



RE Policy

Purpose of Study

- RE must be taught to all registered pupils, apart from the following:
 - those withdrawn from all or part of RE by their parents (see below);
 - students aged 18 or over who choose to withdraw themselves from all or part of RE;
 - students aged 19 or over for whom further education is being provided at a school;
 - children under compulsory school age.
- RE 'has equal standing in relation to national curriculum subjects within a school's curriculum'
- Parents can choose to withdraw their child(ren) wholly or partly from RE, and teachers have the right not to teach this subject.
- Agreed syllabuses must reflect the fact that religious traditions in Great Britain are in the main Christian, while taking into account the teachings and practices of the other principal religions represented in Great Britain.
- Agreed syllabuses should indicate at what ages or stages the particular subject matter in relation to each religion should be taught, ensuring that as a whole and at each key stage the relative content devoted to Christianity predominates³.
- Agreed syllabuses should not be designed to convert pupils or to urge a particular religion or religious belief on pupils.

RE 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 develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these, including secular world views. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

RE encourages pupils to learn from different beliefs, values and traditions (both religious and nonreligious) while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

RE encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community.

RE has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

Aims

Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and achieve.

RE should be a stimulating, interesting and enjoyable subject. The knowledge, skills and understanding prescribed in this agreed syllabus are designed to promote the best possible progress and attainment for all pupils. RE develops independent and interdependent learning. It makes an important contribution to pupils' skills in literacy and information and communication technology (ICT). RE promotes an enquiring approach in which pupils carefully consider issues of beliefs and truth in religion. It also enhances the capacity to think coherently and consistently. This enables pupils to evaluate thoughtfully their own and others' views in a reasoned and informed manner.

Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. RE has a significant role in the promotion of spiritual, moral, social and cultural development. Central to this agreed syllabus is a focus on ultimate questions and ethical issues. This focus enables pupils to appreciate their own and others' beliefs and cultures and how these impact on individuals, communities, societies and cultures. RE seeks to develop pupils' awareness of themselves and others. This helps pupils to gain a clear understanding of the significance of religions and beliefs in the world today and learn about the ways different faith communities relate to each other.

This agreed syllabus aims to promote religious understanding, discernment and respect, and challenge prejudice and stereotyping. RE is committed to exploring the significance of the environment, both locally and globally, and the role of human beings and other species within it. A central concern of RE is the promotion of each pupil's self-worth. A sense of self-worth helps pupils to reflect on their uniqueness as human beings, share their feelings and emotions with others and appreciate the importance of forming and maintaining positive relationships.

Attainment Targets

By the end of each key stage pupils are expected to know, apply and understand the matters, skills and processes specified in the accompanying programme of study – Appendix 1

Opportunities for Personal, Social Health Education

RE plays a significant part in promoting **personal, social and health education** through pupils:

- developing confidence and responsibility and making the most of their abilities by learning about what is fair and unfair, right and wrong and being encouraged to share their opinions;

- developing a healthy, safer lifestyle by learning about religious beliefs and teachings on drug use and misuse, food and drink, leisure, relationships and human sexuality, learning about the purpose and value of religious beliefs and sensitivities in relation to sex education and enabling pupils to consider and express their own views;
- developing good relationships and respecting the differences between people by learning about the diversity of different ethnic and religious groups and the destructive power of prejudice, challenging racism, discrimination, offending behaviour and bullying, being able to talk about relationships and feelings, considering issues of marriage and family life and meeting and encountering people whose beliefs, views and lifestyles are different from their own.

Subject Content

Key-stage 1

Year 1 modules (in the order in which they are designed to be taught – 2 modules per term):

Special people (additional focus: Judaism)

Special words and stories (additional focus: Hinduism)

Special symbols and objects (additional focus: Sikhism)

Special things in nature (additional focus: Islam)

Special ways of living (additional focus: Buddhism)

Special places (additional focus: Islam)

Year 2 modules (in the order in which they are designed to be taught – 2 modules per term):

Special things in nature (additional focus: Judaism)

Special people (additional focus: Buddhism)

Special ways of living (additional focus: Islam)

Special words and stories (additional focus: Judaism)

Special symbols and objects (additional focus: Sikhism)

Special places (additional focus: Hinduism)

Key-stage 2

Year 3 and Year 4 modules

The Buddha's Life story (Buddhism)

