



R.E. POLICY
HOLTSMERE END JUNIOR SCHOOL
Summer 2021
To be reviewed Summer 2023

Intent:

To develop the teaching and learning of R.E. across the school, as children develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.

The Religious Education curriculum has been planned to be mastery of a body of subject-specific knowledge designed specifically to meet the needs of our children.

At Holtsmere End Junior School we believe that the skills are the by-product of the knowledge, not its purpose.

Learning is defined as an alteration of the long-term memory. If nothing has altered in long term memory, nothing has been learned. Therefore the Religious Education curriculum has been planned accordingly to 'make knowledge stick'.

At Holtsmere End Junior School we know that vocabulary size is related to academic success, and schooling is crucial for increasing the breadth of vocabulary. Skills and knowledge for the subject have been identified and are lesson specific. Skills start with an imperative verb eg. Explore, consider, investigate... Knowledge is 'to learn' and will be key facts. Hooks to engage children will be planned for and should be varied with a focus on real artefacts where possible. Challenge and Choice should be included in most lessons or some form of differentiation clearly identified. Differentiation will always focus on how children can demonstrate their subject specific ability and not have a barrier to this, for example their ability to write. Planned opportunities for cross curricular writing will be included, where appropriate.

Implementation:

BACKGROUND TO RELIGIOUS EDUCATION AT OUR SCHOOL

Religious Education (RE) is not a National Curriculum subject, but must be provided for all registered pupils in state-funded schools in England including those in the sixth form, unless children are withdrawn by their parents. It is a necessary part of a broad and balanced curriculum (note 1).

As RE is not nationally determined as a locally agreed syllabus, RE is prepared by a local Standing Advisory Council on Religious Education (SACRE) and adopted by a local authority. It is this

Hertfordshire Agreed Syllabus of Religious Education 2017-2022, which we have used as the basis of our planning and delivery of RE (note 2).

Families who send their children to this school are in the main 'nominally' Christian, of no faith or from a range of other faith backgrounds, including Hindu, Muslim and Jewish faiths. Our school is committed to valuing the opinions, beliefs and practices of all and to showing sensitivity to minority groups.

Aims and objectives

We believe at this school that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually, is reflected in the RE curriculum.

RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Purpose of Study: At this school we aim to achieve high quality RE for all pupils. RE teaching provides pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews (note 3) which give life value. RE aims to enable pupils to become religiously and theologically literate (note 4) so they can engage in life in an increasingly diverse society. It is not about telling pupils what religious views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.

Aims: The curriculum for Religious Education aims to ensure that all pupils develop knowledge and understanding of sources of wisdom (note 5) and their impact whilst exploring personal and critical responses.

Sources of wisdom and their impact. 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

Personal and critical responses. All pupils should:

- 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

CONTENT AND APPROACH

From Year 3 to Year 6 pupils must:

- follow a coherent and systematic study of the principal religion of Christianity across each key stage and
- be introduced to the other five principal religions represented in Great Britain by the end of key stage 2

Years 3 and 4 Years 5 and 6	<p>A minimum of four religions are studied. Christianity and at least three principal religions chosen from Buddhism, Hinduism, Judaism, Islam and Sikhism will be studied in depth. Pupils also learn from other religions and worldviews in thematic units.</p> <p>Lower KS2 - Christianity (Islam, Hinduism, Sikhism). Upper KS2 - Christianity (Judaism, Buddhism). All six principal religions are introduced or revisited by the end of ¹the key stage 2.</p>
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Teaching the programmes of study contributes to developing religious and theological literacy through religions and worldviews. We explore eight key areas of learning within each teaching year group/ throughout the key stage to meet the aims of our curriculum (in no particular order)

Beliefs and practices

Sources of wisdom

Symbols and actions

Prayer, worship and reflection

Identity and belonging

Ultimate questions

Human responsibility and values

Justice and fairness

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. Through a range of strategies, such as: enquiry, exploration, discussion, asking and answering questions, artefacts, visits and visitors of faith and belief, pupils are actively engaged in learning.

TIME ALLOCATION FOR RE

In line with the requirements of the Hertfordshire Agreed Syllabus of Religious Education 2017-2022:

At Key Stage 2 pupils spend 156 hours over 4 years (approximately 13 hours per term).

These minimum time requirements include visits and RE curriculum days but not school productions related to festivals, assembly or collective worship time.

