



Believe. Achieve. Succeed Together.

Iver Village Junior School
Implementing the RE Curriculum

Article 28, 29

Education must develop every child's personality, talents and abilities to the full

Helen Macdonald

Intent Statement

Religious Education at Iver Village Junior School is an important component of our broad and balanced curriculum. Children develop deeper meanings of their experiences and understand how this gives them purpose to their lives. It provides opportunities to enable children to explore, make and respond to the meanings of experiences in relation to the beliefs and experiences of others as well as to one's own experiences. Children will leave lessons exploding with questions, making new thoughts and inspired to learn about the faiths and cultures around them. We aim to promote children's spiritual, moral, social and cultural development; preparing them for the opportunities, responsibilities and experiences of the present and the future.

Implementation

- To understand the nature, role and influence of religion and worldviews, locally, nationally, and globally.
- To reflect on questions of meaning, purpose and value.
- To formulate reasoned opinion and argument
- To enter into meaningful dialogue with people of different beliefs and backgrounds, appreciating and celebrating diversity, recognising what we hold in common, and respecting a shared humanity that can be experience, expressed, and responded to in diverse ways.

Curriculum Design

National Curriculum: The importance of RE

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education 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 can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community cohesion

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at each of the four levels outlined in DCSF guidance.³

The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

- **The community within which the school is located** – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.
- **The UK community** – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.
- **The global community** – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues. RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

In summary, religious education for children and young people:

- **provokes challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **encourages pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- **enables pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **teaches pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **prompts pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

RE are designed and provided by careful planning through locally agreed syllabuses and in schools, taking into account the need to offer breadth of content, depth of learning and coherence between concepts, skills and content.

The legal framework, rights and Responsibilities

The legal basis of RE in the curriculum of maintained schools

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998. The key document in determining the teaching of RE is the locally agreed syllabus within the LA concerned (see 'Agreed syllabus', p.14). Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses. LAs must, however, ensure that the agreed syllabus for their area is consistent with Section 375(3) of the Education Act 1996, which requires the syllabus to reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

Schools are not obliged to provide RE to pupils who are under compulsory school age (section 80(2)(a) of the Education Act 2002), although there are many instances of good practice where RE is taught to these pupils. Separate legislative provision on RE is made for maintained special schools. Regulations covering maintained special schools require them to ensure that, as far as practicable, a pupil receives RE.

The RE curriculum and Iver Village Junior School

Cyclical curriculum and repetition:

- The idea is that the same topics will be taught in Year 3/4 and Year 5/6 to create a spiral development.
- Each phase will have core questions – which will be explored and developed over the 2 years.
- The focus is on ‘experience’.
- This experience is at an individual, an institutional and a universal level and it enables pupils to reflect on their own sense of value and identity.
- The focus is on enquiry-based questions.

Key concepts:

The key concepts are taken from the Bucks agreed syllabus. They have been broken down into the relevant year groups to provide progression across the school. The concepts are used as a basis for planning and reviewing lessons. The concepts are shared at the start of each lesson and reviewed by staff at the end of each topic.

Implementation – Progression of concepts

Concepts	Year 3	Year 4	Year 5	Year 6
Understanding beliefs and teachings	Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion	Present the key teachings and beliefs of a religion Refer to religious figures and holy books to explain answers	Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals.	Compare and contrast the teachings and beliefs between the different religions. Explain how religious and non-religious beliefs can shape the lives (attitudes, lifestyles) of individuals and communities.
Understand practices and lifestyles	Recognise, name and describe some religious artefacts, places and practices.	Identify religious artefacts and explain how and why they are used. Describe religious building and explain how they are used. Explain some of the religious practices of both clerics and individuals.	Explain the practices involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups. Show an understanding of the role of a spiritual leader.	Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Understand the role and importance of a spiritual leader
Understand how beliefs are conveyed	Name some religious symbols. Explain the meaning of some religious symbols.	Identify religious symbolism in literature and the arts.	Explain some of the different ways that individuals show their beliefs.	Understand that the ways individuals show their belief can give people a meaning and purpose to life.
Reflect	Identify the things that are important in their own lives and compare these to religious beliefs.	Show an understanding that personal experiences and feelings influence attitudes and actions.	Recognise and express feelings about their own identities and relate these to religious beliefs or teachings.	Relate their own feelings about their identity, lifestyle and attitudes to religious beliefs or teachings.