The local Anglican parish church (Christinity)

Living as a Christian: the Bible and prayer (Christianity)

Jesus' baptism and the beginning of the ministry (Christianity)

Jesus' teaching and example (Christianity)

Hindu gods and goddesses, their stories and their festivals (Hinduism)

Worshipping and celebrating in the home: puja and Divali (Hinduism)

Muhammad and the Qur'an (Islam)

The mosque and prayer (Islam)

Moses, the Exodus and the festival of Pesach (Judaism)

Guru Nanak, Guru Gobind Singh and the Khalsa (Sikhism)

Year 5 and Year 6 Modules

Living as a Buddhist: devotional practices and the Middle Way (Buddhism)

The creation story in Genesis 1 (Christianity)

Holy Week: the last week of Jesus' life (Christianity)

Christianity in the local community – and beyond (Christianity)

Brahman, the Trimurti and creation stories (Hinduism)

Death, reincarnation and sacred places (Hinduism)

Humanism: a secular world view (Secular Humanism)

The Five Pillars of Islam (Islam)

The Ka'bah and the Hajj (Islam)

The Jewish home (Judaism)

The synagogue (Judaism)

Sacred to Sikhs (Sikhism)

How is XX taught throughout the school?

See Appendix 1- Medium Term Plans

Inclusion and Equal Opportunities

At our school we teach RE to all children, whatever their ability. All children are provided with equal access to the RE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. RE forms part of the school curriculum policy to provide a broad and balanced education to all

children. Through our RE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected attainment outcomes. When pupils are working below the expected outcome within RE, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the children's needs.

Pupils on the Special Educational Needs register, including those on Health Care Plans, One Plans along with targeted pupils may have specific RE related targets where a priority is appropriate.

Assessment & Reporting

We assess children's work in RE by making informal judgements as we observe them during each RE lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, in line with the marking policy. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they are emerging, working at expected or exceeding the unit outcome. We use this as a basis for assessing the progress of the child at the end of the year. The RE subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected end of year outcomes are in RE for each year group.

See Appendix 2 - Assessment Grids

Resources

The school is well resourced for the teaching of RE. Where new units and programmes of study have been introduced with the new curriculum, budgets have been allocated to the subject leaders to resource these areas to support teaching and learning.

We do not follow any specific schemes for the teaching of RE, however resources include materials from RE.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in RE is the responsibility of the RE subject leader. The work of the RE subject leader also involves supporting colleagues in the teaching of RE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Policy Review

This policy was written September 2014 by the RE Subject Leader and Senior Management Team and will be reviewed every 3 years unless the need for review arises beforehand.

Subject	<u>Autumn</u> Topic: Animals and Me	<i>IDEAS</i>	<u>Spring</u> Topic: Where we live	<i>IDEAS</i>	<u>Summer</u> Topic: Fire and Ice	<i>IDEAS</i>
RE	<p>Personal Experience Christianity</p> <p>talk about what makes me 'special' and what makes others 'special'</p> <p>respond sensitively to my own and others experiences of 'specialness'</p> <p>recognise Jesus as a special person for Christians in religious art</p> <p>describe how paintings show the importance of Jesus for Christians</p> <p>identify how the 'specialness' of Jesus for Christians is expressed on Christmas cards</p>	<p>Essex guidance</p>	<p>Christianity</p> <p>identify the Bible as a special book for Christians and recognise that Bibles might look different but contain the same stories</p> <p>retell a story from the Bible and identify a festival when the story might be remembered in</p> <p>identify prayer as one way in which Christians express their beliefs</p> <p>church respond sensitively to my own and others' feelings about their special books, stories and writings</p>	<p>Essex guidance</p>	<p>Hinduism Judaism</p> <p>retell the story of Moses through words or pictures</p> <p>identify how special foods remind Jews of special people and stories</p> <p>retell the Hindu story of Rama and Sita</p> <p>recognise divas as artefacts associated with the Hindu story of Rama and Sita</p>	<p>Essex guidance</p>

