

RE

# Parent Information



# How do we do RE?

- Through our school values.
- Through whole school assemblies linked to the festivals being celebrated each term.
- Using the Calderdale RE syllabus – we follow the units for each year group which are carefully mapped out in detail.
- Cross curricular – we link RE to other areas of the curriculum that the objectives link to.
- We use a range of resources including real artefacts, non-fiction and fiction texts, videos and visits to places of worship to immerse our learners into the celebrations and traditions of the 6 different religions.

# Who learns RE?

Children in Years 1-6 have half-termly topics which are planned and followed using the Local Agreed Syllabus.

Children in Reception learn and take part in activities based on their EYFS educational programme.

# Who leads RE?

Miss Robertshaw

# RE at Heptonstall

## RE Long Term Plan Heptonstall School 24-25

		<u>Aut 1</u>	<u>Aut 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Acorn Rec, Y1 & Y2	Cycle A	How is new life welcomed? 2.1	How can we make good choices? 2.2	How and why do people pray? 2.3		How can we look after the planet? 2.4	What did Jesus teach and how did he live? 2.5
	Both Cycles	How are special times celebrated? Autumn Festivals F.2 Cycle A: Diwali Cycle B: Harvest Festival <i>Christmas</i>		How are special times celebrated? Spring Festivals F.4 Cycle A: Chinese New Year and Eid al-Fitr Cycle B: Pancake Day and Holi <i>Easter</i>			
	Cycle B	Which books and stories are special? 1.1	Who brought messages about God and what did they say? 1.5 <i>Part A - Jesus &amp; Christmas</i>	How do we celebrate special events? 1.2	What does it mean to belong to a church or mosque? 1.3	How and why do we care for others? 1.4	Who brought messages about God and what did they say? 1.5 <i>Part B - Old Testament, Noah, Abraham, Isaac, Jacob and Joseph.</i>
Saplings Y3 & Y4	Cycle A	How do Jews remember God's Covenant with Abraham and Moses? 3.1		What is Spirituality and how do people experience this? 3.2	What do Christians believe about a good life? 3.3	What do the creation stories tell us? 3.4	Who can inspire us? 3.5
	Cycle B	What faiths are shared in our country? 4.2		How are important events remembered? 4.1	How do the Five Pillars guide Muslims? 4.3	Why are Gurus at the heart of Sikh belief and practice? 4.4	
Oak Y5 & Y6	Cycle A	Why are some journeys and places special? 5.1		What values are shown in codes for living? 5.2	Should we forgive others? 5.3	What do Christians believe about the old and new covenants? 5.4	
	Cycle B	How do Sikhs show commitment? 6.1		How does growing up bring responsibilities? 6.3	What do Christians believe about Jesus' death and resurrection? 6.2	How do Jews remember the Kings and Prophets in worship and life? 6.4	

# Must Knows/Knowledge organisers

Teachers create must knows/knowledge organisers linked to each area of the RE curriculum to support the children in their learning. This also helps them to revise and remember. You will see these on your child's class dojo page.

