

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.

AUTUMN	Year 3	Year 4
Charity		
Knowledge and vocabulary	Christianity Islam Festivals- Eid ul Adha, Eid Al Fitr, Christmas, Easter Welcoming ceremonies – Baptism, Shahada	Hinduism Sikhism Christianity Festivals – Vaisakhi, Diwali Pilgrimage Sources of wisdom
Skills	<p>To mark festivals, traditions and key events in life Looking at two contrasting religions (Christianity and Islam), pupils describe ways and traditions of celebrating festivals (e.g. Eid-ul-Adha, Eid Al Fitr, Easter, Christmas) and marking important events in life (birth welcoming ceremonies and traditions, e.g. Christian Baptism and Muslim Shahada). Pupils also explore different ways of marking the same event (e.g. Christmas, ceremonies of belonging)</p> <p>To understand how symbolism is used in prayer and worship Through the exploration of beliefs and practices, pupils explain how symbolic actions in worship can communicate and express meaning beyond words. They explore humility in prayer (e.g. genuflection, wudu, foot washing, silence and submission to Allah), the power of light across religions and the importance of sharing food in Christian worship.</p> <p>To know the Christmas story Messengers – Angels Sending news at Christmas time</p>	<p>To mark festivals, traditions and key events in life Looking at two contrasting religions (Hinduism or Sikhism and Christianity), pupils describe different ways and traditions of celebrating festivals (e.g. Vaisakhi, Diwali) and marking important events in life. They explore the inner meaning behind the key practices including Sikh and Hindu birth traditions and consider why there are different ways of marking the same event (e.g. Christmas, Eucharist, Advent and Diwali) around the world.</p> <p>To explore the role of pilgrimage in some religions Why do some people make pilgrimage (e.g. Kumbha Mela for Hindus, Golden Temple at Amristar for Sikhs, Hajj for Muslims)?</p> <p>To understand how symbolism is used in prayer and worship Through the exploration of beliefs and practices, pupils explain how actions of worship are symbolic and can communicate a faith commitment beyond words (e.g. food and music). They explore the 5K's, the Kanda and the importance of Sewa for Sikhs. Pupils learn about Hindu relationships with their deities and the power of religious symbols including art, architecture and icons.</p>

		To explore Advent and Christmas traditions around the world
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>
SPRING	Year 3	Year 4
Knowledge/ Vocabulary	<p>Religious leaders</p> <p>Faith community</p> <p>Five Pillars</p> <p>99 names of Allah</p> <p>Trinity</p> <p>Church, mosque</p> <p>Easter and Lent</p>	<p>Sources of wisdom</p> <p>Khalsa</p> <p>Festivals</p> <p>Hindu Trimurti, deities</p> <p>Prayer and worship – puja, Akhand path</p>
Skills	<p>To understand and explain belonging to a family and a faith community.</p> <p>To recognize how moral values and religious beliefs can influence behaviour.</p> <p>What does it mean to belong to a faith community? They explore how the Five Pillars guide Muslims in their daily lives and question why some Muslims pray five times a day whilst others do not.</p> <p>To understand the role of religious leaders</p> <p>They learn about the role and duties of historical and religious leadership (e.g. Jesus, Muhammad, Imam, Vicar) on followers and in their own lives.</p> <p>To know that there are different ideas about God and gods, creation and ultimate questions</p>	<p>To know what it means to belong to a community.</p> <p>To recognise how people show individual commitment to their faith</p> <p>Exploring where we belong, pupils 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 (e.g. To recognize how moral values and religious beliefs can influence behaviour. Sikh Khalsa), they ask if you need to have faith to understand commitment. Pupils discover how some religious festivals (e.g. Easter, Diwali, Bandi Chor Divas) might bring a community together to express its shared commitment.</p> <p>To develop understanding of role of religious leaders (Hindu/Sikh)</p> <p>Inviting a religious leader or through a place of worship visit, pupils learn what makes a religious leader and their impact on followers.</p> <p>To explore different ideas about God and gods, creation and ultimate questions</p>

