



HIGHER FAILSWORTH PRIMARY SCHOOL



Religious Education

Subject Leader: Miss M. Lock

RESPECT TEAM





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Our Approach to Religious Education (RE) at Higher Failsworth Primary School

Religious Education Intent

At Higher Failsworth Primary School, we believe that it is important for all our pupils to learn from and about religion so that they can understand the world around them.

We want pupils at Higher Failsworth to

- Develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain
- Appreciate the way that religious beliefs shape life and behaviour
- Develop the ability to make reasoned and informed judgements about religious and moral issues
- Enhance their spiritual, moral, social and cultural development

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Our Approach to RE at Higher Failsworth Primary School

RE Implementation

We ensure our pupils receive:

- Opportunities for personal reflection and pupils' spiritual, moral, social and cultural development
- Opportunities to explore their own beliefs (whether they are religious or not), ideas, feelings, experiences and values in the light of what they learn
- Support to show empathy and respect.
- Opportunities to develop their own sense of identity and belonging.
- Guidance to respect the right of others to hold different beliefs, values and ideas.
- Teaching and learning to help them to deal positively with controversial issues, to manage strongly held differences of belief and to challenge stereotypes and prejudice

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Our Approach to RE at Higher Failsworth Primary School

RE Impact

At Higher Failsworth Primary School, we seek to ensure that all pupils in our school are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others. We endeavour to support pupils to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. Regular assemblies and celebrations of religious and non-religious festivals and events, implemented alongside weekly R.E. lessons, will help to celebrate the diversity of the wider community in Oldham including their beliefs, traditions, culture, language and history.

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RE in EYFS

Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

EYFS RE for 3-4 year olds

Some ideas for Religious Education in the EYFS can include:

- Creative play, make-believe, role play, dance and drama
- Dressing up and acting out scenes from stories, celebrations or festivals
- Making and eating festival food
- Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination
- Exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books
- Seeing pictures, books and videos of places of worship and meeting believers in class
- Listening to religious music
- Starting to introduce religious terminology
- Work on nature, growing and life cycles or harvest
- Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
- Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions.

Themes which lend themselves to opportunities for RE work include the following:

Myself	People Who Help Us	Special Times
My Life	Friendship	Our Community
My Senses	Welcome	Special Books
My Special Things	Belonging	Stories
People Special to Me	Special Places	The Natural World

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Early Learning Goals – Reception

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, as well as develop responses of their own.

Key Question:	Teaching & Learning Content	Early Learning Goals
Which stories are special and why?	One way of introducing this question is to ask children to bring favourite books and stories from home, choose the favourite story in the class, or the teacher could share her favourite childhood story and explain why she liked it so much.	<ul style="list-style-type: none"> • talk about some religious stories; • recognise some religious words, e.g. about God; • identify some of their own feelings in the stories they hear; • identify a sacred text e.g. Bible, Qur'an; • talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do; • talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.
Which people are special and why?	One way of introducing this question is to talk about significant people within the school and the wider community, for example showing pictures of the caretaker, lollypop person, headteacher, vicar, police community support officer, and discussing what they do	<ul style="list-style-type: none"> • talk about people who are special to them; • say what makes their family and friends special to them; • identify some of the qualities of a good friend; • reflect on the question 'Am I a good friend?'; • recall and talk about stories of Jesus as a friend to others; • recall stories about special people in other religions and talk about what we can learn from them.
Which places are special and why?	One way of introducing this question is to discuss places that are important to children, for example places to be happy, to have fun, to be quiet or to feel safe. When do they go to these places and what is it like being there?	<ul style="list-style-type: none"> • talk about somewhere that is special to themselves, saying why; • be aware that some religious people have places which have special meaning for them; • talk about the things that are special and valued in a place of worship; • identify some significant features of sacred places; • recognise a place of worship • get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.
Which times are special and why?	One way of introducing this question is to link this unit to a significant time celebrated in school or in class. You might want to bring in birthday candles and ask children to talk about the significance of birthdays.	<ul style="list-style-type: none"> • give examples of special occasions and suggest features of a good celebration; • recall simple stories connected with Christmas / Easter and a festival from another faith; • say why Christmas / Easter and a festival from another faith is a special time for Christians / members of the other faith.
Where do we belong?	One way of introducing this question is to ask a new mum to bring a baby into the class and talk about how the baby was welcomed into their family.	<ul style="list-style-type: none"> • re-tell religious stories making connections with personal experiences • share and record occasions when things have happened in their lives that made them feel special • recall simply what happens at a traditional Christian infant baptism and dedication • additional opportunity if you have children from religions other than Christianity in your setting • recall simply what happens when a baby is welcomed into a religion other than Christianity.
What is special about our world?	One way of introducing this question is to study this at the same time as work on the school outside space or local area or work on growing things.	<ul style="list-style-type: none"> • talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world; • re-tell stories, talking about what they say about the world, God, human beings; • think about the wonders of the natural world, expressing ideas and feelings; • express ideas about how to look after animals and plants; • talk about what people do to mess up the world and what they do to look after it.