Key Knowledge:

The key knowledge is taken from the Bucks agreed syllabus. They have been broken down into the relevant year groups to provide progression across the school. The knowledge is used as a basis for planning and reviewing lessons. The knowledge is shared at the start of each lesson and reviewed by staff at the end of each topic.

Implementation – Progression of Knowledge

Religious Education: Progression of Knowledge

	Year 3	Year 4	Year 5	Year 6
Worship / Pilgrimage	Children will investigate what the word worship means and recognise what different religions do when they worship. They begin to understand how worship influences people's lives.	Children will compare how different religions worship and how this influences their lives. Children will explore the beliefs and attitudes that are important in Islam and Hindu religions. They understand the purpose and reasons behind worshipping in a group and on their own and how people begin to show what is important in their lives.	Children recognise that a pilgrimage is a type of worship. Children learn what a pilgrimage is and why people go on one. They recognise the similarities and differences between the different pilgrimages in religions.	Children explore what happens on different pilgrimages and how they influence the pilgrims. They recognise the challenges pilgrims can face and the value that the pilgrimage has on the lives of the believers. Children explore the idea of a 'purpose to life' and what gives our life meaning and purpose.
Religious buildings / Pilgrimage	Children will recognise different places of worship and name them. They will describe what they are used for and some of their features.	Children will understand the role and purpose of religious buildings in the community. They understand the difference between private and collective worship and the benefits each one has.	Children will recognise religious buildings/places that people visit on a pilgrimage. They understand the importance of these buildings and the influence they have on the pilgrims.	Children understand the importance of the buildings/places that pilgrims visit to people's lifestyle, beliefs and attitudes. They recognise the relevance these buildings have in relation to the pilgrims meaning of life.
Religion in the community / Diversity	Children recognise what it is like to be part of a group and what responsibilities people have. They recognise the beliefs that different religions have and describe what it would mean to be a religious believer in the community.	Children understand the importance of being part of a group/community and the influence this has on their lives, actions, choices and behaviour. They explore how religious communities live out their beliefs and actions in the wider world.	Children explore what a worldview means and where do they get their worldview from. They discuss and understand the worldview from a Christian, Muslim and Hindu perspective.	Children explore the word diversity and what this means in terms of communities. They explore and discuss what they can learn from different beliefs within religions from their worship, prayer and ritual. Children share ideas on differences enhance the life of a community.
Symbolism	Children explore the school badge and meaning behind it. They recognise the difference between a sign and a symbol and learn some of the	Children understand what is important to them and how they express their beliefs. They understand the importance of food, art, language, rituals and symbols in the different religions		

Key skills:

The key skills are taken from the Bucks agreed syllabus. They have been broken down into the relevant year groups to provide progression across the school. The skills are used as a basis for planning and reviewing lessons. The knowledge is shared at the start of each lesson and reviewed by staff at the end of each topic.

