

RE Overview

Tany's Dell Primary School

2016-2017

At Tany's Dell Primary School, we believe that RE has an important part to play in promoting the spiritual, moral, social, cultural and intellectual development of our pupils and in helping them to gain a greater understanding of themselves and a more sympathetic awareness of the needs of others. This enables pupils to be better equipped to cope with the responsibilities and experiences of adult life. RE is taught in such a way that it inspires pupils to explore, develop and have respect for the faith, beliefs and values of others. By promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society. To promote the ideas of our school vision we believe that education in RE should be a child centred, exciting journey.

We enable children to develop knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. This is achieved by encouraging children to explore and respond to these aspects of religion and draw upon their own experiences. We help the children learn **about** religions as well as **from** religions.

Aims of the RE Curriculum

We seek to provide a clearer idea of what religion is about, the importance that it plays in many people's lives and how that faith is expressed in their daily lives and routines. The overall aims are:

- That all children form their own opinions about religious beliefs and customs and that they develop an understanding and tolerance of people who hold a strong faith.
- That children enjoy learning about religion because it is taught in a stimulating and interesting way that arouses their curiosity and develops positive skills and attitudes.
- That children develop a sense of awe and wonder about the world around them.
- To help pupils understand some of the impact of religion throughout the world, its influences on the lives of individuals and communities and its effect on the cultural diversity of their own and other societies both presently and in the past.
- To support pupils spiritual, moral social and cultural development by encouraging self-awareness and self-respect.
- To help pupils develop their social and moral development by encouraging a positive attitude and valuing the beliefs of others, however different from their own.
- To develop knowledge and understanding of Christian and other major religion in Britain as a whole and in the local community.

Equal Opportunities

Every child is entitled to be taught RE regardless of their age, culture, gender, background or special need or disability. RE develops a balanced view of the multi-cultural society which we live in without compromising the faith, non-faith or cultural background of any pupil. The teaching of RE is approached sympathetically to all religious beliefs and teachers must

remain mindful of the PREVENT and British Values Policy throughout their planned approach to teaching RE.

Educational Visits

Visits to places of worship and other RE related venues are encouraged as an important part of developing a child's understanding of the role religion plays in communities. Prior to all visits, staff will carry out a formal risk assessment, if necessary, visiting the venue prior to creating the risk assessment.

Religious representation at Tany's Dell is currently (2017, March census):

Christian – 117 pupils = 27.6%

Church of England – 7 pupils = 1.6%

Greek Orthodox – 2 pupils = .47%

Jehovah Witness – 1 pupil = .24%

Muslim – 13 pupils = 3.1%

No religion- 241 pupils = 57%

Roman Catholic – 27 pupils = 6.4%

Year 1

Judaism

- Stories shared with children about significant people in ancient Jewish history (eg Abraham, Noah, Moses, Ruth, Solomon, David, Esther) (Stories)
- Blessings related to gifts bestowed by nature (Stories)
- Mezuzah (scroll containing words of the Shema placed in a container fastened to doorposts) (Symbols)
- The home as a special place for the family
- Items used for start and end of Shabbat (candlesticks, 2avdala cup, challah cover, 2avdalah candle, spice box) (Living)

Buddhism

- Respect shown by children to adults and the duties of adults to children
- The home shrine (Symbols)
- The home as a place for devotional practices and meditation (Living)
- Reverence shown to Bodhi tree (the Buddha was sitting under a tree in a forest glade when he achieved enlightenment)
- Jataka tales (many of which are similar to Aesop's fables)
- Mantras recited in devotions at home and local Buddhist centre

Hinduism

- Murtis (images of gods and goddesses) and devotion shown to these (Symbols)
- Stories shared with children about Hindu gods and goddesses
- Arti (5 lights standing for five elements: earth, air, fire, water and ether)
- Stories shared with children about Hindu gods and goddesses (eg the story of Rama and Sita contained in the Ramayana; stories about the childhood of Krishna from the Puranas; stories about Ganesh) (People)

