RE are built upon children's prior knowledge and the scheme offers pupils increasing challenge as they move through the school.

Assessment and reporting

We assess pupils within each unit of work. This information is reported to leadership and passed between classes. At the end of each term, assessments of pupils' RE skills are recorded.

Monitoring, evaluation and improvement

Pupils are assessed by the end of the Key Stage. Children are assessed informally using the AfL policy. This is then reported in each pupil's end of year report. Children learn key life skills to appreciate cultural differences in Britain, our local community, and learn to live in a multicultural society. RE is assessed through discussion and conversation throughout RE lessons. Time is always made to think and question beliefs and opinions, whilst respecting and understanding that our opinions may differ and must be respected even if not always agreed with.



RE

Intent	Aims/ Statement of Intent: To help develop their curiosity of the major world faiths (Christianity, Islam, Judaism, Sikhism, Hinduism and Buddhism) - to enhance their understanding and appreciation of different religions in the UK and in our local community—to respect other people’s views and celebrate diversity in Watford—to promote an increasing awareness about the people around them and what they believe—to improve pupils’ understanding of why faith is important to some people and enable them to develop their own spiritual knowledge—to encourage the children to think about and discuss philosophical questions in an environment that encourages them to feel confident to share their views and opinions.							
	Knowledge and skills: Understand the core principles and beliefs of the major religions in the Watford area—to recognise the value religious beliefs has in some peoples lives—to be able to retell some different religious stories/ teachings - to develop an understanding that people have different beliefs—to ask deep meaningful questions about the nature of faith and belief –To discuss and reflect on different beliefs and opinions, to feel confident to share individual beliefs							
Implementation	Approaches to learning/How our pupils learn: Structured sequence of lessons—short video clips/ films—use of religious texts and artefacts—visits (when possible) from local religious leaders—visits (when possible) to different places of worship—discussion—LiLAC—hot seating-assemblies Use of the Herts RE scheme of work to support planning. Use of lessons and resources from the Watford Schools Trust. Lessons from Philosophy for Children to support questions, deeper thinking about moral and religious issues. In depth questioning and recall from previous lessons							
	Support: Work differentiated to be accessed by all abilities, visual representations, use of symbols, variety of recording methods, scaffolded tasks, sentence start							
	Enrichment (including link and opportunities): Carol service in local church, visitors, opportunities to visit places of worship, assemblies, Watford Schools Trust, nativity service							
Impact	Skills: Empathy, Understanding of/and respect for the 5 key religions, understanding the concept of faith, prayer and worship, taking part in celebrating festivals, kindness, feeling accepted and celebrated, unity within the school.				Attitudes/ wellbeing and personal development: tolerance and understanding of others, value people’s religious beliefs, recognising different ways of expressing faith/ belief, confidence in own religious views and cultures, interest in their peers			
	Book study method	SDS	Pupil Voice	Planning	Feedback	Homework	Assessment	CPOMS
	Marking and feedback		Google classroom		Learning walks		Purple mash tasks	

		Curriculum Overview – RE							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Lower Key Stage 2	Year 3	Stories of key religious leaders	Ways of describing God Christmas	Events in the life of Jesus	Stories of Jesus Lent & Easter	Rules & how they influence actions	Special & Sacred places of worship	Year 3	Lower Key Stage 2
	Year 4	Belonging Religious commitments	The importance of Bible stories Christmas celebrations	How Hindu’s view God	The importance of sharing food The Last Supper	The history behind Quakerism	Sacred Texts	Year 4	
Upper Key Stage 2	Year 5	Rules for Living	Light	Celebrations relating to key figures	Celebrations relating to key figures	Leaders in Religious communities	Pilgrimage	Year 5	Upper Key Stage 2
	Year 6	Understanding the history and beliefs of Buddhism	Identifying and making links between religions	Understanding the teachings of Jesus	Exploring the impact of religious experiences	Challenging Philosophical questions	Moving on Bringing our learning together	Year 6	

RE - Progression of knowledge and skills

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom* found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of religion or a worldview.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Year group	Topic	Knowledge	Skills
Year 3	Stories of key religious leaders	<ul style="list-style-type: none"> • share what we know about different religions • know about • the prophet Muhammad • explore who Jesus was • understand why Moses is so important to Jews • know about the life of Buddha recall key information about important religious leaders 	<ul style="list-style-type: none"> • write about different religions • Generate any questions about religion • Share any religious knowledge tell each other about the prophet Muhammad • Know about the important events in the life of the Prophet Muhammad • Recall the events in order • tell each other about the life of Jesus • Order the events of Jesus Life • think about the struggles the Israelites went through • Recall the 10 plagues the Egyptians suffered • understand how Buddha's life changed and why he is so important to Buddhists • Retrieve and recall key information on each of the religious leaders studied this half term
	Ways of describing God	<ul style="list-style-type: none"> • describe God • describe how religious belief is expressed in different ways • know about Islamic art patterns 	<ul style="list-style-type: none"> • Consider how members of different faiths describe their God. • Have an understanding of the some of the names for Allah. • Decorate an Islamic art pattern using similar colours and styles to the ones I have been learning about
	Christmas	<ul style="list-style-type: none"> • To know the importance of the angel in the Christmas story • To describe the feelings of the Shepherd • To sequence the Christmas story • design a Christmas card expressing personal reflections 	<ul style="list-style-type: none"> • Listen to the Christmas story • Write a diary entry from the point of view of Mary • Empathise with how the Shepherds might have felt in the Christmas story • Recognise and describe key celebrations within Christianity. • Express personal reflections • Understand why cards are sent at Christmas time • Design a Christmas card
	Events in the life of Jesus	<ul style="list-style-type: none"> • To recall facts about Jesus • To understand how parables taught lessons • To understand how parables taught lessons • To retell a parable • To understand how parables taught lessons • To understand that lessons were taught though stories 	<ul style="list-style-type: none"> • Demonstrate some knowledge of key religious beliefs, ideas and teachings. • Retell a parable through a storyboard • Think about the meaning behind Jesus' parables • Make the wise man's house using different materials • Re-enact one of Jesus parables • Retell a story through discussion and storyboard

