

Religious Education

Intent



RE

INTENT

Religious Education enables children to understand about different religions and how they are embedded within society and culture. RE is taught using the 'Discovery RE' scheme. It adapts an enquiry-based approach to teaching and learning.

At Abbots Green Religious Education is taught weekly and builds on the children's prior learning in the subject each week. Each unit is taught in half termly blocks, learning about Christianity over three blocks and one other one other principal religion for a further three blocks such as Islam, Judaism, Hinduism, Buddhism and Sikhism.

Each year the children build upon their prior knowledge of Christianity and throughout their time at Abbots Green will cover all the other principal religions.

RE



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Aims of teaching Religious Education:

To explore the world of religion in terms of special people, books, times, places and objects, and by visiting places of worship.

To enrich children's understanding of religion through visits to places of worship, exploring artefacts and listening to stories.

To learn about different religious celebrations.

To learn about different beliefs about God and the world around them.

To learn about Christianity and other religions, recognising the impact of religion and beliefs both locally and globally.

To learn and understand the importance and value of religion and beliefs for some children and their families.

To learn to consider their own beliefs and values, and those of others.

To develop children's subject specific vocabulary.

To develop children's critical thinking, equipping pupils to consider beliefs and positions they encounter.

We believe that children learn best when they are enthused and inspired by a real purpose. Therefore, medium term plans are often based around a key question and each lesson will lend itself to the overarching question. An example of a key question could be: Does God want Christians to look after the world? This is then explored throughout the subject and children develop their knowledge and understanding through various ways.

Early Years



INTENT

In Early Years, children are encouraged to develop their understanding of Religious Education through the world around them. Children's understanding of the world is developed through our curriculum having been designed carefully, children are able to make sense of the world and community around them and experience different places and cultures as part of this.

Children will:

- Understand that some places are special to members of their community.
- Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.
- Experience places of worship and places of local importance to the community.
- Experience visitors from different religious and cultural communities to share their experiences with children. Recognise that people have different beliefs and celebrate special times in different ways.
- Children will begin to build a rich bank of vocab with which to describe their own lives and the lives of others.


INTENT

Below is a grid which shows the planning of the Discovery Curriculum over the year. Planning is delivered through the 4 step enquiry approach.

Discovery RE

Overview Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme: What did Jesus teach?</p> <p>Concept: Gospel</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p>Religion: Christianity</p>	<p>Theme: Christmas - Jesus as gift from God</p> <p>Concept: Incarnation</p> <p>Key Question: Why do Christians believe God gave Jesus to the world?</p> <p>Religion: Christianity</p>	<p>Theme: Passover</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>Religion: Judaism</p>	<p>Theme: Easter - Resurrection</p> <p>Concept: Salvation</p> <p>Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>Religion: Christianity</p>	<p>Theme: The Covenant</p> <p>Key Question: How special is the relationship Jews have with God?</p> <p>Religion: Judaism</p>	<p>Theme: Rites of Passage and good works</p> <p>Key Question: What is the best way for a Jew to show commitment to God?</p> <p>Religion: Judaism</p>
		<p>Theme: Prayer at home</p> <p>Key Question: Does praying at regular intervals help a Muslim in his/her everyday life?</p> <p>Religion: Islam</p>		<p>Theme: Community and Belonging</p> <p>Key Question: Does going to a mosque give Muslims a sense of belonging?</p> <p>Religion: Islam</p>	<p>Theme: Hajj</p> <p>Key Question: Does completing Hajj make a person a better Muslim?</p> <p>Religion: Islam</p>



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Assessment

Assessment is completed at the end of each unit by the teacher. Each child is assessed on the Discovery RE Tracking grid. KS2 may use pupil self-assessment sheets in addition to the teacher assessment.