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Religious Education Threshold Concepts

Making Sense
of Beliefs



Making
Connections



Understanding
the impact

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Element 1: Making sense of beliefs

Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation

<u>Year 1 & 2</u>	<u>Year 3 & 4</u>	<u>Year 5 & 6</u>
<p>Identify some core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of how stories show what people believe (e.g. The meaning behind a festival)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p>	<p>Identify and describe the core beliefs and concepts studied</p> <p>Make clear links between texts/sources of wisdom and authority and the core concepts studied</p> <p>Offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers</p>	<p>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> <p>Describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts</p> <p>Give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</p>

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Element 2: Understanding the impact.

Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of life and ways of expressing meaning.

<u>Year 1 & 2</u>	<u>Year 3 & 4</u>	<u>Year 5 & 6</u>
<p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Give examples of ways in which believers put their beliefs into practice</p>	<p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>Describe how people show their beliefs in how they worship and in the ways they live</p> <p>Identify some differences in how people put their beliefs into practice</p>	<p>Make clear connections between what people believe and how they live, individually and in communities</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. In different communities, denominations or cultures</p>

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Element 3: Making Connections

Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied, and consider how these ideas might challenge their own thinking; and discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.

<u>Year 1 & 2</u>	<u>Year 3 & 4</u>	<u>Year 5 & 6</u>
<p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</p> <p>Give a good reason for the views they have and the connections they make</p>	<p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p> <p>Make links between some of the beliefs practices studied and life in the world today, expressing some ideas of their own clearly</p> <p>Give good reasons for the views they have and the connections and comparisons they make</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. Believers and atheists)</p> <p>Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently</p> <p>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p>

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Whole School RE Overview 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Which stories are special and why?	Which people are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about our world?
Year 1	1.1 Who is a Christian? What do Christians believe God is like?	1.2 Why does Christmas matter to Christians? [Incarnation]	1.3 Beginning to learn Islam: What do Muslims believe and how do they live?	1.4 Islamic festivals and family life: what can we learn from stories of the Prophet?	1.5 What does it mean to belong to a faith community?	1.6 What can we learn from sacred books and stories?
Year 2	1.7 What would Jesus do? What do stories of Jesus tell Christians about how to live?	1.8 What makes some places sacred? Mosques and Makkah in Islam	1.9 How should we care about others and the world? Islam	1.10 Why does Easter matter to Christians? [Salvation]	1.11 Who celebrates what? How and where? Celebrations that matter, Christian + Muslim	1.12 Who is an inspiring person? What stories inspire Christians and Muslims?
Year 3	L2.1 What do Jewish people believe and how do they live?	L2.2 What do different people believe about worshipping God?	L2.3 Why do people pray?	L2.4 What kind of world did Jesus want? Why?	L2.5 How do festivals and family life show what matters to Jewish people?	L2.6 What does it mean to be a Christian in Britain today?
Year 4	L2.7 What does it mean to live in a Hindu community today?	L2.8 Why do some people think Jesus is inspirational? Salvation, sacrifice, inspiration	L2.9 What are the deeper meanings of the festivals?	L2.10 Why do Christians call the day Jesus died 'Good Friday'?	L2.11 What can we learn from religions about temptation, right and wrong?	L2.12 What helps Hindu people as they try to be good?
Year 5	U2.1 Values: What matters most to Humanists?	U2.2 How do Christians celebrate Christmas around the world?	U2.3 What are the different ways to worship? What are the differences and similarities between religions?	U2.4: Keeping the 5 Pillars of Islam: How do Muslim beliefs make a difference to their way of living?	U2.5 Christian Aid, Islamic relief and non-religious charities – can charity change the world? Why does faith make a difference?	U2.6 What is a pilgrim? Does a pilgrimage have to be a place of worship?
Year 6	U2.7 How does faith enable resilience?	U2.8 Christmas in the Gospels: Why do Christians believe that Jesus is the Messiah? [Incarnation]	U2.9 How and why do some people inspire others?	U2.10 Is it better to express your religion in arts and architecture or in charity and generosity?	U2.11 What does religion look like in Oldham? What will make our community a more respectful place?	U2.12 If God is everywhere, why go to a place of worship?