

Religious Education at The Meadows Primary School



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Introduction to Religious Education at The Meadows

At The Meadows, we follow 'The Shropshire Agreed Syllabus' of 2021. By doing this we aim for our pupils to develop an understanding of the principal religions represented in the UK.

We use units of work produced by 'RE Today' to aid our in-depth studies of Islam, Judaism and Hinduism, and we use 'Understanding Christianity' to support us in our teaching of Christianity. Both schemes are built on the concept of a spiral curriculum, whereby the children will revisit and review their understanding of a particular subject, before being introduced to new ideas and content.

In the Shropshire syllabus, and in the two schemes of work we use at The Meadows, there is also a strong emphasis on building knowledge, including correct vocabulary and terminology used in describing religious traditions and concepts.

'At its best, RE is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.'

'OFSTED research review', May 2021



Intent: **Why we do what we do**

The National Curriculum states the legal requirement that:

'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils; and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'.

All maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. They therefore have a statutory duty to teach RE.

The RE curriculum is determined by the local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE. Agreed Syllabuses used in schools which are not designated with a religious character must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. All schools must recognise diverse religions and systems of belief in the UK both locally and nationally.

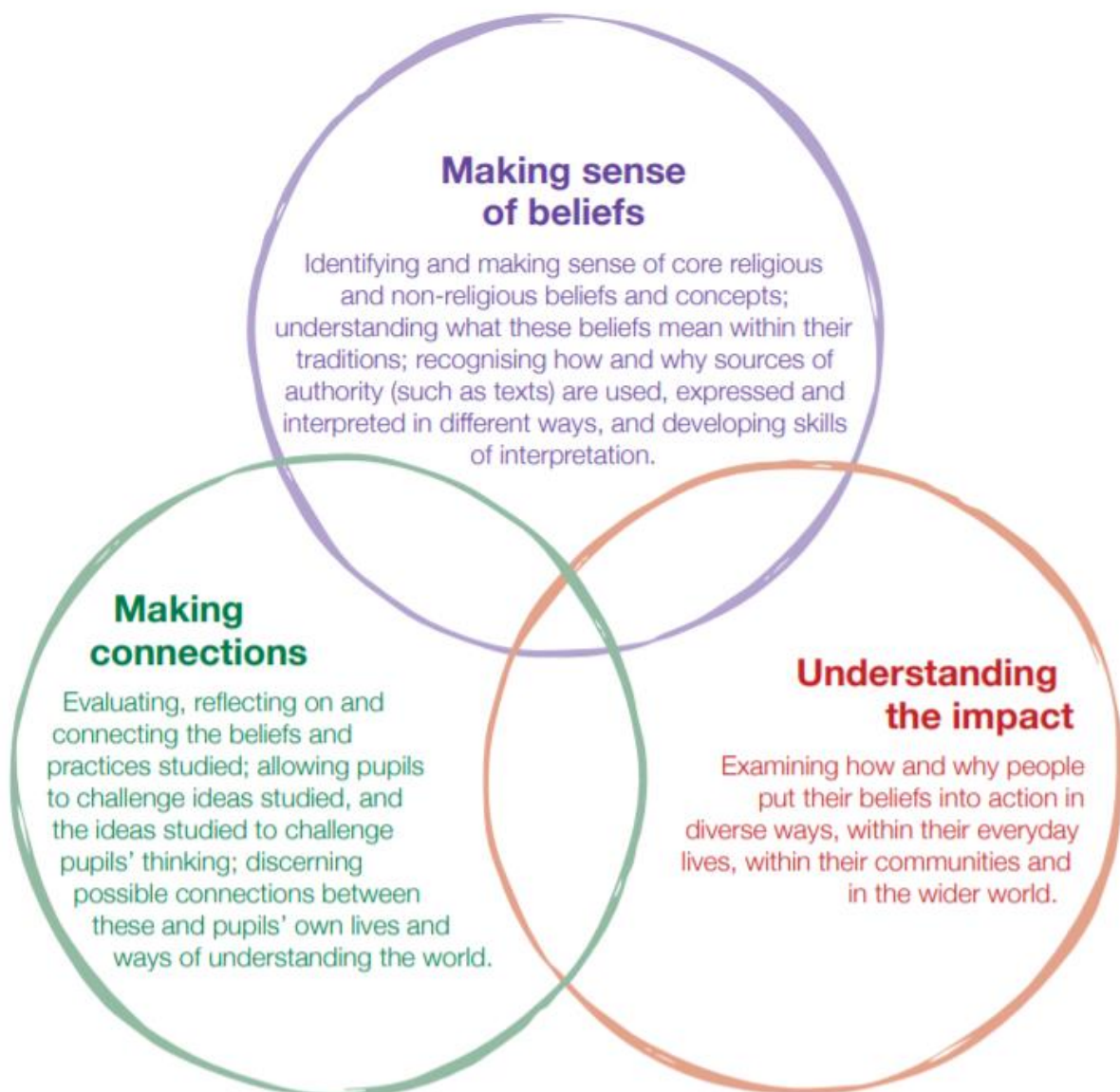
Principal aim

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, reflecting on their own ideas and ways of living.

