

RE TEACHING CYCLE

The school basis its RE teaching upon the [Hertfordshire Agreed Syllabus of Religious Education 2006-2011](#).

KEY STAGE 1		
TERM	YEAR 1	YEAR 2
AUTUMN	<p>THANKING GOD FOR NATURE The wonder of nature. Thankfulness for nature. The story of Creation Harvest Festival (Christianity) Sukkot (Judaism) Care of the natural world (Islam)</p> <p>-----</p> <p>LIGHT Children are taught about beliefs from a range of religions: Advent/Christingle/ (Christianity), Diwali (Hinduism), Hannukah (Judaism) CHRISTMAS How light is used in the celebration of Christmas</p>	<p>SIGNS AND SYMBOLS Signs and symbols in everyday life, the use of artefacts, symbolic behaviour. The main symbols from each faith and their meaning: Cross (Christianity), Wheel of Life (Buddhism), Aum (Hinduism), Star and Crescent (Islam), Menorah (Judaism), Khanda (Sikhism) Signs and symbols for Christians and Muslim</p> <p>-----</p> <p>CHRISTMAS Giving and receiving at Christmas. Story of the wise men. Significance of the gifts they gave. The purpose of giving gifts at Christmas. Invisible gifts. God's gift of Jesus</p>
SPRING	<p>BELONGING Belonging to a family and groups both in and out of school. Welcoming babies into the family. Welcoming Ceremonies. Children are taught about beliefs from a range of religions: Christening/dedication/baptism (Christianity), Aqiqa (Islam), etc People who belong to religious communities: Visit from a Christian and a person of a different faith. What it means to belong to a religious community How do our actions reflect our values?</p> <p>-----</p> <p>EASTER Giving up something for love. What is important to pupils? What was important to Jesus? Stories of Jesus' life 'Dogger', by Shirley Hughes</p>	<p>SPECIAL PLACES What do Christians do when they go to church? To include a visit to a church. Preparation for visit. The visit, including meeting with the leader, consideration of purpose for attending church.</p> <p>-----</p> <p>EASTER Why is Easter Important for Christians? The excitement of Palm Sunday, the special feeling of the Last Supper, the sadness of the Crucifixion, the joy of the Resurrection. 'Badger's Parting Gifts' by Susan Varley</p>
SUMMER	<p>BOOKS AND STORIES Special books, how they are read and handled by pupils and by faith groups. Children are taught about beliefs from a range of religions:: Bible (Christianity), Torah (Judaism), Qur'an (Islam), Guru Granth Sahib (Sikhism), Bhagavad Gita (Hinduism), Tripitaka (Buddhism) Select stories from the books chosen to show care and concern, for example: David and Goliath, David and Jonathan - Judaism/Christianity The Cat and the Dog, The Crying Camel - Islam</p>	<p>RELIGIOUS LEADERS The work of religious leaders within the community. Authority figures within their own lives The role and work of, for example: Vicar/Priest/Minister/Pastor (Christianity), Rabbi (Judaism), Granthi (Sikhism), Priest (Hinduism), Imam (Islam)</p> <p>-----</p> <p>EASY QUESTIONS - DIFFUCULT ANSWERS The ultimate questions raised by the natural world. People's relationship with the natural world Who is God? Why am I here? What is Good? What is Bad? Is Death The End?</p>

KEY STAGE 2

TERM	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN	<p>STORIES OF KEY RELIGIOUS LEADERS Muhammad (pbuh) The life of Muslims today</p> <p>-----</p> <p>WAYS OF DESCRIBING GOD The 99 Beautiful names of Allah</p> <p>-----</p> <p>CHRISTMAS Messengers – Angels Sending news at Christmas</p>	<p>HINDUS TEACHINGS ABOUT GOD One God Who Takes Many Forms WORSHIP IN A HINDU HOME? In the home, a Hindu Shrine Worship in a Hindu Family</p> <p>-----</p> <p>ADVENT AND CHRISTMAS AROUND THE WORLD Global Celebrations, for example: Christmas in Mexico, Poland Advent in Norway</p>	<p>RULES FOR LIVING The Ten Commandments Laws from Deuteronomy (Kosher)</p> <p>-----</p> <p>LIGHT AS A SYMBOL Hannukah (Judaism) Advent and Christmas</p>	<p>THE BUDDHA Personal Heroes The Life of Prince Siddhartha</p> <p>-----</p> <p>CHRISTMAS Sacred and secular</p>
SPRING	<p>EVENTS IN THE LIFE OF JESUS Jesus' life and actions Stories of Jesus Lent and Easter</p>	<p>BELONGING Welcoming new babies in Christian and Sikh Communities THE IMPORTANCE OF SHARING FOOD Food as part of Sikh and Christian worship The Langar, Kara Prashad (Sikhism)</p> <p>-----</p> <p>EASTER How Did Jesus Share His Last Supper? Holy Communion Easter Foods</p>	<p>CELEBRATIONS RELATED TO KEY FIGURES Purim – Esther, Passover – Moses (Judaism) Easter - Jesus, the events of Holy Week Common themes</p>	<p>EXPRESSING FAITH IN ART, DRAMA AND SONG? Responding to Buddhist and Christian texts Expressing faith through Meditation</p> <p>-----</p> <p>THE IMPORTANCE OF JESUS TO CHRISTIANS Easter – The Importance to Christians Today</p>
SUMMER	<p>RULES AND HOW THEY INFLUENCE ACTIONS Five Pillars of Faith Two Commands of Jesus Charity</p> <p>-----</p> <p>SPECIAL PLACES Personal places The Mosque and the musulla The Church</p>	<p>'SPECIAL' BOOKS AND 'SACRED' TEXTS How holy books are regarded and handled Bible (Christianity) Guru Granth Sahib (Sikhism) Bhagavad Gita (Hinduism) SACRED WRITINGS AND STORIES Hindu Traditional Tales</p>	<p>LEADERS IN RELIGIOUS COMMUNITIES AND THE IMPORTANCE OF RELIGION TODAY Authority figures: Rabbi. Priest/Vicar/Minister/Pastor</p> <p>-----</p> <p>CREATION STORIES AND THE ULTIMATE QUESTIONS THEY RAISE Ultimate and non ultimate questions How the world started Sabbath (Judaism)</p>	<p>IDEAS ABOUT GOD One God. Many gods. No God: Personal ideas</p> <p>-----</p> <p>HUMAN RESPONSIBILITY FOR THE ENVIRONMENT Issues and Beliefs</p> <p>-----</p> <p>SUFFERING Desire and Suffering (Buddhist) Holocaust and Genocide Overcoming evil, promoting goodness</p>

RE KEY SKILLS

LEARNING OBJECTIVES	YEAR 1 & 2	YEAR 3 & 4	YEAR 5 & 6
To understand beliefs and teachings	<ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. 	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. 	<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities.
To understand practices and lifestyles	<ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. 	<ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. 	<ul style="list-style-type: none"> • 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. • Show an understanding of the role of a spiritual leader.
To understand how beliefs are conveyed	<ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. 	<ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. 	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs.
To reflect	<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. 	<ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. 	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others.
To understand values	<ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'. 	<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. 	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.