**RE Unit 5.1 Why are some journeys and places special? Oak Class – Heptonstall School**

Key Vocabulary		Key Information I will learn...			
<b>Pilgrimage</b>	A journey of spiritual/religious significance typically to a shrine or a location of importance	<b>Vatican City</b> 	<b>Ka'bah</b> 	<b>Religious places/direction</b>	<b>Religious artefacts</b>
<b>Makkah (Mecca)</b>	Islam's holiest city and the birth place of Muhammad	<b>Dome of the Rock</b> 	<b>Church of the Holy Sepulchre</b> 	<b>Jerusalem</b> One of the oldest cities in the world. Located between the Mediterranean and the Dead Sea.	<b>Ark of the Covenant</b> The vessel believed to contain the Ten Commandments.
<b>Western Wall</b> 	(wailing wall) is the ancient limestone wall of the second Jewish temple in Jerusalem	<b>The Golden Temple</b> 	<b>Lourdes' Grotto</b> 	<b>Qibla</b> The direction faced during Islamic prayer	<b>Ka'bah</b> Located inside the Great Mosque of Mecca, Muslims believe it to be the first house built for humanity to worship Allah (God)
<b>Golden Temple</b> 	The Gurdwara, a spiritual site of Sikhism, is in the city of Amritsar in India.	<b>Western Wall</b> 	<b>Madīnah</b> 	<b>Madīnah (Medina)</b> One of the three holiest cities in Islam, said to be where the Prophet Muhammad is buried	<b>End Goals</b>
<b>Church of the Holy Sepulchre</b> 	A church in the Christian quarter of the Old City of Jerusalem. Contains the calvary and Jesus's empty tomb	<b>Key questions</b>	<ul style="list-style-type: none"> <li>Understand that there are special religious places in the world.</li> <li>Describe their own special place.</li> <li>Describe how a Jewish person feels about visiting the Western Wall.</li> <li>Understand how visits to special places make people reflect.</li> <li>Understand the significance of the journey to Makkah for Muslims.</li> <li>Understand that believers need to make sacrifices for their beliefs.</li> <li>Explain why Muslims visit Makkah.</li> <li>Describe and explain how Christian special places and journeys influence individuals.</li> <li>Make links between different special places and journeys.</li> <li>Describe and explain how Sikhs use personal reflection.</li> <li>Make links between pilgrimages and personal reflection.</li> <li>Compare and contrast why Jerusalem is special for different religions.</li> <li>Reflect on how different people can work together for tolerance.</li> <li>Reflect and make connections between pilgrimage and changing a person's belief.</li> </ul>		
<b>Vatican City</b> 	Home of the Pope who is the bishop of Rome and Head of the Catholic church. It is the world's smallest country	What do we mean by a special place?			
<b>Dome of the Rock</b> 	An Islamic shrine built over the foundation stone – the place where God created the world and the 1 <sup>st</sup> human	What is it like to visit the Western wall if you are Jewish?			
<b>Sanctuary of Our Lady of Lourdes</b> 	An area of land surrounding the Catholic shrine (Grotto) to our Lady of Lourdes in France. People are said to be healed by the water within the grotto	What is it like to visit Makkah if you are Muslim?			
		Which places are special to Christians and why?			
		Why is Amritsar important?			
		What is a pilgrimage?			

**RE Unit 5.2 What values are shown in codes for living? Oak Class – Heptonstall School**

Key Vocabulary		Key Information I will learn...	
<b>Humanist</b>	The belief that human experience and rational thinking provide the moral code to live by.	<b>Codes for living</b>	
<b>Atheist</b>	Someone who does not believe in the existence of God/Gods.	<b>Judaism</b> The 10 Commandments: 1. Always put God first. 2. Do not worship any other Gods. 3. Use God's name with respect. 4. Respect God's holy day. 5. Respect your parents. 6. Do not hurt other people. 7. Be faithful in marriage. 8. Do not steal. 9. Do not lie. 10. Do not want what others have.	<b>Christianity</b> To be happy... • love God • love other people • be gentle and kind • be fair and work to make sure others are treated justly • forgive when people hurt and upset us • be good peacemakers; help people and nations make friends • stand up for what is right.
<b>Blessitudes</b>	8 blessings/maxims declared by Jesus	<b>Islam</b> • Be kind and considerate • Be tolerant • Be gentle • Be polite • Be decent • Be keen to learn • Have a sense of community	<b>Sikhism</b> There is only one God. Worship and pray to the one God and to no one else. Remember God, work hard and help others. God is pleased with honest work and true living. Before God, there is no rich, no poor, no black, no white. It is your actions that make you good or bad. Men and women are equal before God. Love everyone and pray for the good of all. Be kind to people, animals and birds. Do not fear. Do not frighten. Always speak the truth: God and truth are two in one. Be simple in your food, dress and habits. God is the end of which no one know. The more you say, the more it grows.
<b>Fellowship</b>	A friendship with a group of people who share interests	<b>Humanism</b> • Be honest • Use your mind • Tell the truth • Do to other people what you would like them to do to you	<b>Humanist organisations</b> <b>Amnesty</b> – a charity that exposes abuse. It also monitors governments and companies to ensure they keep promises and respect international law. <b>Islamic Aid</b> – a charity that strives to improve the lives of people affected by poverty, war and disaster, regardless of their religion. <b>United Nations</b> – an intergovernmental organization that aims to maintain international peace and develop friendly relations <b>Christian Aid</b> – a charity that strives to support sustainable development, eradicate poverty, support civil society and provide disaster relief.
<b>Integrity</b>	The quality of being honest and having strong moral principles	<b>Key questions</b>	
<b>Morality</b>	People do not live forever	What is a code for living?	
<b>Slander</b>	A false spoken statement that could damage a person's reputation	What codes for living do people who aren't religious use?	
<b>Quakers</b>	A Christian faith group committed to working for equality and peace	What codes for living do Christians try to follow?	
<b>End Goals</b>	Children will	Where do Muslims find their inspiration?	
	<ul style="list-style-type: none"> <li>Ask thoughtful questions about religious and non-religious ways of life</li> <li>Make links between religious and non-religious ideas.</li> <li>Make links between thoughts and ideas and words and actions, suggesting how thinking can lead to action</li> <li>Consider moral questions about whether there are 'bad thoughts' and understand the impact of ideas on behaviour</li> <li>Retell a story of the Prophet Muhammad and suggest what it might mean to a Muslim.</li> <li>Describe and link up some Muslim teachings with how Muslims choose to live</li> <li>Describe some ways people try to increase peace</li> <li>Explain what a Christian believes and what I believe to be really important attitudes and values.</li> <li>Describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion</li> <li>Consider questions about rules for living for myself, applying ideas from Christians and Humanists for myself</li> </ul>	How do Jews live by the principles of Tikhum Olam?	

