Gwladys Street Primary and Nursery School



**Religious Education Policy**



 Christianity Islam

  

 Judaism Sikhism

 

Buddhism Hinduism

**Vision Statement**

To provide the stepping stones for a successful and fulfilling future with the Gwladys Street family, celebrating generations of success.

**Aims**

We want our school to be one:

1. Where everyone has access to an engaging, creative and challenging curriculum that promotes a love of learning.
2. Where everyone feels safe, happy and secure in our learning community.
3. Where everyone works in partnership with the wider school community.
4. Where Golden Opportunities are provided in an inclusive setting.
5. Where everyone respects each other and works as a team to achieve our GOALS.
6. Where children develop lively, enquiring minds, self-confidence and independence.
7. Which promotes a healthy lifestyle and positive, spiritual and moral values.

**Mission Statement for RE**

At Gwladys Street, we believe that RE both supports and strengthens what we aim to do in every aspect of school life. The value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually, is reflected in the RE curriculum.

* We provide children opportunities to learn about, and from, major world religions and non-religious world views, and to reflect on their beliefs and practices.
* We encourage children to make links between the faiths, while respecting and appreciating the diverse and changing nature of the world that we live in.
* We aim to help the children to gain a better understanding of themselves and others, to think critically, and have confidence in expressing their thoughts and ideas.

**Religious Education Syllabus**

RE provision and Gwladys Street is intended to allow pupils to explore themes and concepts within religion and to ask and find answers to questions. We are lucky to have children who represent a wide range of faith communities in our school which helps to bring religious education to life in the classroom.

The RE syllabus at Gwladys Street is designed to be both reflective and inclusive, allowing children to build on their knowledge and understanding as they move through the school.

It is law that we, as a school, provide religious education, something that we enthusiastically agree with.

* In Key Stage 2, we use the Opening Worlds curriculum, which links the foundation subjects of Geography, History and RE.
* In Key Stage 1 we continue to follow the Liverpool Agreed Syllabus for Religious Education (SACRE), as the Opening Worlds has not been fully rolled out for this age group. The syllabus has been adapted by the RE coordinator to incorporate the principles and techniques of the Opening Worlds scheme to ensure consistency throughout the school.
* In the Foundation Stage, RE is used to contribute towards the Early Learning Goals, specifically the Knowledge and Understanding of the World strand.

The Opening Worlds curriculum is designed to emphasise the links between RE, History and Geography, allowing learning to build across the Foundation curriculum. There are also strong links between RE and PSHE, in terms of reflection on who we are and how we relate to one another.

**Collective Worship**

One assembly takes place each week in both Key Stage 2 and Key stage 1, and is generally delivered by the school RE coordinator. The content is based on the interfaith calendar and seeks to give children an understanding of important celebrations belonging to a wide range of religious and non-religious beliefs, as well as the traditions and stories associated with them.

Mr Stephen Baker visits several times a term, depending on his availability, and his assemblies focus on songs and stories from the Bible. Provision is made for children to be withdrawn from collective worship when parents have so requested.

**Additional information for parents**

We seek to keep our parents informed of all of the teaching that takes place within our school. We understand that some parents may have concerns about religious education and we encourage these parents to share their concerns. An overview of our syllabus is available below for your information. We wish to encourage every child to take part in RE, however, parents do have the right to withdraw their child from this teaching. If this is the case, we ask that the parents send a letter to the school requesting that their child is withdrawn from the lessons. On receiving this information, that child will be given an alternative activity during RE lessons and will not be taken to places of worship. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

**Long Term Curriculum Planning**

**EYFS**

| **EYFS1** |
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| **Special Times**• Child led learning as opportunities arise eg. the birth of a new baby, weddings or the death of a pet.• Topical, local events such as celebrations and festivals: Diwali, Christmas, Hanukkah, Easter, Holi.• Role-play, dressing up, making and eating festival food. | **Special Books and Stories**• Listen to and discuss religious and secular stories and explore themes such as goodness and new beginnings.• Introduce religious books. Why are they special?• Talk about the ways that people behave and ask questions.• Speaking and listening, role play, creative art. | **The Natural World**• Explore nature:• Plant seeds for flowers and vegetables, take care of them, observe growth then harvest.• Observe and learn about the seasons, and the changes that take place• Observation, discussion, creative art. |
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| **EYFS2** |
| **Which times are special and why?**• talk about children’s own experiences of special occasions and how they made them feel: birthdays, holidays, weddings. • Learn about key celebrations throughout the year, and why they are important to believers.• Recall simple stories connected with Christmas, Easter and Diwali • Talk about similarities and differences in traditions. | **Which places are special and why?**• Talk about somewhere that is special to each of us saying why • Recognise that many religious people have places which have special meaning for them • Identify some significant features of sacred places • recognise some places of worship: church, mosque• Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. | **Which stories are special and why?**• Read a range of age-appropriate stories from Islam, Hinduism and Christianity.• Recognise some religious words e.g. God, prophet, good and bad, creation. • Discuss how the stories make them feel and what they have learned from them: keeping promises, thinking of others, saying thank you, looking after one another.• Identify sacred texts: Bible, Qur’an  |
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**KS1**

