

How we teach Religious Education at Belmont School

Intent:

At Belmont School, we pride ourselves on offering a high quality, interesting and inclusive RE curriculum across the school; there is a high level of engagement from all pupils. It is through this full and varied programme that we endeavour to educate our pupils, enabling them to filter out the stereotypes that contribute to religious discrimination and disharmony.

It is our Intent to:

- Reinforce our three Belmont's values of showing respect, do your best and make the right choice.
- Develop, critical, flexible, creative thinkers and encourage curiosity about real world problems and how to solve them.
- Stimulate an active attitude of enquiry and identify, investigate and respond to a variety of issues.
- Support pupils in developing an understanding of various types of belief and how these affect other individuals and society in general.
- Provoke challenging questions about the ultimate meaning and purpose of life, differing beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.
- Develop knowledge, understanding and awareness of Christianity and other major world faiths, including the Baha'i Faith, Buddhism, Hinduism, Islam, Jainism, Judaism, Sikhism and Zoroastrianism as well as ethical non-theistic traditions, such as Humanism.
- Enable the development of a sense of identity and belonging and the ability to flourish within pluralistic societies, locally, nationally and internationally.
- Develop further tolerance and harmony between different cultural and religious traditions.
- SMSC, personal growth and community cohesion are featured throughout our lessons and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences.

The intent is to ensure children understand the relevance of RE in today's modern world and how it affects our lives.

Implementation:

The content of our Religious Education Scheme of work is based on the Harrow Agreed Syllabus and is taught for an hour, once a week. The Harrow Agreed Syllabus has two main aims:

- To learn from religion, which contributes to pupils' spiritual, moral, social and cultural development.
- To learn about religion. Pupils find out about the religious and spiritual beliefs and practices of the major religions.

Key questions are investigated through literature, sacred texts, studying artefacts and visits to places of worship. An understanding and awareness of the religious beliefs of others is actively encouraged to promote tolerance and respect through the teaching of RE.

Each year group visits a different place of worship to ensure that by the end of the pupil's time at Belmont they have visited and explored the main religious places of worship. A variety of religious holidays are celebrated through assemblies and curriculum to ensure that all religious holidays are explored and respected.

Impact:

By the time our children leave our school they will:

- Develop spiritually, culturally, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural and multifaith world.
- Understand core beliefs, traditions, holy places and holy texts within the main religious groups in the Harrow area.
- Have respect for all religions, showing tolerance and kindness, demonstrating this during discussions and interactions with other children and staff members.
- Understand the role religion takes in the wider society.
- Understand the similarities and differences between each religion.
- Enjoy the experience of learning RE and understand how it can help them in their future.

SLT and subject leaders monitor the impact of our RE provision through completing regular monitoring, which includes listening to the voice of our pupils.

