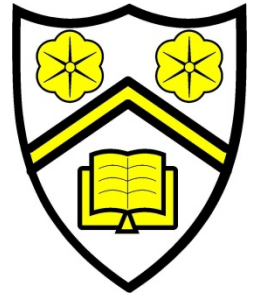


WHITEHILL COMMUNITY ACADEMY (3-11).

A rationale for the Teaching of Religious Education



Purpose

To ensure that the Religious Education curriculum shows breadth of coverage and progression throughout the Academy.

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.

Religious education unit aims (Taken from Religious Education in school document)

Aims include:

1. **To be able to provoke 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

2. **Know about and understand religions, beliefs and values**

A1 Worship rituals and ways of life – to name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about meaning behind them.

A2 Sources of wisdom - focusing on some religious and moral stories.

A3 – symbols and responses

3. **Express ideas and insights about beliefs and meaning**

B1 Impact of belief and choices – to name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about meaning behind them.

B2 Questions of meaning, purpose and truth – children express themselves creatively (e.g in art, poetry or drama)

B3 – Different responses to ultimate questions – pupils to recognise and appreciate similarities between beliefs and ceremonies.

4. Investigate and respond to important questions for individuals and the wider community

C1 enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

The following bullet point is broken down further:

- 1. Identity beliefs and religion in the school community** - RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.
- 2. The community within which the school is located** – links within the local area
- 3. Teaches pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- 4. 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.
- 5. 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.

C2 – Cooperation and cohesion

C3 – Evaluation moral dilemmas

RE overview for EYFS, KS1 and KS2

Before every topic always ensure that you start with the children and then compare their beliefs, values and religion to other religions. Ensure that any stories are used where possible to support the teaching in RE.

FIND RESOURCES / EXEMPLAR UNITS – <https://ws.onehub.com/home> USERNAME: jarmitage@whitehillacademy.org PASSWORD: WWmat.14

Year Group	AUTUMN	SPRING	SUMMER
EYFS	F.1. - WHERE DO WE LIVE AND WHO LIVES THERE? F.2. - HOW DO CHRISTIANS CELEBRATE CHRISTMAS Festivals: Christmas, Diwali	F.3. - WHAT MAKES A GOOD HELPER? FESTIVALS – Easter, Chinese new year	F.4. - WHAT CAN WE SEE IN OUR WONDERFUL WORLD? F.5. - WHO AND WHAT ARE SPECIAL TO US? Festivals: Eid, Ramadan

<p>YEAR 1</p>	<p>1.4. – HOW DO WE CELEBRATE SPECIAL OCCASIONS?</p> <p>Festivals: Christmas, Diwali Hijra – new year, hashura Islam and Milad Al-Nabi (The Prophet Muhammad's Birthday)</p> <p>FOCUS: CHRISTIANITY / ISLAM / NON-RELIGIOUS</p>	<p>1.1 - WHICH BOOKS ARE SPECIAL?</p> <p>FESTIVALS – Easter, Chinese New Year</p> <p>FOCUS: CHRISTIANITY / ISLAM / NON-RELIGIOUS</p>	<p>1.3 - WHY DO WE CARE?</p> <p>1.2 - WHAT DOES IT MEAN TO BELONG TO A CHURCH OR A MOSQUE?</p> <p>Festivals: Eid, Ramadan</p> <p>FOCUS: CHRISTIANITY / ISLAM / NON-RELIGIOUS</p>
<p>YEAR 2</p>	<p>2.1 – HOW DO PEOPLE PRAY?</p> <p>Festivals: Christmas, Diwali Hijra – new year, hashura Islam and Milad Al-Nabi (The Prophet Muhammad's Birthday)</p> <p>FOCUS: CHRISTIANITY / ISLAM / NON-RELIGIOUS</p>	<p>2.2. – HOW DO CHRISTIANS AND MUSLIMS CELEBRATE NEW LIFE?</p> <p>FESTIVALS – Easter, Chinese New Year</p> <p>FOCUS: CHRISTIANITY / ISLAM/ NON-RELIGIOUS</p>	<p>2.3. – HOW CAN WE MAKE GOOD CHOICES?</p> <p>2.4. – HOW CAN WE WORK TOGETHER TO TAKE CARE OF OUR PLANET?</p> <p>Festivals: Eid, Ramadan</p> <p>FOCUS: CHRISTIANITY / ISLAM / NON-RELIGIOUS</p>
<p>YEAR 3</p> <p>Judaism – Passover, Rosh Hashanah - Jewish New Year Yom Kippur - the Day of Atonement</p>	<p>3.1. - HOW ARE BELIEFS EXPRESSED THROUGH ARTS?</p> <p>FESTIVALS – CHRISTMAS</p> <p>Festivals: Christmas, Diwali Hijra – new year, hashura Islam and Milad Al-Nabi (The Prophet Muhammad's Birthday)</p>	<p>3.2. – WHAT DO CREATION STORIES TELL US ABOUT OUR WORLD?</p> <p>FESTIVALS – Easter, Chinese New Year</p> <p>FOCUS:</p>	<p>3.3. – WHAT DOES IT MEAN TO BE A JEW?</p> <p>3.4. - WHAT DO CHRISTIANS BELIEVE ABOUT A GOOD LIFE?</p> <p>Festivals: Eid, Ramadan</p> <p>FOCUS:</p>