| **Year 1** |
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| **Autumn** | **Spring** | **Summer** |
| **What does it mean to belong to a faith community?**• Talk about groups to which children belong, what they enjoy about them and why they are important to them.• Look at Christian symbols of belonging.• Find out what happens during an infant baptism.  • Compare this to a Jewish naming ceremony.• Find out how Christian and Jewish people show that they belong to each other: weddings rings, gifts, vows. | **How and why do we celebrate special times?** • Consider the importance and value of celebration and remembrance in children’s own lives. • Learn about festivals in Christianity: Christmas and Easter, the stories and meanings associated with them. • Learn about how Muslims celebrate Eid-ul-Fitr following Ramadan. Find out what happens in a Muslim household at Eid-ul Fitr. • Learn about Channukah and how Jewish people celebrate. | **Who is a Christian and what do they believe?** • Share stories that help to show how Christians think of God: Jonah and the Whale, the Lost Son.• Describe some of the beliefs that Christians hold about God • Share stories that show the importance of Jesus to Christians: the miracle of the loaves and fishes, the parable of the good Samaritan. • Investigate how Christians follow teaching from the Bible showing how to live their lives: prayer and worship, treating others kindly.  |
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| **Year 2** |
| **Autumn** | **Spring** | **Summer** |
| **Who is a Muslim and what do they believe?**• Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave : ‘Muhammad and the cat’, ‘The crying camel’. Explore a mosque and learn about Muslim prayer• Identify objects that are significant to Muslims. Why are these important? • Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr. Why do Muslims celebrate? | **Who is Jewish and what do they believe?**• Learn about precious items that Jewish people have in their homes and why they are important: What objects are important to us?• Find out how and why Jewish people prepare for and celebrate Shabbat.• Retell the story of Passover (Pesach) and explore why Jewish people remember this today.  | **What can we learn from sacred books?**• Explore what a story is and why we like them.•Introduce a parable as a story with a deeper meaning. •Talk about how some books are more than special – they are sacred or holy, meaning that people believe that they are from God. •Learn about and compare The Torah, The Bible, and the Qur’an. •Find out how they originated, how they are made and used. |
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**KS2**

| **Year 3** |
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| **Autumn 1** | **Autumn 2** |
| **Hinduism 1: A Hindu story: Rama and Sita** • Ancient stories. The Ramayana and its context • The story of Rama and Sita (ancient kingdom, banishing to the forest, battle with demon Ravana, triumphant return, lighting the way with lights) • First reference to Vishnu • The meanings of the story of Rama and Sita in Hindu tradition, focusing on (i) dharma; (ii) light. • What does the story of Rama and Sita mean to Hindu peoples? | **Hinduism 2: More Hindu stories** • Vishnu and his avatars – story of Manu and Matsya the fish • Meaning and role of the Vedas – importance of sacred knowledge in Hinduism (through Manu/Matsya story). • Ancient texts in Hinduism, including epics (revisit Ramayana) • Vishnu’s symbols • Origins of Hinduism in Indus Valley/Hinduism as a sacred religion • Vishnu and his avatars 2 – Krishna and Arjuna on the battlefield: the teachings of the Bhagavad Gita • What do Hindus learn from Vishnu’s stories and symbols? |
| **Spring 1** | **Spring 2** |
| **Hinduism 3: Even more Hindu stories** • Ganesha stories and their meanings• Parvati and Shiva - family in Mount Kailash • The festival of Teej - women in Hinduism • Puja ceremony • Puja in Hindu stories•Listening to Hindu people talk about their beliefs and practices • Optional visit to Hindu temple and/or people • How do Hindus show their devotion? | **Judaism 1: Abraham,** **Isaac and Jacob** • How have stories from the Hebrew Bible shaped Judaism? • How did the Jews explain what they saw and experienced? • Introducing stories from the Hebrew Bible. • Abraham and Sarah and the concept of the Promised Land, Isaac and Rebecca, Jacob and Rachel • Contexts relating to land, kinship, war. • Links with history: ancient civilisations of the Middle East provide place and cultural context that helps these stories make sense (e.g. Egypt, Mesopotamia). These stories in turn reinforce knowledge of geography and history of early civilisations. • Why is the Promised Land so important in Judaism? |
| **Summer 1** | **Summer 2** |
| **Judaism 2: Joseph, Moses and the Exodus** • Include the following stories from the Hebrew bible: •Joseph in Egypt • Moses, Passover and the Exodus • Mount Sinai and 10 commandments • Promised Land • Contexts relating to land, kinship, slavery, laws. Everyday problems of justice arising from these• Why do Jews celebrate the festival of Passover? | **Judaism 3: The Kings, the temple and living as a Jew** •David and Goliath and King David • Solomon and the building of the Temple in Jerusalem • Babylonian stories: captivity and destruction of the Temple; e.g. Daniel in the lions’ den, King Nebuchadnezzar, •Jews return to Promised Land (link to Persian king Cyrus from Y3 History)  |