			<ul style="list-style-type: none"> • Discuss in a group the feelings and personalities of Bible characters
	Stories of Jesus	<ul style="list-style-type: none"> • Understand how people can be tempted to do something they shouldn't 	<ul style="list-style-type: none"> • Share feelings and life experiences with my peers
	Lent and Easter	<ul style="list-style-type: none"> • Understand the meaning of lent • Understand the Easter story • Find out about Easter traditions • Make an Easter card 	<ul style="list-style-type: none"> • Think about temptation • Re-call the Easter story through acting • Research how Easter is celebrated around the world • Use technology to research • Think about symbols that represent the Easter festival
	Rules and how they influence actions	<ul style="list-style-type: none"> • Understand why we have rules • Research the 5 pillars of Islam • Relate the 5 pillars of Islam in my own life • Understand what happens during Ramadan • Follow the rule of helping others in our own lives • Look at the rules that God gave to Moses 	<ul style="list-style-type: none"> • Recognise the necessity of rules • understand the key rules Muslims follow in their lives • Relate to the rules of the Islamic faith • Think about why Muslims fast during the month of Ramadan • Understand how we can help others • Know about important rules in Judaism and Christianity
	Special and sacred places of worship	<ul style="list-style-type: none"> • Identify a special place • Find out about a Muslim place of worship • Design a prayer mat • Find out about a Christian place of worship ○ Identify similarities and differences between an Anglican and Baptist church • Recall facts about Christian and Muslim places of worship • Compare and contrast Muslim and Christian places of worship 	<ul style="list-style-type: none"> • Share and discuss an important place to me • Label a drawing of a Mosque • Design an Islamic prayer mat • Show what you find inside a traditional church • Recall facts about Islam and Christianity • Describe similarities between different communities. • Make connections with and reflect on some religious beliefs and practises in Islam and Christianity

Year 4	Belonging/Religious commitments	<ul style="list-style-type: none"> • Know and understand key words linked to Christianity, Sikhism and Hinduism • Understand the importance of belonging • Know how religious symbols are used in Sikhism • Understand how Sikhs demonstrate commitment to their religion • Understand how Sikhs show commitment to their religion • To know the festival of Baisaikh and its importance to Sikhs • Understand how Sikhs show commitment to their religion • Know the significance of a naming ceremony • Understand how Christians can demonstrate commitment to their religion • Know the significance of a naming ceremony • Recall key facts about Sikhism 	<ul style="list-style-type: none"> • explain some terminology relating to Sikhism, Hinduism and Christianity • recognise how it is important to belong to groups- and which communities they are associated with. • Identify with the sense of belonging Khalsa Sikhs feel. • Children know the importance of the 5 K's. • Understand the significance of the story for Sikhs • Know the process involved in Sikh naming ceremony • Notice similarities between the 2 naming ceremonies explored. • Recall facts about Sikhism that they learnt this half term. • Create a simple multiple choice quiz using google classroom. • Work together harmoniously in partners
	The importance of Bible stories Christmas celebrations	<ul style="list-style-type: none"> • Understand the importance of Bible stories to Christians • Think about the importance of being kind • Understand the importance of Bible stories to Christians • Understand the meaning of Advent to Christians • Know how Christmas is celebrated around the world 	<ul style="list-style-type: none"> • Recall the Moses story, and how it is important to Christians • Know about some important Bible stories and their significance • Discuss and share my opinions and views with the class. • Be aware and respectful of other children's views in my class. • Be familiar with the Joseph story, and how it is important to Christians • Understand the symbolism and importance of Advent • Reflect and discuss important questions • Know how Christians view Advent as a time of thinking about others • Think about how they can help others at this time • Have a wide knowledge of how Christmas is a global celebration and the different ways it is celebrated
	How Hindu's view God	<ul style="list-style-type: none"> • Explore how Hindus explain who God is. • Know how Hindus view God. • Know about some Hindu God's and their qualities • Know why a shrine is important to Hindus • Know what PUJA means to Hindus and the importance to their lives 	<ul style="list-style-type: none"> • Gain an understanding of how Hindus perceive God • Make comparisons between religions • Have a greater understanding of how Hindus perceive God. • Have a better understanding of how Hindus perceive God. • Gain a better understanding of how Hindus show their devotion to God • Understand why and how Hindus worship at home. • Understand why and how Hindus worship.
	The importance of sharing food	<ul style="list-style-type: none"> • Understand why Lent is important to Christians 	<ul style="list-style-type: none"> • Know what happens at the start of and during lent. • Relate to their own experience of having pancakes on Shrove Tuesday