Subject	<p style="text-align: center;"><u>Autumn</u></p> <p>Topic: Great Fire of London</p>	<p style="text-align: center;"><i>IDEA S</i></p>	<p style="text-align: center;"><u>Spring</u></p> <p>Topic: Living and growing</p>	<p style="text-align: center;"><i>IDEA S</i></p>	<p style="text-align: center;"><u>Summer</u></p> <p>Topic: Florence Nightingale</p>	<p style="text-align: center;"><i>IDEAS</i></p>
<p style="text-align: center;">R.E.</p>	<ul style="list-style-type: none"> • talk about the natural world being ‘special’ to me and to others • respond sensitively to the natural world and its needs • retell the Genesis story of creation and identify why this story is important to Christians • identify how Christians celebrate the importance of the natural world and belief in God’s creation at Harvest • retell the Genesis story of creation and identify why this story is important to Jews • identify how Jews celebrate the importance of the natural world and belief in God’s creation through the Psalms and at Sukkot • make basic links between the stories of creation in Genesis, Christian and Jewish beliefs and the celebrations at Harvest and Sukkot • ask, and respond sensitively to, questions about who is ‘special’ to me and to others • recognise my own and others’ values when questioning the right way to treat special people • use religious words and phrases to identify how Christian beliefs are expressed in rituals and ceremonies • identify the importance of religion for Christians at different times of their lives • retell stories about Jesus and some of the saints • identify the Buddha as a special person for Buddhists • identify the importance of the Buddha’s teaching for Buddhists 		<ul style="list-style-type: none"> • use religious words and phrases to identify Sikh symbols • use religious words and phrases to identify how Sikhs express their beliefs through symbols of belonging (dress, rituals and ceremonies) • talk about the reasons why my school or town is special and of value to me • respond in words or pictures to my special place • recognise the church as a special place for Christians • identify features of different churches • describe similarities and differences between churches and cathedrals • begin to describe the impact of some pilgrimage sites on believers’ lives • identify features of a mandir • identify why these objects are important for Hindus and Hindu worship • retell some Hindu stories • make basic links between the murtis and objects found in a mandir and Hindu beliefs and worship 		<ul style="list-style-type: none"> • respond sensitively to questions about special people in words and through artistic expression • talk about what is ‘special’ to me and to others • respond sensitively to the natural world and to the needs of others • identify features of Christian beliefs and practice • identify the importance of religious teaching for Christians • identify features of Muslim belief and practice • identify the importance of religious teaching for Muslims • talk about why some words are special and of value • recognise that promises are about values and matters of right and wrong • use religious words and phrases to identify features of Christian beliefs and practice • use religious words and phrases to identify how Christians express their beliefs through special stories, hymns and prayers at the festival of Easter • identify the Torah as the special writings of the Jewish community • identify the Shema as special words which express Jewish beliefs • recognise my own values and those of others expressed through symbols • ask, and respond sensitively to, questions about my own and others’ feelings of identity and belonging • use religious words and phrases to identify features of Christian beliefs and practice • use religious words and phrases to identify how Christians express their beliefs through special symbols, artefacts, and festivals 	

Subject	<p style="text-align: center;"><u>Autumn</u></p> <p style="text-align: center;">Topic: Mountain/Volcanoes</p>	<p style="text-align: center;"><i>IDEAS</i></p>	<p style="text-align: center;"><u>Spring</u></p> <p style="text-align: center;">Topic: Romans</p>	<p style="text-align: center;"><i>IDEAS</i></p>	<p style="text-align: center;"><u>Summer</u></p> <p style="text-align: center;">Topic: Rainforests</p>	<p style="text-align: center;"><i>IDEAS</i></p>
RE	<p>Christianity Jesus' Teaching</p> <p>describe how stories, including religious stories, sometimes contain messages</p> <p>describe how Jesus used stories to teach how people should treat others</p> <p>describe how Jesus used stories to teach people about God</p> <p>Living as a Christian</p> <p>describe the Christians special book and what it is like</p> <p>describe things that are important for me and make links with what's important for others</p> <p>use correct religious words to identify the different parts of the Christian Bible</p> <p>identify parts of the Bible that are the same for Christians and Jews</p> <p>identify the different types of writing I use and the way these can influence others.</p> <p>compare some of the things that influence me and the way Christians are influenced by the Bible</p> <p>describe different ways Christian beliefs are expressed through stories</p>		<p>Moses, Exodus and Festival of Pesach</p> <p>explain in very simple terms how, having been given the 'promised land', the Hebrews came to be slaves in Egypt</p> <p>retell stories about Moses</p> <p>give thoughtful answers to questions about my own and others' experiences and feelings of identity</p> <p>retell the story of the Hebrews as slaves in Egypt</p> <p>give thoughtful answers to questions about slavery and persecution</p> <p>describe how beliefs about the sacred/holy are expressed through the removal of shoes/the covering of the head</p> <p>link things that are important to me with the way I behave</p> <p>retell the different episodes in the story of Moses</p> <p>give thoughtful answers to questions about the experiences and feelings of the Egyptian</p>		<p>Islam Mosque and Prayer</p> <p>identify different things to do with the religion of Islam using the correct words</p> <p>describe how some religious beliefs, practices and stories are linked</p> <p>describe different ways in which religious beliefs are expressed</p> <p>use the correct religious words to</p> <p>describe some important features of the mosque</p> <p>identify things that are important in different religions (the importance of prayer five times a day to Muslims)</p> <p>say how the lives of Muslims are affected by their religion</p> <p>identify some of the things that are similar for people who belong to different religions</p> <p>use the correct religious words to</p> <p>describe some important features of different religions, identify things that are the same and things that are different</p>	

