

# 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 Worldviews 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 to Pupils' achievement can 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.

Teaching sequences are supplemented with resources from Plan Bee, particularly when teaching the focus faith in each year group.

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 2023-2024

	Autumn Term		Spring Term		Summer Term	
Year 3 Christianity and Islam	Marking festivals, traditions and key events in life. Symbolic expression in prayer and worship. Advent and Christmas traditions around the world <b>Symbols and Actions</b> <b>Beliefs and Practices</b>	<b>Understanding Christianity Creation and Fall</b> What do Christians learn from the Creation Story? <b>Ultimate Questions</b>	Sacred texts and stories, their guidance and impact Communicating through sacred spaces and prayer Exploring Lent, Holy Week and Salvation <b>Prayer Worship and Reflection</b>	<b>Understanding Christianity People of God</b> What is it like to follow God? <b>Beliefs and Practices</b> <b>Human Responsibilities and values</b> <b>Justice and Fairness</b>	Belonging to a family, a community, challenges and religious leadership. Taking responsibility for living together, values and respect Right and wrong, just and fair <b>Identity and Belonging</b> <b>Human Responsibilities and values</b> <b>Justice and Fairness</b> <b>Sources of Wisdom</b>	<b>Understanding Christianity Incarnation</b> What is the Trinity? <b>Sources of Wisdom</b>
Year 4 Christianity and Sikhi	Marking festivals, pilgrimage, Symbolic expression in prayer and worship <b>Beliefs and Practices</b> <b>Symbols and Actions</b> <b>Sources of Wisdom</b>	<b>UC Gospel</b> What kind of world did Jesus want? <b>Human Responsibilities and values</b>	Belonging to a community, individual commitment and religious leadership traditions and key events in life Different ideas about God and gods, creation and ultimate questions Communicating through sacred spaces and prayer <b>Identity and Belonging</b> <b>Prayer Worship and Reflection</b> <b>Beliefs and Practices</b>	<b>UC Salvation</b> Why do Christians call the day Jesus died Good Friday? <b>Ultimate Questions</b>	Sacred texts and stories, their guidance and impact  Taking responsibility for living together, values and respect Right and wrong, just and fair  <b>Sources of Wisdom</b> <b>Human Responsibilities and values</b> <b>Justice and Fairness</b>	UC Kingdom of God When Jesus left, what was the impact of Pentecost? <b>Sources of Wisdom</b>
Year 5 Christianity and Judaism	<b>UC God</b> Is God Loving and Holy? Celebrations, key events in life and pilgrimage Symbolic ways of expressing meaning <b>Beliefs and Practices</b> <b>Symbols and Actions</b> <b>Identity and Belonging</b> <b>Ultimate Questions</b>	<b>UC Creation</b> Creation and Science, Complimentary or Conflicting? <b>Ultimate Questions</b>	Belonging to a community, individual commitment and religious leadership Communicating beyond prayer and sacred spaces Reflecting on ethics, what is right and wrong, just and fair (consider guidance of commandments) <b>Justice and Fairness</b> <b>Identity and Belonging</b> <b>Prayer Worship and Reflection</b> <b>Symbols and Actions</b> <b>Ultimate Questions</b>	<b>UC People of God</b> How can following God bring Justice and Freedom? <b>Human Responsibilities and values</b> <b>Justice and Fairness</b> <b>Sources of Wisdom</b>	Sacred texts and stories, their guidance and impact Taking responsibility for living together, the world, values and respect (Jewish concept of Tikkun Olam and Tzedekah – giving to charity) <b>Sources of Wisdom</b> <b>Human Responsibilities and values</b>	<b>UC Incarnation</b> Was Jesus the Messiah?  <b>Identity and Belonging</b>
Year 6 Christianity and Buddhism	Celebrations and key events in life Symbolic ways of expressing meaning Exploring the annunciation in a sacred and secular Christmas <b>Beliefs and Practices</b> <b>Symbols and Actions</b> <b>Identity and Belonging</b>	<b>UC Gospel</b> What would Jesus do? <b>Sources of Wisdom</b>	Belonging to a community, individual commitment and religious leadership Communicating beyond prayer and sacred <b>Identity and Belonging</b> <b>Prayer Worship and Reflection</b>	<b>UC Salvation</b> What did Jesus do to save Human Beings? <b>Sources of Wisdom</b>	Sacred texts and stories, their guidance and impact Taking responsibility for living together, the world, values and respect different ideas about God and gods, creation and ultimate questions Reflecting on ethics, what is right and wrong, just and fair <b>Sources of Wisdom</b> <b>Human Responsibilities and values</b> <b>Ultimate Questions</b> <b>Justice and Fairness</b>	<b>UC Kingdom of God</b> What kind of King is Jesus? <b>Prayer Worship and Reflection</b>