Religious Education Progression Document

	Stargazers	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religions, Beliefs and themes to be covered by the end of the year	Learning Linked to Year Group and pupil's EHCP	Explore the general world of religion and belief in terms of significant books, objects and times.	Visits to significant places, including places of worship. Pupils listen to and talk about stories from all religions.	Sikhism Hinduism Christianity Judaism Islam Zoroastrianism	Hinduism Buddhism Islam Judaism Humanism Ba'hai, Jainism Christianity	Christianity Buddhism Islam Judaism Hinduism	Judaism Christianity Sikhism Islam Humanism	Buddhism Jainism Christianity Islam Judaism Humanism Sikhism, Ba'hai	Islam, Christianity Hinduism, Sikhism, Buddhism Judaism Zoroastrianism
AF1: Thinking/learning about religion and belief and teachings (what people believe)	Learning Linked to Year Group and pupil's EHCP	Exploring key themes of religions Looking after things How do we care for others?	Exploring key themes of religions Review looking after things Review how do we care for others	Exploring key themes of religions Consolidate looking after things Consolidate how do we care for others	Identify & Describe - key beliefs of religions	Identify & Describe - key beliefs of religions	Explain – their beliefs/practices/festivals	Explain – their beliefs/practices/festivals	Analyse – what does it mean/ interpretation Summarise religions and compare
AF2: Pupils: Thinking/learning from religion, enquiring, investigating and interpreting (Learning Linked to Year Group and pupil's EHCP	Be able to engage with a stimulus.	Begin to be able to ask thoughtful questions related to a stimulus.	Identify what they find interesting and puzzling in life recognise symbols and other forms of religious expression.	Introduce conversation as a way of discussing questions and points of view Recognise that some questions about life are difficult to answer Ask questions about their own and others' feelings and experiences Identify possible meanings for symbols and other forms of religious expression	Start to develop their ability to agree and disagree with others. Begin to be able to describe their reasoning behind this. Investigate and connect features of religions and beliefs. Ask significant questions about religions and beliefs. Describe and suggest meanings for symbols and other forms of	Become confident in their ability to agree and disagree with others. Become more confident in their ability to describe their reasoning behind this. Gather, select, and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs.	Start to develop their ability to build upon others points of view. Beginning to show empathy towards others Begin to use of sentence stems. Use of sentence stems 'I agree with this because' 'In addition to this...' Suggest lines of enquiry to address questions raised by the study of religions and beliefs. Use relevant	Be confident in their ability to build upon others points of view. Empathy is apparent in discussions. Identify the influences on, and distinguish between, different viewpoints within religions and beliefs. Interpret religions and beliefs from different perspectives.

					religious expression.	Suggest meanings for a range of forms of religious expression, using appropriate vocabulary	sources and evidence to suggest answers to questions raised by the study of religions and beliefs. Recognise and explain diversity within religious expression, using appropriate concepts.	Interpret the significance and impact of different forms of religious and spiritual expression.
Vocabulary – General	Learning Linked to Year Group and pupil's EHCP	Special Celebrate Happy Living things Name Senses Names of festivals Names of religions	World People Belief Belong Behave God Nature Learning Care Earth Litter View Feelings Welcome Important Values Sense Practices Explore Gift Attend Heal Meanings Purpose Truth		God Nature Miracle Understand			
Vocabulary – Specific	Learning Linked to Year Group and pupil's EHCP	Christianity: Bible Christmas Church Easter God Jesus Hinduism: Diwali	Christianity - Bible, Christ, Christmas, Church, Easter, God, Holy, Hymn, Jesus, Prayer. Hinduism- Aum or Om, Brahman, Diwali, Ganesh, Names of Gods	Christianity - Advent, Baptism, Creation, Disciple, Faith, Harvest, Priest, Worship, Nativity, Bethlehem, Nazareth Hinduism- Offering, Shrine,	Specific Religion based Vocabulary Christianity- Lent, New Testament, Parables, Pentecost, Ten Commandments, Vicar.	Specific Religion based Vocabulary Christianity- Holy Communion, Holy Spirit, Lord's Prayer, Mass, Miracle, Bimah, Ner Tamid (eternal light)	Specific Religion based Vocabulary Christianity- Myth, Prophet, Psalm, Zaccheus, Resurrection, Saint, Salvation, . Hinduism- moksha, murtis,	Specific Religion based Vocabulary Christianity- Ascension, Gospel, Incarnation, Sin, Soul, Trinity, responsibility, respect.