(See Collective Worship policy).

WITHDRAWAL

At this school it is our practice to talk to parents to ensure that they understand the aims and value of the RE curriculum before honouring the right of withdrawal from RE (note 6). Parents of a pupil at a community, foundation or voluntary school have a right to withdraw their children from RE. If a parent asks for their child to be wholly or partly excused from attending any RE the school must comply unless the request is withdrawn. Any parent who wishes to withdraw their child is expected to consult the headteacher. Teachers may also withdraw from the teaching of RE.

ASSESSMENT, RECORDING AND REPORTING (see school Assessment policy)

The Hertfordshire Agreed Syllabus for Religious Education 2017-2022 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of key stage learning outcomes as a requirement outlined in the syllabus. Assessment in RE is seen in its broadest sense and is not limited to measurement and testing.

Through activities for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. This information is then recorded against expected learning outcomes for assessment and in line with other areas of the curriculum. At this school we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment.

School reports are sent home in the summer term of each year and the RE report is written with reference to the records made or pieces of work retained.

PLANNING

In order to ensure that our aims are met and the Programme of Study is covered at each key stage the school follows the enquiry based approach set out in 'Religion for Today and Tomorrow' produced by Herts for Learning in 2017. Our long term planning builds-in coverage of and progression in both the content and concepts outlined in the eight key areas of learning. Our schemes of work ensure that pupils have encountered and explored the religions mentioned through Key Stage 2. We have used a combination of teaching through lessons, RE workshops and visits that are dependent on the material which has to be covered.

Short term planning of individual lessons is a matter for the class teacher but do follow a whole school proforma guide. The RE Subject Leader is available to help with this and keeps a range of teachers' resources as a guide. When planning each unit of work the teacher will identify which parts of the programme of study are to be the focus, the learning objectives for the unit, the learning tasks planned to achieve them, time allocated and any resources, visits or visitors needed. The work planned must be relevant to the needs of all pupils.

CROSS CURRICULAR APPROACHES

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions. Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

RE presents many opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

The RE curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development knowledge and awareness of Prevent, British values, keeping children safe and the diversity, equality and cohesion agendas, these are all essential contributing factors in providing outstanding RE teaching and learning for all children.

Impact:

Ongoing Assessment

We assess the children's progress by making informal judgements during lessons or through the work the pupils produce, against the attainment target outcomes identified in the skills and knowledge ladder (See Appendix I). Marking and verbal feedback provide guidance to help progress. Once a term, the teacher makes a formal summary judgement about the attainment of each pupil in relation to the skills set out below. Children's self-assessment of their own knowledge skills development will feed into the teacher's assessment.

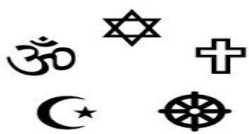
Monitoring, review, leadership and management

The coordination and planning of the R.E. curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching, by keeping informed about current developments in the subject and providing a strategic lead and direction for this subject. The RE subject leader manages this area of the curriculum in line with our job description for subject leaders. There is a yearly staff meeting on RE, led by the subject leader; where areas for development are discussed. This policy is reviewed at that meeting to ensure it still represents the values and practice of the school.

ADDITIONAL NOTES

1. *Schools Standards and Framework Act 1998, Schedule 19; Education Act 2002, Section 80. See also section 78 of the 2002 Education Act, which applies to all maintained schools. Academies are also required to offer a broad and balanced curriculum in accordance with Section 1 of the 2010 Academies Act.*
2. *The locally agreed syllabus is statutory for maintained schools without a religious character and Voluntary Controlled schools. Voluntary Aided schools are not obliged to use the locally agreed syllabus. They must, however teach RE in accordance with their trust deed. Faith and non-faith academies and free schools may use their locally agreed syllabus, or a different locally agreed syllabus (with permission of the SACRE concerned), or devise their own curriculum.*
3. *The principal religious traditions taught are, in accordance with guidance from the DfE, Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. Humanism and Atheism are worldviews which are appropriate to include as part of the RE curriculum. Where we have pupils who are members of other world faiths (e.g. Baha'i or Jain) then in line with our inclusion policy and valuing of the individual, we include aspects of that religion in RE.*
4. *'Religious literacy' focuses on the human experience of religion and belief and the development of skills for expressing these experiences. 'Theological literacy' focuses on the big concepts upon which religions are founded, such as God, creation and the afterlife and the development of skills for expressing these concepts. These big concepts are explored through the non-statutory additional guidance document. ^{SEP}*
5. *Sources of wisdom include: sacred texts, psalms, hymns, prayers, poems, letters, paintings, icons, artefacts and people. ^{SEP}*
6. *(DfES Circular 1/94 para 44-49).*

