

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 supporting the delivery of the curriculum.

| Autumn | Year 5 | Year 6 |
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| Knowledge and vocabulary | Christianity and Judaism Pilgrimage Shabbat Prayer and worship | Christianity and Buddhism Humanism Rites of passage Mudras |
| Skills | <p>To recognise some key religious beliefs and practices Pupils explore what it means to live as a Christian/Jew in Britain today, considering internal diversity. They reflect on spiritual ways of celebrating the same and different festivals (e.g. Advent /Christmas).</p> <p>To explore symbolic ways of expressing meaning To compare how religious and symbolic artefacts are used in Jewish prayer and practice. Pupils compare how religious and symbolic artefacts are used in prayer and practice to express meaning. Pupils discover why and how artefacts are used in Jewish prayer to enrich experience. They explore how religious faith is communicated and expressed through the creative arts.</p> <p>To learn about the sacred rituals of Shabbat</p> <p>To develop an understanding of key Christian concepts (e.g. incarnation), the life of Jesus and practices in the Church year.</p> <p>To understand the role and importance of pilgrimage in religion Judaism and Christianity Pupils make connections and develop an understanding of spiritual journeys and the importance of pilgrimage for believers.</p> | <p>To know about Christian and Buddhist main beliefs To understand what it means to live as a Christian or Buddhist in Britain</p> <p>To explore symbolic ways of expressing meaning To recognise Buddhist symbols and mudras of the Buddha 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>To develop an understanding of key Christian concepts (annunciation, incarnation, temptation, resurrection, salvation and ascension) enquiring into how God can be different things to different people.</p> <p>To understand what a worldview is and think about what influences their worldview</p> <p>To explore and compare how different religions and worldviews express their beliefs through the arts (e.g. poetry, song, film, stained glass and drama).</p> <p>To explore how Humanists mark rites of passage To explore the difference between a sacred and secular Christmas They reflect upon spiritual and internal diversity, comparing ways of celebrating the same and different festivals/events around the world</p> |

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| | <p>To know how and why Hanukkah is celebrated</p> <p>To explore how faith is expressed through art: focus- incarnation</p> <p>To explore similarities and differences between festivals Hannukah and Christmas</p> | (e.g. sacred or secular Christmas and how Humanists mark rites of passage) |
| 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/ worshipship</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/ worshipship</p> |
| Spring | Year 5 | Year 6 |
| Knowledge and vocabulary | <p>Pope, Moses, Jesus</p> <p>Religious leaders: Priest, Rabbi, Imam, Granthi, Pujari</p> <p>Kosher</p> | <p>Eightfold path</p> <p>Buddha</p> |
| Skills | <p>To understand what it means to belong to a religious community Expressing what belonging and faith means in Christianity and Judaism.</p> <p>To recognise the role of a religious leader and know how they influence followers Pupils explore and compare the lives of key leaders from contemporary life. They ask what it means to be a religious leader and how leadership impacts the lives of followers.</p> <p>To understand the ancient laws of Judaism: Kosher They express insights into the modern-day challenges for Jews (e.g. keeping Shabbat and keeping Kosher).</p> <p>L.O to know about the life of Moses Through the stories of Moses and Jesus, pupils explore key events from history.</p> | <p>To know what it means to belong to a religious community and recognise how individuals show commitment to their faith. 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.</p> <p>To know that Buddhists follow the Eightfold path They examine challenges, commitments and guidance identifying the impact of faith on how followers live (e.g. considering the Eightfold Path, how do Buddhists try to follow the Buddha's example?). They express insights into modern day challenges of faith (e.g. Can someone be a practising Buddhist and still lead a privileged life?) and the internal diversity of responses. They raise deep questions and ask what might be the most difficult aspects of being Buddhist, Christian and or Humanist in Britain today</p> |

