

R.E at Mill Lane

(Religious Education)

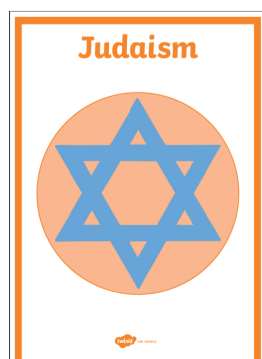
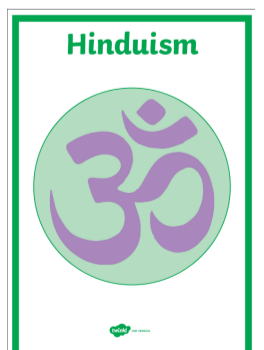
Becoming a Religious Thinker



At Mill Lane Community Primary School and the Windmill Community Nursery, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other 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. Linked to the national curriculum, children will learn about and from religion and belief.



Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. Religious Education plays an important role, along with all other curriculum areas, particularly PSHE, in promoting the spiritual, moral, social, and cultural development of our children.





R.E in the Early Years

In Nursery children should

- ◆ Develop their sense of responsibility and membership of a community.
- ◆ Continue to develop positive attitudes about the differences between people.

In Reception children should:

- ◆ See themselves as a valuable individual.
- ◆ Think about the perspectives of others.
- ◆ Talk about members of their immediate family and community.
- ◆ Name and describe people who are familiar to them.
- ◆ Understand that some places are special to members of their community.
- ◆ Recognise that people have different beliefs and celebrate special times in different ways.

By the end of Reception children should:

- ◆ Show sensitivity to their own and others' needs.
- ◆ Talk about the lives of the people around them and their roles in society.
- ◆ Understand the past through settings, characters and events encountered in books read in class and storytelling.
- ◆ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.



R.E in Year 6

Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance. Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life. Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come. Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.

Justice & Freedom: Children will read a range of stories, from different world religions, examining the concepts of justice and freedom. They will learn how key figures in history, such as Martin Luther King, were informed and influenced by their own religious beliefs. They will examine the impact of different religious and non-religious ideas about the formation of the Non-Violent Protest and Human Rights Movements. They will conclude the unit by consolidating their understanding of freedom and justice by examining which, if either, is more important, using their learning in this unit to debate this question.

Creation Stories: Children will learn a range of creation stories from world religions, less known or extinct religions as well as different cultures. They will sequence, compare and contrast the stories throughout the unit.

Humanism: This unit gives an overview of humanism. It examines the difference between religious and non-religious worldviews. It then focuses specifically on humanism, its origins, core beliefs and the meaning of the Happy Human symbol.

The Christmas Story: The unit will look at The Christmas Story in depth and encourage children to look for differences and similarities in the two accounts within the Bible. The children will investigate traditions associated with celebrating Christmas both here and around the world.

What Matters Most: In this unit children will look at the different values and some of the traditions from different faiths and worldviews. Before looking at different faiths and worldviews children will first think about what matters most to themselves. Children will learn different elements of faiths and worldviews and consider what matters to each one. The unit concludes with children reflecting on what they have learnt and reassessing how their perceptions of what matters most in life may have changed.

Eternity: Children will explore the definition of and popular ideas relating to the concept of eternity. They will compare concepts of eternity from both religious and non-religious worldviews. This will culminate in an end of unit project, where children will reflect on and create a presentation based on their learning.

R.E in Year 5

Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance. Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life. Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come. Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.

Peace: This unit will look at each religion's view of peace and take children on a journey through different acts of achieving and creating peace. The children will compare and contrast the concept of peace across religions. Look at symbolic people of peace and well known symbols of peace before creating their own.

The True Meaning of Christmas: The children will start by questioning the meaning of Christmas to them and then learn about the Christian meaning of Christmas. The children will question if the true meaning of Christmas is still present today and question if the meaning has changed for some.