	<p>talk about how Christians use the Bible in church and at home</p> <p>identify why prayer is important for Christians</p> <p>describe how the Lord's Prayer is linked with Jesus' teaching in the Bible</p> <p>describe how important it is for Christians to pray and the impact this has on their lives</p> <p>Hinduism Hinduism(Puja and Divali) identify religious objects</p> <p>describe different ways in which religious beliefs are expressed through symbols and artefacts</p> <p>say how the lives of religious people are affected by their religion</p> <p>link things that are important to me with the way I think and behave identify religious rituals.</p> <p>describe different ways in which religious beliefs are expressed through rituals</p> <p>give simple explanations of religious practices retell religious stories (Rama and Sita)</p> <p>describe how religious beliefs are expressed through stories.</p>		<p>families</p> <p>ask important questions about religious beliefs, eg whether the plagues were natural disasters or sent by God</p> <p>identify features of the Pesach celebration</p> <p>describe how religious beliefs, practices and stories are linked in the celebration of Pesach</p> <p>describe how Jews express their beliefs through story and rituals at Pesach</p> <p>suggest meanings for the terms 'slavery' and 'freedom' and how these are expressed through symbols in the celebration of Pesach</p>		<p>describe some similarities and differences between religions</p> <p>Sikhism</p> <p>Guru Nanek, Guru Gobind Dingh and the Khalsa</p> <p>make links between my own and others' experiences</p> <p>describe how stories about Guru Nanak as a boy show him as a special person</p> <p>begin to describe the impact religion has on believers' lives</p> <p>identify the groups to which I belong and how this influences me</p> <p>describe the story told by Sikhs of the foundation of the Khalsa</p> <p>Identify some/all of the 5Ks worn by Sikhs describe the 5Ks as symbols worn by Sikhs</p> <p>make links between the wearing of the 5Ks and being a member of the Sikh Khalsa</p>	
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Subject	<u>Autumn</u> Topic: RIVERS	IDEAS	<u>Spring</u> Topic: Ancient Egypt	IDEAS	<u>Summer</u> Topic: A Musical Adventure	IDEAS
RE	<p>Local Anglican Paris church -Describe some features of a church using the appropriate religious words -begin to make links with other religious building and places of worship. -compare the places that are important for me with places that important for Christians. -Use religious words and phrases to identify how Christians show their religious beliefs through symbols. -Label a picture/model showing the main features of a church. Explain different things that are involved in belonging to Christianity. Jesus' Baptism and beginning of his Ministry Jesus' Baptism and beginning of his Ministry -Describe how the Bible story of Jesus' baptism is expressed in art -Make basic links between Christian beliefs and symbols. -Recognise my own values and those of others in matters of right and wrong. -Describe how beliefs about the good use of power are shown in the story of Jesus' temptations. -Link things that are important to me with the way I think and behave. Retell the story of Jesus choosing his first disciples. -Identify the story as a Bible (New Testament) story. -Make links between the duties of the disciples and the people chosen by Jesus. -Respond sensitively to the experiences of the fishermen chosen to be disciples.</p>		<p>Hindu Gods and Goddesses, stories and Festivals -give thoughtful answers to questions about my own experiences and feelings and those of other people -identify things that are important in different religions -identify religious objects and symbols -describe different ways in which religious beliefs are expressed, through symbols and artefacts -describe different ways in which religious beliefs are expressed through symbols and artefacts -retell religious stories -describe ways in which religious beliefs are expressed through stories -use the correct religious words to describe some important features of different religions, identify things that are the same and things that are different -identify some of the things that are similar for people who belong to different religions. - describe different ways in which religious beliefs are expressed, e.g. through festivals -describe some similarities and</p>		<p>Muhammad and the Qur'an -retell religious stories -describe different ways in which religious beliefs are expressed through stories -say how the lives of religious people are affected by their religion -compare some of the things that influence me with those that influence other people -describe what inspires and influences me, and what inspires and influences others -describe different ways in which religious beliefs are expressed -identify holy books (the Qur'an) -give simple explanations of the way Muslim's lives are affected by their beliefs -describe ways in which religious beliefs are expressed (calligraphy etc) Judaism - Journey to the promised land ask questions about my own experiences and feelings and those of other people -describe how Jewish belief that God protected the Israelites in the wilderness is expressed through the</p>	