| **Year 4** |
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| **Autumn 1** | **Autumn 2** |
| **Christianity 1: The family of Jesus** • The Roman province of Judea in the first century BC. • New Testament stories: Jesus’s family origins, focus on New Testament stories that link with the Old Testament and Judaism and concept of Messiah (‘the Christ’) • Symbolic, cultural and religious importance of Temple in Jerusalem in 1st century Judaism (link to Summer 2 Religion) Joseph – a carpenter from the line of Jewish kings (David theme) • Mary and the Angel Gabriel (the Annunciation).• Mary and the visit to Elizabeth (the Visitation). • Why are these stories important to Christians? • Strong emphasis on diverse cultural depictions of Jesus in art. Each cultural setting tends to depict him in their own image (e.g. Ethiopian, Cameroonian, Chinese, Indian as well as European depictions). • Why is the idea of ‘Messiah’ so important to Christians? | **Christianity 2: The birth of Jesus** • New Testament stories: birth of Jesus (Matthew and Luke’s Gospels) • The nativity story • The shepherds’ story • The Wise Men (the Epiphany) • Herod and the killing of the infants • Why are these stories important to Christians? • How have Christians shown their importance in their drama, art and music? • How do Christians express their beliefs about Jesus at Christmas time? |
| **Spring 1** | **Spring 2** |
| **Christianity 3: The life and teachings of Jesus** • New Testament stories: life of Jesus and its meaning for Christians • Jesus in the Temple  • Jesus is baptised and tempted • Disciples and Sermon on the Mount • Miracles of Jesus • Parables of Jesus • Transfiguration of Jesus • Why are these stories important to Christians? • How have Christians shown their importance in their drama, art and music? • How does the life and teaching of Jesus affect the way in which Christians live? | **Christianity 4: The death and resurrection of Jesus • New Testament stories:** • Jesus rides into Jerusalem (Palm Sunday), • Jesus turning over the money changers’ tables in the Temple, • Last Supper (Maundy Thursday), • Crucifixion & Christian understanding of sacrifice (Good Friday), • The Resurrection (Easter Day). • \*Link back to Exodus and the sacrifice of the Passover lamb, but keep distinction between Jewish and Christian interpretations. • Why are these stories important to Christians? • What do the death and resurrection of Jesus mean in Christian traditions? |
| **Summer 1** | **Summer 2** |
| **Christianity 5: The** **message of Jesus spreads**• Stories from Acts of the Apostles and Paul’s epistles: • The Ascension of Jesus and the apostles • The Day of Pentecost  • Paul’s conversion and missionary journeys • Gentile Christians, the Council of Jerusalem and the ethnic diversity of the early Church • Letters of Paul • Spread of Christianity across the Mediterranean, into Africa (links with history and empire of Aksum) and Syria into the Greek world. • Early Christian Church including beliefs, worship and practices. • How did Christianity develop in the early Church and how do we know? | **Islam 1: Ramadan** • Muhammad’s teachings about Sawm and Ramadan • Ramadan and the Muslim calendar • The meaning and experience of Ramadan to two Muslims living in Britain today –from Turkish and Bangladeshi traditions • The festival of Eid ul Fitr – origins, meaning and practices today within differing Muslim traditions • What does Ramadan mean to Muslims Today and how do we know? |