	The Last Supper	<ul style="list-style-type: none"> • Understand the importance of sharing food in different religions • Understand the importance of the Last Supper in the Easter story • Recall the events of the Last Supper. • Understand the main ideas and teachings of the Last Supper • Understand the events of Easter Week 	<ul style="list-style-type: none"> • Understand how food is an important part of religion. • Explore the meaning of Jesus' words and actions during the Last Supper and its significance for Christians today • Recall the events of the Last Supper • Have a better understanding of the Last Supper, and the reactions of the people • Recall the main events of Easter week, and why Christians celebrate.
	The history behind Quakerism	<ul style="list-style-type: none"> • Understand how the Quaker religion was founded • Understand some of the main beliefs of the Quaker religion • Understand some of the main beliefs of the Quaker religion. • Know about the life and works of Elizabeth Fry • Understand how Quaker beliefs influenced the building of the Bournville village • Compare and contrast living and working conditions. • Argue for or against George Cadbury's business model • Design a village. 	<ul style="list-style-type: none"> • Form questions and infer about the pictures I see • Give my own opinions on the beliefs of the Quakers • Research and find out about the life of Elizabeth Fry • Match the solutions to the problems of factory life in the Victorian times • Compare and contrast factory conditions of Bourneville and other Victorian factories • Discuss, debate and decide whether I am for or against George Cadbury's business model • Design a village that uses the ideology of George Cadbury's Bourneville Village
	Sacred Texts	<ul style="list-style-type: none"> • Explain what the Buddhist holy book is and what is in it • Understand how the Bible is organised and can navigate my way around it • Explain that Hindus have multiple holy books. • Explain what the Muslim holy book is and how it is used • Explain what the Jewish Holy Book is and how it is used. • Explain what the Sikh holy book is and how it is used 	<ul style="list-style-type: none"> • Create a guide sheet to explain about the Buddhist holy book the Tripitaka • Explain why monks met regularly to discuss the teachings before it was written down. • Explain what the Bible is and the two key sections. • Locate key passages within the Bible • Understand that Hindus have more than one Holy Book The Vedas • Demonstrate understanding of the different holy books • Create a presentation about the Qur'an. • Say what the Muslim holy book is called. • Explain how the words in the Qur'an were revealed to Muhammad • Explain what the Torah is. • I can demonstrate how a Yad is used. • Demonstrate an understanding of the contribution of different Gurus to the Guru Granth Sahib. • Explain why the Guru Granth Sahib is the last Guru. • Compare and contrast important Sikh prayers.

Year 5	Rules for Living	<ul style="list-style-type: none"> • Identify and describe the similarities and differences within and between religions. • Understand the importance of rules in the Jewish religion • Understand how rules and promises affect Jews in their everyday life. • Understand how rules and promises affect Jews in their everyday life. • Know what commitment means to a religion. • Understand the importance of the 10 commandments • Know how and why Jews keep the food laws. • Think about how codes of conduct and rules affect the day-to-day living of a Jew • Recall key the key learnings of Judaism from this half term 	<ul style="list-style-type: none"> • Learn the main key vocab used within each religion, and some of the similarities and differences between Christian and Jew • Understand the importance of the Shema, and have reflected on how it is integral to Jewish faith. • Reflect on the importance of promises and the chance to be forgiven and start again • Visualise and discuss the consequences of rule-breaking on relationships with others. • Sort Kosher food from Non Kosher foods • Discuss their thoughts and ideas with a Jewish visitor, and extend their thinking. • Answer questions about Judaism from the quiz their friend has made •
	Light	<ul style="list-style-type: none"> • Understand how light might make people feel. • Know what light might symbolise for me • Know how light is symbolic in the Jewish festival of Hannukah • Know how light is symbolic in the Christian time of Advent • Understand how light can be symbolic in the Christian faith • Understand how light is symbolic in the Christian celebration of Christmas. • Understand how light can be symbolic in the Christian faith. • Recall the significance of light within the Christian faith 	<ul style="list-style-type: none"> • Think about the religious, scientific, personal significance and symbolism of light/dark • Explain the story of Hannukah, and its importance in Jewish history. • Explain the meaning behind and purpose of Advent • Understand the work of the Children's Society • Recall the symbolism of the Christingle • Explain how and why light is used in pictures of Nativity. • Discuss and verbalise their opinions on art • Discuss and share opinions on their own faith journeys, relating them to others' • Explain why light is so significant at the time of Jesus birth
	Celebrations relating to key figures	<ul style="list-style-type: none"> • Understand the key themes in the festival of Purim, and why Jews celebrate this. • Understand the story of Passover and why Jews celebrate this • Understand how and why Jews celebrate Passover • Understand the importance of events in Jesus' life 	<ul style="list-style-type: none"> • Think about the different characters from the Purim story and describe their personalities • write a diary entry from the historic event of Passover thinking about the emotions and feelings at the time • Create their own Sedar plate using a paper plate • Order the main events in Jesus' life and ministry