		<p>Hindu Hinduism,</p> <p>Islam: Allah Islam Mosque Muslim Quran.</p> <p>Judaism: Synagogue Torah</p> <p>Sikhism: Sikh Sikhism</p>	<p>and goddesses, Hindu, Hinduism, Mandir, Pray, Rama, Shiva, Sita, Islam- Allah, Islam, Mosque, Muslim, Prophet, Quran. Judaism- Synagogue, Torah Scrolls, Shabbat, Jewish Life, Rosh Hashanah, Sikhism - Five K's (Kirpan, Kanga, Kesh, Kada, Kachcha), Gurdwara,</p>	<p>Vishnu, Worship, Pooja, Rangoli patterns, Diva lamps, deity, Islam- Adab, Adhan, Sura, Amin (faithful person), Judaism- Synagogue, Ark, Kippah, Torah Scrolls, Yad, Shabbat, Wine, Sikhism – Respect, Sharing, Amrit, Gurbani, Guru, Jap, truth, Turban (Pagdi)</p> <p>Humanism - Humanist Humanism Humanity Atheism Agnosticism Science Evidence Curiosity Evolution Natural selection The Big Bang Reason Empathy Compassion Respect Dignity The Golden Rule Responsibility Human Rights Happy Human Flourishing Celebrant</p>	<p>Hinduism- Mehndi patterns (Henna), River Ganges, Bhagwad Gita, Divinity, statue, shun, Janmashtami, Gokulashtami, sacred, Janoi thread, dharma, Islam- Allah, Hajj, Islam, Mosque, Muslim, Prophet, Qiblah, Quran, 5 Pillars, Burqa, Hijab, Judaism - Menorah (Chanukiah), Star of David, Rabbi, Tallit, Shabbat, Kiddush Cup (goblet), Chanukah, Egypt, King David Maccabees, Purim, Rosh Hashanah, Shofar, Sukkah (Booth), Yom Kippur. Sikhism - Guru Granth Sahib, Kaur, Seva, Sikhism (Sikhi), Ten Gurus, Names of the different Gurus, Janamsakhi, Karta (doer/creator)</p>	<p>Hinduism- Brahma (creator), Vishnu(preserver) , Shiva (destroyer), trimurti, karma, reincarnation, Judaism - Bar Mitzvah/Bat Mitzvah, Kosher, Two Candles, Moses, One God (YHVH), Pesach, Purim. Sikhism - Acceptance, Chaur Sahib, Equality, Family life, Forgiveness, Meditation, Mool Mantar, , One Creator (Ek Oankar), Respect, Sangat, Langar, mala, sach (truth), Islam: Mihrab, Salaa, Sawm, Shahada, Eid-UI- Adah, Eid-UI-Fitr, Fajr, Inshallah, Jannah, Wudu</p>	<p>pandit, prashad, vedas, aarti, Sanatana Dharma (Eternal teaching), swastika, Islam- dua, fatwa, fitrah, halal, haram, Iftar, Imam, Iman, Ka'bah, Kafir, Maulvi, Sabr, Judaism - 5 Books of Moses (Chumash), 24 Books of the written Torah, 613 Commandments, Covenant, Dreidel, Matzah, Messiah. Sikhism – Waheguru, tilak, Sukhmani Sahib, Slok (chant), kirtan, Ajooni, Akaal, Akhand Path,</p>	<p>Hinduism- Ceremonies- (<i>samskaras</i>), marriage (<i>vivaha</i>) and cremation (<i>antyeshti</i>), Islam- Jinn, Jihad, Jizyah, Qiyamat (Day of resurrection), Rak'ah, Rasool, Ruh, Shaitan, Umrah, Zakat Judaism - Patriarchs (Abraham, Isaac, Jacob), Havdalah, Havdalah candle, Sikhism – saibhav (self-creator), Sadh Sangat, Raagi, Nirbhao, Maya,</p>	
Knowledge Harvest – Cold Task, based on key questions		<p>What does this artefact (thing) remind you of? What special days do we celebrate? What makes me happy? Who</p>	<p>What can we learn from faith and other stories? What is interesting about the</p>	<p>Sikhism -What makes faith buildings special? Hinduism - What can we learn from the Diwali story about good</p>	<p>Hinduism/Jainism -What makes a home? Humanism/Christianity-How do we remember people and why?</p>	<p>Christianity – What do Christians do when they pray and why? Buddhism -What can we learn</p>	<p>Judaism –What does it mean to be sorry? How can we tell? Christianity – What do we mean by peace?</p>	<p>Buddhism and Jainism –Do all actions have a consequence? Christianity and Islam –Is it better</p>	<p>Islam –Why do people pray? Christianity and Hinduism –How responsible are we for the environment?</p>