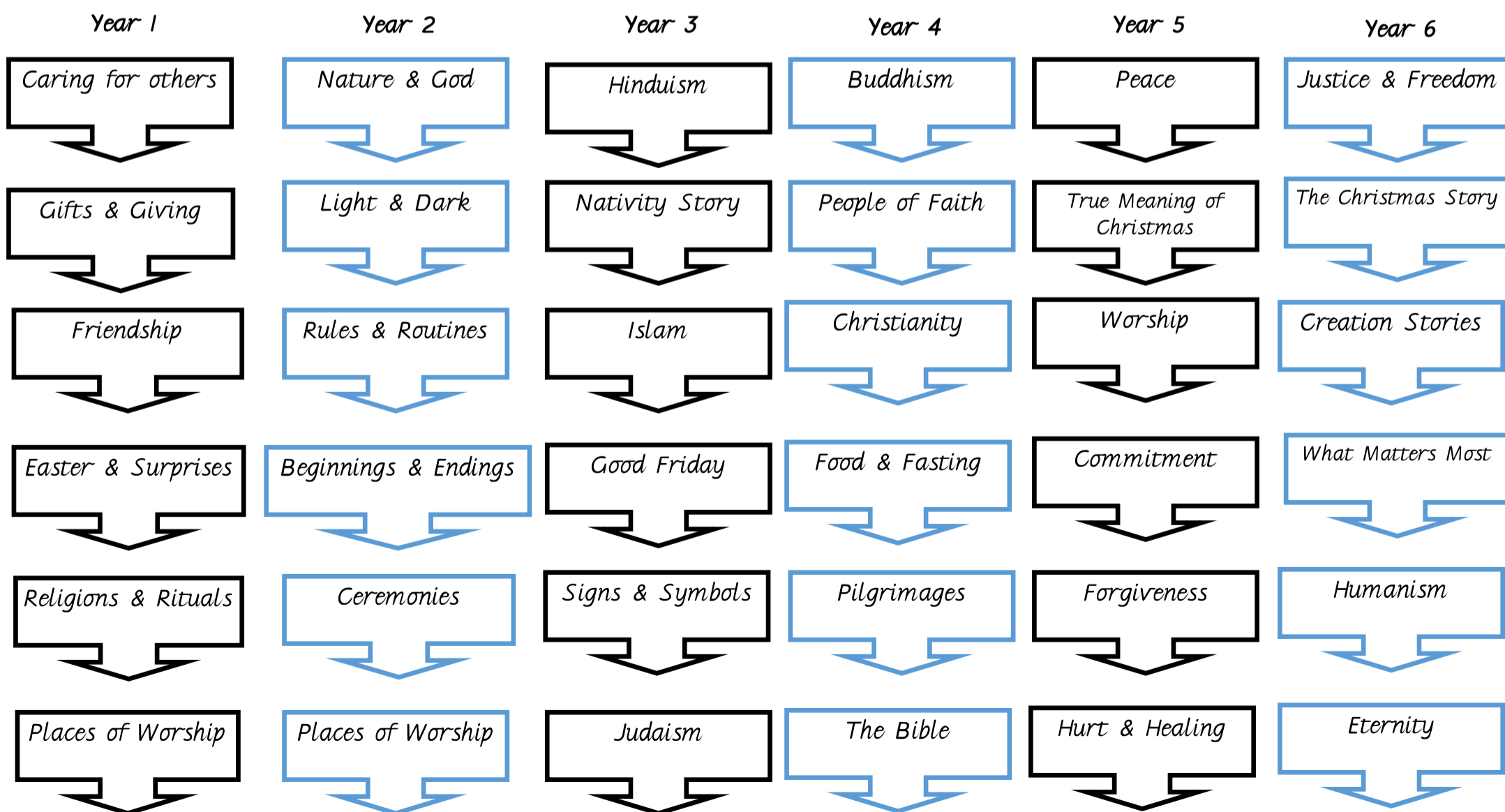
Worship: In this unit, children will focus on aspects of worship across different faiths. They will explore what worship is, what it means to religious believers and how believers worship differently. Children will consider different forms of worship and work independently, and with others, to share their learning about worship through music, art and objects. They will finish by discussing freedom to worship around the world.

Commitment: This Unit discusses the concept of commitment in both religious and non-religious ceremonies and daily life. By giving examples of commitments made by famous figures, it encourages children to make their own goals and invites them to review their commitment each week. Children also explore the concept of sacrifice and why sacrifices may be made. They will examine and discuss a range of religious and non-religious commitments and sacrifices made by others. They find out about non-religious, Jewish and Christian coming of-age ceremonies, fasting within Islam and marriage within Hinduism. Children will then apply their learning by planning their own commitment ceremony and consider the changes they might make in their lives for the benefit of themselves and others.