INTENT

Discovery RE

Discovery RE Tracking Sheet

Teacher: _____ Class: _____ Year Group: _____

Children's names	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
	Enquiry:			Enquiry:			Enquiry:			Enquiry:			Enquiry:			Enquiry:		
Year 2 expectation	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Year 2 expectation	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
Year 2 expectation	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Year 2 expectation	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Year 2 expectation	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
Year 2 expectation	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B

Table

Green = Personal resonance with or reflection on (AT2 Personal)	T = Working Towards
Blue = Knowledge and understanding of (AT1)	A = Working At
Red = Evaluation/critical thinking in relation to the enquiry question (AT2 impersonal)	B = Working Beyond

Tracking Grid.

Discovery RE



Year 1 My Learning Progress
(Please highlight a green, a blue and a red outcome)
These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name: _____ Class: _____

Year 1 Autumn 1	Does God want Christians to look after the world?	Comments
WORKING TOWARDS (Level 1)	I can tell you what I think. I can say something about the Christian Creation story. I can show some awareness that Christians believe there is a God.	
Year 1 expectation WORKING AT (Level 2)	I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation.	
WORKING BEYOND (Level 3)	I can say how it felt to make something and how I think my creation should be treated. I can re-tell the Christian Creation story and say some things that they believe God created on different days. I can start to talk about how I think the world got here.	

I am proud that I

My TINT Box

To improve next time I will

Pupil Self-Assessment

RE

Implementation



RE



Our knowledge rich and vocabulary rich curriculum, and skills provision in the Early Years Foundation Stage strategically supports learning through careful mapping of content in all phases of the school, including Nursery. Modules have been mapped carefully to ensure children are continuously building upon prior knowledge and vocabulary. Christianity is taught in every year group and by the end of Year 6 all children will have experienced an additional religion.

IMPLEMENTATION

Autumn	Aut 1	Aut 2
Nursery	Christianity/ Judaism	Christianity
Rec	Christianity/ Judaism	Christianity
Year 1	Christianity	Christianity
Year 2	Christianity	Christianity
Year 3	Hinduism-Diwali	Christianity
Year 4	Buddhism	Christianity
Year 5	Sikhism	Christianity
Year 6	Islam	Christianity

RE



IMPLEMENTATION

Spring	Spr 1	Spr 2
Nursery	Hinduism	Christianity
Rec	Hinduism	Christianity
Year 1	Christianity	Christianity
Year 2	Judaism	Christianity
Year 3	Christianity	Christianity
Year 4	Buddhism	Christianity
Year 5	Sikhism	Christianity
Year 6	Christianity	Christianity

RE



IMPLEMENTATION

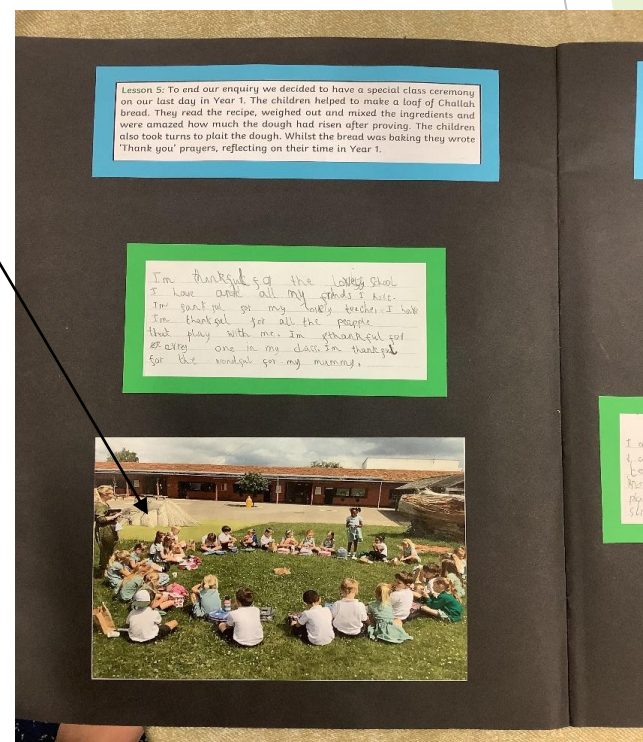
Summer	Sum 1	Sum 2
Nursery	Christianity, Hinduism, Sikhism, Islam	Christianity, Islam and Judaism
Rec	Christianity, Islam, Hinduism, Sikhism	Christianity, Islam and Judaism
Year 1	Judaism	Judaism
Year 2	Judaism	Judaism
Year 3	Hinduism	Hinduism
Year 4	Buddhism	Christianity
Year 5	Sikhism	Christianity
Year 6	Islam - bigger enquiry over whole Summer term.	