# RE Progression of Skills – EYFS – Y6

Teachers also use a progression of skills document to ensure RE skills and knowledge are built upon in each year.

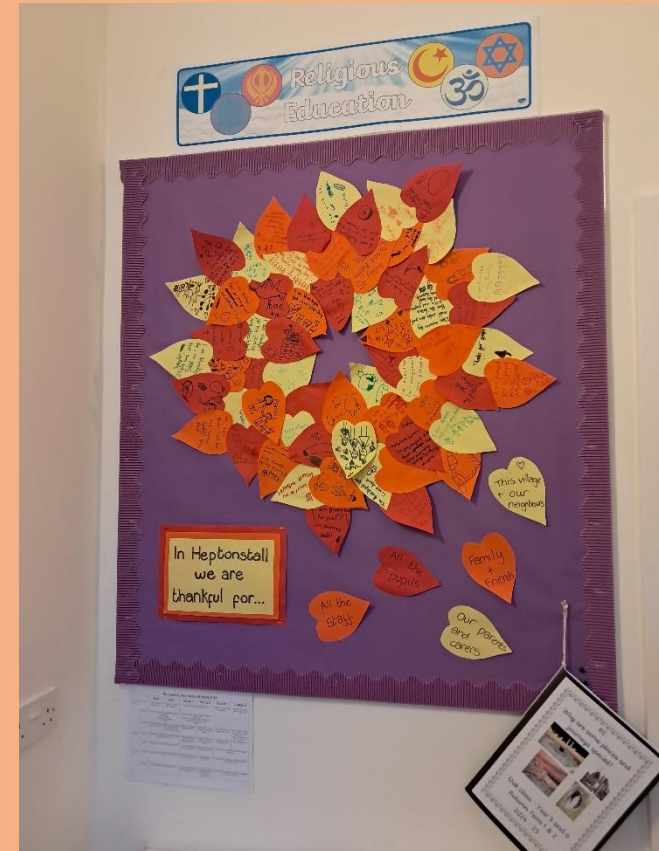
RE Progression Grid Heptonstall School						
Class	Term	Unit	End Points	Religions Covered		Key Aims
Sapling Cycle A	Autumn 1	How do Jews remember God's Covenant with Abraham and Moses? 3.1	Children can	Christianity	Islam	Beliefs and practices of religions and other world views
			<ul style="list-style-type: none"> <li>Make links between the promises/ agreements they make and the covenant with God and Noah</li> <li>Recognise that Abraham is the father of Judaism</li> <li>Ask questions about the Moses story and about bad situations in the world today</li> <li>Describe what happened at the Exodus and make a link between this story and Jewish beliefs about God as their rescuer</li> <li>Tell the story of the Exodus</li> <li>Suggest meanings for the objects on a seder plate</li> <li>Talk about freedom and why this is a good thing, making a link with the story of Exodus</li> <li>Show an understanding of the meaning of Pesach to Jewish people today</li> </ul>	Sikhism	Judaism	Questions of meaning, purpose and value
			None Religious World Views			Morality, identity and diversity
	Autumn 2	How do Jews remember God's Covenant with Abraham and Moses? 3.1	Children can	Christianity	Islam	Beliefs and practices of religions and other world views
			<ul style="list-style-type: none"> <li>Talk about some of the things some Jewish families would and would not do on Shabbat</li> <li>Describe how Jewish people practise their faith on Shabbat</li> <li>Use religious vocabulary to identify and explain some symbolic objects, actions and sounds found in a synagogue and say how these help Jews worship</li> <li>Say why the Torah is the holy book for Jews</li> <li>Say how I know that the Torah is sacred to Jews by the way Jewish people treat it</li> <li>Reflect on things which are very special in my own life</li> <li>Talk about what makes the difference between something being special and sacred</li> <li>Make links between stories in the Torah and Jewish beliefs about God, covenant, creation</li> <li>Make links between the value of keeping promises in my own life and in the story of the Jewish people and God</li> </ul>	Sikhism	Judaism	Questions of meaning, purpose and value
			None Religious World Views			Morality, identity and diversity
	Spring 1	What is Spirituality and how do people experience this? 3.2	Children can	Christianity	Islam	Beliefs and practices of religions and other world views
			<ul style="list-style-type: none"> <li>Explain their understanding of 'spiritual'.</li> <li>Explain the meaning of some symbols</li> <li>Observe and describe how some faiths use pictures to represent beliefs</li> <li>Observe and describe how some faiths use words, calligraphy and poetry to represent beliefs</li> <li>Respond thoughtfully to a setting of the Meel Mantor and explain its meaning for Sikhs.</li> <li>Re-tell the story of the Exodus and the story of Miriam and make links with the expression of beliefs through dance.</li> <li>Describe and show understanding of other forms of religious dance.</li> <li>Express spiritual ideas through dance and movement.</li> </ul>	Sikhism	Judaism	Questions of meaning, purpose and value
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RE Progression Grid Heptonstall School						
Class	Term	Unit	End Points	Religions Covered		Key Aims
Oak Cycle A	Autumn 1	Why are some journeys and places special? 5.1	Children can	Christianity	Islam	Beliefs and practices of religions and other world views