This Principal Aim is taken from Shropshire's Agreed Syllabus of 2021. To aid planning, this aim has been broken down into [three core elements](#):

- Making Sense of Beliefs,
- Understanding the Impact, and
- Making Connections.

These core elements are woven together to provide the breadth and balance required.



Implementation: **How we teach R.E. at The Meadows**

By following 'The Shropshire Agreed Syllabus' of 2021, pupils at The Meadows will develop an understanding of the principal religions represented in the UK. We use units of work produced by 'RE Today' to aid our in-depth studies of Islam, Judaism and Hinduism, and we use 'Understanding Christianity' to support us in our teaching of Christianity. Both schemes are built on the concept of a spiral curriculum, whereby the children will revisit and review their understanding of a particular subject, before being introduced to new ideas and content. In the Shropshire syllabus, and in the two schemes of work we use at The Meadows, there is a strong emphasis on building knowledge, including correct vocabulary and terminology used in describing religious traditions and concepts.

We use an investigative approach to learning with the title of each half termly unit given in the form of a question, although not necessarily in this order.

In their Reception year the children seek to answer the following questions:

F1 Why is the word 'God' so important to Christians?

F2 Why is Christmas special for Christians?

F3 Why is Easter special for Christians?

F4 Being special: where do we belong?

F5 Which places are special and why?

F6 Which stories are special and why?

In **KS1 (Years 1 and 2)** the children make a more detailed study of Islam and Judaism.

1.1 What do Christians believe God is like?

1.2 Who do Christians say made the world?

1.3 Why does Christmas matter to Christians?

1.4 What is the 'good news' Christians believe Jesus brings?

1.5 Why does Easter matter to Christians?

1.6 Who is a Muslim and how do they live? [Double unit]

1.7 Who is Jewish and how do they live? [Double unit]

1.8 What makes some places sacred to believers?

Christians and Muslims

1.9 How should we care for others and for the world, and why does it matter?

Christians, Jews and non-religious worldviews

1.10 What does it mean to belong to a faith community?

Christians, Jews, Muslims and non-religious worldviews

In **Lower KS2 (Years 3 and 4)** the children also learn more about Hinduism.

L2.1 What do Christians learn from the Creation story?
L2.2 What is it like for someone to follow God?
L2.3 What is the 'Trinity' and why is it important for Christians?
L2.4 What kind of world did Jesus want?
L2.5 Why do Christians call the day Jesus died 'Good Friday'?
L2.6 For Christians, what was the impact of Pentecost?
L2.7 What do Hindus believe God is like?
L2.8 What does it mean to be Hindu in Britain today?
L2.9 How do festivals and worship show what matters to Muslims?
L2.10 How do festivals and family life show what matters to Jewish people?
L2.11 How and why do people mark the significant events of life? <i>Christians, Hindus, Muslims, non-religious</i>
L2.12 How and why do people try to make the world a better place? <i>Christians, Muslims, non-religious</i>

...and finally, in **Upper KS2 (Years 5 and 6)** the children discover more about Humanist beliefs.

U2.1 What does it mean if Christians believe God is holy and loving?
U2.2 Creation and science: conflicting or complementary?
U2.3 Why do Christians believe Jesus was the Messiah?
U2.4 How do Christians decide how to live? 'What would Jesus do?'
U2.5 What do Christians believe Jesus did to 'save' people?
U2.6 For Christians, what kind of king is Jesus?
U2.7 Why do Hindus want to be good?
U2.8 What does it mean to be a Muslim in Britain today?
U2.9 Why is the Torah so important to Jewish people?
U2.10 What matters most to Humanists, Christians? <i>Christians and non-religious, with opportunities to include other faiths studied</i>
U2.11 Why do some people believe in God and some people not? <i>Christians, non-religious</i>
U2.12 How does faith help people when life gets hard? <i>Christians, Muslims and/or Jews and/or Hindus, non-religious</i>

There may be opportunities, as time allows, to investigate the religions of Sikhism and Buddhism, as well as non-religious views, other than Humanism.