	<p>makes me happy and why? How should we treat living things? Where is my name come from? How can we use our hearing and other senses to find out about things?</p>	<p>Diwali/Christmas story? How do Islam and other faiths use water and why? How do we choose what food to eat? How can we help other people? What kind of person was Jesus? (Can change this to any religious person).</p>	<p>and evil in our own lives? Christianity – Judaism -Is it important to have a day that is different to other days? Islam - How do we respond when we hear certain sounds? Christianity–What can Christians learn from the teachings of Jesus? Christianity/Zoroastrianism–How do Holy books teach religious people about being close to God?</p>	<p>Buddhism –What does faith say about change? How does it make us feel and how can we become better? Christianity –Why is the cross important to Christians? Islam/Baha’i – How are we the same and different from other people? Does it Matter? Judaism –What rules are the most important and why?</p>	<p>from the life of Buddha about being happy? Islam-Should Holy books be treated differently to other books? Judaism –What are our most important artefacts and symbols? How do they show what we believe? Hinduism –How do faith groups mark naming ceremonies? Christianity/Islam –What makes some places sacred?</p>	<p>Where is it found? Sikhism -Does it matter what we wear and why? Christianity -In what ways is Jesus relevant today and in the future? Islam –what roles do places of worship have in the community? Humanism –How is Humanism the same as and different to a religion?</p>	<p>to give than to receive? Judaism and Humanism –Why did a chief Rabbi say “religion is about the why of creation, science is about the how? Sikhism –How did the teachings of Guru Nanak influence the teachings of Guru Gobind Singh? Christianity – Could the Lord’s Prayer be universal? Baha’i –How do faiths define themselves?</p>	<p>Christianity – What do Christians believe is the most important event that has ever happened? Sikhism –What is the truth about the Baisakhi story? Buddhism and Humanism –Who do we look to for inspiration and why? Judaism and Zoroastrianism – Religious Responsibility – What does it mean to grow up?</p>
<p>Conceptual knowledge</p>	<p><u>Nursery</u> Respond to some stories from religious and other traditions through reflecting on their own feelings and experiences and exploring them in different ways</p> <ul style="list-style-type: none"> • Explore the words and actions of people of faith and belief and decide what they might think, say or do in certain situations • Talk about some of the ways in which people show care, concern and love for each other 	<p><u>Reception</u> Think about issues of right and wrong and how human beings help and support one another</p> <ul style="list-style-type: none"> • Respond creatively, imaginatively and meaningfully to memorable experiences • Talk about the key elements associated with particular religious and other celebrations, including those linked to festivals and rites of passage 	<p><u>KS1</u></p> <ul style="list-style-type: none"> • Identify the core concepts and beliefs studied and give a simple description of what they mean • Give examples of how stories show what people believe (e.g., the meaning behind a festival) <p>Give clear, simple accounts of what stories and other texts mean to believers</p> <ul style="list-style-type: none"> • Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities • Give example of ways in which believers put their beliefs into action • Think, talk and ask questions about whether there are any lessons for them to learn from the ideas they have been studying, exploring different ideas • Give a good reason for the views they have and the connections they make <p>Talk about what they have learned</p>	<p><u>LKS2</u></p> <ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied • Make clear links between texts/sources of authority and the key concepts studied <p>Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers</p> <ul style="list-style-type: none"> • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities • Describe how people show their beliefs in how they worship and in the way they live <p>Identify some differences in how people put their beliefs into practice</p> <ul style="list-style-type: none"> • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live 	<p><u>UKS2</u></p> <ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied using examples from texts. sources of authority in religions • Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs. Taking account of the context, suggest meaning for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations. • Make clear connections between what people believe and how they live, individually and in communities. • Using evidence and examples, show how and why people put their beliefs into practice in different ways e.g., in different communities, denominations or cultures • Make connections between the beliefs and practices studied, evaluating and 			