| **Year 5** |
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| **Autumn 1** | **Autumn 2** |
| **Islam 2: The stories of the Prophets**• Depth focus: What do Muslims learn from their stories? • Stories from the Qur’an and Muslim tradition, including stories of the prophets: Adam, Nuh, Ibrahim, Musa, Suleyman and Dawud • The Valley of the Ants • What can Muslims learn from these stories, both in the past and today. • Where can these stories be found and how have they been passed on? • Continuities and contrasts in stories within different faiths in the Abrahamic tradition | **Islam 3: Living Muslim traditions** • What lies behind the traditions of hajj? • Living as a Muslim in contrasting traditions • The Five pillars of Islam (Sunni)• The ten obligatory acts (Shia) • Living as a Muslim in places beyond Britain • Salah • Hajj and its relationship with stories from the prophets learned in Islam 2 |
| **Spring 1** | **Spring 2** |
| **Christianity 6: Living Christian** **traditions** • How are Christian traditions around the world similar and different? • Christianity around the world: Britain, Orthodox Christianity (link with work on Byzantine Empire, Constantinople in history), Christianity in South America (links to The Amazon in Year 5 geography). • The evolution of Christianity within Muslim worlds • Visits to churches: What to look for and what do these features tell us?• Interviews with Christians from various traditions (Anglican, Baptist, Pentecostal, Catholic, Orthodox) • How do art, architecture and music in various cities, towns and villages in Britain reflect the experiences, quests and challenges of these diverse traditions? | **Visiting Two places of Christian worship**In preparation, re-read the first five units of Year 4 Religion which focus on Christianity as well as the Christianity 6 unit which pupils study in Year 5: 1. The family of Jesus –prophecies of a Messiah, the Davidic line of Mary and Joseph, the Annunciation 2. The birth of Jesus – his birth in Bethlehem, the shepherds, wise men, Herod’s attempt to kill the child 3. The life and teaching of Jesus – calling of the disciples, parables, Sermon on the Mount 4. The death and resurrection of Jesus – Palm Sunday, Last Supper, trial, crucifixion, burial, resurrection 5. The message of Jesus spreads – the ascension of Jesus, Pentecost, Paul and Peter spread the Gospel 6. Living Christian traditions – how Christians today put their faith into practice |
| **Summer 1** | **Summer 2** |
| **Buddhism 1: The prince who became the Buddha** • Geographical and historical setting Including the story of Siddhartha Gautama• The three great sights: illness, old age, death. • Suffering and human desire • Enlightenment • The never-ending cycle of samsara • Links to ancient civilisations | **Buddhism 2: Buddhist stories and traditions** • Stories of the spread of Buddhism • More Buddhist stories including: • Kisa and the mustard seeds • Angulimala• The monkey king • Buddhist teaching about the Four Noble Truths, karma and the Eightfold Path • Buddhist practices including meditation, Tibetan, prayer flags • Similarities and differences between Buddhist and Hindu attitudes towards dharma, samsara, reincarnation (Year 3 religion) • Buddhism today in the UK, India, Tibet. • What do Buddhist stories teach Buddhists about enlightenment? |

| **Year 6** |
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| **Autumn 1** | **Autumn 2** |
| **Sikhism 1: The teaching of the gurus** • Key events in the life of GuruNanak: birth, childhood, his profound experience, his four udasis (journeys), death • The story of Nanak and the cobra • Connections between Guru Nanak and Hinduism (Year 3 religion), Islam (Years 4 and 5 religion) and Buddhism (Year 5 religion) • The importance of eating together: langar • The ten human gurus • The making of the Khalsa and Guru Gobind Singh • The Guru Granth Sahib: the eternal living guru • Sikh stories including the milk and the blood from the chapatis • Sikhism today including London • What do Sikhs learn from the Gurus? | **Sikhism 2: Living Sikh traditions**• Sikhism in practice (referred to as Sikhi by Sikhs) • Modern day Khalsa, including the five Ks, as well as amrit Dhari, kesa Dhari, and seha Dhari • The gurdwara • A typical langar meal in a gurdwara • The importance of seva (service) in Sikhi • Amritsar • The festival of Vaisakhi • Sikh identity in modern Britain |
| **Spring 1** | **Spring 2** |
| **Stories which point to** **truth** • Aesop’s Fables•A variety of ancient fables to read with the class from sixth century Greece • Fiction that points to truth • Creation stories from around the world | **Religious World Views**• Compare the beliefs of 2 philosophers, considering how they can be used to answer the big questions on life, death, morality, purpose etc.• Find similarities and differences between humanist philosophy and religious teachings. |

**The National Curriculum**

Knowledge Skills and Understanding are the key aspects of what pupils will learn in RE. These aspects are described as ‘learning about religion’ (AT1) and ‘learning from religion’ (AT2)

**Attainment Target 1: Learning about religion**

In the syllabus AT1 “covers pupil’s knowledge and understanding of individual religions and how they relate to each other.”

