



## **RELIGIOUS EDUCATION at ASHLANDS**

### **INTENT**

At Ashlands, we have a statutory obligation to teach Religious Education (RE). The school is committed to developing our children's knowledge and understanding of religions and beliefs through the teaching of RE. We believe that RE plays an important role in the development of the children's spiritual, moral, social and cultural development. Through RE, we aim to promote respect and open-mindedness towards others with different faiths and beliefs and encourage pupils to develop their sense of identity and belonging through self-awareness and reflection. Children develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

### **IMPLEMENTATION**

Our school follows the Bradford Agreed Syllabus for Religious Education and this is used in combination with the Kirklees, Leeds and Calderdale scheme of work. This allows children "to explore the commonalities and differences between and within faiths and other worldviews as well as developing an understanding of their own beliefs and those of others". Christianity and Islam are the core religions studied but over their time at Ashlands children also explore Hinduism, Judaism and Sikhism.

RE is taught through a variety of strategies and supports respectful discussion of key issues. Visits to religious buildings and guest speakers help inspire awe and wonder amongst the children and assemblies based on Christian stories from an 'Open the Book' team are just some of the ways in which children's learning of RE at Ashlands is enhanced.

RE at Ashlands Primary is provided for all pupils and is inclusive and broad minded. Parents do have the right to withdraw pupils from RE. Any parent/carer wishing to do this should make an appointment with the Headteacher.


RE assessment takes place at the end of each topic taught.




## IMPACT



Through the teaching of RE at Ashlands we encourage our pupils to:






- Have a positive attitude towards all faiths and cultures.
- Promote the values and attitudes necessary for citizenship in a multi-faith and multi-racial society.
- Recognise and celebrate the range of cultures and diversity.
- Enable children to evaluate their own views, and those of others, in a reasoned and informed manner.
- Equip children with the knowledge and skills to answer challenging questions.
- Are open and objective.
- Do not seek to urge religious beliefs on the children, nor compromise the integrity of their own religious position by promoting one tradition over another.





### R.E. Subject Overview


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Nursery</b>	I can help my friends. I can be kind to my friends. I can let other children join in my games. I can listen to and take on other children's ideas. I can accept that it is not always my turn first. I can come up with ideas to resolve disagreements. I can talk about how and why people have celebrations, including Christmas and Easter. We celebrate seasonal changes and new life-hatch chicks and lambs visiting.					

<p><b>Reception</b></p>	<p><b>Where do we live and who lives there?</b></p>  <p>This unit helps establish a sense of belonging to a family, school, community and the wider world. Children will be encouraged to talk about and describe where they live and who lives with them, as well as learning about other aspects of belonging to different and wider communities, including religious communities.</p>	<p><b>How are special times celebrated?</b></p> <p>Children will learn about a variety of festivals and how they are celebrated, including a simple introduction to religious festivals through the year. These will include Christmas, Diwali, Eid, Easter and Harvest. The unit aims to focus attention on religious aspects as well as cultural traditions.</p>	<p><b>What makes a good helper?</b></p> <p>Children will explore the need to follow rules, including the 'Golden Rule' of treating others as you would like to be treated. They will learn about the ideas of friendship and explore the way in which we care for our friends and families. They will also learn about how caring is shown through the stories of Jesus and the prophet Muhammed.</p>	<p><b>What can we see in our wonderful world?</b></p> <p>This unit focuses on the wonders of nature during different seasons. Children will investigate, take an interest in and learn how to look after the natural world. Christian beliefs about creation will be explored, including themes of thankfulness at harvest time and ideas about looking after the world. Life cycles in plants and animals will be used as a starting point to reflect on concepts death and new life in the Easter story.</p>	<p><b>Who and what are special to us?</b></p> <p>The focus of this unit is on learning about ourselves, recognising that we are all different but unique and special. We all have other people who are special to us, including family and friends. We all have special objects which remind us of important people, times and places. The unit goes on to explore the concept of 'special' in relation to Christianity and Islam. This includes learning about Jesus and the Prophet Mohammed, listening to special stories and investigating special objects.</p> 
<p><b>Year 1</b></p>	<p><b>Which books and stories are special?</b></p>  <p>Children will think about special books and reflect on the meanings or 'morals' in stories, including</p>	<p><b>How do we celebrate special events?</b></p>	<p><b>What does it mean to belong to a church or a mosque?</b></p> <p>Children will learn about what it means to belong to a church or mosque. They will learn what they might see in a mosque or church</p>	<p><b>How and why do we care for others?</b></p> <p>In this unit children will learn about what caring means to different pupils and people from different faith backgrounds. The children will develop skills in reflection and communication and</p>	<p><b>Who brought messages about God and what did they say?</b></p> <p>In this unit children will listen to stories from both the Old and New testament. They will be able to name some of the early figures in the Old Testament, retelling stories and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph.</p>