Impact: **How we will know if we have been successful**

We gauge the children's understanding at the beginning and at the end of a unit using a short assessment. This may come in the form of a series of questions like this...

<i>What do Christians learn from the creation story?</i> <i>Who do Christians believe made the world?</i> <i>Where can we find the story of creation in the Bible?</i> <i>Who were Adam and Eve?</i>	
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...or by asking the children to create a mind map.

Some of our units lend themselves to a piece of writing.

Why do Hindus try to be good?

Create a mind map to show your understanding of Hindu beliefs and their impact on life.

Where do Hindus live?

Who do they worship?

Where do they worship?

Before we begin...

We are going to imagine that we have received a letter from the character in the book, Lil. She is asking what has happened to her dog Dill who has recently died.

We're going to write Lil a reply explaining what different people believe about life after death.



In EYFS and KS1 assessments could be made during a class or small group discussion.

Whole school long term planning

The following long-term plans are colour coded according to the main religion studied:

KEY: Mixed *Christianity* *Islam* *Judaism* *Hinduism*

EYFS		
AUTUMN 1	SPRING 1	SUMMER 1
Key Question: F4 Being Special: Where do we belong?	Key Question: F6 Which stories are special and why? Key Question: F4 Being Special: Where do we belong? Key Question: F5 Which places are special and why?	Key Question: F1 Why is the word 'God' so special to Christians? Key Question: F6 What is special about our world?
AUTUMN 2	SPRING 2	SUMMER 2
Key Question: F2 Why is Christmas special for Christians? Key Question: F4 Being Special: Where do we belong? Key Question: F6 Which stories are special and why?	Key Question: F3 Why is Easter special for Christians?	Key Question: F5 Which places are special and why?

KS1 – Cycle A		
AUTUMN 1	SPRING 1	SUMMER 1 & 2
Key Question: 1.1 What do Christians believe about God and why?	Key Question: 1.5 Why does Easter matter to Christians?	Key Question: 1.6 Who is a Muslim and how do they live?
AUTUMN 2	SPRING 2	
Key Question: 1.2 Who do Christians say made the world?	Key Question: 1.4 What is the 'good news' Christians believe Jesus brings?	

KS1 – Cycle B		
AUTUMN 1	SPRING 1 & 2	SUMMER 1
Key Question: 1.3 Why does Christmas matter to Christians?	Key Question: 1.7 Who is a Jew and how do they live?	Key Question: 1.9 Why should we care about others, and the world, and why does it matter?
AUTUMN 2		SUMMER 2
Key Question: 1.8		Key Question: 1.10

What makes some places sacred to believers?		What does it mean to belong to a faith community?
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Year 3		
AUTUMN 1	SPRING 1	SUMMER 1 & 2
Key Question: 2.1 What do Christians learn from the creation story?	Key Question: 2.7 What do Hindus believe God is like?	Key Question: 2.10 How do festivals and worship show what matters to Jewish people?
AUTUMN 2	SPRING 2	SUMMER 2
Key Question: 2.3 What is the 'Trinity' and why is it important for Christians?	Key Question: 2.5 Why do Christians call the day Jesus died 'Good Friday'?	Key Question: 2.11 How and why do people mark the significant events of life?

Year 4		
AUTUMN 1	SPRING 1	SUMMER 1 & 2
Key Question: 2.2 What is it like for someone to follow God?	Key Question: 2.8 What does it mean to be Hindu in Britain today?	Key Question: 2.6 For Christians, what was the impact of Pentecost?
AUTUMN 2	SPRING 2	SUMMER 2
Key Question: 2.4 What kind of world did Jews want?	Key Question: 2.9 How do festivals and worship show what matters to Muslims?	Key Question: 2.12 How and why do people try to make the world a better place?

Year 5		
AUTUMN 1	SPRING 1	SUMMER 1 & 2
Key Question: U2.7 Why do Hindus want to be good?	Key Question: U2.4 How do Christians decide how to live? What would Jesus do?	Key Question: U2.11 Why do some people believe in God and some people not?
AUTUMN 2	SPRING 2	SUMMER 2
Key Question: U2.1 What does it mean if Christians believe God is holy and loving?	Key Question: U2.9 Why is the Torah so important to Jewish people?	Key Question: U2.10 What matters most to Humanists and Christians?