Progression of skills and knowledge in Religious Education



Year 3 - Christianity, Hinduism and Sikhism	Year 4 - Christianity and Islam	Year 5 - Christianity, Judaism and Buddhism	Year 6 - Christianity, Buddhism and Humanism
Autumn	Autumn	Autumn	Autumn
<p>Beliefs and Practices</p> <p>Non-Statutory exemplars Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities.</p> <p>Herts Syllabus objectives and Key Questions To know the way Christianity and Sikhism traditions of celebrating festivals and important life events i.e. Christianity - Baptism/ Christening Sikhism - naming ceremonies. Consider why and how saints are remembered for example, St Alban. Research different ways of celebrating the same events and</p>	<p>Identity and Belonging</p> <p>Non-Statutory exemplars Give examples of how individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders.</p> <p>Herts Syllabus objectives and Key Questions Explore how the Five Pillars of Islam guide Muslims in their daily lives and question why some Muslims pray five times a day whilst others do not. To be able to link the roles and duties of historical and religious leadership (e.g. Jesus, Mother Theresa, Muhammad, Imam) on followers and in their own lives. Explain what it means to belong to a faith community.</p>	<p>Beliefs and Practices</p> <p>Non-Statutory exemplars Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage.</p> <p>Herts Syllabus objectives and Key Questions To explore what it means to live in faith, for example as a Christian Britain today, considering diversity. Reflect on spiritual or secular ways of celebrating the same and different festivals (e.g. Christmas). They learn about diverse responses to sacred rituals and rites of passage in different traditions. They develop an understanding of key Christian concepts (e.g.</p>	<p>Identity and Belonging</p> <p>Non-Statutory exemplars Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present.</p> <p>Herts Syllabus objectives and Key Questions To explore what it means to live as a Christian/Jew in Britain today. To reflect on spiritual ways of celebrating the same and different festivals (e.g. Christmas). To explain how keeping ancient laws in the modern day may be difficult for following a religion in response to sacred rituals (Kosher). To make connections and</p>

