

# R.E. at the Grove Junior School

## ***National Curriculum***

The curriculum for Religious Education aims to ensure that all pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. All pupils should:

- know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning
- express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities
- recognise and explore the diversity which exists within and between religious traditions
- express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues
- engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility
- develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion

## ***Links to learning in KS1***

The Hertfordshire syllabus states that by the end of KS1 the religiously and theologically literate pupil should:

- Notice and respond sensitively to some similarities between different religions.
- Explore and develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.
- Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief.
- Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities.

The majority of children transition to the Grove Junior School from The Grove Infant School, where they begin their journey in becoming religiously and theologically literate. Following the Hertfordshire syllabus enables them to engage in life in an increasingly diverse society. Their learning should assist them in gaining shared human understanding, develop personal identity and search for meaning in the context of evaluating different viewpoints.

## ***Intent***

Pupils at The Grove Junior School will understand the impact of faith and beliefs on peoples' lives and express their own personal reflections on the big questions of life; beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Alongside this, we believe RE contributes to pupils' mental, cognitive and linguistic development.

Pupils will understand that religions are diverse and study them at a local, national and global level. They will be able to use religious language (key words) confidently to be able to analyse and respond to other's viewpoints respecting their differences.

Pupils will have opportunities to consider the Social, Moral, Spiritual and Cultural aspect of the subject. They will also have the opportunity to link RE to British Values. All pupils will develop the skills of discussion, description, comparison, investigation, interpretation, evaluation and reflection as a pathway to becoming theologically literate.

## ***Implementation***

At The Grove Junior School we implement a curriculum that aims to ensure all pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. Pupils build on skills and prior knowledge.

RE is taught weekly in one hour lessons which equates to the statutory requirement of 13 hours each term. There are eight key areas of learning to cover in Lower and Upper Key Stage 2 taken from the Hertfordshire Agreed Syllabus: Beliefs & Practices, Sources of Wisdom, Symbols & Actions, Prayer, Worship & Reflection, Identity & Belonging, Ultimate Questions, Human Responsibility & Values and Justice & Fairness. Teachers use the non-statutory document 'RE for Today and Tomorrow' and curriculum books (recommended by SACRE) to support their planning. Our school membership of NATRE (National Association for Teachers of RE) also gives us access to many teaching and learning resources.

From September 2022, in KS2, Christianity is taught in each year group by implementing resourced units of work from Understanding Christianity. Each unit incorporates three elements: Making Sense of the Text, Understanding the Impact and Making Connections. This provides the opportunity for Pupils' achievement to be assessed against the knowledge building blocks and against end-of-phase outcomes related to the elements above. Throughout KS2, pupils gain knowledge about Christianity, principal religions and worldviews in line with our long term plan. Through their learning in RE lessons, they become religiously

and theologically literate. They learn about individual religions and world views before comparing and contrasting them. They learn about the diversity of religion.

A standardised planning format is used across the year groups which includes planning for SEND, disadvantaged and EAL pupils in each class. Teachers also plan to ask challenging questions to not only for also those working above the age related expectation but to also give all learners the opportunity to show a greater depth of understanding.

Lessons have a variety of class activities and, where possible, make cross curricular links to other subjects e.g. Art, Music, Drama, History, Geography and English. Lessons offer a structured and safe space for reflection, discussion, dialogue and debate. They also have some element of flexibility to allow for timely and sensitive responses to be made to incorporate events of a religious, moral or philosophical nature, whether local, national or global.

Visitors to the school and trips to places of worship are used to enrich the curriculum. Resources and artefacts are also available to support the teaching of the major world religions that are covered at The Grove.

Assessment is ongoing in lessons. Verbal contributions and creative tasks are considered as well as written tasks to make termly assessment judgements.

