



OUR
Religious
Education
CURRICULUM

SUPPORT • ACHIEVE • CELEBRATE



The teaching of R.E. at Cherry Lane Primary School is underpinned by the principles of the Cherry Lane Way.



INTENT

At Cherry Lane Primary School, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

The curriculum allows children to have a broad knowledge of all religious beliefs to ensure they have acceptance and respect for beliefs different from their own, preparing them for life in a diverse and Modern Britain.

It provides opportunities for children to develop as independent, confident and successful learners, and encourages ambition and high aspirations. The curriculum offered promotes academic success, curiosity, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health; all key elements that support the development of the whole child and promote a positive attitude to education as life-long learners. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development. It strives to develop

individuals who know how to make a positive contribution to their community and the wider society, and prepares them for life in modern Britain. Through real life experiences we aim to equip our pupils for life in our ever changing world.

We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences and share these with their peers.

IMPLEMENTATION

As there is a mixture of religious backgrounds and beliefs within the school population and the community surrounding the school we follow the London Borough of Hillingdon SACRE which is produced with the involvement of all aspects of the local community and its schools.

All planning ensures that RE is taught in an objective and pluralistic manner, and not as indoctrination into a particular faith or belief.

Discovery RE advocates an enquiry model with a 4-step approach as the basis for implementation. Every unit (enquiry) is based around a key question. The key question for the inquiry is such that it demands an answer that weighs up 'evidence' (subject knowledge) and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

Our curriculum studies Christianity plus one other religion in each year group, resulting in both religions having multiple enquiries per year. This ensures that the children revisit prior learning for both religions throughout the year to build on the previous enquiries, and

Christmas and Easter enquiries are built on year-on-year throughout the child's primary school journey.

PROGRESSION OVERVIEW

Overview Years F1/2 to Year 6



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1/2	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity	Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism

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1	Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
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There is an additional optional Judaism enquiry at the end of the Year 1 section: Does celebrating Chanukah make Jewish children feel closer to God?

2	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/her everyday life? Religion: Islam	Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam
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Overview Years F1/2 to Year 6

3	Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity	Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? Religion: Christianity	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism
	*Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh? Religion: Sikhism				*Theme: Sharing and Community Key Question: Do Sikhs think it is important to share? Religion: Sikhism	*Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism

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4	Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism	Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religion: Christianity	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism	Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity
	Theme: Buddha's teachings Key Question: Is it possible for everyone to be happy? Religion: Buddhism		Theme: The 8-fold path Key Question: Can the Buddha's teachings make the world a better place? Religion: Buddhism		Theme: The 8-fold path Key Question: What is the best way for a Buddhist to lead a good life? Religion: Buddhism	

There is an additional optional Christianity enquiry at the end of the Year 4 section: Why are there four Gospels and how are they relevant to Christians today?



Overview Years F1/2 to Year 6

5	*Theme: Belief into action Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism	Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity	*Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism	Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity	*Theme: Prayer and Worship Key Question: What is the best way for a Muslim to show commitment to God? Religion: Hinduism	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity
	*Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God? Religion: Hinduism		*Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism		*Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Hinduism	

There is an additional optional Christianity enquiry at the end of the Year 5 section: Does belief in the Trinity help Christians make better sense of God as a whole?

6	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity	Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam <i>NB: This enquiry is taught in 2 sections over the term</i>
		Theme: Christmas Concept: Incarnation Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity			

There is an additional optional Christianity enquiry at the end of the Year 6 section: How did Jesus create a 'New Covenant' and what does that mean to Christians today?

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Long-term plan RE 2024-2025 – Focus Religion but can be dispersed with other religions

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Christianity/ Judaism	Christianity	Hinduism	Christianity	Christianity/Islam/ Sikhism/ Hinduism	Christianity/Islam/ Judaism
Year 1	Christianity	Christianity	Christianity	Christianity	Judaism – Stays The Same	Judaism
Year 2	Christianity	Christianity	Judaism	Christianity	Judaism To Islam - Does Going To A Mosque Give Muslims A Sense Of Belonging?	Judaism
Year 3	Hinduism	Christianity	Christianity	Christianity	Hinduism To Sikhism - Do Sikhs Think It Is Important To Share?	Hinduism
Year 4	Buddhism	Christianity	Buddhism	Christianity	Buddhism To Judaism - What Is The Best Way For A Jew To Show Commitment To God?	Christianity
Year 5	Sikhism	Christianity	Sikhism	Christianity	Sikhism To Hinduism - Do Beliefs In Karma, Samsara And Moksha Help Hindus Lead Good Lives?	Christianity
Year 6	Islam	Christianity	Christianity	Christianity	Islam – Stays The Same	Islam

Religious Education is regularly teacher assessed, with data collated at regular intervals across the school throughout the year. Pupil Progress in Key Stages 1 and 2 is assessed termly against the following criteria:

In Years 1 and 2 pupils:

- *Describe some of the teachings of a religion.*
- *Describe some of the main festivals or celebrations of a religion.*
- *Recognise, name and describe some religious artefacts, places and practices.*
- *Name some religious symbols.*
- *Explain the meaning of some religious symbols.*
- *Identify the things that are important in their own lives and compare these to religious beliefs.*
- *Relate emotions to some of the experiences of religious figures studied.*
- *Ask questions about puzzling aspects of life.*
- *Identify how they have to make their own choices in life.*

- *Explain how actions affect others.*
- *Show an understanding of the term ‘morals’.*

In Years 3 and 4 pupils:

- *Present the key teachings and beliefs of a religion.*
- *Refer to religious figures and holy books to explain answers.*
- *Identify religious artefacts and explain how and why they are used.*
- *Describe religious buildings and explain how they are used.*
- *Explain some of the religious practices of both clerics and individuals.*
- *Identify religious symbolism in literature and the arts.*
- *Show an understanding that personal experiences and feelings influence attitudes and actions.*
- *Give some reasons why religious figures may have acted as they did.*
- *Ask questions that have no universally agreed answers.*
- *Explain how beliefs about right and wrong affect people’s behaviour.*
- *Describe how some of the values held by communities or individuals affect behaviour and actions.*
- *Discuss and give opinions on stories involving moral dilemmas.*

In Years 5 and 6 pupils:

- *Explain how some teachings and beliefs are shared between religions.*
- *Explain how religious beliefs shape the lives of individuals and communities.*
- *Explain the practices and lifestyles involved in belonging to a faith community.*
- *Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.*

- *Show an understanding of the role of a spiritual leader.*
- *Explain some of the different ways that individuals show their beliefs.*
- *Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.*
- *Explain their own ideas about the answers to ultimate questions.*
- *Explain why their own answers to ultimate questions may differ from those of others.*
- *Explain why different religious communities or individuals may have a different view of what is right and wrong.*
- *Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).*
- *Express their own values and remain respectful of those with different values.*

CONSOLIDATION

Learning is consolidated through revisiting and building upon previously taught religions across the year groups. Learning is also linked to new religions, through getting the children to reflect on their learning on a previous religion and how they may have similar beliefs to a new religion being taught.

KEY VOCABULARY

The vocabulary that children need to know in each topic is detailed on the first page of each medium term plan. Vocabulary will be displayed on the smart boards in each lesson with appropriate accompanying visuals, to support pupil's understanding.

Cherry Lane Primary School Key Vocabulary Progression – R.E.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Christianity</u> Christmas Easter God Church Bible Nativity Christians	<u>Christianity</u> Creation Story Adam Eve Mary Joseph Frankincense Myrrh Zacchaeus Mary, Martha and Lazarus Palm Sunday Palm cross <u>Judaism</u> Shabbat Challah Rosh Hashanah Yom Kippur Shofar Chanukah Chanukiah Latkes Synagogue Dreidel Judas Maccabee	<u>Christianity</u> Samaritan Parable Advent Easter Egg Hot cross bun Resurrection <u>Judaism</u> Pesach Passover Seder Hagadah Matzah Charoset Zeroah Beitzah Maror Karpas Chazeret Exodus Moses Kashrut Kosher Covenant Abraham Isaac Ten Commandments Mezuzah Shema	<u>Christianity</u> Incarnation Miracle Jesus Palm Sunday The Last Supper Cross Tomb Bread and Wine Maundy Thursday Good Friday Disciples Judas <u>Hinduism</u> Divali Ramayana Rama Sita Lakshmi Rangoli patterns Diva lamp Puja tray Mandir Brahman Trimurti Brahma Shiva Vishnu Ganesha Lakshmi Puja Omnipresent Ganga Varanasi Brahman Pilgrimage	<u>Christianity</u> Frankincense Myrrh Christingle The Lord’s Prayer Peter Church Baptism John the Baptist Eucharist/Holy Communion <u>Buddhism</u> Buddha Bodhi 8-fold path Prince Siddhattha Gautama Yasodhara	<u>Christianity</u> Incarnation Holy Week Pilate Herod Mount of Olives Garden of Gethsemane Ten Commandments Confirmation <u>Sikhism</u> Guru Amrit Khalsa Karah Prashad 5 Ks Kirpan Kesh Kara Kangha Kachera Guru Granth Sahib Langar Golden Temple of Amritsar Guru Nanak Guru Sewa Gurdwara Khalsa	<u>Christianity</u> Mary Virgin Birth Incarnation Holy Spirit Crib Carols Agape Lent Ash Wednesday Shrove Tuesday Fish symbol CAFOD <u>Islam</u> Five Pillars Zakah Sawm Qu’ran Hajj Akhirah Muhammad Qu’ran Five Pillars Jihad Ummah

INCLUSION

Ensuring that all pupils have access to the RE curriculum is of utmost importance. To accommodate diverse learning needs, we make adjustments to our teaching methods. Each lesson has a clear L.O and success criteria and suitable challenges given when required. When students are working below age related expectations, we make sure not to narrow the curriculum. Instead, we focus on making reasonable adjustments to the lesson ensuring that they build upon previously acquired knowledge and skills to help them access the current topic. Teachers can use this to support children in their learning of the skills rather than specific theory. By using Teacher Assessment effectively, we can tailor our teaching to meet the needs of individual students, ensuring that they have access to a diverse and well-rounded RE curriculum, even if their learning outcomes differ.

IMPACT

Religious Education is regularly teacher assessed, with data collated and analysed at regular intervals across the school throughout the year. Pupil voice activities and staff feedback is crucial in demonstrating understanding, ideas, progression and evaluations of work, which is gained through regular subject feedback questionnaires.

We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely and combat prejudice that may be held by others. Our aim is for all children to have respectful understandings of others cultures and religious beliefs, preparing them for the multicultural world that we live in.

In our formative ongoing assessments of the impact of our RE programme (pupil progress) we seek to identify the following:

- 1. Enhanced Engagement and Curiosity***
- 2. Deeper Understanding of Religious Diversity***
- 3. Development of Reflective Skills***