

RELIGIOUS EDUCATION AT BUSHEY HEATH PRIMARY SCHOOL

RE is an important curriculum subject. It is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. Bushey Heath Primary School ensure children are exposed to all the main faiths and none. Our curriculum covers the 8 key areas of the programme of study set out in the Hertfordshire Agreed Syllabus 2017-2022 and follows an enquiry- based approach. The local community is actively engaged in delivery of the curriculum. All classes participate in an act of philanthropy, charitable giving and charitable acts linked to moral and social lessons learnt during the study of RE.

EYFS

Understanding the World

People Culture and Communities ELG

Children at the expected level of development will:

- 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
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

AUTUMN	Year 1 Small acts of kindness: food bank	Year 2 small acts of kindness: animals e.g. NAWT
Knowledge / Vocabulary	Festivals of light- Hanukkah Christmas Harvest Festival/Sukkot Charity Thankfulness	Religious symbols: Judaism, Christianity, Hinduism. Sikhism. Islam and Buddhism Prayer and worship Artefacts: prayer mat, prayer beads, Qur'an stand, musalla (prayer mat) Festivals: Christmas Gifts
Skills	<ul style="list-style-type: none"> • To explain the concept of justice and fairness (e.g. Christian Aid) • To act in a charitable manner • To know about harvest traditions • Pupils find out how people with different religious and worldviews celebrate the fruitfulness of the earth (e.g. Harvest traditions). How do some religious communities express their thankfulness for our world? For example, what is Sukkot and how is it celebrated • To explore symbols of two different religious traditions, looking for similarities such as light (e.g. Hanukkah and Christmas; Diwali and Christmas). 	<ul style="list-style-type: none"> • To find out what everyday signs and symbols mean • To identify objects and symbols with religious meaning • To understand symbols and symbolic actions used in Muslim worship • To recognise Christian symbols/symbols for God • To recognise symbols used in baptism • To understand the importance of water as a religious symbol • To know about some of the items of significance used in religious worship, exploring how they are used. • To recognise what a festival is and know how some are celebrated • To know why Christmas is important to Christians

	<ul style="list-style-type: none"> Children can compare their own feelings when in light or in darkness, using a lit candle as a focus. How is light used in the celebration of Christmas? Children can explore the story of Christmas. Why does Christmas matter to Christians? <p><i>Organise parent or other contact speaker to talk about Sukkot or Hanukkah</i></p>	<ul style="list-style-type: none"> To explain the story of the Wise Men To explore the concept of invisible gifts <p><i>Organise visit to St Peter's church to look at signs and symbols</i></p>
Concepts	<p>Children understand concepts that apply to all people. Celebration, power, belonging, charitable giving; Justice and fairness.</p> <p>Children understand concepts shared by many religions e.g., God, worship, symbolism, beliefs and practices</p> <p>Children understand concepts that are unique to a particular religion e.g., Dukkha (Buddhism)</p> <p>Children to understand the importance of worship/ worship</p>	<p>Children understand concepts that apply to all people. Celebration, power, belonging, charitable giving; Justice and fairness.</p> <p>Children understand concepts shared by many religions e.g., God, worship, symbolism, beliefs and practices</p> <p>Children understand concepts that are unique to a particular religion e.g., Dukkha (Buddhism)</p> <p>Children to understand the importance of worship/ worship</p>
KS1 SPRING	Year 1	Year 2
Knowledge/ Vocabulary	<p>Easter</p> <p>Artefacts</p> <p>Christians</p>	<p>Prayer Wisdom</p> <p>Shabbat and Passover</p> <p>Lord's Prayer</p> <p>Palm Sunday</p>
Skills	<p>Children can reflect on the concept of belonging to a family and community: What things are important to your family and to you?</p> <p>Children understand the role of naming ceremonies: How and why do people have special ways of welcoming babies? Pupils role play a baptism through drama and song. <i>Invite local Christian ministers</i> or lay people to talk with the class about what it means for them to belong to a church – or a representative from another faith.</p> <p>To understand the role played in artefacts in prayer and worship</p> <p>Pupils explore examples of religious artefacts, asking questions, finding out their meaning and use in the context of prayer and worship.</p> <p>To explore the significance of The Easter Story</p> <p>Pupils explore the Easter story, finding out what the festival means and how it is celebrated.</p>	<p>To understand that religions believe there are different ways of giving thanks to God</p> <p>Invite a faith visitor to school or visit a place of worship to explore prayer, worship and reflection with pupils.</p> <p>How do different religions say 'thank you' to God?</p> <p>In what way do different religious people share actions when Praying?</p> <p><i>Organise Muslim visitor to talk about prayer/worship</i></p> <p>To practise The Lord's Prayer</p> <p>Why do Christians all over the world pray 'The Lord's Prayer'? Explore the Lord's Prayer through images.</p> <p>To revisit The Easter Story</p> <p>What events are Christians remembering and believing when</p>

	Why does Easter matter to Christians?	<p>they celebrate Easter? Excitement of Palm Sunday, special feeling of Last Supper, sadness of Crucifixion, joy of the Resurrection</p> <p>To understand the importance of Shabbat and Passover Why does Shabbat have a special place in Jewish families? How and why do people celebrate special and holy times e.g. Passover, Easter</p>
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KS1 SUMMER	Year 1	Year 2
Knowledge/ Vocabulary	<p>Source of wisdom</p> <p>Human responsibility</p> <p>Ultimate question</p> <p>Sacred text</p> <p>Torah Qur'an</p>	<p>Human values</p> <p>Community</p>
Skills	<p>To understand what is meant by a sacred text: who reads them, when and why</p> <p>Why is the Bible holy and sacred for Christians?</p> <p>Why are the Torah and/or Qur'an holy and sacred for Jews and/or Muslims? How do Jews and Muslims look after and read their holy and sacred book?</p> <p>To know what is meant by a faith story and to understand what they tell us about the way people should look after each other and the world? Select stories from Bible, Torah and Qur'an that show care and concern.</p> <p>To understand what is meant by God. Where is God?</p>	<p>To understand how to show care and concern. To explain how can faith stories guide people in their choices of what is right or wrong? Why do we need rules anyway? Pupils explore what rules an individual or organisation might need and why. How do we know how and when to be good?</p> <p>To understand the concept of community.</p> <p>What makes human beings so unique? How we can live together when we are all so different? Pupils share ideas on how we know that people come from different religions. Pupils explore the relationship between humans, their environment and other living things. How do the religious groups in your local community look after people and the world?</p>

	<p>Explore big questions in 'Why is the Sky Blue?' by Sally Grindley.</p> <p>To understand concepts of taking responsibility and charitable giving Create a recipe for living together happily.</p> <p>What is Zakat? (one of the five pillars- giving money to charity) Why is this important to so many Muslim people? Whose world is it? Should everyone in the world take responsibility for looking after it.</p> <p><i>Organise visit to synagogue to look at Torah</i></p>	<p>What is carried out locally for the benefit of the whole community? Should everyone in the world take responsibility for looking after each other?</p> <p>To learn how different religions consider the question: Who made the world? Who made the world? What do many Christians, Muslims and Jews believe about how the world was made? How is the victory of good over evil expressed in a range of religions and worldviews? E.g. the story of Diwali, Purim, What might heaven be like?</p>
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