Year 6		
AUTUMN 1	SPRING 1	SUMMER 1
Key Question: U2.12 How does faith help people when life gets hard?	Key Question: U2.8 What does it mean to be a Muslim in Britain today?	Key Question: U2.6 For Christians, what kind of king is Jesus?
AUTUMN 2	SPRING 2	SUMMER 2
Key Question: U2.3 Why do Christians believe Jesus was the Messiah?	Key Question: U2.5 What do Christians believe Jesus did to 'save' people?	Key Question: U2.2 Creation and science: conflicting or complimentary?

Progression of Knowledge

RE in the Early Years Foundation Stage

Children in EYFS should encounter religious and non-religious 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.

In line with the DfE's new 2020 EYFS Profile schools are to plan RE which, through purposeful play and a mix of adult-led and child-initiated activity, provides these opportunities for pupils.

Prime area: Communication and Language.

RE enables children to:

- Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews
- Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts
- Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field
- Become comfortable using a rich range of vocabulary and language structures in relation to RE content.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Prime area: Personal, Social and Emotional

Development. RE enables children to:

- Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others
- Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story
- Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably

- Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

Prime area: Physical Development. RE enables children to:

- Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play

Specific area: Literacy. RE enables children to:

- Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief
- Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.
- Build their skills in RE-related word reading, recognizing religious words and discovering new vocabulary in relation to religions and worldviews
- Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

Specific area: Mathematics. RE enables children to:

- Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content
- Look for patterns and relationships and spot connections, sorting and ordering objects simply.

Specific area: Understanding the World.

RE enables children to:

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.

- Extend their knowledge and familiarity with words that support understanding of religion and belief
- Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

Specific area: Expressive Arts and Design.

RE enables children to:

- Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste.
- See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.

End of phase outcomes

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them.

Below are the end of phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end of phase outcomes.

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
Element 1: Making sense of beliefs Identifying and making sense of 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.	- identify core beliefs and concepts studied and give a simple description of what they mean - give examples of how stories show what people believe (e.g. the meaning behind a festival) - give clear, simple accounts of what stories and other texts mean to believers	- identify and describe the core beliefs and concepts studied - make clear links between texts/sources of authority and the core concepts studied - offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	- identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions - describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts - give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
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.	- give examples of how people use stories, texts and teachings to guide their beliefs and actions - give examples of ways in which believers put their beliefs into practice	- make simple links between stories, teachings and concepts studied and how people live, individually and in communities - describe how people show their beliefs in how they worship and in the way they live - identify some differences in how people put their beliefs into practice	- make clear connections between what people believe and how they live, individually and in communities - 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
Element 3: Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	- think, talk and ask questions about whether the ideas they have been studying, have something to say to them - give a good reason for the views they have and the connections they make	- make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly - raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live - give good reasons for the views they have and the connections they make	- make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) - reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently - 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

Right of withdrawal from R.E.

This was first granted when RE was actually religious instruction and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad, exploring a range of religious and non-religious worldviews. However, parents have the right to withdraw their children from RE lessons or any part of the RE curriculum¹ and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost.

Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not have a significant impact on the pupil's attendance.

More guidance on withdrawal can be found in Religious education in English schools: non-statutory guidance 2010, available online at

www.gov.uk/government/publications/religiouseducation-guidance-in-english-schools-non-statutory-guidance-2010

1. School Standards and Framework Act 1998 S71 (3).

How can you help your child at home?

In regards to RE, the most important thing you can do to help your child is to allow them to talk. Give them the opportunity to talk about the things they are learning in school and ask questions about their learning. Allow them to consider and voice their reasoned opinions and explain your own thoughts and ideas, as appropriate to their age and level of maturity. In a world in which religious beliefs, customs and traditions remain key, actively encouraging your child to learn and discover more about the people of the world is one of the most important gifts you can give them.

The following websites may be useful:

<http://www.primaryhomeworkhelp.co.uk/Religion.html>



World Religions Homework Help
by Mandy Barrow

YOU ARE HERE : Homework Index > World Religions

Search our sites



Multifaith Calendar (World Religions Festival Calendar)



The Six Main Religions

	Christianity		Judaism
	Buddhism		Islam (Muslim)
	Hinduism		Sikhism



The Christian Church Year



The Christian Church in photographs

How many different religions are there in Britain?

Month by Month Calendar of Religious Festivals and other Special Days

<https://www.bbc.co.uk/bitesize/subjects/zxnygk7>

KS1

Religious Education

Part of [Learn & revise](#)



By year

Year 1

Year 2

Christianity >



<https://www.bbc.co.uk/bitesize/subjects/z7hs34j>

KS2

Religious Education

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By year

Year 3

Year 4

Year 5

Year 6

Christianity >