	Celebrations relating to key figures	<ul style="list-style-type: none"> • Understand why Holy Communion is an important act for Christians • Understand the meanings behind the Stations of the Cross • Explore the events of Good Friday • Understand the significance of Holy Week events for Christians • Note similarities between Passover and Easter for Jews and Christians 	<ul style="list-style-type: none"> • Know the symbolism behind Holy Communion • Understand the significance of the stations of the cross and why Christians reflect with them. • Know the main events during Holy Week • Think about similar themes and make links of between Passover and Easter
	Leaders in Religious Communities	<ul style="list-style-type: none"> • Recognise some of the characteristics needed for authority figures • Think of interesting open ended questions to ask religious leaders • Find out what roles/responsibilities a vicar may have • Find out what roles/responsibilities a rabbi may have • Investigate similarities/differences between 2 roles • Investigate similarities/differences between roles of religious leaders • Investigate different denominations within Christianity 	<ul style="list-style-type: none"> • Create a person specification of the roles/responsibilities of their headteacher • Generate specific questioning to ascertain roles and responsibilities of religious leaders • Define the general roles and responsibilities of a vicar by interviewing them • Define general roles and responsibilities of a rabbi by interviewing them • Compare similarities and difference between the Priest and Rabbi • Compare differences and similarities between different Christian denominations

Year 6	Understanding the history and beliefs of Buddhism	<ul style="list-style-type: none"> • record what I know and want to find out about Christianity and Buddhism. • find out about Prince Siddhartas life • find out about the 4 noble truths of Buddhism • form an opinion about the belief's and teachings of Buddha • describe the key aspects of religions and traditions that influence the beliefs and values of others • To understand what we mean by the word karma 	<ul style="list-style-type: none"> • Identify facts that I already know about Buddhism and Christianity. • Retell a religious story. • Explain what the word noble means • Explain the 4 noble truths • Discuss and share thoughts and opinions • Make a decision on how I feel about something • Form an opinion. • Write a balanced argument for and against a view. • Being aware that we can share different opinions with our friends • describe the Noble eightfold path that Buddhists follow • identify with other religions. • explain the term karma
	Identifying and making links between religions	<ul style="list-style-type: none"> • identify symbols that are important to Buddhism. • investigate Buddhist artefacts to deepen our understanding of the religion • identify and describe similarities and differences in religious practices and lifestyles between religions. • identify with religions. • Respond to and Interpret a range of stories, sacred writings and sources of wisdom. • understand why Christians believe that Jesus is the Messiah 	<ul style="list-style-type: none"> • Identify the symbols of Buddhism • Compare two religion's codes of living • Describe someone that I feel is a hero. • Compare and contrast Bible stories about Christmas • Understand the true meaning of Christmas • Understand the significance of the incarnation of Jesus and how it is relevant in our lives today
	Understanding the teachings of Jesus	<ul style="list-style-type: none"> • Understand how the teachings of Jesus are important in our lives now • Understand how the teachings of Jesus are important in our lives now • Understand the meaning of religious actions and worship • Examine the religious beliefs and practices of others. • Compare and contrast different religious beliefs and practises. • Know what Christians believe Jesus did to save human beings. 	<ul style="list-style-type: none"> • Know about the life of Jesus in Chronological Order • Are able to tell stories from Jesus life and miracles performed • See the significance of Jesus teachings in their own lives today • Reflect on the qualities that they would be remembered for • Describe the meaning of religious symbols and symbolic actions. • Understand why Buddhists meditate. • Through enquiry and experience, children can demonstrate worshippers' connection to prayer, faith and sacred spaces. • aware of the huge significance of Jesus death on the cross
	Exploring the impact of religious experiences	<ul style="list-style-type: none"> • explore the impact a religious experience can have on a person's life. • Recall key events of the Easter story and begin to question them 	<ul style="list-style-type: none"> • Consider the possible effects of different moral choices. • Create a kindness chart for lent • Respond to and Interpret a range of stories, sacred writings and sources of wisdom. • Create a detailed timeline of the events of Holy Week

		<ul style="list-style-type: none"> • Consider the possible effects of different moral choices • Explore why Jesus death is still relevant to Christians today • Relate the experiences of Jesus to my own life and choices I make 	<ul style="list-style-type: none"> • Think about and discuss how believing in free will or determinism effects the view of Jesus crucifixion and make decisions on what is free will and what isn't • Express insight into the challenges faced by those who have a commitment and belonging to faith. • Think about the sort of person I would like to be. • Explain the impact free will or determinism has on the choices I make for my life.
	Challenging Philosophical questions	<ul style="list-style-type: none"> • Express personal reflections • Ask challenging questions about responsibility and what is right and wrong • Relate the experiences of Jesus to my own life and choices I make • Explore how artefacts communicate meaning to individuals. • Be aware of and understand different world views. • Explore optimism and pessimism 	<ul style="list-style-type: none"> • Increase in confidence speaking about feelings and emotions. • Have respect of others feelings and offer support and advice to others. • Think and reflect on their thoughts and feelings. • Increase in confidence speaking about feelings and emotions. • Discuss/debate whether animals happiness is as important as humans. • Look at our moral responsibilities. • Work harmoniously together. • Show feelings through performance. • Make music and song with a simple beat. • Use religious/technical/formal language • Understand and know about different religious buildings • Take an interest in religious artefacts • Be aware and sensitive of different peoples religions and believes in our community • Be conscious of my own world views and what my values and beliefs are • Think about both sides of a discussion. • Are aware that poetry takes on many different forms
	Moving on Bringing our learning together	<ul style="list-style-type: none"> • Provide practical advice and tools to cope with the changes, challenges and choices involved with secondary school transfer 	<ul style="list-style-type: none"> • Think about the choices I make, the person I want to be and the responsibilities I have at secondary school