		<p>differences between religions.</p> <p>Budhism</p> <ul style="list-style-type: none"> -identify religious objects and symbols. -describe different ways in which religious beliefs are expressed through symbols and artefacts. -retell the story about the life of the Buddha -identify religious objects and symbols -compare some of the things that influence me with those that influence other people -link things that are important to me with the way I think and behave -identify things that are important in (different) religions -say how the lives of religious people are affected by their religion -identify religious festivals -describe how some religious beliefs, practices and stories are linked -make links between sources, practices, beliefs, ideas, feelings and experiences 	<p>story of Moses</p> <ul style="list-style-type: none"> -describe how Jewish beliefs about God are expressed through the story and rituals of Sukkot -make links between my feelings and the feelings of the Israelites and express these in poetry -link values that are important to me with keeping class and national rules -describe how religious rules for Jews (and Christians) are found in the Ten Commandments -describe how the lives of the Israelites were changed by their experiences and by their religious beliefs -raise questions and suggest answers to questions of morality -describe why the story of the Exodus is important for Jews today 	
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Subject	<u>Autumn</u> Topic World War 1/2	<i>IDEAS</i>	<u>Spring</u> Topic: inventors, inventions, explorers	<i>IDEAS</i>	<u>Summer</u> Topic: Ancient Greece	<i>IDEAS</i>
RE Follow Essex syllabus	<p align="center"><u>Islam: The Five Pillars of Islam</u></p> <p>use the correct religious words to describe the five pillars of Islam</p> <p>give simple explanations of the way Muslims' lives are affected by their beliefs</p> <p>compare some of the things that influence me with those that influence others</p> <p align="center">say how my ideas and beliefs affect my life</p> <p align="center">describe what inspires and influences me and others</p> <p>describe the impact of the pattern of daily prayer on the lives of Muslims</p> <p>describe some similarities and differences in the way people pray in different religions</p> <p align="center">Talk about how Muslims believe it is their duty to care for others</p> <p align="center">ask and answer questions about how I live my life and what influences me</p> <p align="center">talk about the Muslim practice of fasting during Ramadan</p> <p>describe some similarities and differences between fasting in Islam and in another world religion</p> <p>describe the impact of a Muslim's beliefs on their daily life</p>		<p><u>Christianity: The Creation Story in Genesis 1</u></p> <p>identify times when words are used symbolically or metaphorically (i.e. distinguish between a true story and a story, such as a fable, parable or allegory, that may not be true in a literal sense but which contains truth</p> <p>identify some figurative (non-literal) uses of language (e.g. recognise metaphor, allegory, analogy, symbolism)</p> <p>describe different ways in which religious beliefs are expressed</p> <p>identify when words describe things that really happened and when words are used symbolically or metaphorically</p> <p>say how the lives of religious people are affected by their religion (belief in Creation Story)</p> <p>make links between sources, practices, beliefs, ideas, feelings and experiences</p> <p>explain how religious sources are used to provide answers to ultimate</p>		<p><u>Judaism: The Jewish Home</u></p> <p>suggest what places, objects, activities and feelings give me a sense of belonging</p> <p>suggest the objects, activities and feelings which give a Jewish family a sense of belonging</p> <p>describe the impact of Jewish belief on a family's life</p> <p>suggest how some people eat different foods for cultural reasons</p> <p>suggest why some people are vegetarians for moral and religious reasons</p> <p>explain that Jews eat/do not eat certain foods for religious reasons</p> <p>describe the beliefs which inspire and influence me</p> <p>explain Jewish beliefs contained in the Shema</p> <p>describe why the story of the Exodus is important for Jews today</p> <p>explain how the beliefs contained in the Shema influence Jewish families today</p> <p>describe some symbols used in the celebration of Shabbat</p> <p>make links between the Ten Commandments and the reasons why Jews keep Shabbat</p>	