RE

To enhance the children's development and understanding in Religious Education we provide them with exciting opportunities from our Abbots 50.

IMPLEMENTATION

Year group	RE
Reception	Visit a Christian church to sing Christmas carols.
1	Children will be introduced to Judaism and take part in a Shabbat feast.
2	Children will look at kindness and how this is reflected within Christianity.
3	Children will experience different celebrations throughout Hinduism.
4	Children will be introduced to Buddhism.
5	Children will be introduced to Sikhism.
6	Children will develop their understanding of Islam.



RE

Impact

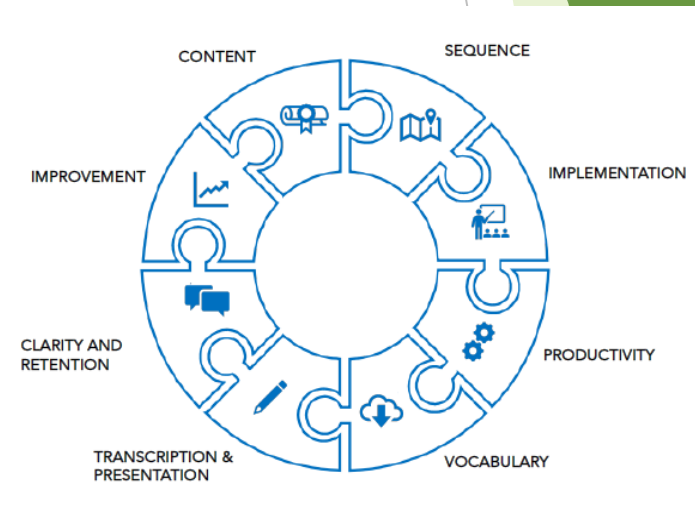
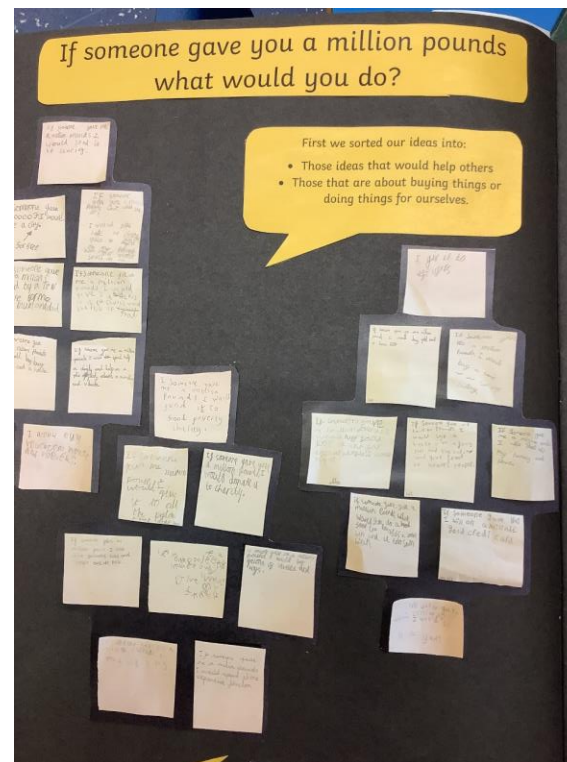
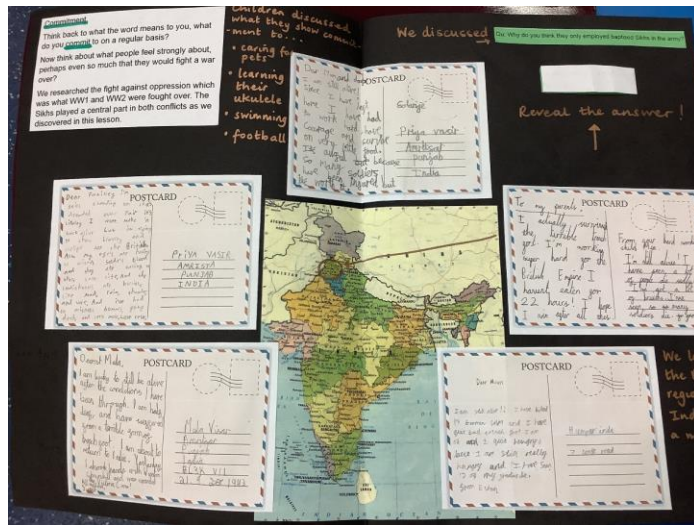