RE Skills Ladder

Topic/ Areas to be covered	Learning outcomes and skills	Lesson objectives from plans	Possible Links with other areas
<p>Year 3</p> <p>Christianity and Islam</p> <p>Beliefs and practices Sources of Wisdom Symbols and actions Prayer, worship and reflection Identity and belonging Ultimate questions Human responsibility and values Justice and fairness</p>	<p>Describe some religious beliefs and practices in Islam and Christianity.</p> <p>Recognise and describe key celebrations within Islam and Christianity.</p> <p>Show awareness of a range of stories, sacred writings, artefacts, poems, hymns and prayers etc.</p> <p>Describe places of worship.</p> <p>Participate in moments of stillness and quiet thought.</p> <p>Show understanding of some of the challenges faced by individuals belonging to Christianity or Islam.</p> <p>Explore how religious people are guided by their religious leaders.</p> <p>Show how diverse communities can live together sharing the same values and sense of responsibility. (XC PSCH)</p> <p>Consider questions on important matters in the world.</p>	<p>Research key facts about Islam and Christianity Learn facts about the Prophet Muhammad through stories and short texts. Consider how the events of Muhammed's life impacted his faith. Understand the Qur'an and the Bible are religious texts. Recognise the importance of the Qur'an in Islamic religious practices. Understand the impact of Muhammad's experiences on Islamic practices. To reflect and explore on elements of Islamic life. To ask questions to a member of the local Islamic community. To explore people's different ideas about God. Describe how religious beliefs are expressed in different ways. Explore the link between religion and art To research key figures from the Bible and the Qur'an To consider the impact of religious experiences on people. To understand the symbolism of Christmas cards. To research key events in the life of Jesus. To know some bible stories. To understand the importance of stories and parables in religious teaching. To understand how Jesus' experiences help teach Christians right and wrong. To understand the importance of rules in religious practise. To relate Christian and Islamic practises to everyday life. To consider how to live a helpful, responsible life.</p>	<p>Parent visitor – describing and answering questions about being a muslim.</p> <p>Literacy – figurative language</p> <p>Art/ DT Islamic design, creating a Christmas card.</p> <p>Music – Y3 nativity play</p> <p>Whole school carol service</p>