	<p>say why Muslims believe they should make the pilgrimage to Makkah</p> <p>Hinduism: Brahman, The Trimurti and Creation Stories give simple explanations of beliefs and ideas say what different forms of religious expression (e.g. symbols) mean</p> <p>describe different ways in which religious beliefs are expressed through symbols and artefacts</p> <p>give simple explanations of beliefs and ideas describe how some religious beliefs, practices and stories are linked</p> <p>identify things that are important in different religions</p> <p>describe the impact of religion on people's lives (creation story etc)</p> <p>Say how people's ideas and beliefs affect what they do in their lives, applying this to myself and others ('living in balance with nature')</p> <p>describe different ways in which religious beliefs are expressed, through stories and symbols (Brahma)</p> <p>describe some similarities and differences between religions.</p> <p>describe different ways in which religious beliefs are expressed, e.g. through festivals</p> <p>describe some similarities and differences between religions</p>	<p>questions and ethical issues</p> <p>ask important questions about religion and beliefs and compare my ideas with those of other people</p> <p>link things that are important to me with the way I think and behave (natural world)</p> <p>say how people's ideas and beliefs affect what they do in their lives, applying this to myself and others (natural world)</p> <p>Christianity: Holy Week: The Last Week of Jesus' Life suggest meanings for the Palm Sunday story and say why it is important for Christians</p> <p>show understanding of religious stories and make links with my own experience</p> <p>describe how the story of Palm Sunday is remembered by Christians today</p> <p>compare what is important for me with what is important for others</p> <p>suggest meanings for the story of the Last Supper and make links with Holy Communion</p> <p>identify and explain reasons for differences in the way Holy Communion is celebrated in two</p>	<p>make links between Jewish belief in God as Creator and the blessings said at Shabbat</p> <p>raise questions about and describe the impact of keeping special/holy days on people's lives</p> <p>describe how stories found in the Torah are also found in the Christian Bible</p> <p>Sikhism: Sacred to Sikhs describe what influences me and my behaviour</p> <p>explain how the way Sikhs treat the Guru Granth Sahib shows that it is sacred/holy</p> <p>describe how the Mool Mantra explains Sikh beliefs about God</p> <p>describe key features of a gurdwara</p> <p>explain how Sikhs express their beliefs through the symbols used in a gurdwara, eg the Nishan Sahib, kara parshad, langar, sewa, worship</p> <p>make clear links between Sikh beliefs and what Sikhs do in the gurdwara</p> <p>describe what a pilgrimage to the Golden Temple might mean for a Sikh</p>
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			<p>different Christian denominations</p> <p>ask and answer questions about how I treat others and the impact of my behaviour on others (in relation to Jesus' death)</p> <p>suggest meanings for the story of the end of Jesus' life and make links with Christian rituals for Good Friday</p> <p>say how people's ideas and beliefs affect their lives</p> <p>suggest meanings for the story of Jesus' resurrection and make links with Christian rituals for Easter Day</p> <p>use religious words to describe the meaning of symbols pictures and artefacts in the Easter story</p> <p>explain some of the different ways Christians celebrate Easter</p> <p>describe the impact Jesus' final week on earth had on people at the time and make connections with how Christians relate to Jesus today</p>		
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Subject	<u>Autumn</u> Topic: In the beginning	<i>IDEAS</i>	<u>Spring</u> Topic: Anglo-Saxons	<i>IDEAS</i>	<u>Summer</u> Topic:Field Exploration	<i>IDEAS</i>
Religious Education	Humanism and Christianity	Essex guidance for R.E.	Buddhism and Hinduism	Essex guidance for R.E.	Non-European study-	Study of Early Islamic civilisation
	<p>ask and answer questions about groups I belong to and why they are important for me</p> <p>give simple explanations of why Christians go to church and the things they do there</p> <p>describe why it is important for Christians to go to church</p> <p>describe how Christians remember Jesus when they share bread and wine</p> <p>talk about the fact that Christians have a creed stating what they believe</p> <p>describe why it is important for Christians to recite their creed</p> <p>recognise some of the main beliefs held by Christians and explain how these make a difference to their lives</p> <p>describe my own beliefs and compare these with others</p> <p>ask and answer questions about the beliefs I hold and that others hold</p> <p>use what I have learned in this unit to compare my beliefs with those of others</p> <p>express and explain views about how a religious belief can affect a person's life</p> <p>describe what inspires and influences me and others</p> <p>say how what I believe can affect what I do in my life</p>		<p>identify religious objects and symbols.</p> <p>describe different ways in which religious beliefs are expressed through symbols and artefacts. (Buddhist shrine)</p> <p>say what different forms of religious expression e.g. artefacts mean</p> <p>say what different forms of religious expression mean</p> <p>say how the lives of religious people are affected by their religion (Middle Way' and the 'Noble Eight-fold Path')</p> <p>say how people's ideas and beliefs affect what they do in their lives, applying this to myself and others</p> <p>ask important questions about religion and beliefs and compare my ideas with those of other people</p> <p>say how people's ideas and beliefs affect what they do in their lives, applying this to myself</p>		<p>compare some of the places that are important to me and to others and describe why they are important</p> <p>recognise the importance of Makkah for Muslims and say why it is important</p> <p>explain how Muhammad's connection with the Ka'bah has made it a sacred building for Muslims</p> <p>compare pilgrimage in Islam with pilgrimage in other world religions and describe why pilgrimage is important</p> <p>describe why a particular person acts as a role model for me and explain the impact they have on my life.</p> <p>describe some of the different aspects of the Hajj and why it is important for a Muslim</p>	