	<p>religious and non-religious tales and fables. They will investigate special books and writings for religious believers, in particular the Bible and the Qur'an. Pupils consider why these are special and how they are respected.</p>	<p>Children will think about the ways in which we celebrate special events and how religions mark festival days. The unit includes a study of Harvest festival, Eid ul Fitr and Sukkot. The children will also have the opportunity to create their own class celebration.</p> 	<p>building, and what the people do when they go there. They will begin to understand that there are differences and similarities between churches and mosques, but that not all churches or mosques are the same. They will learn that churches and mosques are special places for the people who go there.</p>	<p>the unit explores themes of self-esteem and empathy.</p> 	<p>They will also listen to and retell stories about the birth of Jesus from the New testament and think about how Christians believe Jesus is special and call him the 'Son of God'. They will also make links between the Old Testament Stories and the way Christians behave.</p>

<p><b>Year 2</b></p>	<p><b>How is new life welcomed?</b>    Children will learn how babies are welcomed into families. They will think about how it is important to welcome people and especially new babies. They will study initiation rites including infant baptism and the aqiqah and be aware that there are other rituals and ceremonies as well, including non-religious ceremonies. Children will think about promise and compare the different ways in which people welcoming new life.</p>	<p><b>How can we look after the planet?</b> The children will learn about different beliefs on the origins of the world. They will consider the ways in which religious and non-religious individuals and organisations show care and concern for the planet. It develops children’s understanding of all people as belonging to groups and sharing a group identity, which may be expressed through actions and beliefs. The children will learn about their environment and how to care for it.</p> 	<p><b>What did Jesus teach and how he live?</b>  did  Children will learn from the life and teachings of Jesus by exploring and responding to questions. They will consider what is a ‘calling’ and what was Jesus’ special role. They will focus on how beliefs affect how Christians live their lives, which Christians may explain to children in terms of the command to ‘love one another’. Through play, storytelling, simple drama, art and craft, speaking and listening activities, pupils think about some stories of Jesus and suggest meanings for the stories. They reflect on the importance of Jesus’ teachings for Christians today. By learning about some stories of Jesus, and particularly about how Jesus healed and cared for people, pupils get the opportunity to explore how Jesus lived and how he wanted others to live.</p>	<p><b>How and why do people pray?</b>  This topic is an introduction to how Christians and Muslim pray. Children should develop an understanding of the importance of prayer to those    who belong to that religion.</p>	<p><b>How can we make good choices?</b>  The children will explore how people always face moral choices, starting with a what makes a happy classroom, and why rules are important. We will study moral codes from Christianity, Judaism and Islam including the Ten Commandments and the Five Pillars. We will also look at non-religious stories and consider what makes the best rules for life?</p>
<p><b>Year3</b></p>	<p><b>How do Jews remember God’s covenant with Abraham and Moses?</b>   Children will learn what it is like to be Jewish and explore</p>	<p><b>How do people express spirituality?</b></p>	<p><b>What do Christians believe about a good life?</b>  Pupils begin this unit by learning about the importance of the Bible for Christians – what it is and how it helps</p>	<p><b>What do creation stories tell us about our world?</b>  Children will explore a range of creation stories from Christianity, Judaism, Islam and Sikhism. They will consider how</p>	<p><b>Who can inspire us?</b>  This unit will explore the concept of leadership and will be an introduction to Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews. They will learn about the specific characteristics of specific leaders, why they are</p>

	<p>Jewish beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition; about the Torah as sacred text; about the great festivals of Pesach, and the weekly celebration of Shabbat, illustrating how Jewish people try to live. Children will have the opportunity to explore religious artefacts and texts and will build their enquiry skills, asking and reflecting on a range of questions.</p>	<p>This unit explores creative ways in which spirituality may be demonstrated. The children will have opportunities to experiment with a range of creative arts as they explore how religious communities and individuals express beliefs and emotions. This unit includes music, visual arts and dance.</p> 	<p>Christians to live their lives. Pupils will explore Jesus' teachings about rules and behaviour in relation to a variety of Bible stories and parables. Throughout the unit children will be encouraged to reflect on the influence of Bible stories on individuals and communities. They will also think about what it means to lead a good life.</p>	<p>these stories have impacted upon the faiths in the past, and how relevant they are today. It will allow pupils to compare and contrast the different creation stories.</p>	<p>inspirational and how they taught key elements of the faith through stories. Pupils will also have the opportunity to study a modern-day leader, analysing the impact they have had on society.</p> 
<p><b>Year 4</b></p>	<p><b>How are important events remembered in ceremonies?</b></p>  <p>This unit will explore festivals of light from Judaism, Sikhism, Hinduism, Paganism, Chinese New Year and Ancient Civilisations. It will consider how</p>	<p><b>What faiths are shared in our community?</b></p> <p>Children will learn about different places of worship in the local and wider community and their significance to believers. This unit will be enriched by visits to different places of worship where possible, or alternatively, visits from members of faith</p>	<p><b>How do the five pillars of Islam guide Muslims through life?</b></p>	<p><b>Why are Gurus at the heart of Sikh belief and practice?</b></p>  <p>This unit explores the concept of 'guru' in Sikhism as an introduction to Sikh religious belief and practice. It aims for pupils to be able to link the significance of Sikh scripture, the Guru Granth Sahib, to ten Sikh gurus. It begins by exploring the concept of 'guru' as a religious teacher before introducing Guru Nanak, focussing specifically on his experience of God and subsequent teachings about God</p>	