Implementation – Progression of skills

RE Aims:					
<ul style="list-style-type: none"> To understand the nature, role and influence of religion and worldviews, locally, nationally, and globally. To reflect on questions of meaning, purpose and value. To formulate reasoned opinion and argument To enter into meaningful dialogue with people of different beliefs and backgrounds, appreciating and celebrating diversity, recognising what we hold in common, and respecting a shared humanity that can be experienced, expressed, and responded to in diverse ways. 					
skills	KS1 (Prior knowledge and understanding)	Year 3	Year 4	Year 5	Year 6
Identify	Pupils recognise what is significant to them in their immediate experience and recognise some basic concepts used to express this.	Pupils learn to identify what is most important to them in terms of people, places, celebrations and beliefs.	Pupils learn to identify what is most important to others in terms of people, places, celebrations and beliefs.	Pupils identify their own responses to some of the big questions that life can throw at us.	Pupils identify other people's responses to some of the big questions that life can throw at us in relation to belief.
Explore	Pupils learn how to find out about other people's experience and feelings in a way that is sensitive and appropriate and to relate their own experience and that of others to the general concepts being developed.	Pupils learn to ask thoughtful and searching questions about their own views about what is importance to them and why.	Pupils learn to ask thoughtful and searching questions about other people's views about what is importance to others and why.	Pupils ask thoughtful and searching questions about their own responses to some of the ultimate questions raised through the material studied.	Pupils ask thoughtful and searching questions about their own and other people's responses to some of the ultimate questions raised through the material studied.
Contextualise	Pupils learn to see their own experience in the light of their own background and compare this sensitively with the experience of other pupils in the class. Pupils learn to see the religious experience in the context of the beliefs and practises of the	Pupils compare their own views with those of others in the class. Pupils relate religious beliefs to the practises, lifestyle's and attitudes of the religions explored learning.	Pupils compare and contrast their own views with those of others in the class. Pupils relate religious beliefs to the practises, lifestyle's and attitudes of the religions explored learning to identify differences and similarities between religions.	Pupils compare their own responses with those of others in the class. Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored.	Pupils compare and contrast their own responses with those of others in the class. Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored and

Key vocabulary:

The key vocabulary has been taken from each subject area, and allocated to specific year groups, to ensure that there is progression of vocabulary as pupils move through the school.

Key vocabulary is shared at the start of the lesson and used through the lesson.

Year 3						Year 4					
Worship	Celebrate	Identity	Identity	Special	Bible	Community	Secular	Belief	Authority	Holy	Ritual
Community	Festival	Purpose	Purpose	Sacred	Qur'an	Faith	Religious	Future	Purpose	Incense	Bible
Belonging	Easter	Belonging	Belonging	Believer	Vedas	Christian	Celebrations	Lifestyle	Significance	Meditate	Vedas
Religion	Christmas	Belief	Commitment	Church	Gospel	Muslim	Worthy	Attitude	Devotion	Ablutions	Qur'an
Christian	Lent	Sign	Belief	Mosque	Psalm	Hindu	Community	Art	Lifestyle	Dome	Lifestyle
Muslim	Ramadan	Symbol	Worship	Mandir	Prophecy	Authority	Diversity	Language	Worthy	Minaret	Belonging
Hindu	Eid al-Fitr	Worship	Knowledge	Temple	Hadith	Purpose	Unity	Ritual	Adoration	Imam	Lifestyle
Respect	Eid al-Adha	Holy spirit	Celebration	Building	Laws	Significance	Influence	Hot cross buns	Honour	Musallah	Belonging
Belief	Diwali	Fire	Community	Murtis	Sacred	Commitment	Commitment	Easter Eggs	Reverence	Compare	Interpret
Church	Holi	Water	God	Mantra	Worship	Lifestyle	Significance	Simmel cake	Diversity	Similarities	Commitment
Mosque	Navratri	Cross	Religion	Bible	Knowledge	Worthy	Purpose	Baklava	Restricted	Differences	Compare
Temple	Special	Dove	Value	Jesus	God	Compare	Honour	Halva	Unity	Non-religious	Interpretation
	Belief	Fish	Respect	Alter	Respect	Influence	Compare	Ketupat	Compare	Collective	
	Traditions	Fire point star	Loyalty	Lectern	Prayer	Devotion		Dates	Influence		
		Crescent moon	Prayer	Font	Heaven	Value		Bread	Attitudes		
		Om	Pray	Celebrate	Special			Wine	Reward		
			Lord's Prayer	Symbol	10			Ghee	Future		
			Music	Prayer mat	commandments			Modak	Lifestyle		
			Recite	Prayer Hall	Muhammad			Ghevar	Private worship		
			Hymns						Liturgical worship		
			Qur'an						Non-liturgical		
			Mantras						Worship		
			Sacred						Informal worship		
			Puja Tray								
			Prayer beads								
			Chalice								