RE

Pupil book study

Pupil book study allow us to evaluate and improve teaching and learning through using pupil dialogue and their books. It provides an opportunity for children to share their knowledge by talking through the journey of their learning. Also, it acts as a CPD tool allowing staff to see where good practice is.

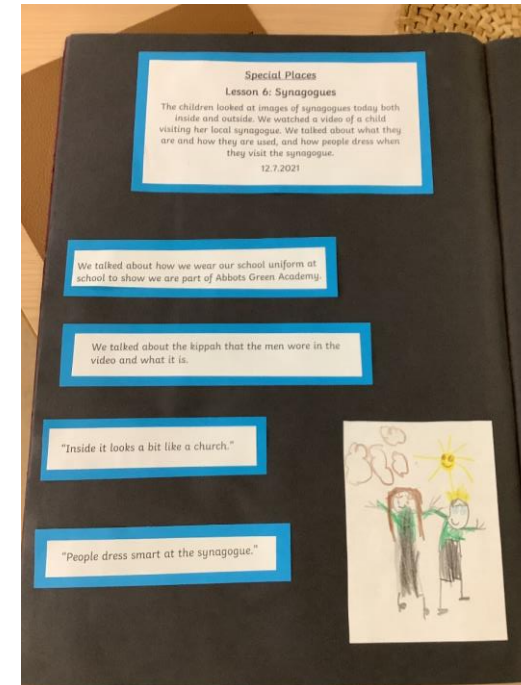
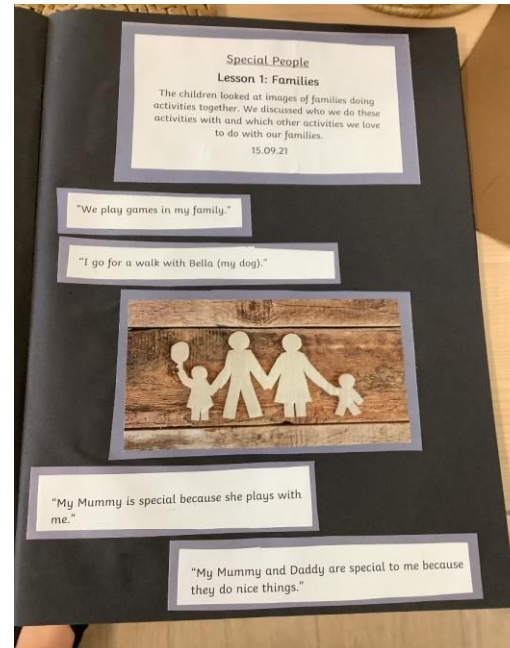
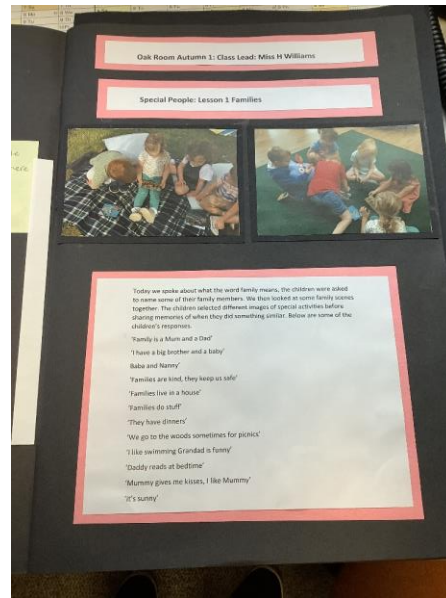
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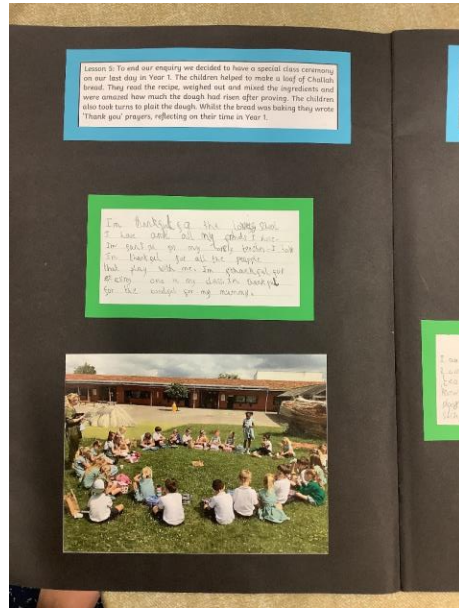
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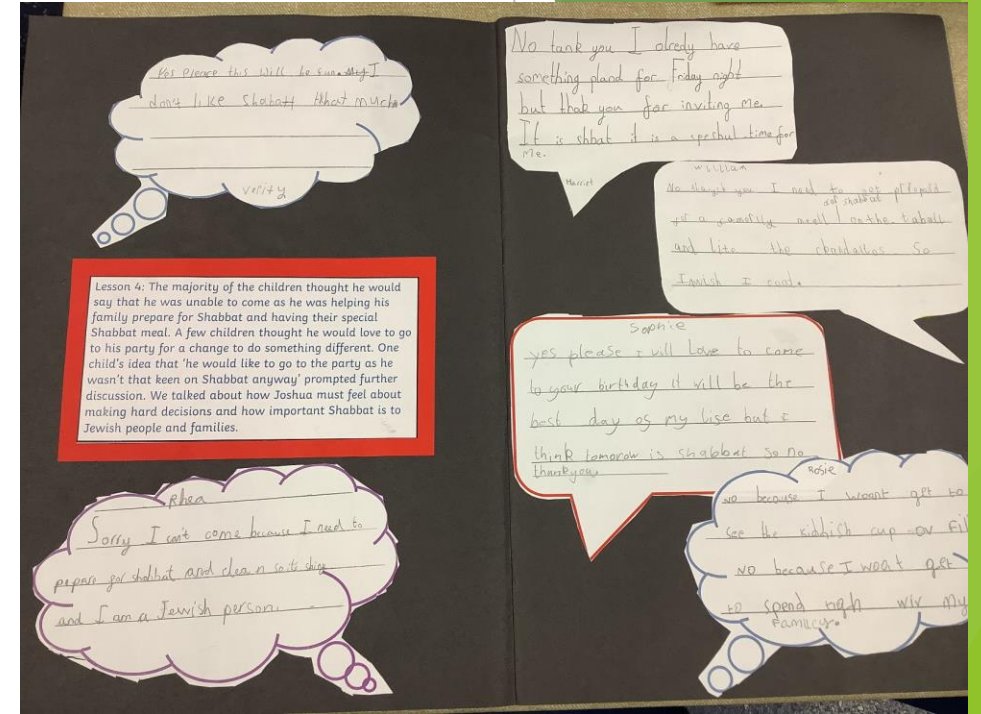
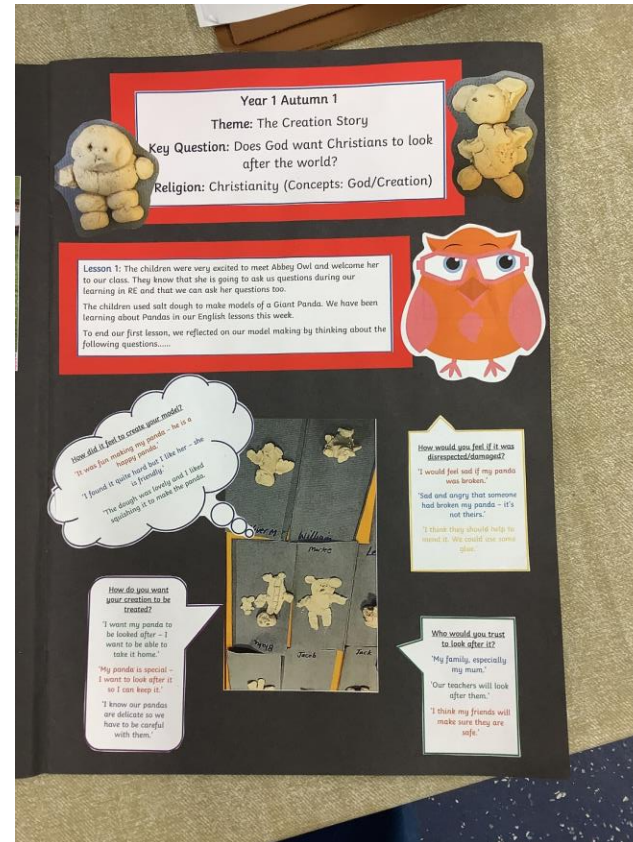
IMPACT