	<p>some festivals use light as a representation of hope, joy, remembrance and reflection.</p>	<p>communities who will come into school to discuss what happens in their place of worship and why it is important to them.</p>	<p>The unit of study includes work on Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad. It expands and develops learning about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims. Pupils will learn about some key teachings and consider how these affect the values and lives of believers. They will also learn and specific religious language related to Islam.</p>	<p>and social justice. It touches on the idea of Guru succession, which Guru Nanak instigated at the end of his life. The final section examines the creation, treatment, role and significance of the Guru Granth Sahib – the Sikh holy book.</p>
				

**Year 5**

**What values are shown in codes for living?**

This unit helps children think about their own values, with special reference to the values of Christians, Humanists, Jews and Muslims. The focus is on the way in which stories communicate values, and the ways in which values make a difference to our lives. The unit works towards an understanding of the values peoples share, and the fact that not all values are shared. Pupils are encouraged to consider what can be learnt from Christian, Jewish, Muslim and Humanist ideas.



**Why are some places and journeys special?**



This unit

explores the special journeys that people make. It includes pilgrimages and spiritual journeys as well as metaphorical journeys through faith. It also looks at where these journeys are to and why and what people learn from them. It looks at the sacrifices that people make in order to carry out the journeys and how this enriches people's lives.

**Should we forgive others?**






This unit will explore concepts of forgiveness and reconciliation in Christianity. The unit supports pupils to understand how the stories of forgiveness in the New Testament are, for Christian people, a guide to their values and commitments. It also allows pupils to understand the significance of the death and resurrection of Jesus in relation to the forgiveness of the sins of Christians. Pupils will be enabled to begin to understand the importance of forgiveness in Christian theology and practice and to think for themselves about questions to do with forgiveness reconciliation and values. Pupils are encouraged to consider what can be learned from Christian examples and teaching referring to their own experiences, beliefs and values.

**What do Christians believe about the old and new covenants?**

This unit explores some of the different covenants (agreements) between God and various key figures in the Bible in both the Old and New Testament, including Abraham, Moses, David and Jesus. It explores core beliefs of Christians regarding these covenants and their importance. It also makes comparisons to different faiths' views of these people.





<p><b>Year 6</b></p>	<p><b>How do Sikhs show commitment?</b>          This unit further develops the knowledge and understanding of Sikhism including worship and practices. Children will learn about symbols, commitment and service within Sikhism. In so doing, the unit also enables pupils to reflect on the significance of these concepts in their own lives.</p> 	<p><b>How do Jews remember Kings and Prophets in worship and life?</b></p>  <p>This unit builds on previous learning about the covenant with God and how Jewish people live and celebrate their faith today. This unit focuses on what it is like to be Jewish, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about David as a key leader in the Jewish tradition; about the prophets, about the great festivals of Rosh Hashanah, Purim and Hanukah, illustrating how Jewish people try to live. This unit gives the children opportunities to explore how religious artefacts and texts can be a source for learning and for beliefs.</p>	<p><b>What do Christians believe about Jesus' death and resurrection?</b>          This unit explores how Christians understand the significance of Jesus' death and resurrection, considering passages from the bible, such as: Palm Sunday, Maundy Thursday and the Last Supper, Good Friday and the crucifixion and Easter day and the empty tomb. Pupils explore stories from the Gospels around Holy Week and the Easter story, and study the celebrations of Jesus' death and resurrection, in an attempt to explain links between scripture sources and Christian beliefs.</p> 	<p><b>How does growing up bring responsibilities and commitments?</b>          One of the core purposes of RE is to develop pupils' ability to reflect on their own beliefs, values and feelings about their own lives and about the world around them. This unit focuses on this personal quest, starting with an exploration of the responsibilities and opportunities that arise as young people grow into adulthood. It investigates religious and secular responses to growing up, including rites of passage. As part of the study, pupils consider their own values, beliefs and commitments.</p>
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