**Attainment Target 2: Learning from religion**

AT2 is “concerned with developing pupils’ reflection on and response to their own and others’ experiences in light of their learning about religion.”

| **KS1 - Knowledge, Skills and Understanding**  |
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| **AT1**  | **AT2**  |
| a. Explore a range of religious stories and sacred writings and talk about their meanings.  | a. Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness.  |
| b. Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.  | b. Ask and respond imaginatively to puzzling questions, communicating their ideas.  |
| c. Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives.  | c. Identify and communicate what is important to them and others, including those with religious commitments.  |
| d. Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.  | d. Reflect on how spiritual and moral values relate to their own behaviour.  |
| e. Identify and suggest meanings for religious symbols and begin to use a range of religious words.  | e. Recognise that religious teachings and ideas make a difference to individuals, families and the local community.  |

| **KS2 – Knowledge, Skills and Understanding**  |
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| **AT1**  | **AT2**  |
| a. Describe key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.  | a. Reflect on what it means to belong to a faith community, communicating their own and others' responses  |
| b. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.  | b. Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.  |
| c. Identify and begin to describe the similarities and differences within and between religions.  | c. Discuss their own and others’ views of religious truth and belief, expressing their own ideas.  |
| d. Investigate the significance of religion in the local, national and global communities.  | d. Reflect on ideas of right and wrong and their own and others’ responses to them.  |
| e. Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note the links between them.  | e. Reflect on sources of inspiration in their own and others’ lives.  |
| f. Describe and begin to understand religious and other responses to ultimate and ethical questions.  |   |
| g. Use specialist vocabulary in communicating their knowledge and understanding.  |   |
| h. Use and interpret information about religions from a range of sources.  |   |

**Breadth of Study:**

The knowledge, skills and understanding described above are developed through the breadth of study which has three elements.

* Belief (beliefs, teachings, figures, symbols)
* Practice (identity, relationship, morality, worship)
* Opportunities (experience, communicate, reflect, create)

|  | Belief  |  |
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|   | KS1  | KS2  |
| Beliefs (3a)  | What people believe about God, humanity and the natural world  | How beliefs about God, the world and others impact lives  |
| Teachings (3b)  | How and why some stories are sacred and important in religion.  | What sacred texts and other sources say about God, the world and human life.  |
| Figures (3c)  | People who are looked up to in families.  | Founders of religion who have inspired others.  |
| Symbols (3d)  | How pictures, signs etc, can have special meanings.  | How religious symbols can convey deeper meaning for those who understand them.  |

|  | Practice  |  |
| --- | --- | --- |
|   | KS1  | KS2  |
| Identity (4a)  | Who I am and how am I unique as a person in a family and community  | What is expected of a person in following a religion or belief?  |
| Relationship (4b)  | Where and how people belong and why belonging is important.  | How religious families and communities practice their faith, and the contributions this makes to local life.  |
| Morality (4c)  | Why do people (including religious believers) identify some acts as good and others as bad.  | What religions mean by ‘good and evil’. What reasons, including religion, people might have for doing good or evil.  |
| Worship (4d)  | How and why celebrations are important in religion.  | Where, how and why people worship, including at particular sites.  |

|  | Opportunities.  |
| --- | --- |
|   | KS1  | KS2  |
| Experience (5a)  | Visiting places of worship and focusing on symbols and feelings.  | Encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community.  |
| Communicate (5b)  | Listening and responding to visitors from local faith communities. Sharing beliefs, ideas and values and talking about feelings and experiences.  | Discussing religious and philosophical questions, giving reasons for beliefs.  |
| Reflect (5c)  | Using senses and having times of quiet reflection.  | Considering the range of human experiences and feelings on insights into life and its origin, purpose and meaning.  |
| Create (5d)  | Using art and design, ICT, music, dance and drama to develop creative talents and imagination.  | Expressing and communicating insights through art and design, music, dance, drama and ICT  |