

Religious Education Curriculum 2020-21

Floreath Wandsworth Primary School

National Curriculum:

2.3 All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage. (pg. 5)

Supporting You:

- **Faith Resource Boxes** have been ordered from Starbeck Educational Resources for Years 1-4, please use these as much as you can to enhance your R.E. lessons and support children's knowledge and understanding. If they are successful, we can also purchase for Y5+6. Please feedback to the faculty.
- **RE Online:** <https://www.reonline.org.uk/> provides key information on all world religions, for your own subject knowledge. RE online also have initiatives such as 'email a believer' where you can email in questions to their faith representatives.
- The **United Religions Initiative** have great information on all the world religions (put in a very simple and easy to understand way!), as well as ideas for teaching these: <https://uri.org/kids/world-religions>
- **NATRE: National Association of Teachers of R.E.** have a Primary area on their website that includes free resources, examples of good planning etc. <https://uri.org/kids/world-religions>
- **Religious Education Council of England and Wales** have plenty of free teaching resources, advice etc. <https://www.religiouseducationcouncil.org.uk/>
- **Religious Education in English Schools: Non-Statutory Guidance**, provides support on how to teach RE effectively and provides examples of good practice of RE.

Good Practice of RE (According to the Non-Statutory Guidance):

- Exploring controversial religious issues, including media misrepresentations of religion.
- Allows pupils to share their experience in a safe context
- Learning outside the classroom; visitors, trips etc.
- Theme days or assemblies.

Activity Ideas:

- **Drama:** Acting out key stories in sacred texts, using the Starbeck boxes to show what happens in a place of worship, hot seating etc. to think about how significant people were thinking / feeling.
- **'Big Questions':** A great way to get children engaged in the big questions we have in life, and to form and share their own opinions; a great way into looking at a specific belief e.g. reincarnation / heaven (please see list of big questions attached). These can be used at the start and end of the topic to assess if their learning has had an impact on their personal development.
- **Expressive Arts:** Think carefully about how this contributes to the learning; if you are thinking about symbolism in stained glass windows for example, you could think carefully about what a stained glass window for Floreat would look like, the symbols it would include and the values it would convey.
- **Research Projects**
- **Children's Books:** relating to beliefs (much like in character learning)
- **Story Maps**
- **Debating / Voting**

The Curriculum

Key Points:

- Each year group to teach **1 world faith**: Christianity, Hinduism, Sikhism, Buddhism, Judaism, Islam
- **3 Topics**: Celebrations, Places of Worship & Special Objects, Gods and Beliefs (including sacred text). It is your choice what order these topics are taught in.
- **6 lessons per Topic**: R.E. must be taught for at least **3 half terms** per year e.g. Aut 2, Spr 2, Sum 2 (your choice).
- Pupils should complete a short **quiz** at the end of each **topic** to assess their knowledge. (3 quizzes per year)
- The faculty do expect evidence of learning in Values and Virtues books. This does not mean writing every lesson; this may be a photo of a drama lesson.
- Writing in the Values and Virtues books should be marked to the same standard as our other books.

Please note: Text in red is a guidance for the kind of content the faculty would expect to see when we look at your R.E. teaching to ensure you cover the world religion in depth.

Early Years Foundation Stage

In EYFS, RE should be taught through **Celebrations** as the focus, and cover **Places of Worship & Special Objects** and **Gods & Beliefs** through this.

Diwali, Harvest, Hanukah, Christmas, Easter, Lent, Shrove Tuesday, Eid

Key Stage 1

Year 1: Christianity

- Celebrations:
Advent & Christmas, Lent, Holy Week & Easter, Baptisms
- Places of Worship & Special Objects:
Church (this would include special objects found there e.g. the bible, the lectern, the font, pews, etc...), the Cross and its meaning.
- Gods and Beliefs:
I God, Jesus, the Son of God, The Bible

Year 2: Hinduism

- Celebrations:
Diwali, Holi

- Places of Worship & Special Objects:
Mandir, The Ganges, Puja tray (and the items on here for worship)
- Gods and Beliefs:
I God Brahman, who takes many forms (Look at the different forms he takes), Reincarnation, Sacred Stories (Rama and Sita, Vedas, Upanishads) Yoga Practise

Key Stage 2

Year 3: Buddhism

- Celebrations
Wesak, Vassa
- Places of Worship & Special Objects
Temples, Shrines, Pagodas, Buddhist Imagery: Eight spoked wheel, statues of Buddha, Monks
- Gods and Beliefs
Who was Buddha? 3 Universal Truths, 4 Noble Truths, the Eight Fold Path, 5 Precepts, Meditation, Make comparisons to beliefs of Christianity and Hinduism.

Year 4: Sikhism

- Celebrations
Baisakhi, Diwali
- Places of Worship & Special Objects
Gurdwara, 5 K's (Khalsa)
- Gods and Beliefs
I God, everyone is equal in God's eyes, to worship is to live honestly and care for others, the founding Guru's, make comparisons to beliefs of Christianity and Hinduism and Sikhism.

Year 5: Judaism

- Celebrations
Rosh Hashanah, Passover, Hannukah, Bar Mitzvah's / Bat Mitzvah's
- Places of Worship & Special Objects
Synagogue, The Holy Ark, The Star of David, Menorah, Kippa
- Gods and Beliefs
I God, The Torah, the Ten Commandments (make comparisons to beliefs of Christianity), Different kinds of Judaism: Orthodox, Reform etc.

Year 6: Islam

- Celebrations
Ramadan, Eid Al-Fitr, Eid Al-Adha
- Places of Worship & Special Objects

Mosques and their common features, Mecca, Islamic art (no depictions of Allah), Crescent moon and stars, Muslim dress.

- Gods and Beliefs

1 God (Allah), Muhammad the last Prophet, Qur'an, Five pillars of Islam: Shahadah, Salat, Zakah, Sawm, Hajj, Prayer 5 times a day. Compare and contrast with all religions learnt from Y1-5. Depending on changes in culture Islam was chosen for Y6 as it often is shrouded in negative connotations and the children at this age will be able to look at the facts and contrast with the media view.

R.E. 'Big Questions'

What makes our world so wonderful?

Who is my neighbour?

Why should we be sorry?

What makes a person special?

Is it good to have friends?

What makes a community?

How do we show love?

Should we respect everyone?

Do we only show service because 'we have to'?

Are you an optimist or a pessimist?

What makes a place special?

Where do we go after we die?

Is it okay to lie?

Can kindness change the world?

What is hope?

Is it okay to tell a secret?

If there is God, what does God look like?