# R.E. Long Term Plan 2020-2022

	Autumn Term	Spring Term	Summer Term
Year 3 Christianity and Islam	<b>Identity and Belonging</b>	<b>Prayer, Worship and Reflection</b>	<b>Sources of Wisdom</b>
	Comparing Islam and Christianity Investigating viewpoints of belonging and guidance of leaders. Nativity	Special places Communication through prayer. Easter and Holy Week	Understanding the role of a Prophet Impact of parable and Hadith teachings
Understanding Christianity	<b>Creation / Fall</b> 2a.1 What do Christians learn from the Creation Story? <b>Ultimate Questions</b>	<b>People of God</b> 2a.2 What is it like to follow God? <b>Beliefs and Practices</b>	<b>Incarnation / God</b> 2a.3 What is the Trinity? <b>Sources of wisdom</b>
Year 4 Christianity and Sikhi	<b>Symbols and Actions</b>	<b>Beliefs and Practices</b> <b>Ultimate Questions</b>	<b>Justice and Fairness</b> <b>Human Responsibilities and Values</b>
	Symbolism of light	Welcoming New Life ceremonies	Charitable organisations The Langar What is fairness? Equality and Equity
Understanding Christianity	<b>Gospel</b> 2a.4 What kind of world did Jesus want? <b>Human Responsibility and Values</b>	<b>Salvation</b> 2a.5 Why do Christians call the day Jesus died Good Friday? <b>Beliefs and Practices</b>	<b>Kingdom of God</b> 2a.6 When Jesus left, What was the impact of Pentecost? <b>Ultimate Questions</b>
Year 5 Christianity and Judaism	<b>Symbols and Actions</b>	<b>Sources of Wisdom</b> <b>Prayer, Worship and Reflection</b>	<b>Identity and Belonging</b>
	Jewish festivals Rosh Hashanah, Yom Kippur Hanukkah Significance of Jewish artefacts	Holy Books of Judaism and Christianity The Exodus Passover Connection between stories and food. Holy Week Anti-racist RE	Diversity within religions Shavuot Shabbat The challenges of being a religious leader in modern society.
Understanding Christianity	<b>God</b> 2b.1 What does it mean if God is Holy and Loving? <b>Ultimate Questions</b> <b>Creation / Fall</b> 2b.2 Creation and Science: conflicting or complementary? <b>Ultimate Questions</b>	<b>People of God</b> 2b.3 How can following God bring justice and Freedom? <b>Responsibility and Values</b>	<b>Incarnation</b> 2b.4 Was Jesus the Messiah? <b>Identity and belonging</b>
Year 6 Christianity and Buddhism	<b>Beliefs and Practices</b>	<b>Ultimate Questions</b>	<b>Human Responsibility and Values</b> <b>Justice and Fairness</b>
	Comparing Christianity and Buddhism The role of religious leaders Sacred and secular Christmas traditions	Living together today How is Jesus represented today? Life after death Why are there different creation stories?	Religious plurality – local and national Finding wisdom Worldviews on Charity How world view influence behaviour
Understanding Christianity	<b>Gospel</b> 2b.5 What would Jesus do? <b>Sources of wisdom</b>	<b>Salvation</b> 2b.6 What did Jesus do to save human beings? <b>Sources of wisdom</b> 2b.7 What difference does the resurrection make for Christians? <b>Prayer, Worship and Reflection</b>	<b>Kingdom of God</b> 2b.8 What kind of King is Jesus? <b>Prayer, Worship and Reflection</b>

# Progression of skills and Assessment focus.in R.E.

\*RED = Skill is repeated from the previous year group(s) and will be further developed.

Focus areas highlighted – but non highlighted areas can be incorporated to enrich teaching and learning.

Beliefs and practices	<b>Year 3</b> <i>(Christianity and Islam)</i>	<b>Year 4</b> <i>(Christianity and Sikhi)</i>	<b>Year 5</b> <i>(Christianity and Judaism)</i>	<b>Year 6</b> <i>(Christianity and Buddhism)</i>
	<p>ARE= Describe the impact of celebrations and key moments in life in some religious communities.</p> <p>Use specific religious vocabulary</p> <p>ARE+ Explain....</p>	<p>ARE= Describe, make connections and reflect on some religious and non- religious worldviews studied</p> <p>Using specific religious vocabulary about how celebrations and key moments in life are marked by different communities</p> <p>ARE+ make comparison with previous religions studied –Islam, people of no faith,</p>	<p>ARE= Using religious vocabulary</p> <p>Compare two examples of celebrations marking key points in life’s journey including pilgrimage</p> <p>ARE+ fully explain the reasoning behind why pilgrimages or celebrations mark key points in life’s journey.</p>	<p>ARE= Describe, make connections and reflect on some religious and worldviews studied.</p> <p>Use specific religious vocabulary about how celebrations and key moments in life are marked.</p> <p>Compare how religious celebrations and key moments in life are marked by different communities.</p> <p>ARE+ make comparison with previous religions studied –Islam, people of no faith, Judaism, Sikhi</p>
Sources of wisdom	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>ARE= Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom</p> <p>ARE= Identify the faith traditions from which these come and their impact on followers</p> <p>ARE+ Explain the reason for their questions. Explain impact ‘which means that.....’</p>	<p>ARE= Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts.</p> <p>Develop an understanding of the impact of stories and writings on individual believers</p> <p>ARE+ explain interpretations giving reason for the explanation</p>	<p>ARE= Demonstrate an understanding of the impact of sources of wisdom on individuals</p> <p>Give examples of how these connect to different communities</p> <p>ARE+ make connections with previous religions studied – Islam, Sikhi noting the connection with social, moral, spiritual and cultural aspects.</p>	<p>ARE= Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom.</p> <p>Recognise and understand the impact of sources of wisdom.</p> <p>Think about the impact within different communities and on individual believers.</p> <p>ARE+ explain interpretations giving reason for the explanation</p>