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| | <p>To explore the common themes and symbolism of Passover and Easter Recognise how these are connected. They raise questions of faith and discover the main Christian and Jewish groups represented in Britain today.</p> <p>To explore different ideas about God and gods, creation and ultimate questions Discussing challenging and deeper questions about meaning, purpose and truth, pupils consider reasons why there are different responses and ideas about the divine (e.g. whether God is real). They start to think about life after death and what heaven might look like, considering both Christian and Jewish perspectives. Pupils begin to explore different accounts on how the world began and question how they all can be true. They consider the role of God and the responsibility of humanity. Through creative media they begin to ask and answer their own questions.</p> <p>To understand the role of prayer and worship in Judaism and Christianity Pupils explore, through enquiry and experience, the role of prayer, reflection, meditation and stillness in different religions and worldviews. They observe how some believers communicate through the physical space of a church/synagogue/temple, looking at the similarities and differences. They question whether such prayer spaces are needed to connect to God and enquire how prayers (e.g. The Lord's Prayer, the Shema), might enhance worship. They experience the importance of collective and private space/stillness/silence/yoga as a form of worship and write some prayers or meditations suited to a particular occasion and tradition.</p> <p>To know what happened at The Last Supper</p> | <p>To understand the role and importance of prayer and worship in different religions 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. Considering what a multi-faith prayer space might look like, pupils look beyond the formal physical sacred space and construct of prayer and reflection (e.g. through secular music and poetry), as a form of expression.</p> <p>To explore Buddhist worship</p> <p>To know why meditation and the teaching of compassion and mindfulness are central to Buddhism How the Buddhist community uses 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> |
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| Summer | Year 5 | Year 6 |
| Knowledge and vocab | <p>Sources of wisdom: The Lord's Prayer, The Vedas, The Torah</p> <p>Ten Commandments</p> <p>Beatitudes</p> <p>Golden rule</p> <p>Charity: Christian Aid, Tzedekah</p> | <p>Sources of wisdom: Dalai Lama, Tripitaka, The Bible</p> <p>Golden rules</p> <p>Creation stories</p> |
| Skills | <p>To recognise and understand the importance of religious sources of wisdom</p> <p>What makes a source of wisdom? Pupils investigate and interpret a range of stories, sacred writing, people and artefacts from different traditions and communities. Texts might include The Lord's Prayer, the Gospels, the Torah, Psalms, the Vedas, Bhagavad-gita and worldview responses. Pupils 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. What did Jesus do to save human beings?).</p> <p>To consider how people can live together for the wellbeing of all</p> <p>Considering our social and environmental responsibilities, pupils discover and respond to religious and moral codes of conduct from the Christian, Jewish and Humanist traditions. They think about why they should care, what is important and what may influence a community and individual's choices</p> <p>To understand why the Golden rule is important to some religions</p> <p>They compare golden rules and consider if and how the world needs repairing (e.g. the Jewish concept of Tikkun Olam). Pupils think about God in the light of the values of fairness and equality, love, caring and sharing.</p> | <p>To recognise and understand the importance of religious sources of wisdom</p> <p>Pupils interpret 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 Buddhist beliefs?).</p> <p>To 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>To consider how people can live together respectfully</p> <p>To use local and national census statistics to develop an understanding of the religious make up and diversity of their locality and of Britain.</p> <p>They consider what Jews, Humanists, Christians and Buddhists teach about how people can live together respectfully to create a perfect world.</p> <p>To develop an understanding of responsibility and social justice and question why and how we should care.</p> |

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| | <p>To reflect on ethics, what is right and wrong, just and fair Considering the guidance of the Ten Commandments, pupils express ideas about right and wrong in the light of their learning. They persuasively argue about reasons why some people (from a religious and or non-religious background) try to help others in need (e.g. victims of natural disasters and those with disabilities).</p> <p>To recognise and understand the work carried out by Christian aid and know how it links with the life and teachings of Jesus</p> <p>To explore fairness in Judaism through the commandment of giving charity (Tzedekah)</p> | <p>Pupils respond thoughtfully to ideas about human responsibility for the environment and how religious and moral codes are acted upon.</p> <p>To know how the ‘Golden Rule’ is interpreted in the Humanist tradition</p> <p>To explore 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 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.</p> <p>To reflect 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-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.</p> <p>To consider how the Buddhist concepts of desire, suffering and compassion affect the choices of followers.</p> <p>To know about the humanitarian actions of the Kindertransport Focusing on the lives of children in pre-Holocaust Europe, pupils reflect on the challenging moral choices made and the British humanitarian actions of the Kinder transport (children’s rescue operation).</p> |
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