Forgiveness: Children will explore what is meant by forgiveness and the role forgiveness plays in world religions. Children will learn about Jewish beliefs about forgiveness, finding out more about Yom Kippur with a focus on the objects used and what Jewish people do at Yom Kippur. Children will also develop an understanding of Buddhist beliefs about forgiveness, reflecting on how the Eightfold Path influences Buddhists in their approach to forgiveness. They will use their knowledge of the beliefs held by Jewish people and Buddhists to help them draw comparisons regarding views on forgiveness. Children will explore the feelings involved when people forgive and are forgiven. They will use their understanding about forgiveness to create and explain a symbol which represents the concept of forgiveness, working collaboratively with others to deliver a presentation to explain this.

Hurt & Healing: Children will explore concepts of hurt and healing and how people cope when faced with difficult situations. They will begin the unit by thinking about what is meant by hurt. They will then look in depth at a series of Bible stories featuring themes of hurt and healing. Children will then look at the Buddha's teaching on suffering. Next children will learn more about Humanism and how Humanists make sense of suffering. Finally, children will compare and contrast the different views they have learnt about.

Overview of Learning within Each Year Group



Key Themes within Each Religion

Within each topic key themes will be covered for each religion. Children will revisit themes as they move through the school and will build on prior knowledge and experiences. By the time they reach Year 6, children will be drawing on previous learning to compare different religions.

Christianity

Year 1
 Stories: Good Samaritan, David & Jonathon.
 Festivals: Christmas & Easter
 Holy Communion
 Church
 The 12 Disciples

Year 2:
 Stories: Creation
 Festivals: Harvest, Advent, Christingle, Christmas & lights, Easter (Crucifixion & Resurrection)
 10 Commandments
 Baptism

Year 3
 Stories: The Nativity
 Festivals: Easter (Good Friday, Last Supper, Crucifixion, Resurrection)
 Signs & symbols

Year 4
 Origins
 People of Faith: Bear Grylls
 Symbols
 The Trinity
 Bible: Old Testament, New Testament
 Pilgrimage
 Denominations: Catholics, Anglicans
 Food & Fasting: Bread & wine, Lent

Year 5
 Stories: Adam & Eve, Job
 Festivals: Christmas (traditions, meaning behind it)
 Worship: Lords Prayer, hymns, art
 Holy Communion

Year 6
 Stories: The Christmas story (comparisons, gospel evaluations, celebrations around the World).
 Creation story

Sikhism

Year 1
 Gurdwara & Langar

Year 2
 Festivals: Vaisakhi (harvest)
 5 Ks
 Naam Karan (baby naming ceremony)
 Dastar Bandi
 Gurdwara

Year 3
 Signs & symbols

Year 4
 People of Faith: Fauja Singh
 Pilgrimage
 The Bible: Old/New Testament, Gospels, Parables, Use

Year 5
 Worship: hymns, prayer, Gurdwara, artefacts

Year 6
 Stories: Creation

R.E in Year 4

Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1. Children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life. Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come. Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views. Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.

Buddhism: This unit will explore key aspects of the Buddhist faith. They will find out where Buddhism originated, about special places linked to Buddhism and about key festivals in Buddhist life. The children will also learn about symbols in Buddhism, the Buddhist holy book and the main beliefs held by Buddhists.

People of Faith: Children will learn about the lives of people of faith from different religions. They will identify key events in their lives, how their faith and beliefs have influenced them to overcome challenging circumstances, and how it has inspired their lives and work. They will compare and contrast these experiences throughout the unit. Children will explore their stories before examining the role of beliefs and/or faith in their own lives.

Christianity: This unit will teach children about key aspects of the Christian faith. They will find out where Christianity originated, about special places linked to Christianity and about key festivals in Christian life. The children will also learn about symbols in Christianity, the Christian holy book and the main beliefs held by Christians.

Food & Fasting: During this unit, children will explore the role food plays within religions. They will discuss how food is used in everyday life, before looking at examples of its use within specific religions. Children will learn about food rules within Judaism, how abstaining from food can be a religious act with reference to the Christian festival of Lent, and will consider how and why religious believers fast through looking at the Muslim festival of Ramadan. Children will then discuss how food is also used within religions for celebrations, before applying all they have learnt to plan a celebratory feast event.