<b>Symbols and actions</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>ARE= Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers.</p> <p>Describe some similarities between two faith communities. ARE+ explain 'this is shown....'</p>	<p>ARE= Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers.</p> <p>Describe some similarities between communities. ARE+ explain why comparisons have been identified</p>	<p>ARE= Describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals.</p> <p>Identify some similarities and differences between and within two communities ARE+ Explain connections with previous religions studied – Islam, Sikhi noting the connection with social, moral, spiritual and cultural aspects.</p>	<p>ARE= Compare how and why a range of beliefs expression and actions communicate different meanings to individuals within communities.</p> <p>Identify and describe similarities and differences between and within communities ARE+ Consider the impact when there is disagreement within a faith/ or compare to people of no faith on how a symbol or action is interpreted – connect with previous religions studied</p>
<b>Prayer, worship and reflection</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>ARE= Ask and answer questions about places of prayer and Worship</p> <p>Think about the impact places of prayer and worship might make on faith communities. ARE+ explain 'Evidence of this is....'</p>	<p>ARE= Describe why and where worshippers connect to prayer and worship.</p> <p>Participate in periods of stillness and quiet thought</p> <p>Express personal reflections ARE+ Explain the reasons for choice of place to connect to prayer and worship</p>	<p>ARE= Explain why, where and how, worshippers connect to prayer and worship.</p> <p>Actively engage in periods of Stillness</p> <p>Describe their reflective experiences ARE+ with previous religions studied – Islam, Sikhi noting the connection with social, moral, spiritual and cultural aspects.</p>	<p>ARE= Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces</p> <p>ARE+ explain examples – make connections with previous religions studied. What are the reasons for the differences?</p>
<b>Identity and Belonging</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>ARE= Give two examples of how individuals show that they belong to a faith community.</p> <p>Recognise how some religious people are guided by their religious leaders ARE+ give explanations of examples given – support with evidence.</p>	<p>ARE= Show an understanding of some of the challenges individuals face when belonging to a faith community.</p> <p>Demonstrate how belonging to a faith community may help some people. Explore how some religious people are guided by their religious leaders ARE+ explain the impact of challenges faced</p>	<p>ARE= Recognise the challenges of commitment for individuals belonging to a living faith.</p> <p>Raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present ARE+ Explain the impact of why it may be challenging for individuals to commit to their faith in today's society</p>	<p>ARE= Show and express insights into the challenges of individual commitment, belonging and faith.</p> <p>Raise questions on guidance and leadership in their own and others' lives ARE+ Consider the impact when there is disagreement within a faith – consider differences in denominations of Christianity</p>

<b>Ultimate questions</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>ARE= Through creative media, express an understanding of a range of ultimate questions</p> <p>Reflecting on questions that are difficult to answer ARE+ present potential opposing answers to ultimate questions 'On the one hand...'</p>	<p>ARE= Respond to a range of challenging 'if' and 'why' questions about making sense of the world</p> <p>Expressing personal reflections ARE+ explain personal reflections and reasons for the explanation</p>	<p>ARE= Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups</p> <p>ARE+ make connections with prior learning – Islam, Sikhi and explain the connection</p>	<p>ARE= Present a range of views and answers to challenging questions about belonging, meaning and truth</p> <p>ARE+ explain the impact on social, moral, spiritual and culture 'in Buddhism.... Yet in Christianity'</p>
<b>Human responsibility and values</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>ARE= Demonstrate an understanding of the importance of showing care and responsibility for the world</p> <p>Identifying the shared values in two communities ARE+ explain examples considering impact.</p>	<p>ARE= Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility</p> <p>ARE+ explain the impact when there is no understanding of shared values</p>	<p>ARE= Describe the diversity of local and national communities.</p> <p>Identify some shared communal values and responsibilities</p> <p>ARE+ Explain the challenges of a diverse community</p>	<p>ARE= Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility.</p> <p>Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief. ARE+ Explain the impact of intolerance in diverse communities</p>
<b>Justice and fairness</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>ARE= Demonstrate a reflection of moral stories and why individuals make choices about what is right and wrong, just and fair ARE+ explain – 'which means that...'</p>	<p>ARE= Consider and discuss questions on matters that are important in the world, including choices about what is right and wrong ARE+ offer more detailed explanation of the impact when right and wrong choices are made</p>	<p>ARE= Identify and describe how people with religious beliefs and worldviews make choices about what is right and wrong</p> <p>ARE+ explain examples by reflecting on prior studies – Islam and Sikhi</p>	<p>ARE= Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong.</p> <p>Considering possible effects of different moral choices. ARE+ Explain the impact on society</p>