<p>ceremonies of belonging.</p> <p>Statutory expected learning outcomes Describe, make connections and reflect on some religious and non-religious worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.</p> <p>Herts Syllabus objectives and Key Questions Explore two contrasting religions (Sikhism and Christianity), pupils describe different ways and traditions of celebrating festivals (e.g. Advent) and marking important events in life. They explore the inner meaning behind the key practices including Sikh and Christian birth traditions and consider why there are different ways of marking the same event (e.g. Christmas, Eucharist, Advent and Diwali) around the world.? 'Why do some</p>	<p>Statutory expected learning outcomes Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.</p> <p>Herts Syllabus objectives and Key Questions To explore where we may belong. To discover how some people identify and define themselves, what belonging might mean and how it shapes their lives. Considering some of the challenges individuals and communities face, they ask if you need to have faith to understand commitment. Explore how people belong to a faith community.</p> <p>Through a place of worship visit (Mosque), pupils learn what makes a religious leader and their impact on followers.</p> <p>Key Vocabulary Five Pillars, Muhammad,</p>	<p>incarnation), the life of Jesus and practices in the Church year. Pupils make connections and develop an understanding of spiritual journeys and the importance of pilgrimage for believers.</p> <p>Statutory expected learning outcomes Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.</p> <p>Herts Syllabus objectives and Key Questions Celebrations and key events in life Explore what it means to live as a Christian or Buddhist in Britain today considering internal diversity. Explain some key Christian concepts (annunciation, incarnation, temptation, resurrection, salvation and ascension). How God can be different things to different people. Reflect upon spiritual and internal</p>	<p>develop an understanding. Key Vocabulary Messiah, Moses, Kosher, Shabbat, Passover, Seder, Exodus, Ten Plagues, Matzah, Israelites</p> <p>Statutory expected learning outcomes Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives.</p> <p>Herts Syllabus objectives and Key Questions Belonging to a community, individual commitment and religious leadership Expressing what belonging and faith means in two different traditions pupils explore and compare the life of contemporary key leaders and the qualities of leadership. They examine challenges, commitments and guidance identifying the impact of faith on how followers lives. They express insights into modern day challenges of faith. They raise deep questions and ask what might be the most</p>
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<p>people make pilgrimage (e.g. Golden Temple at Amristar for Sikhs)?</p> <p>Key Vocabulary Christmas, Eucharist, advent, Birth, Resurrection, pilgrimage, Amristar, Verulamium Guru Granth Sahib, Harmandir, Kaur</p>	<p>Imam, Jesus, vicar, leader, faith community, poverty, charity, Kolkata, Ramadan, Eid, Zakat</p> <p>Visit Mosque T.B.C</p>	<p>diversity, comparing ways of celebrating the same and different festivals/events around the world sacred or secular (e.g. Christians and Humanists).</p> <p>Investigate how and why festivals and events are valued by some and not others.</p> <p>Key Vocabulary Tradition, annunciation, incarnation, temptation, resurrection, salvation, symbolism, ascension, reincarnation, secular, symbolism, Advent, Christmas, diversity, Pilgrimage, Hajj, Mecca, Messiah, Prince Siddartha, Buddhism</p>	<p>difficult aspect of being religious in Britain today (e.g. what defines us and what is our purpose?). Focusing on the Easter story and personal heroes, they examine the significance for Christians of Jesus.</p> <p>Key Vocabulary Rosh Hashanah, conscience, neighbour, identity, belonging, dreidel, Pesach, synagogue, kosher, Yom Kippur, Shema, covenant, Rabbis,</p>
<p>Spring</p>	<p>Spring</p>	<p>Spring</p>	<p>Spring</p>
<p>Sources of Wisdom Non-Statutory exemplars Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom. Identify the faith traditions from which these come and their impact on followers.</p>	<p>Ultimate Questions Non-Statutory exemplars Through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer.</p> <p>Herts Syllabus objectives and Key Questions Discuss challenging questions about meaning, purpose and truth. Why are there some questions about</p>	<p>Sources of Wisdom Non-Statutory exemplars Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities.</p> <p>Herts Syllabus objectives and Key Questions To investigate 'What makes a source of wisdom?' Pupils to</p>	<p>Ultimate Questions Non-Statutory exemplars Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups.</p> <p>Herts Syllabus objectives and Key Questions To discuss challenging and deeper questions about meaning, purpose and truth. To consider</p>

<p>Herts Syllabus objectives and Key Questions To know about sacred texts and beliefs about their origin and how they should be treated i.e., The Bible, Examine the power of faith stories and sacred writing from the Hindu and Christian traditions e.g., the story of 'The Good Samaritan'. Explore the impact of authority (e.g. Jesus) on these individual followers.</p>	<p>life to which we don't have the answer i.e. death. Consider the different ideas about God. What does the word mean to people of faith? To describe the attributes of God (e.g. 99 names of Allah and the Trinity). Explore different stories about how the world began (Christianity and Islam). To express creatively theirs and other's ideas on creation, God and heaven through art.</p>	<p>investigate and interpret a range of stories, sacred writing, people and artefacts from different traditions and communities i.e. 'The epistles', The 1st Surah, the Sheema, the Psalms and the parables and worldview responses. To interpret what sources of wisdom communicate to followers and their impact upon groups of faith and belief. They explore key religious figures in different traditions and their actions (e.g. the Dalai Lama is the head Tibetan monk).</p>	<p>reasons why there are different responses and ideas about the divine (e.g. whether God is real). To start to think about life after death and what heaven might look like, considering both Christian and Jewish perspectives. To explore different accounts on how the world began and question how they all can be true. To consider the role of God and the responsibility of humanity. Through creative media, to ask and answer their own questions.</p>
<p>Statutory expected learning outcomes Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom,</p>	<p>Statutory expected learning outcomes Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.</p>	<p>Statutory expected learning outcomes Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom,</p>	<p>Statutory expected learning outcomes Present a range of views and answers to challenging questions about belonging, meaning and truth.</p>
<p>recognising and understanding the impact within different communities and on individual believers. Explore the different stories of the Hindu Gods: Vishnu, Braham, Shiva (Trimurti)</p>	<p>Herts Syllabus objectives and Key Questions To discuss challenging questions about meaning, purpose and truth. To explore and debate why there are different ideas about God and present thoughtful responses to ultimate questions (e.g. Why don't we know what happens when we die? . To continue to learn about different</p>	<p>recognising and understanding the impact within different communities and on individual believers</p>	<p>Different ideas about God and gods, creation and ultimate questions Developing challenging and deeper questions about meaning purpose and truth, pupils consider different perspectives on the questions of creation</p>
<p>Herts Syllabus objectives and Key Questions Explain</p>	<p>different</p>	<p>Herts Syllabus objectives and Key Questions Consider Sacred texts and stories, their guidance and impact. Pupils interpret</p>	<p>questions of creation</p>

