

Religious Education (RE)

Our Intent –

At Icknield Walk First School we base our teaching on the Hertfordshire Agreed Syllabus; this enables us to deliver a curriculum which is ‘balanced and broadly based’ and helps us to fulfil our duty to teach RE as part of promoting the spiritual, moral, cultural, mental, and physical development of pupils. The Syllabus provides a coherent framework that sets high standards enabling pupils to reach their potential to be religiously and theologically literate. It reflects the diversity between religious and belief systems and helps to broaden the experience of our children to understand the diversity of religion in the UK and wider world. The RE we teach provides our pupils with opportunities to explore different faiths and beliefs. Our pupils are encouraged to develop an understanding and appreciation of different cultures and religions and how they influence their immediate and world-wide community and they develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion.

By the end of each key stage the religiously and theologically literate pupil should;

EYFS

Share their family traditions and the joy of celebrations, beginning to explore those of other beliefs and communities. Listen and respond through talking, gesture and play about religious stories, objects, people and practices. Use some basic religious vocabulary and use their imagination and curiosity to develop their interest in the world around them.

KS1

To be able to give examples of different beliefs and practices and notice and respond sensitively to some similarities and between different religions. Explore and develop an understanding of religions and worldwide views, recognising their local, national and global contexts. Use appropriate vocabulary to think, talk, ask and answer questions about religion and belief. Begin to articulate key beliefs, practices and experiences at the heart of the religions and communities.

KS2

Be able to reflect and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging. Explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions. Consider and discuss import issues and moral choices.

Progression of Skills – by End of Key Stage

	<u>EYFS</u>	<u>KS1</u>	<u>Lower KS2</u>
Beliefs and practices	<ul style="list-style-type: none"> Explore different ways of living, including beliefs and festivals 	<ul style="list-style-type: none"> Begin to recall and name different beliefs and main festivals associated with religions Recognise different religious symbols, their relevance for individuals and how they feature in festivals 	<ul style="list-style-type: none"> Describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Expand on their knowledge of world religions from KS1.
Sources of wisdom	<ul style="list-style-type: none"> Listen and respond to religious stories. 	<ul style="list-style-type: none"> Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come. 	<ul style="list-style-type: none"> Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers.
Symbols and actions	<ul style="list-style-type: none"> Communicate about people, places and religious symbols and artefacts. 	<ul style="list-style-type: none"> Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities. 	<ul style="list-style-type: none"> Explain how a range of beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between communities.
Prayer, worship and reflection	<ul style="list-style-type: none"> Communicate through talk or gesture about prayer. Experience periods of stillness and reflection 	<ul style="list-style-type: none"> Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection. 	<ul style="list-style-type: none"> Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections.
Identity and belonging	<ul style="list-style-type: none"> Show awareness of things and people that matter to them and link this to learning in Religious Education. 	<ul style="list-style-type: none"> Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why. 	<ul style="list-style-type: none"> Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.
Ultimate questions	<ul style="list-style-type: none"> Use imagination and curiosity to develop their wonder of the world and ask questions about it. 	<ul style="list-style-type: none"> Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions. 	<ul style="list-style-type: none"> Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.
Human responsibility and values	<ul style="list-style-type: none"> Explore how people show concern for each other and the world around them. 	<ul style="list-style-type: none"> Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this. 	<ul style="list-style-type: none"> Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.

Re Vocabulary through the years

<u>Nursery & Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Diwali, Hindu, Festival of light, Christmas, Advent, gifts, Nativity, Jesus, Birthdays, Easter, celebrations, cross, eggs, candles, church, weddings, Rama & Sita	Our world, prayer, nature, natural world, creation story, Harvest, Christianity, Judaism, Light, Hannukah, miracle, Maccabees, Christmas, advent, nativity, Jesus, belonging, community, religions, Easter, Bible stories, Torah, Sukkot, dark, symbol, menorah, celebration, baptism, lent, importance, church, synagogue, mantle, ark, ten commandments, Qu'ran, Islam, scrolls	Religion, prayer, Christianity, Muslim, Judaism, Hinduism, Buddhism, Sikhism, Symbols, special places, Church, Mosque, wise men, Easter, Good Friday, The Last Supper, Religious leaders, God, Allah, Hindu God's and Goddesses, life and death	Christianity, Islam, Eid-ul-Adha, Eid Al Fitr, Easter, Christmas, Mohammed, Allah, Advent, Baptism, Shahada, symbols, light, beliefs, humility, genuflection, worship, Mosque, Church, Bible, Qur'an, events, Jesus, Five Pillars, Lent, Ramadan, Trinity, Eucharist, Pentecost	Hindu beliefs, worship, Hindu Trimurti, shrines, puja and Mandirs, Harmlessness and equality, Khalsa, Khanda, 5k's, Gudwara, Akhand Path, communities, Sikh, Guru Nanak, Guru Granth Sahib, special, sacred, Hindu Vedas, Bhagavad Gita, Old and New Testaments

Impact

Our RE curriculum is designed to **equip children with the knowledge and cultural capital to succeed in life**. It provides children with essential knowledge and opportunities to experience and understand about world religions and different communities so that they become well informed citizens in life.

Quotes from children in school:

'It's important to learn about RE so that we know about other religions because we have so many different religions in our world.'

'It's really important because some people can be mean to people if they don't understand enough about their religion.'