	<p>To ask a range of questions about puzzling aspects of life and experience. Discussing challenging questions about meaning, purpose and truth, pupils consider the different ideas about God and pose some deeper questions (e.g. Why are there some questions about life to which we don't have the answers?) They learn some of the ways religions name and describe the attributes of God (e.g. 99 names of Allah and the Trinity).</p> <p>To understand the importance of sacred places within religious practices.</p> <p>To demonstrate some knowledge of the function of sacred places within religious practices. Pupils investigate the role and special space for worship in a mosque and a church exploring meaning and significance for followers. They examine how architecture and design may contribute to a worshipper's experience and ask, who hears our prayers? They learn about key prayers (e.g. the first Surah in the Quran and The Lord's Prayer) and how they might inspire a believer's commitment.</p> <p>To understand the importance of Lent and Holy week to Christians Revisit the Easter story and learn about the Eucharist through visiting a local church or listening to a practising Christian.</p>	<p>Discussing challenging questions about meaning, purpose and truth. Pupils explore and debate why there are different ideas about God/gods (e.g. Hindu Trimurti) and present thoughtful responses to ultimate questions (e.g. why don't we know what happens when we die?) They express their understanding through the creative arts curriculum. Pupils continue to learn about different response to the creation story questioning the conflict for Christians and suggesting solutions.</p> <p>To understand the role of prayer and worship in Hinduism and Sikhism Pupils 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 of prayer and different forms of worship including the Akhand Path for Sikhs.</p> <p>To know about the events of Good Friday Exploring Jesus' death and resurrection</p>
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SUMMER	Year 3	Year 4
Charity		

Knowledge/ Vocabulary	Sources of wisdom Sacred texts The Qur'an and The Bible Trinity	Sources of wisdom Sacred texts: Bhagavad Gita, Ramayana; Guru Granth Sahib Langar
Skills	<p>To understand how religious stories can guide and teach followers. Enquiring about what is wisdom, pupils explore the power of faith stories and sacred writing from the Christian and Islamic traditions (e.g. The Good Samaritan, The story of Muhammad) and respond to the impact of these on religious followers.</p> <p>To understand the importance of sacred texts within religion They consider what is a sacred text, beliefs about its origin and how it should be treated (e.g. The Qur'an and The Bible).</p> <p>To learn about the lives of key religious people and their significance in the lives of believers today. Learning about the impact of authority on individual believers, they ask and explore 'Who was Jesus?' and 'What is the Trinity?'</p> <p>To know how we can all live together responsibly To understand values and respect Pupils 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?). They consider what rules different communities follow about caring for the world/each other. They think about what is important and what is valued and compile a moral values charter.</p> <p>To understand what is right and wrong, just and fair Pupils 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 important.</p> <p>To explore a faith story and reflect on ideas of justice and fairness.</p>	<p>To understand how sacred texts can impact on the lives of followers Enquiring about what is wisdom, where does it come from and who decides what is wise, pupils explore a range of faith stories (e.g. Bhagavad Gita, Ramayana and stories from the Sikh tradition) and how their authority may help to guide followers in their daily lives. They investigate how psalms, poems, hymns and stories are interpreted in different communities and why they affect followers in different ways.</p> <p>To recognise and understand their responsibility for the world Pupils 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 (e.g. Hindu teaching, ahimsa - harmlessness) and express their own ideas on the treatment of animals. They compile a moral values charter applying different religious codes and worldviews and discuss whether having a religious faith helps people to be good.</p> <p>To understand what is right and wrong, just and fair Pupils apply their own ideas about justice and fairness through the work of development charities (e.g. Tear Fund, Red Nose Day, Khalsa Aid or local religious charity groups).</p> <p>To know some religious stories and traditions about fairness, peace and justice 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, The Emperor and the Langar) and other sources of wisdom. They explore ethical questions (e.g. does fairness mean</p>

	They explore faith stories that illustrate justice and fairness and how to treat each other (e.g. Zacchaeus the Tax Collector and Widow's Mite). They reflect on who decides what is right and what is wrong.	everyone gets the same?) and Hindu responses to the concept of equality and the central role of the Langar in Sikh life.
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