<p>what the Trinity is and how it links to Christian traditions.</p> <p>Key Vocabulary Holy Trinity, Holy Spirit, God, Jesus, Samaritan, Priest, Levite, outcast, deity, Lakshmi, Trimurti, Brahma</p> <p>Visit Hindu Temple Watford</p>	<p>responses to the creation story questioning the conflict for Christians and suggesting solutions.</p> <p>Key Vocabulary Allah, God, heaven, Holy Trinity, creation, merciful, supreme, avenger, temptation, creator</p>	<p>and respond to a range of stories, sacred writing and sources of wisdom from the heart of different traditions and communities. They consider how they guide and what they communicate to followers (e.g. What can stories and images tell us about the inspiration for beliefs?). They develop their understanding of key inspirational figures (e.g. Dalai Lama) as sources of wisdom and their contemporary relevance. They reflect on the impact of key sources of wisdom on individuals and different communities.</p> <p>Key Vocabulary wisdom, inspiration crucifixion, Dalai Lama, meaning, faith, wisdom, sense, judgement, Tefillin Mezuzah, Epistle, faith, sacrifice, interpret</p> <p>Visit Church of the Resurrection in Grove Hill</p>	<p>and the beginnings of life on Earth, debating the relationship/conflict between creation and science. Pupils develop their understanding of different beliefs and perspectives about God and life after death in religious and non-religious settings (e.g. what is meant by a 'soul'), constructing answers to their own challenging questions. When God and theological concepts including life, death, and afterlife beliefs are rejected, they question what is truth and where do non-religious people find answers. Prepare a range of Ultimate questions for a Church leader to respond to.</p> <p>Key Vocabulary Perspective, soul, theological concepts, life, death, afterlife, belief, ultimate, understanding, suffering, eternity, spiritual, soul, creation, society, perspective</p> <p>Visit Reverend Austin to visit to Year 6 classes to discuss Ultimate questions at the end of the topic</p>
<p>Summer</p>	<p>Summer</p>	<p>Summer</p>	<p>Summer</p>
<p>Symbols and</p>	<p>Human</p>	<p>Symbols and</p>	<p>Human</p>