			<ul style="list-style-type: none"> <li>Understand that there are special religious places in the world.</li> <li>Describe their own special place.</li> <li>Describe how a Jewish person feels about visiting the Western Wall.</li> <li>Understand how visits to special places make people reflect</li> <li>Understand the significance of the journey to Makkah for Muslims.</li> <li>Understand that believers need to make sacrifices for their beliefs.</li> <li>Explain why Muslims visit Makkah.</li> </ul>	Sikhism	Judaism	Questions of meaning, purpose and value
			None Religious World Views			Morality, identity and diversity
	Autumn 2	Why are some journeys and places special? 5.1	Children can	Christianity	Islam	Beliefs and practices of religions and other world views
			<ul style="list-style-type: none"> <li>Describe and explain how Christian special places and journeys influence individuals.</li> <li>Make links between different special places and journeys.</li> <li>Describe and explain how Sikhs use personal reflection.</li> <li>Make links between pilgrimages and personal reflection.</li> <li>Compare and contrast why Jerusalem is special for different religions.</li> <li>Reflect on how different people can work together for tolerance.</li> <li>Reflect and make connections between pilgrimage and changing a person's belief.</li> </ul>	Sikhism	Judaism	Questions of meaning, purpose and value
			None Religious World Views			Morality, identity and diversity
	Spring 1	What values are shown in Why are some journeys and places special? codes for living? 5.2	Children can	Christianity	Islam	Beliefs and practices of religions and other world views
			<ul style="list-style-type: none"> <li>Ask thoughtful questions about religious and non-religious ways of life</li> <li>Make links between religious and non-religious ideas.</li> <li>Make links between thoughts and ideas and words and actions, suggesting how thinking can lead to action</li> <li>Consider moral questions about whether there are 'bad thoughts' and understand the impact of ideas on behaviour</li> <li>Retell a story of the Prophet Muhammad and suggest what it might mean to a Muslim.</li> <li>Describe and link up some Muslim teachings with how Muslims choose to live</li> <li>Describe some ways people try to increase peace</li> <li>Explain what a Christian believes and what I believe to be really important attitudes and values.</li> <li>Describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion</li> <li>Consider questions about rules for living for myself, applying ideas from Christians and Humanists for myself</li> </ul>	Sikhism	Judaism	Questions of meaning, purpose and value
			None Religious World Views			Morality, identity and diversity

# Recording RE learning

We evidence RE in a class floor book with examples of what the children have said, work they have completed and photos of activities.

These are displayed on the school RE display board and in classrooms.



# Inclusivity: Supporting ALL children

RE is taught in ways that enable each child to access and engage with it, regardless of ethnic group, age, disability,

SEN and gender. Work is accessible, challenging and engaging for all learners to ensure that they are adding to and building upon their RE education.



# Monitoring RE

All subjects are regularly monitored in a variety of ways at Heptonstall. RE is monitored by Miss Robertshaw through a yearly action plan which focuses on embedding, monitoring and introducing aspects to maintain a good curriculum for RE across the school for all children.

## Some ways this is done is by:

- Conducting pupil voice interviews and questionnaires
- Internal/cross Trust and external deep dives (lesson observations, staff interviews)
  - Learning walks
  - Resource monitoring
  - Staff training (webinars, meetings, courses)
- Subject lead keeping up to date with reading, research and training

Thank you for the taking the time to read this presentation. If you would like to hear more about the teaching of RE at Heptonstall please ring the office and request an appointment to speak to Miss Robertshaw.