		and why that is important	<ul style="list-style-type: none"> Explore artefacts, places and rites and rituals associated with the main world religions and other belief systems. 			<ul style="list-style-type: none"> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Give good reasons for the views they have and the connections they make <p>Talk about what they have learned and if it changed their thinking</p>		explaining their importance to different people eg believers and atheists	<ul style="list-style-type: none"> Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make <p>Talk about what they have learned, how their thinking may have changed and why</p>
<p>End of learning assessment for each unit</p> <p>Hot Task:</p> <p>Pupils should either answer a set of open-ended questions about the unit learnt, or write an extended piece of writing to show a clear understanding of what they have learnt in the unit and how they are able to show an understanding of this final assessment question.</p>	<p>In class discussion to ascertain what children have remembered through planned indoor and outdoor activity and recorded and uploaded onto online portal for parents to view.</p>	<p>In class discussion to ascertain what children have remembered through planned indoor and outdoor activity and recorded and uploaded onto online portal for parents to view.</p>	Remember a story from a religion or other belief system and talk about it.	What is the importance of the Gurudwara for Sikhs?	How do Jains/Hindus treat guests in their homes and show others respect?	How do Christians pray and why is prayer important to them?	What does the importance of being sorry mean for a Jew?	Do all actions have a consequence? What do Buddhists and Jains believe?	What is the significance of prayer for Muslims? How does it make them feel closer to God (Allah)?
			Use the right names for things that are special to members of religious and other belief systems.	How do Hindu's use the story of Diwali (good winning over evil) to live a better life?	What are the similarities/differences in the way Humanists and Christians treat people?	What do the principals of Buddhism teach us about being happy?	What do Christians understand by 'peace' and how do they feel it can be found?	What are the key beliefs Muslims and Christians follow about it being better to give than receive?	Do we need to save the environment? Pupils bring in knowledge of Christian/Hindu beliefs and connections.
			Recognise art, symbols and words featured in religions and other belief systems and talk about them.	What do Christians and Jews do that is different on their special day of the week?	What do Buddhists say about changing to become a better person?	Is the Islamic Holy Book special? How should it be treated?	What is the significance of the 5 K's (what Sikhs wear) to a Sikh?	What are the Jewish and Humanist views on the statement of a Chief Rabbi – 'Religion is about the how of creation and Science is about the why'?	What do Christians believe is the most important event that has ever happened? Why do they believe this?
			Talk about things that happen to them.	How does the 'Call to Prayer' make a Muslim feel? What do Muslims do when they pray?	What special significance does the cross have for Christians?	How do artefacts and symbols in Judaism teach us what the Jews believe?	What is the significance for Christians of Jesus in their lives today and in the future?	How was Guru Gobind Singh influenced by Guru Nanak (Sikhism)?	What is the significance of the Baisakhi story for Sikhs?

			Talk about what they find interesting or puzzling.	How do Christians follow the teachings of Jesus to lead better lives?	Do Muslims and Ba'hai's believe they are different to others? How? Does it matter if they are different?	Why are naming ceremonies important and special (for Hindus)?	What is the significance for a Muslim on places of worship?	Do the Christians believe The Lord's Prayer could be a universal prayer?	What are the differences in the beliefs of Humanists and Buddhists in who inspires them and why?
			Talk about what is important to them and to other people.	How do the Christian and Zoroastrian Holy Books connect people in that faith to God?	What are the main rules/principals followed in Judaism?	What places are sacred for Christians and Muslims?	What are the similarities and differences between Humanism and religion?	How do the Ba'hai define themselves and their faith?	How is 'growing up' celebrated in Judaism and Zoroastrianism and how do they show a sense of religious responsibility?