<p>Year 4</p> <p>Christianity, Hinduism and Sikhism</p> <p>Beliefs and practices Sources of Wisdom Symbols and actions Prayer, worship and reflection Identity and belonging Ultimate questions Human responsibility and values Justice and fairness</p>	<p>Make connections with and reflect on some religious beliefs and practises in Hinduism and Sikhism.</p> <p>Describe key celebrations and Relate them to own life experiences.</p> <p>Describe and interpret a range of stories, sacred writings, artefacts, poems, hymns and prayers etc</p> <p>Develop an understanding of the impact on individual believers.</p> <p>Explain how beliefs, symbols and actions can communicate meaning to individual followers.</p> <p>Describe similarities between different communities.</p> <p>Describe why and where worshippers connect to places of worship.</p> <p>Participate in moments of stillness and quiet thought.</p> <p>Express personal reflections Explain how faith may help individuals with challenges they may face.</p> <p>Respond to a range of ‘if’ and ‘why’ questions about making sense of the world.</p> <p>Consider and discuss questions on important matters and right and wrong. Explore how religious people are guided by their religious leaders. Illustrate how diverse communities can live together sharing the same values and sense of responsibility. (XC PSCH)</p>	<p>Identify key terms related to Christianity, Hinduism and Sikhism. To link the concept of ‘belonging’ to religious communities. To identify how Sikh religious practices and symbols communicate meaning to their followers. To understand the importance of religious festivals and practices to Sikh, Hindus and Christians. To understand how Sikhs, Hindus and Christians show commitment to their faith. To compare different religious naming ceremonies. To know the stories of some key figures in the Bible (Moses and Joseph) To understand the importance of Advent to Christians To identify how different Christian communities celebrate Christmas around the world. To understand how Hindus view God (Many aspects of one whole) To identify the key features of a Hindu shrine. To recognise the importance of ceremony in religious practices. To make links between the practice of different religious communities. To explore the role of food in religious practices. To understand how religious experience affect a person’s life. To identify some of the struggles faced by people who follow a religious life. To understand some different Christian practices (Quakerism) To link religious beliefs to political/ social/ technological developments. To recognise the impact of different communities on our daytoday life. To recognise the importance of sacred texts in religious practices.</p>	<p>Whole school carol service</p> <p>Learning through video clips.</p>
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<p>Year 5</p> <p>Christianity and Judaism</p> <p>Beliefs and practices Sources of Wisdom Symbols and actions Prayer, worship and reflection Identity and belonging Ultimate questions Human responsibility and values Justice and fairness</p>	<p>Describe some religious and worldviews studied.</p> <p>Use some specific religious vocabulary about Jewish and Christian celebrations and key moments in life.</p> <p>Show awareness and respond to a range of stories, sacred writings and sources of wisdom</p> <p>Compare how a range of beliefs communicate different meaning to individuals within communities.</p> <p>Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.</p> <p>Show and express insights into the challenge's individuals face when having commitment to a faith.</p> <p>Give a view and answer to some challenging questions about belonging, meaning and faith.</p> <p>Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility.</p> <p>Evaluate their own and other responsibility on what is right and wrong.</p>	<p>Identify and describe similarities and differences between and within religions.</p> <p>Understand importance of rules in religious practise.</p> <p>Identify the impact of religious lives on Jewish people.</p> <p>Understand the importance of promises and forgiveness in Jewish religious practise.</p> <p>To explore the idea of commitment to a religious life.</p> <p>To examine Jewish food laws.</p> <p>To research key Jewish festivals.</p> <p>To identify the link between religious stories and religious practise.</p> <p>To make links between the lives of religious figures and religious practise (Jesus and Judaism)</p> <p>To explore religious ceremonies as key moments in a person's life.</p> <p>To understand some Christian symbolism (stations of the cross)</p> <p>To make links between different religious festivals (Passover and Easter)</p> <p>To explore the qualities of a leader.</p> <p>To explore the roles and responsibilities of different religious leaders.</p>	<p>Whole school carol service.</p> <p>PSCHE – rights, responsibilities, choices</p> <p>Guest speaker MF</p>
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<p>Year 6</p> <p>Christianity and Buddhism</p> <p>Beliefs and practices Sources of Wisdom Symbols and actions Prayer, worship and reflection Identity and belonging Ultimate questions Human responsibility and values Justice and fairness</p>	<p>Describe and make connections on some religious and world views studied.</p> <p>Use specific religious vocabulary about how Buddhist and Christian celebrations and key moments in life are marked.</p> <p>Respond to and Interpret a range of stories, sacred writings and sources of wisdom.</p> <p>Compare how and why different beliefs, expression and actions communicate different meaning to individuals within communities.</p> <p>Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.</p> <p>Express insight into the challenges faced by those who have a commitment and belonging to faith.</p> <p>Raise questions on guidance and leadership in their own and in others' lives.</p> <p>Present a range of views and answers to some challenging questions about belonging, meaning and faith.</p> <p>Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility.</p> <p>Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong.</p>	<p>To identify key features/ vocab of Christianity and Buddhism.</p> <p>To find out about the life of a key religious figure (Prince Siddharta)</p> <p>To explore the impact a religious experience can have on a person's life.</p> <p>To explore the key beliefs of Buddhism.</p> <p>To examine the religious beliefs and practices of others.</p> <p>To explore religious concepts (karma, meditation)</p> <p>To understand how religious beliefs shape people's actions and behaviour.</p> <p>To identify the importance of symbols in religious practice.</p> <p>To recognise the religious symbols of Buddhism.</p> <p>To compare and contrast different religious beliefs and practises.</p> <p>To reflect on the similarities and differences between religious practise and everyday life.</p> <p>To understand how religious teachings impact everyday life.</p> <p>To explore how people relate to religious stories and teachings.</p>	<p>Whole school carol service</p> <p>Meditation as a method of focus/relaxation</p> <p>Art/DT – origami lotus flowers</p> <p>Literacy – expressive/figurative language</p> <p>PSHE Thinking of ways to be kind and help others and the community</p>
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RE Vocabulary Ladders

Year 3	Year 4	Year 5	Year 6
Islam The Prophet Muhammad Jesus Moses Buddha God Christmas Nativity Holy Parables Temptations Easter Holy week The 5 pillars of Islam Ramadan Worship Prayer mat	Christianity Sikhism Hinduism Festivals Baisaikh Commitment Baptism The 5 K' Kara Kirpan Kesh Kanga Kaccha Advent Christmas Celebration Shrine Puja Lent The Last Supper George Fox Elizabeth Fry The Quakers Bourneville The Bible The Torah The Qur'an The Tripitaka The Vedas	Shema Kosher Sedar plate Hannukah Passover Advent Christingle Nativity Purim Holy week Easter Lent Priest Rabbi Denominations	Prince Siddhartha 4 Noble truths 8 fold path Karma Lotus Flower Dharma wheel Meditation Codes of living Holy Week Determinism Free will Morals Ethics Sacred spaces Sacred Text

Resources we use

- Books in the school library
- Artefacts within school
- Artefacts boxes from SACRE
- Food
- Special clothing brought in by children
- Photos taken by children from experiences they have outside of school
- The children, staff and parents to talk about their religion
- Displays
- Assemblies
- Watford Schools trust workshops

Learning outside the classroom

- Trips to local Religious buildings
- Religious leaders to talk to classes
- Learning about religions in other countries whilst on Erasmus trips
- Services at church for Christmas