<p>Sukkot / Sukkoth, Hanukkah</p>	<p>FOCUS: CHRISTIANITY / ISLAM / JUDAISM / NON-RELIGIOUS</p>	<p>CHRISTIANITY / ISLAM / JUDAISM / NON-RELIGIOUS</p>	<p>CHRISTIANITY / ISLAM / JUDAISM / NON-RELIGIOUS</p>
<p>YEAR 4</p> <p>Judaism – Passover, Rosh Hashanah - Jewish New Year Yom Kippur - the Day of Atonement Sukkot / Sukkoth, Hanukkah</p>	<p>4.1. – WHAT FAITHS MAKE UP OUR COMMUNITY AND HOW CAN WE ENSURE THAT EVERYONE BELONGS?</p> <p>Festivals: Christmas, Diwali</p> <p>Hijra – new year, hashura Islam and Milad Al-Nabi (The Prophet Muhammad's Birthday)</p> <p>FOCUS: CHRISTIANITY / ISLAM / JUDAISM / NON-RELIGIOUS</p>	<p>4.2. – WHO CAN INSPIRE US?</p> <p>FESTIVALS – Easter, Chinese New Year</p> <p>FOCUS: CHRISTIANITY / ISLAM / JUDAISM / NON-RELIGIOUS</p>	<p>4.3. – HOW ARE IMPORTANT EVENTS REMEMBERED IN CEREMONIES?</p> <p>4.4. – WHAT WORDS OF WISDOM CAN GUIDE US?</p> <p>Festivals: Eid, Ramadan</p> <p>FOCUS: CHRISTIANITY / ISLAM / JUDAISM / NON-RELIGIOUS</p>
<p>YEAR 5</p>	<p>5.1. - WHY ARE SOME PLACES AND JOURNEYS SPECIAL?</p> <p>Festivals: Christmas, Diwali</p> <p>Hijra – new year, hashura Islam and Milad Al-Nabi (The Prophet Muhammad's Birthday)</p> <p>Sikhism - Phalia Prakash Sri Sahib Ji Bandi Chhor Divas (Diwali)</p> <p>FOCUS: CHRISTIANITY / ISLAM / SIHKISM / NON-RELIGIOUS</p>	<p>5.2. – WHAT DO MUSLIMS BELIEVE ABOUT A GOOD LIFE?</p> <p>FESTIVALS – Easter, Chinese New Year</p> <p>FOCUS: CHRISTIANITY / ISLAM / SIHKISM / NON-RELIGIOUS</p>	<p>5.3. – SHOULD WE FORGIVE OTHERS?</p> <p>5.4. – WHAT MATTERS MOST TO BELIEVERS?</p> <p>Festivals: Eid, Ramadan</p> <p>Sikhism - Vaisakhi and Martyrdom of Guru Arjan</p> <p>FOCUS: CHRISTIANITY / ISLAM / SIHKISM / NON-RELIGIOUS</p>
<p>YEAR 6</p>	<p>6.1. – WHAT DOES IT MEAN TO BE A SIHK?</p> <p>FESTIVALS – CHRISTMAS</p>	<p>6.2. – CAN CHARITY CHANGE THE WORLD?</p>	<p>6.3. – WHAT IS COMPASSION?</p> <p>6.4. - WHAT IS IMPORTANT TO</p>

	<p style="text-align: center;">Sikhism - Phalia Prakash Sri Guru Granth Sahib Ji Bandi Chhor Divas (Diwali)</p> <p style="text-align: center;">FOCUS: CHRISTIANITY / SIHKISM / NON- RELIGIOUS</p>	<p style="text-align: center;">FESTIVALS – Easter</p> <p style="text-align: center;">FOCUS: CHRISTIANITY / SIHKISM / NON- RELIGIOUS</p>	<p style="text-align: center;">CHRISTIANS?</p> <p style="text-align: center;">Sikhism - Vaisakhi and Martyrdom of Guru Arjan</p> <p style="text-align: center;">FOCUS: CHRISTIANITY / SIHKISM / NON- RELIGIOUS</p>
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Nursery and Reception

By the end of Reception, it is desirable for children to have had some or all of the following, taking examples from more than one faith in addition to Christianity;

ii) It must be noted that it is a legal requirement for all children on the 'school' register to have religious education. It is not a requirement for children in nursery schools or nursery classes, but the curriculum must help to promote children's spiritual, moral, social and cultural development.

Assemblies

As a School we will be carrying out regular assemblies to support our RE curriculum. Staff are to complete an Assembly performer and upload this onto the RE folder on OneDrive.

S. Dickey September 2017