Year 5					
Worldview	Milestone	Leader	Journey	Seven days	Influence
Theist	Tradition	Leadership	Pilgrimage	Earth	Code of conduct
Atheist	Journey	Qualities	Holy Land	Heaven	Humanism
Tolerance	Secular	Faith founder	Lourdes	Flora	Teachings
Acceptance	Angloph	Jesus	Saints	Fauna	Guidance
Teachings	Ceremony	Muhammad	Miracles	Vishnu	Golden rules
Humanists	Marriage	Prophet	Ganges	Cobra	Commandments
Morality	Birth	Master	Varanasi	Universe	Worldviews
Truth	Baptism	Origin	Kumbh Mela	Came about	Morality
	Confirmation	Founder	Hajj	Life	Acceptance
	Vicah Sanakar	Courage	Kabbah	Existence	Karma
	Blessing	Disciple	Mecca	Creation	Shahada
	Saptapadi		Destination		Jesus
	The Seven Steps				Sacrifice
	Coming of age				Crucifixion
	Independence				Compassion
	Responsibility				
	Funeral				

Year 6					
World religions	Ideology	Parable	Moral code	Creation myths	Temptation
Diversity	Independence	Precious	Charity	Judeo-Christian	Moral code
denomination	Responsibility	Pharisees	Fulfilment	Abrahamic	World religions
Moral code	Expressed	Prophets	Value	Old Testament	Non-conformist
Ideology	Benefit	Devotion	Strengthen	Vishnu	Religious leaders
Responsibility	Challenge	Devotees	Purpose	Brahma	Role models
Learn	Ceremony	Role model	Holy	Shiva	Social
Enhance	Transitional	Compassion	Paradise	Trimurti	Value
Value	Social	Wisdom	Punishment	Emergence	Purpose
			Judgement	Responsibility	Loyalty
			Sacrifice	Scientific	Faith
			Temptation	Chaos	
			Forgiveness		
			Loyalty		



Date: Wednesday, 13 December 2023

Title: Celebrations

Learning Question:

What are some of the festivals that Muslims celebrate?

Success Criteria:

- I can identify special celebrations.
- I can talk about how I celebrate different events.
- I can talk about Muslim festivals.
- I can make connections about the meaning of the main Islamic festivals.

Vocabulary:

- Celebrations
- Festivals
- Islam
- Muslim
- Beliefs
- Faith
- Special Events
- Ramadan
- Eid Al-Fitr
- Eid Al-Adha





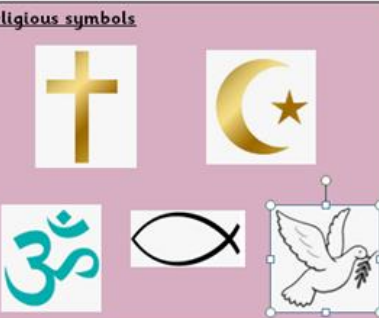
Key:	
	Key knowledge
	Key vocabulary with definition
	Key skill
	Key concept

Medium term planning:

Implementation – Lesson objectives

Y3 Autumn 1	Topic	RE Skills	Concepts	Skills Used	Vocab
	What holds communities together? (Religion in the community)	1. Identify 2. Explore 3. Contextualise 4. Reflect 5. Investigate 6. Respond 7. Synthesise 8. Apply	1. Understanding beliefs and teaching 2. Understand practices and lifestyles 3. Understand how beliefs are conveyed 4. Reflect 5. Understand values		Worship Community Belonging Religion Christian Muslim Hindu Respect Belief Church Mosque Temple
Lesson 1	What is it like to belong to our class? Our school? What responsibilities do different people in the school have?		4, 5	1, 2, 3	
Lesson 2	What beliefs do Christians have?		1	3, 4, 5	
Lesson 3	What beliefs do the different religions share in common and how are they different?		1, 2, 5	3, 4, 5	
Lesson 4	What does it mean to be a Christian in the local community?		1, 2	3, 4, 5	
Lesson 5	What does it mean to be Muslim in the local community?		1, 2	3, 4, 5	
Lesson 6	What does it mean to be a Hindu in the local community?		1, 2	3, 4, 5	