<p>Actions</p> <p>Non-Statutory exemplars Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities: Hinduism and Christianity.</p> <p>Herts Syllabus objectives and Key Questions Explore the symbolic power of light across religions (Christmas, Diwali). Explore the importance of sharing food in Christian worship. Key Vocabulary Light, Diwali, Hannukah, Christmas, wudu, genuflection, prayer, mat, worship</p> <p>Statutory expected learning outcomes Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe</p>	<p>Responsibilities and Values</p> <p>Non-Statutory exemplars Recognise the importance of showing care and responsibility for the world, identifying the shared values in two communities.</p> <p>Herts Syllabus objectives and Key Questions Explain the meaning of wisdom. Explore the power of faith stories and sacred writing from the different traditions and examine the impact of these on religious followers. To consider their responsibility for the world and for each other and some religious and worldview responses (e.g. What kind of world did Jesus want?). Children consider what rules different communities (including Humanist) follow about caring for the world/each other (Ten Commandments). They think about what is important and what is valued and compile a moral values charter.</p> <p>Statutory expected</p>	<p>actions</p> <p>Non-Statutory exemplars Describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. Identify some similarities and differences between and within two communities: Christians and Buddhists.</p> <p>Herts Syllabus objectives and Key Questions To compare how religious and symbolic artefacts are used in prayer and practice to express meaning To explore how religious faith is communicated and expressed through the creative arts: hymns and stain glass windows.</p> <p>Statutory expected learning outcomes Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities.</p>	<p>Responsibilities and Values</p> <p>Non-Statutory exemplars Describe the diversity of local and national communities. Identify some shared communal values and responsibilities.</p> <p>Herts Syllabus objectives and Key Questions Discuss/debate how people can live together for the wellbeing of all by considering our social and environmental responsibilities. Explore and respond to religious and moral codes of conduct from the Christian, Jewish and Humanist traditions. To think about why we should care, what is important and what may influence a community and individual's choices. To compare golden rules and consider if and how the world needs repairing (e.g. the Jewish concept of Tikkun Olam). Explore think God in the light of the values of fairness and equality, love, caring and sharing.</p> <p>Statutory expected learning outcomes Explain how diverse</p>
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<p>some similarities between communities.</p> <p>Herts Syllabus objectives and Key Questions To explore the beliefs and practices, pupils explain how actions of worship are symbolic and can communicate a faith commitment beyond words (e.g. food and music). Recognise why and how icons are used in worship. Reflect upon the importance of different deities in Hinduism.</p> <p>Key Vocabulary light, Diwali Christmas, genuflection, prayer, worship, icon, Symbolism, representation, Trimurti, deities</p>	<p>learning outcomes Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.</p> <p>Herts Syllabus objectives and Key Questions To consider their responsibility for the world and for each other and some religious and worldview responses (e.g. How do Humanists show care and responsibility for others?). They consider why might there be different ideas about what is important and what is valued and express their own ideas. They compile a moral values charter applying different religious codes and worldviews and discuss whether having a religious faith helps people to be good. K</p> <p>Key Vocabulary debate, commandments, humanists, responsibility, moral values charter, religious code, worldviews, conscience, non-violence, beliefs, individual</p>	<p>Herts Syllabus objectives and Key Questions Symbolic ways of expressing meaning. Pupils explore and compare how different religions and worldviews express their beliefs through the arts (e.g. poetry, song, and drama). They explore how artefacts and symbolic actions communicate different meaning to individuals. They investigate the mudras (gestures) of the Buddha, the Three Jewels (Buddha, the Dharma and the Sangha) and the wheel and lotus flower in the light of Buddhist teachings and actions.</p> <p>Key Vocabulary Mudras (gestures), The Three Jewels, (Buddha, Dharma and the Sangha), Dharma Wheel, Lotus Flower, performance, charismatic, action, believe, existence, rupa, enlightened, refuge</p>	<p>communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.</p> <p>Herts Syllabus objectives and Key Questions Taking responsibility for living together, values and respect Pupils use local and national census statistics to develop an understanding of the religious make up and diversity of their locality and of Britain. They consider what Jews, Humanists, Christians and Buddhists teach about how people can live together respectfully to create a perfect world. They develop their understanding of responsibility and social justice and question why and how we should care. Pupils respond thoughtfully to ideas about human responsibility and how religious and moral codes are acted upon. Pupils ask how the</p>
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Prayer Worship and Reflection

Non-Statutory exemplars Ask and answer questions about places of prayer and worship and the impact they might make on faith communities.

Herts Syllabus objectives and Key Questions Investigate the role and space for worship in a church, exploring meaning and significance for followers. They examine how

Justice and Fairness

Non-Statutory exemplars Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair.

Herts Syllabus objectives and Key Questions To learn about justice and fairness through the work of development charities (e.g. Christian Aid, Islamic Relief, Oxfam or their local religious charity group) and apply their own ideas on matters that are

Prayer Worship and Reflection

Non-Statutory exemplars Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences.

Herts Syllabus objectives and Key Questions To explore, through enquiry and experience, the role of prayer, reflection, meditation and stillness in different religions and worldviews. To

'Golden Rule' is interpreted in the Humanist tradition.

Key Vocabulary Tikkun Olam Humanist, Secular, Golden Rules, equality, diversity, respect, justice, environment, responsibility, Freedom, Justice, humanist tradition, interpret, values, precept

Justice and Fairness

Non-Statutory exemplars Identify and describe how people with religious and worldviews make choices about what is right and wrong.