Year 2
Islam
<ul style="list-style-type: none"> - Laylat-ul-Qadr (celebrating the revelation of the Qur'an to Muhammad and when Allah chose Muhammad as the final prophet) - The Qur'an in the home, and the respect with which it is treated (eg placed on Qur'an stand) (Symbols) - Quotations from the Qur'an decorating the home and mosque (Symbols) - Stories shared with children about Muhammad - The home as a place for prayer (five times daily)
Christianity
<ul style="list-style-type: none"> - Belief that every person is special to God: God loves and cares for everyone - Respect for parents (the fifth commandment) - Symbols from the natural world associated with Christmas (light, Christmas tree, holly, mistletoe, robin redbreast, etc) - Baptisms/Christenings (ceremonies affirming special worth of each new member of the Christian community) - Weddings (when two people get married, they are saying that each of them is special to the other)
Sikhism
<ul style="list-style-type: none"> - Images of the Gurus, especially Guru Nanak and Guru Gobind Singh (Symbols) - Stories shared with children about the Gurus, especially Guru Nanak and Guru Gobind Singh (Stories) - Chauri (yak hair fan waved over the Guru Granth Sahib)(Symbols) - Ik Onkar symbol in the home (Symbols) - Ik Onkar symbol in the gurdwara
Year 3
Christianity
<ul style="list-style-type: none"> - The importance of Jesus: - Jesus, born a Jew, was the founder of Christianity - His birth, actions, teaching, death and resurrection are of great significance for Christians - - The resurrection, celebrated on Easter Day
Hinduism
<ul style="list-style-type: none"> - Other Hindu gods and goddesses: stories and festivals associated with them - The AUM/OM symbol - Congregational puja (public worship in the mandir) - - The home shrine and puja in the home
Judaism
<ul style="list-style-type: none"> - The story of Moses and the exodus from Egypt - The festival of Pesach and the Seder meal - The story of how Moses received the Ten Commandments and the importance of these for Jews - The importance of the home in Jewish life: keeping a Kosher home and observing dietary laws - The Shema and the Mezuzah - Observing shabbat in the home and the synagogue - Features of the synagogue - The Sefer Torah - - What happens inside the synagogue?

Year 4
Christianity
<ul style="list-style-type: none"> - The start of Jesus' ministry: - The baptism of Jesus - The calling of the twelve disciples? - The teaching of Jesus: - The parables and their meanings - The two greatest commandments: "Love the Lord your God ... Love your neighbour as you love yourself" (Matthew 22.37-39) - Jesus' teaching about prayer, including the Lord's Prayer (Matthew 6.5-13) - Events recalled during Holy Week: - The entry into Jerusalem, commemorated on Palm Sunday - The Last Supper, commemorated on Maundy Thursday and at Holy Communion - - The crucifixion, commemorated on Good Friday and by the fact that the cross is the central symbol of Christianity
Sikhism
<ul style="list-style-type: none"> - Guru Nanak, the founder of Sikhism - Guru Gobind Singh and the formation of the Khalsa - The Five Ks and the turban - The Mool Mantra - The importance of equality in Sikhism - Features of the gurdwara (temple) - The Guru Granth Sahib (holy book) - - What happens inside the gurdwara
Islam
<ul style="list-style-type: none"> - -The revelation of the Qur'an to the Prophet Muhammad - The content of the Qur'an: it contains many people and stories found in the Bible - Features of the mosque - - What happens inside the mosque, including prayer
Year 5
Christianity
<p>Church buildings:</p> <ul style="list-style-type: none"> - Features of churches, inside and out - Symbols found in churches - What happens in church, including services such as Holy Communion or Mass - Christian rites of passage: - Baptism - Confirmation - Weddings - Funerals
Buddhism
<ul style="list-style-type: none"> - -The Buddha's life story: his quest to find an answer to the problem of suffering - The Middle Way - The Noble Eightfold Path - Enlightenment and Nirvana/Nibbana - The Buddha image - Buddhist shrines - - Buddhist devotional practices, including meditation
Islam
<ul style="list-style-type: none"> - The part played by the city of Makkah and the Ka'aba in the life of the Prophet

- Muhammad
- The fact that Jesus (Isa) is a revered prophet in Islam
- - The Five Pillars of Islam

Year 6

Christianity

The Bible:

- The importance of the Bible for Christians
- The content of the Bible: Old and New Testaments, the four Gospels
- The Old Testament corresponds to the Tenakh, the holy book of Jews
- The creation story in Genesis 1
- Different ways that Christians interpret the Bible: literal and non-literal interpretations
- Variety within Christianity:
 - - Different churches, denominations, etc

Humanism

- The meaning of humanism
- Key humanist beliefs and ideas:
 - People are what matter in life
 - The Golden Rule: treat others as you would like them to treat you
 - You can live life without religion
 - Science provides the most reliable source of knowledge about the world
 - Humanist ceremonies marking key milestones in life
 - - The British Humanist Association and the Happy Human Symbol

Hinduism

- The concept of Brahman
- The Trimurti: Brahma (creator), Vishnu (preserver) and Shiva (destroyer)
- Reincarnation and the concepts of moksha (release from the cycle of reincarnation), dharma (duty - to God and to others) and karma (the idea that actions have consequences for one's future rebirth)
- Hindu creation stories
- - Features of the mandir (temple)