RE Endpoints

(* Needed for the next stages of learning)

Year 3 - Key religious leaders, God & Christmas

Knowledge	Skills
<ul style="list-style-type: none">To know about the Life of the different important religious leadersTo know how different religion's view GodTo recognize and describe key celebrations in Christianity	<ul style="list-style-type: none">To listen to the life stories of the Prophet Muhammad, Jesus, Moses, BuddhaTo recall important key information, facts and eventsTo think about challenges Muhammad, Jesus, Moses, Buddha facedTo use role play to re tell storiesTo listen to children talk about their faithTo visit a Mosque and ChurchTo design some Islamic artTo learn about the story of ChristmasTo think about how different characters felt within the nativity storyTo think about why we send Christmas cardsTo look at Christmas card designsTo design our own Christmas card

Year 3 - The events of Jesus Life

Knowledge	Skills
<ul style="list-style-type: none">To know about some key events in Jesus LifeTo know some key Bible storiesTo know The Easter Story	<ul style="list-style-type: none">To create a timeline of Jesus lifeTo create story boards of Bible storiesTo say the meaning behind some of the Bible storiesTo know what a parable isTo retell stories from the Bible and Jesus lifeTo re-enact some key events and stories from the BibleTo think about how Jesus teachings encourage us to live our livesTo relate Jesus experiences to our own livesTo research Easter traditions using I padsTo create a powerpoint on Easter traditionsTo re enact the Easter storyTo create an Easter story booklet

Year 3 - Rules that Christians & Muslims follow/ meaning and significance of places of worship

Knowledge	Skills
<p>To understand the meaning behind different parables</p> <p>To understand why we have rules</p> <p>To understand about the 5 pillars of Islam</p> <p>To know about different stories from the Bible</p> <p>To learn about the month of Ramadan</p> <p>To know about Muslim and Christian places of worship</p> <p>To know the differences and similarities between Christian and Muslim places of worship</p>	<p>To discuss the importance and significance of rules in our society</p> <p>To look at what the 5 pillars of Islam are</p> <p>To think about the kind of rules that are important to us in our lives</p> <p>To discuss what happens during Ramadan</p> <p>To re sequence Bible stories</p> <p>To re tell/ reenact Bible stories</p> <p>To write an information poster about how we show kindness like the Good Samaritan</p> <p>To share their special place and why it is special</p> <p>To label Mosque features</p> <p>To design a prayer mat</p> <p>To label church features</p> <p>To make a comparison chart between churches and Mosque</p>

Year 4 - Bible stories & Advent

Knowledge	Skills
<p>To understand the importance of belonging</p> <p>To know about the religious symbols in Sikhism</p> <p>To know about some different Sikh festivals and ceremonies</p> <p>To know the story of how Sikhism began</p> <p>To make comparisons between Sikhism and Christianity</p> <p>To know about some key Bible stories</p> <p>To know about the meaning of advent</p> <p>To know how Christmas is celebrated around the world</p>	<p>To think about where we belong and who with in our community</p> <p>To learn about the 5K's in Sikhism and their meaning and importance</p> <p>To learn about the Sikh festival of Vaisakhi</p> <p>To learn about the story of how Sikhism began with Guru Gobind Singh</p> <p>To know about naming ceremonies in Sikhism and Christianity</p> <p>To make comparisons during discussion time in class</p> <p>To understand why Bible stories are important to Christians</p> <p>To think about Moses and why he is so important in the Bible</p> <p>To think Joseph and why he is so important in the Bible</p> <p>To think about the message Bible stories give.</p> <p>To discuss the importance of love, hope, peace and joy</p> <p>To listen to each other's views and opinions</p> <p>To think about how we can be kind</p> <p>To share our Christmas traditions</p>

Year 4 - Hinduism & The Easter Story

Knowledge	Skills
<p>To understand how Hindu's view God</p> <p>To know about some Hindu God's</p> <p>To understand the significance of the Last Supper for Christians</p> <p>To understand the events of Holy (Easter) week</p>	<p>To watch videos and discuss the meaning of God to Hindu's</p> <p>To research some different Hindu God's and make a PowerPoint with information</p> <p>To look and discuss pictures of Hindu Shrines and their importance</p> <p>To think about and discuss when we shared food and its importance</p> <p>To think about thoughts, sounds, sights and smells during the Last Supper</p> <p>To create an Easter Story comic strip</p>

Year 4 - Quakers & Sacred Books

Knowledge	Skills
<p>To understand how the Quaker religion was founded</p> <p>To understand some of the main beliefs of the Quaker religion</p> <p>To know about the life and works of Elizabeth Fry</p> <p>To know about why Bournville village was special</p> <p>To design their own village</p> <p>To know about the Holy books for Buddhism, Christianity, Judaism, Sikhism, Islam and Hinduism</p>	<p>To complete LiLAC activity about what we know/want to know/can infer</p> <p>To discuss whether we agree/disagree with George Fox's beliefs and why</p> <p>To make a fact file about Elizabeth Fry, her life and her beliefs</p> <p>To look at and discuss contrasting pictures of the Bournville factory and other Victorian factories</p> <p>To read information about Bournville village</p> <p>Create a guide sheet about the Buddhist holy book</p> <p>To complete a Bible hunt activity to find verses from the Bible</p> <p>To match pictures to information about the Hindu Holy book</p> <p>Create an IT presentation about the Muslim Holy book</p> <p>Make a Torah scroll</p> <p>To compare different Sikh prayers</p>