Herts Syllabus objectives and Key Questions Discuss/ debate about the reasons why some people (from a religious and or nonreligious background) try to help others in need Explore the practice of justice through the work of different Christian aid

<p>architecture and design may contribute to a worshippers' experience and ask, who hears our prayers? They learn about key prayers and how they might inspire a believer's commitment. T</p> <p>Statutory expected learning outcomes Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections.</p> <p>Herts Syllabus objectives and Key Questions To investigate the role and meaning of places of worship, suggesting why they play a significant part in a religious community or in the home (e.g. puja). They examine ways in which architecture expresses how a community communicates through prayer, worship and reflection. Pupils investigate the nature</p>	<p>important. They explore faith stories that illustrate justice and fairness and how to treat each other (e.g. Zaccheus the Tax Collector and Widow's Mite). They reflect on who decides what is 'right' and what is 'wrong'.</p> <p>Statutory expected learning outcomes Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.</p> <p>Herts Syllabus objectives and Key Questions To discuss their own ideas about justice and fairness through the work of development charities. They discuss the importance of fairness, peace and justice in the light of faith stories (e.g. 'The Milk and the Jasmine Flower', 'How Ganesh got the Elephant Head',) and other sources of wisdom. They explore ethical questions (e.g. does fairness mean everyone gets the same?) and responses to the concept of equality.</p>	<p>observe how some believers communicate through a physical space. To debate whether or not prayer spaces are needed to connect to God and enquire how prayers, might enhance worship. Discuss the importance of collective and private space/ stillness/ silence/meditation as a form of worship.</p> <p>Statutory expected learning outcomes Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.</p> <p>Herts Syllabus objectives and Key Questions Communicating beyond prayer and sacred spaces Engaging with prayers from different religions, traditions and worldviews, pupils explore the role and interpretations of prayer, reflection, meditation and stillness and the impact on individuals. Children learn why meditation and the teaching of compassion and mindfulness are central to Buddhism and</p>	<p>agencies and consider how it links with the life and teachings of Jesus. Explore Judaism and the idea of fairness through the commandment of giving charity (Tzedek) and the importance of supporting communal projects. To evaluate different religious responses to justice and fairness</p> <p>Statutory expected learning outcomes Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.</p> <p>Herts Syllabus objectives and Key Questions Reflecting on ethics, what is right and wrong, just and fair Why isn't the world just and fair? Beyond religious guidance, pupils explore how people decide what is right and what is wrong and how they may choose to live. Pupils develop their thinking about why and how some people (from a religious and or non-</p>
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<p>of prayer and different forms of worship including the Akhand Path for Sikhs and why is it important?</p> <p>Key Vocabulary Puja, shrine, Akhund Path, prayer, worship, reflection, communication, incense, deity.</p>	<p>Key Vocabulary justice, fairness, equality, charity, development, Tax, donation, peace, importance, relief, kindness,</p>	<p>how the Buddhist community use nature to transmit their prayers (e.g. prayer wheels). They ask how does Buddhist mantra enhance worship and is meditation the same as praying. They experience meditation/stilling/silence and mindfulness as a form of worship sharing their thoughts and reflections by writing prayers, responses or meditations suited to a particular occasion and tradition.</p> <p>Key Vocabulary Meditation, stillness, multi-faith, compassion, mantra, mindfulness, wheel, Nirvana Interpretation, reflection, nature, secular, environmental, sacred space, meditation, silence</p>	<p>religious background) try to help others (e.g. victims of poverty, prejudice, crime and those affected by war). Pupils consolidate their ideas about right and wrong, justice and fairness through different religious traditions and through the projects of the company Fair Trade.</p> <p>Key Vocabulary Humanitarian, moral choice, secular, concept, debate, conflict, poverty, prejudice, compassion, desire, suffering, fairness, choice, follower, reasonable, unjust, challenging Mitzvah Day, charity, secular, Tikkun Olam, Gemilut hasidim, Tzedek</p>
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End of Lower KS2 Expectation

By the end of lower KS2 the religiously and theologically literate pupil should: Reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary. Examine the different views and shared ideas about religious experience in religions and worldviews. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging. Explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions. Consider and discuss important issues and moral choices.

End of KS2 Expectation Games - by the end of KS most children will be able to:

By the end of upper KS2 the religiously and theologically literate pupil should: Connect their knowledge

and understanding of some religions and worldviews, reflecting on these, using specific religious vocabulary. Analyse different viewpoints within and between religions and beliefs. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion responding to diverse viewpoints about belonging, meaning and truth. Explore shared human responsibility and values through enquiry and experience and express personal reflections with increasing curiosity. Identify the importance of moral choices, selecting examples and giving reasons to support their ideas.