Knowledge organisers

Year 3 Spring 1- How do religions express their beliefs about God? (Symbolism)	
Key Vocabulary	
Identity	<p>Identity is a combination of your physical and behavioural traits that define who you are.</p> 
Belonging	<p>Belonging is a sense of fitting in or feeling like you are an important member of a group.</p> 
Sign	<p>A sign is a clue something happened, or a display that communicates a message.</p> 
Symbol	<p>A symbol can be an object, shape, sign, or character used to represent something else.</p> 
Worship	<p>To worship is to show a lot of love and adoration for something.</p>
<p>What have you learnt this term?</p> <p>What does our school badge say about us?</p> <p>What is important to me and how can I express my feeling and beliefs?</p> <p>What is the difference between a sign and a symbol?</p> <p>How can I learn about some common symbols within a place of worship? (Church)</p> <p>How can I learn about some common symbols within a place of worship? (Mosque and temple)</p> <p>How can I create a symbol for my own special place / belief?</p>	
<p>Religious symbols</p> 	

Lesson Design

All RE lessons follow a similar structure to support pupils in developing a depth of understanding and opportunity to discuss their own beliefs and those of others.

Aspect of lesson	Details
Review of previous learning and retrieval practice	Previous learning is recapped at the beginning of each lesson. Recall of learning from previous topics is included at relevant points in the lessons.
Introduction of learning question	The learning question is introduced and discussed at the start of each lesson. The learning questions are placed in the RE books for pupils to refer back to (example shown above).
Concepts, knowledge, skills, vocabulary	Concepts, knowledge, skills and vocabulary are introduced at the start of each lesson as part of introducing the learning question. Pupils are given the opportunity to discuss their meaning at the start of during the lesson.
Modelling	Modelled writing or diagrams are used to support pupils understanding of a task within a lesson where appropriate.
Independent practice (learning tasks)	Pupils are usually given a selection of tasks within a lesson to provide challenge and to provide for different learning styles of each pupil.
Plans for scaffolding	Visual prompts and PowerPoint presentations are used to support each lesson. Scaffolding is provided to support pupils with addition needs through the use of a visual or practical approach to their learning.

Classroom Practice

<i>Retrieval practice</i>	
<i>Modelling:</i>	Key skills are modelled initially by the teacher e.g. making connections between different religions.
<i>Questioning</i>	Open ended questioning is encouraged to allow pupils to form their own opinions and feel safe to make contributions to RE lessons.
<i>Practise</i>	What do the different types of practise look like? How does this result in learning (converting knowledge and skills to long term memory?)

Oracy	Pupils follow the Oracy discussion guidelines e.g. respecting each other's ideas, build challenge, summarise, clarify and probe each other's ideas, invite others into the discussion. Pupils include their Oracy skills when giving presentations.
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Adaptive teaching:

The main aim for adaptive teaching within RE is providing appropriate and timely scaffolding to allow for all pupils to access the lesson. The table below identifies some of the ways scaffolding is provided during maths lessons.

Knowledge organisers and worked examples	Knowledge organisers are being introduced across the school to give explanations of vocabulary and to visually support key symbols or representations from a topic.
Physical Resources	Where available, physical resources are used to support pupils learning. This allows them to experience them first hand e.g. prayer mats and Qur'an stands. Members of clergy are invited in to support teaching where appropriate.
Visual supports	Visual prompts and PowerPoint presentations are used to support each lesson.
Adult support	Adult support is provided by the class teacher. The teacher monitors the progress of the pupils within the lesson and provide group or individual support where required. Adaptions to the lessons are made as required.

Additional intervention

For some pupils, additional support is required to support the development of pupils RE understanding. The below table identifies the types of additional intervention that may be provided. This provision is planned with support from the SENCo.

Pre-teaching of vocabulary	Some pupils are supported through pre-teaching in which key concepts and vocabulary are introduced to pupils prior to the lesson enhancing their confidence and ability to access their learning. This is completed with TAs during intervention groups.
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Support for teachers:

Subject knowledge	https://www.reonline.org.uk/teaching-resources/ https://www.natre.org.uk/about-natre/free-resources-for-you-and-your-pupils/
Pedagogy	https://www.natre.org.uk/primary/teaching-re/methods-of-teaching-re-1/ https://ltlre.org/