Pilgrimages: Children will learn about what a pilgrimage is for both secular and religious people. They will then focus on the six main world religions and identify the role of pilgrimage in that religion. This will include finding out about specific pilgrimages, such as the Hajj, when and where the pilgrimages take place, and what takes place during the pilgrimage. This unit builds on the special places lessons in other RE units focusing on specific religions in Years 4.

The Bible: Children will look at the Bible in Christianity, its origins, its role as a sacred religious text and how it is used by Christians around the world. Children will consider the authorship of the Bible, discussing the Christian belief that it is the Word of God whilst finding out about different writers of books in the Bible. They will discuss the different text types used in the Bible and explore a story in greater depth. Children will apply their learning to consider an item or book that is sacred to them, and reflect on how respect can be shown to things that are sacred to others.

R.E in Year 3

Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KSI. Moving on from KSI, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life. Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come. Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views. Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.

Hinduism: The Hinduism unit gives children an overview of Hinduism, focusing on its origins, core beliefs, festivals and special places. Children will explore the different holy books, identify key Hindu symbols and understand their meanings

Islam: Within this unit, children will learn about key aspects of the Muslim faith. They will work creatively to enhance their learning experience. They will find out where Islam originated, about special places linked to Islam and about key festivals in Muslim life. The children will also learn about symbols in Islam, the Muslim holy book and the main beliefs held by Muslims.

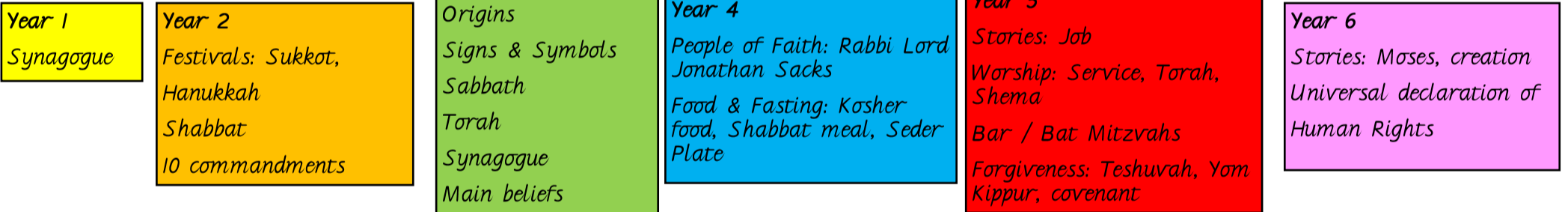
Signs & Symbols: In this unit, children will explore the significance of religious signs and symbols. They will look at everyday symbols and consider why they are important. They will then look at symbols of God and how these are used across many religions. There are four lessons that explore symbolism in specific religions: Christianity, Hinduism, Islam and Judaism. The children will reflect on their new learning during which they can create a selection of symbols using clay.

Nativity Story: This unit will teach your class about the key parts of the Nativity story. The children will work creatively to enhance their learning experience. They will find out how the Nativity story began, the journey undertaken (relating it to the children's own understanding of journeys and distance), where Jesus was born and why, the visitors who came after the birth and how baby Jesus' life was at risk. The unit will conclude with the children thinking through the different parts of the Nativity story to decide what they feel is the most significant part of the story for Christians today.

