



**A rationale for the Teaching of Religious Education**

**Our INTENT in PE:**

At Whitehill Community Academy, we aim to ensure that the Religious Education curriculum shows breadth of coverage and progression throughout the Academy.

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

**Religious education unit aims (Taken from Religious Education in school document)**

**Aims include:**

1. **To be able to provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development

2. **Know about and understand religions, beliefs and values**

**A1 Worship rituals and ways of life** – to name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about meaning behind them.

**A2 Sources of wisdom** - focusing on some religious and moral stories.

**A3 – symbols and responses**

3. **Express ideas and insights about beliefs and meaning**

**B1 Impact of belief and choices** – to name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about meaning behind them.

**B2 Questions of meaning, purpose and truth** – children express themselves creatively (e.g. in art, poetry or drama)

**B3 – Different responses to ultimate questions** – pupils to recognise and appreciate similarities between beliefs and ceremonies.

4. **Investigate and respond to important questions for individuals and the wider community**

**C1 enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.

The following bullet point is broken down further:

1. **Identity beliefs and religion in the school community** - RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

2. **The community within which the school is located** – links within the local area
3. **Teaches pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
4. **The UK community** – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.
5. **The global community** – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

**C2 – Cooperation and cohesion**

**C3 – Evaluation moral dilemmas**

## **IMPLEMENTATION of RE:**

### **RE overview for EYFS, Key Stage 1 and Key Stage 2**

Before every topic always ensure that you start with the children and then compare their beliefs, values and religion to other religions. Ensure that any stories are used where possible to support the teaching in RE.

Find resources/ Exemplar Units – <https://secure2.sla-online.co.uk/v3/Resources/Page/13236>

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Year Group	AUTUMN	SPRING	SUMMER
EYFS	<p>F.1. - WHERE DO WE LIVE AND WHO LIVES THERE?</p> <p>F.2. - HOW DO CHRISTIANS CELEBRATE CHRISTMAS?</p> <p><b>Festivals: Christmas, Diwali</b></p>	<p>F.3. - WHAT MAKES A GOOD HELPER?</p> <p><b>FESTIVALS – Easter, Chinese new year</b></p>	<p>F.4. - WHAT CAN WE SEE IN OUR WONDERFUL WORLD?</p> <p>F.5. - WHO AND WHAT ARE SPECIAL TO US?</p> <p><b>Festivals: Eid, Ramadan</b></p>
YEAR 1	<p>1.1 - WHICH BOOKS AND STORIES ARE SPECIAL?</p> <p>(AUTUMN 2 – NATIVITY STORY)</p> <p><b>FESTIVALS: Christmas, Diwali Hijra – new year, hashura Islam and Milad Al-Nabi (The Prophet Muhammad's Birthday)</b></p> <p><b>FOCUS: CHRISTIANITY / ISLAM / NON-RELIGIOUS</b></p>	<p>1.2. – HOW DO WE CELEBRATE SPECIAL EVENTS?</p> <p>1.3 - WHAT DOES IT MEAN TO BELONG TO A CHURCH OR A MOSQUE?</p> <p><b>FESTIVALS – Easter, Chinese New Year</b></p> <p><b>FOCUS: CHRISTIANITY / ISLAM / NON-RELIGIOUS</b></p>	<p>1 - HOW AND WHY DO WE CARE FOR OTHERS?</p> <p>1.5 – WHO BROUGHT MESSAGES ABOUT GOD AND WHAT DID THEY SAY?</p> <p><b>FESTIVALS: Eid, Ramadan</b></p> <p><b>FOCUS: CHRISTIANITY / ISLAM / NON-RELIGIOUS</b></p>
YEAR 2	<p>2.1 – HOW IS NEW LIFE WELCOMED?</p> <p>(AUTUMN 2 – NATIVITY STORY)</p> <p><b>FESTIVALS: Christmas, Diwali Hijra – new year, hashura Islam and Milad Al-Nabi (The Prophet Muhammad's Birthday)</b></p>	<p>2.2. – HOW CAN WE MAKE GOOD CHOICES?</p> <p>2.3 – HOW DO PEOPLE PRAY?</p> <p><b>FESTIVALS: Easter, Chinese New Year</b></p> <p><b>FOCUS: CHRISTIANITY /</b></p>	<p>2.4. – HOW CAN WE WORK TOGETHER TO TAKE CARE OF OUR PLANET?</p> <p>2.5 – WHAT DID JESUS TEACH AND HOW DID HE LIVE?</p> <p><b>FESTIVALS: Eid, Ramadan</b></p>