	<p>describe some similarities and differences between the way people of different faiths mark stages in their lives</p> <p>describe why Christians believe they should help anyone in need</p> <p>say how the lives of people are affected by what they believe (the 'big' questions eg what is a human being)</p> <p>describe the impact of beliefs/religion on people's lives (Humanists)</p> <p>give a simple explanation of Humanist beliefs</p> <p>describe some of the similarities and differences between religious and Humanist beliefs</p> <p>give simple explanations of why Humanists try to follow the Golden Rule</p> <p>ask and answer questions about how I decide what is right and wrong</p> <p>say how people's ideas and beliefs affect what they do in their lives, applying this to myself and others</p> <p>say how people's ideas and beliefs affect what they do in their lives, applying this to myself and others</p> <p>use the correct religious words to describe some important features of different religions, identifying things that are the same and things that are different (Humanist celebrations)</p> <p>give simple explanations and say why Humanists mark important times in their lives.</p> <p>say why humanists believe love, commitment and responsibility are important for human relationships and wellbeing.</p> <p>say what inspires and influences me and what inspires and influences others (Phillip Pullman)</p>		<p>and others</p> <p>give simple explanations of beliefs (eg Hindu journey of life)</p> <p>describe different ways in which religious beliefs are expressed (e.g. through ceremonies and rituals – Hindu funerals etc)</p> <p>say what different forms of religious expression (e.g. ceremonies and rituals – Hindu cremation, Varanasi) mean</p> <p>describe what inspires me (eg nature)</p> <p>give simple explanations of beliefs, feelings and experiences (sacred places in nature)</p> <p>describe how some religious beliefs, practices and stories are linked</p> <p>(Hindu pilgrimage)</p> <p>give simple explanations of practices, beliefs, feelings and experiences (river Ganges and Shiva)</p> <p>say how people's lives are affected by their religion</p> <p>(Mandir)</p> <p>describe the impact of religion on people's lives</p> <p>use the correct religious words to describe some important features of different religions, identifying things that are the same and things that are different.</p> <p>describe some similarities and differences between religions</p>		<p>describe how Muslims express their beliefs by taking part in the Hajj.</p> <p>explain the impact of the Hajj on Muslim beliefs.</p> <p>say how Muslim ideas and beliefs affect what they do in their lives</p> <p>describe why Hajj is especially rewarding for believers even though it is very challenging.</p>	
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