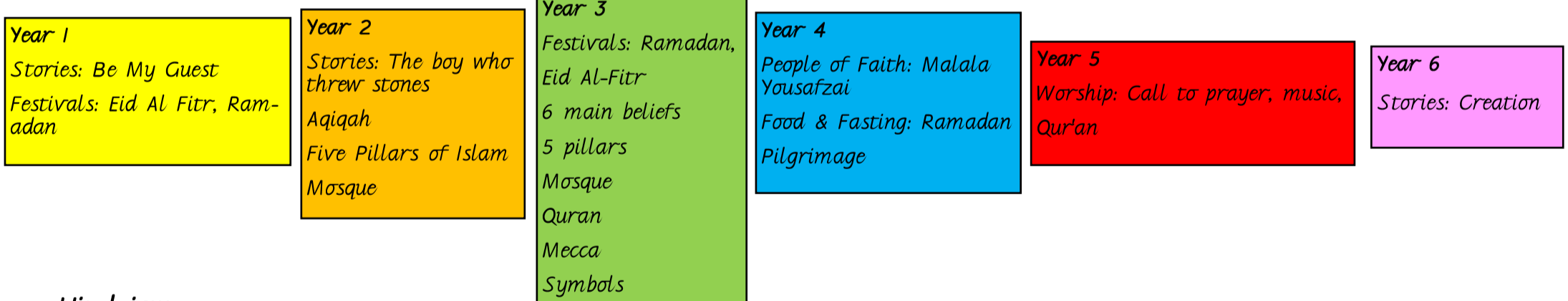
Good Friday: This Christianity unit will teach children about key aspects of the Easter story and will focus on the question: 'What is good about Good Friday?' The children will work creatively to enhance their learning experience. They will start with an overview of the Easter story. They will move on to focus on the good within the Easter story by looking at the words of Jesus and the actions of people. Finally, the children will look at the hope new life brings and this idea within the Easter story.

Judaism: This unit will explore key aspects of the Jewish faith. Children will work creatively to enhance their learning experience. They will find out where Judaism originated, about special places linked to Judaism and about key festivals in Jewish life. The children will also learn about symbols in Judaism, the Jewish holy book and the main beliefs held by Jews.

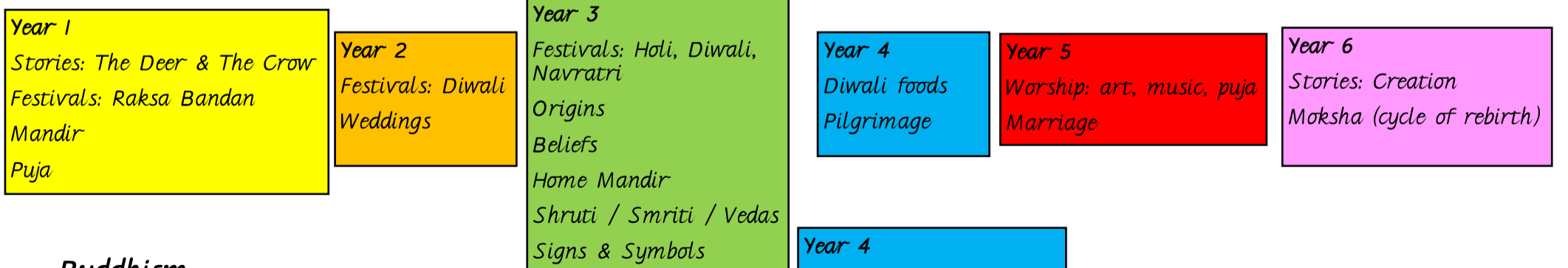
Judaism



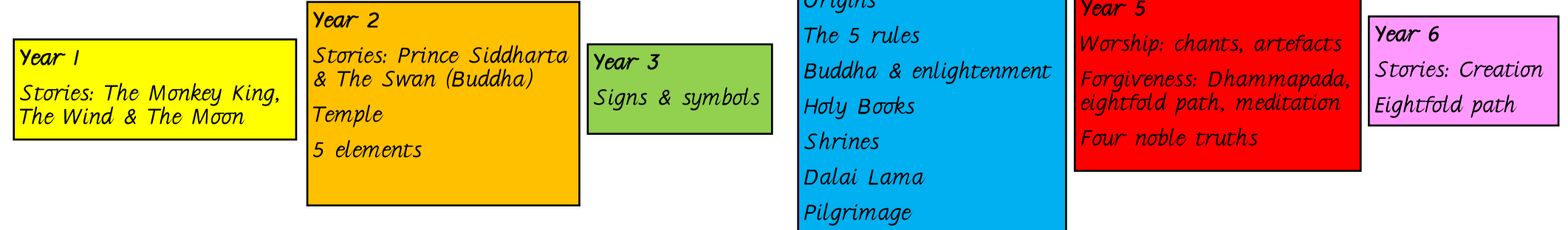
Islam



Hinduism



Buddhism



R.E in Year 1

Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals. Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies. Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life. Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them. Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.