	<b>FOCUS: CHRISTIANITY / ISLAM / NON-RELIGIOUS</b>	<b>ISLAM/ NON- RELIGIOUS</b>	<b>FOCUS: CHRISTIANITY / ISLAM / NON-RELIGIOUS</b>
<p><b>YEAR 3</b></p> <p>Judaism – Passover, Rosh Hashanah - Jewish New Year Yom Kippur - the Day of Atonement Sukkot / Sukkot, Hanukkah</p>	<p><b>3.1. - HOW DO JEWS REMEMBER GOD’S COVENANT WITH ABRAHAM AND MOSES?</b></p> <p><b>FESTIVALS – CHRISTMAS</b></p> <p><b>FESTIVALS: Christmas, Diwali Hijra – new year, hashura Islam and Milad Al-Nabi (The Prophet Muhammad's Birthday)</b></p> <p><b>FOCUS: CHRISTIANITY / ISLAM / JUDAISM / NON- RELIGIOUS</b></p>	<p><b>3.2 – WHAT IS SPIRITUALITY AND HOW DO PEOPLE EXPERIENCE THIS?</b></p> <p><b>3.3 - WHAT DO CHRISTIANS BELIEVE ABOUT A GOOD LIFE?</b></p> <p><b>FESTIVALS: Easter, Chinese New Year</b></p> <p><b>FOCUS: CHRISTIANITY / ISLAM / JUDAISM / NON- RELIGIOUS</b></p>	<p><b>3.4 – WHAT DO THE CREATION STORIES TELL US?</b></p> <p><b>3 – WHO CAN INSPIRE US?</b></p> <p><b>FESTIVALS: Eid, Ramadan</b></p> <p><b>FOCUS: CHRISTIANITY / ISLAM / JUDAISM / NON- RELIGIOUS</b></p>
<p><b>YEAR 4</b></p> <p>Judaism – Passover, Rosh Hashanah - Jewish New Year Yom Kippur - the Day of Atonement Sukkot</p>	<p><b>4.1 – HOW ARE IMPORTANT EVENTS REMEMBERED?</b></p> <p><b>4.2 – WHAT FAITHS ARE SHARED IN OUR COMMUNITY?</b></p> <p><b>FESTIVALS: Christmas, Diwali Hijra – new year, hashura Islam and Milad Al-Nabi (The Prophet Muhammad's Birthday)</b></p> <p><b>FOCUS: CHRISTIANITY / ISLAM</b></p>	<p><b>4.3 – HOW DO THE FIVE PILLARS OF ISLAM GUIDE MUSLIMS?</b></p> <p><b>FESTIVALS: Easter, Chinese New Year</b></p> <p><b>FOCUS: CHRISTIANITY / ISLAM / JUDAISM / NON- RELIGIOUS</b></p>	<p><b>4.4 – WHY ARE GURUS AT THE HEART OF SIKH?</b></p> <p><b>FESTIVALS: Eid, Ramadan</b></p> <p><b>FOCUS: CHRISTIANITY / ISLAM / JUDAISM / SIKHISM / NON-RELIGIOUS</b></p>

t / Sukko th, Hanuk kah	/ JUDAISM / NON- RELIGIOUS		
YEAR 5	<p>5.1 - WHY ARE SOME PLACES AND JOURNEYS SPECIAL?</p> <p>5.2 – WHAT VALUES ARE SHOWN IN CODES FOR LIVING?</p> <p><b>FESTIVALS:</b> Christmas, Diwali Hijra – new year, hashura Islam and Milad Al-Nabi (The Prophet Muhammad's Birthday)</p> <p><b>FOCUS:</b> CHRISTIANITY / ISLAM / SIHKISM / NON- RELIGIOUS</p>	<p>5.3 – SHOULD WE FORGIVE OTHERS?</p> <p><b>FESTIVALS:</b> Easter, Chinese New Year</p> <p><b>FOCUS:</b> CHRISTIANITY / ISLAM / SIHKISM / NON- RELIGIOUS</p>	<p>5.4 – WHAT DO CHRISTIANS BELIEVE ABOUT THE OLD AND NEW COVENANTS?</p> <p><b>FESTIVALS:</b> Eid, Ramadan</p> <p><b>FOCUS:</b> CHRISTIANITY / ISLAM / SIHKISM / NON- RELIGIOUS</p>
YEAR 6	<p>6.1 – HOW DO SIHKS SHOW COMMITMENT?</p> <p>6.4 – HOW DO JEWS REMEMBER THE KINGS AND PROPHETS IN WORSHIP AND IN LIFE?</p> <p><b>FESTIVALS:</b> Christmas, Diwali Hijra – new year, hashura Islam and Milad Al-Nabi (The Prophet Muhammad's Birthday)</p> <p><b>FOCUS:</b> CHRISTIANITY / SIHKISM / NON- RELIGIOUS</p>	<p>6.2 – WHAT DO CHRISTIANS BELIEVE ABOUT JESUS' DEATH AND RESURRECTION?</p> <p><b>FESTIVALS:</b> Easter, Chinese New Year</p> <p><b>FOCUS:</b> CHRISTIANITY / SIHKISM / NON- RELIGIOUS</p>	<p>6.3 – HOW DOES GROWING UP BRING RESPONSIBILITIES?</p> <p><b>FESTIVALS:</b> Eid, Ramadan</p> <p><b>FOCUS:</b> CHRISTIANITY / SIHKISM / NON- RELIGIOUS</p>

### EYFS:

By the end of Reception, it is desirable for children to have had some or all of the following, taking examples from more than one faith in addition to Christianity;

ii) It must be noted that it is a legal requirement for all children on the 'school' register to have religious education. It is not a requirement for children in nursery schools or nursery classes, but the curriculum must help to promote children's spiritual, moral, social and cultural development.

### **Assemblies:**

As a School we will be carrying out regular assemblies to support our RE curriculum. A termly plan and rota for assemblies (including religious festivals, SMSC, Picture News of the week and 'The Big Question' is produced by Mr. J Armitage.

### **IMPACT of RE:**

#### **Assessment, Recording and Monitoring:**

- Staff will follow the school's assessment policy, using a combination of methods to assess the knowledge and understanding of the pupils. This will include observing, questioning and discussing with pupils, and finding evidence through recorded work the pupils produce.
- Children's progress will be entered and monitored on DCPro on a termly basis.
- Knowledge Organisers have been introduced in RE from January 2020. These include assessment questions for each RE unit.

**Subject Leaders: Jonathan Armitage, Gemma Sedgewick – January 2020**