Year 5 - Light

Knowledge	Skills
<p>To know how and why light is symbolic in different religions.</p> <p>To know about the significance and importance of light within specific religious festivals.</p> <p>To know about the festival of Hanukkah and Christmas.</p>	<p>To think about how light makes them feel personally.</p> <p>To think about how light might make other people feel.</p> <p>To think about why light is important to us.</p> <p>To learn about the history of Hanukkah</p> <p>To understand and re tell how Jews celebrate Hanukkah</p> <p>To learn about the meaning of Advent</p> <p>To understand and re tell how Christians celebrate Christmas</p> <p>To study paintings of the nativity and discuss the importance of light in each.</p> <p>To listen to and respect each other's views and opinions</p>

Year 5 - Celebrations relating to key figures

Knowledge	Skills
<p>To understand how and why Jews celebrate Passover</p> <p>To understand the importance of events in Jesus' life</p> <p>To understand why Holy Communion is so important to Christians</p> <p>To understand the significance of the events of Holy week for Christians</p> <p>To recognize similarities between Passover and Easter</p>	<p>To watch some of the story of Moses and discuss the events</p> <p>To write a diary entry of someone during the Passover events and fleeing Egypt</p> <p>To look at the Seder plate and items on it and discuss the significance of each</p> <p>To draw and label the Seder plate</p> <p>To make a booklet with events of Jesus life in chronological order</p> <p>To watch The Miracle Maker DVD and discuss the events of Holy week and their significance</p> <p>To think about feelings of the Holy week events</p> <p>To make a comparison chart between Passover and Easter to see similarities</p> <p>To look in more detail at what happens during Holy Communion and why through video and discussion</p>

Year 5 - Authority figures/sacred texts/ethics

Knowledge	Skills
<p>To know the characteristics of an authority figure</p> <p>To know the roles and responsibilities of different religious leaders</p> <p>To know some similarities and differences between Jewish and Christian religious leaders</p> <p>To understand the significance of the Torah</p> <p>To understand the meaning and significance of Psalms in the Bible</p>	<p>Discuss what characteristics make a good authority figure</p> <p>Write a person specification for a head teacher</p> <p>Discuss the difference between open and closed questions</p> <p>Work as a class to make a list of interview questions</p> <p>Interview a Jewish Rabbi and a Christian vicar</p> <p>Make a comparison chart between the 2 religious' leaders</p> <p>Discuss and compare different denominations within Christianity</p> <p>To read and discuss about the Torah and answer questions on it</p> <p>Practice writing some Hebrew words from the Torah</p> <p>Read Psalm 23 from the Bible and discuss it's meaning</p>

Year 6 - Buddhism

Knowledge	Skills
<p>To know about the beliefs and teachings behind Buddhism</p> <p>To recognize the close links between Buddhist teachings, how we choose to live our lives and different religions</p>	<p>To retell the life of Prince Siddhartha</p> <p>To understand the meaning of the 4 Noble Truths</p> <p>To form an opinion about the teachings of Buddha</p> <p>To listen to others' views and show respect</p> <p>To understand that it is ok to have different opinions to our friends</p> <p>To form a balanced argument</p> <p>To understand the meaning of the 8-fold path</p> <p>To understand that every action has a consequence</p> <p>To recognize different Buddhist symbols</p>

	To compare Buddhist & Christian values To think about how we want to be portrayed by others To interpret sacred writings
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Year 6 - The life & events of Jesus and how they relate to our lives

Knowledge	Skills
To understand how the teachings of Jesus are important and significant in our lives now To understand how the teachings of Jesus are important in our lives now To understand the meaning of religious actions and worship To understand different religious beliefs and practises. To know what Christians believe Jesus did to save human beings. To understand the impact a religious experience can have on a person's life. To know the key events of the Easter Story and understand their significance To know the impact of personal choices and the impact they can have	To make a slide show of key events in Jesus life To create a jamboard all about themselves and think about how others view them To practice mediation and reflect of how it feels To create a Mandala and reflect of how it makes you feel To listen to different pieces of religious music and reflect on how it makes you feel To make a comparison between Buddhist and Christian worship To participate in a workshop from the Watford Schools Trust looking at the Easter Story events and meanings To think about acts of kindness they can carry out for others To create a timeline of Holy week and think about Jesus feelings during this time To discuss scenarios and whether they come from free will or determinism Discuss the meaning of Free will and determinism To design a forgiveness T shirt To create and perform a song making up lyrics relevant to challenges in their lives

Year 6 - Ethics, morals and humanism

Knowledge	Skills
To express personal reflections To have opinions on what is right and wrong To explore artefacts, communicate meaning To understand different world views	Read different stories with strong morals and reflections in Discuss as a class views and opinions Reflect upon ones beliefs Recognize and respect different opinions Watch a virtual tour of St Albans cathedral Gather and record information of Religious buildings Watch tour of Buddhist temple Discuss meaning of humanism and world views Create jigsaw of personal views and beliefs