Caring for Others: This unit will teach children how they can be kind to each other and look after one another. Children will learn about kindness and the importance of caring for others, by exploring the values of different religions. This includes reading stories from different faiths e.g. Good Samaritan (Christianity), The Monkey King (Buddhism) and Be My Guest (Islam). They will also be learning about religious festivals and practices e.g. Raksha Bandan & Langar.

Gifts & Giving: This unit will encourage children to think about different types of gifts we can give and why giving is important. It will also teach children about the Christian celebration Christmas and the Islamic festival Eid Al-Fitr. Children will learn why Christmas is important to many Christians and why Eid Al-Fitr is important to many Muslims. Children will learn how they are both celebrated and will then go on to explore the importance of giving and gifts in both celebrations.

Friendship: This unit will teach children about what it means to be a good friend. Children will think about who their friends are and the qualities they have which make them good friends. Children will consider how they can be a good friend to others and think about what happens when friends disagree and argue, with a focus on resolving conflict. Children then go on to explore stories of friendship from different religions and reflect on how the characters in the stories show their friendship e.g. The Wind & The Moon (Buddhism), The Deer

Easter & Surprises: This unit will teach children about Easter and why it is such an important time for Christians. It will also explain some of the significant days of Holy Week which lead up to Easter. Children will then explore the concept of surprises and relate this to the Easter story and the resurrection of Jesus. At the end of the unit they will learn how Easter is celebrated.

Religions & Rituals: In this unit, children learn about what rituals are and how they differ to routines. They think about the non-religious rituals they do every day or at special times and then learn about some important rituals in religions. Children explore the rituals associated with prayer for Muslims, Worship for Hindus and Holy Communion for Christians.

Places of Worship: In this unit, children will consider what a place of worship is, before exploring key features of a Jewish synagogue, Hindu mandir and Christian church. They will learn about objects, design and uses of each place of worship. Children will then discuss the importance of places of worship to religious believers and communities. To end the unit, children will consolidate their learning by applying the key

R.E in Year 2

Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals. Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies. Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life. Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them. Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.

Nature & God: This unit will teach children about how nature can be important across religions and encourage them to make links between religions. Children will learn the Christian Creation story, about the importance of harvest to some Christians and Jews by learning about harvest festivals and Sukkot. Children then go on to hear stories from Buddhism and Islam which highlight the importance of looking after nature. They then go on to think about how the messages in these stories can help them in their everyday lives.

Light & Dark: This 'Light and Dark' unit will teach children about the importance of light to many in Christianity, Hinduism and Judaism through learning about Advent, Christmas, Diwali and Hanukkah. Children learn how and why light can be important to each festival through participating in lots of practical and creative activities. Children will think about what light and darkness can represent and symbolise in each religion. Towards the end of the unit children will begin to make simple links and comparisons between the different religions.

Rules & Routines: This 'Rules and Routines' unit will teach children about why we have rules and routines and how they help us in our everyday lives. Children then go on to learn about rules and routines from the viewpoint of different religions: Christianity, Judaism, Islam and Sikhism. Towards the end of the unit, children are introduced to humanism and the beliefs of humanists.

Beginnings & Endings: Children will explore how beginnings and endings are marked in special ways in different religions and their own lives. They will explore religious rituals for the beginning of a child's life and a believer's journey of faith, as well as finding out how Sikhs celebrate the end of one year and beginning of a new year. Children will also explore the Christian story of Easter and make links with the idea of new life. To end the unit, children will apply what they have learnt about religious beliefs and practices by designing their own ceremony to mark a beginning or ending in their own life.

Ceremonies: In this unit, children will learn about what a ceremony is, understanding common features of religious and non-religious ceremonies. They will find out about what happens at an Aqiqah, a Bar and Bat Mitzvah, a Dastar Bandi and a Hindu wedding. Children will consider how people feel at these important ceremonies and will draw similarities and differences between them. They will use their knowledge and understanding about ceremonies to help them to work with others to plan their own ceremony.

Places of Worship: Children reflect on special places and discuss a place that is special to them. They will learn about what a place of worship is and what happens there. The children will learn about what a visitor to a mosque, a gurdwara and a Buddhist temple might see and they will gain an understanding of how a visitor should behave in each of these places of worship. They will also develop an understanding of why places of worship are so important to the people who attend them. Children will explore similarities and differences between the places of worship they have been learning about and will apply their knowledge and understanding about places of worship by working with others to design a non-religious special place