Children are learning about RE in Nursery and Reception which allows pupils to develop their oracy, ask great questions and become inquisitive about religion and the world around us.



Year 1 enjoying a Shabbat feast!

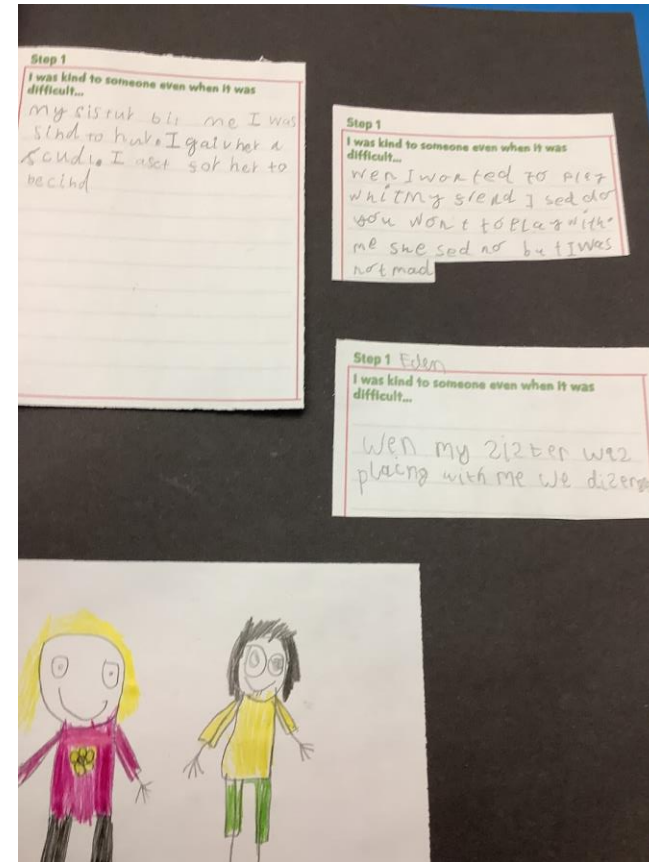
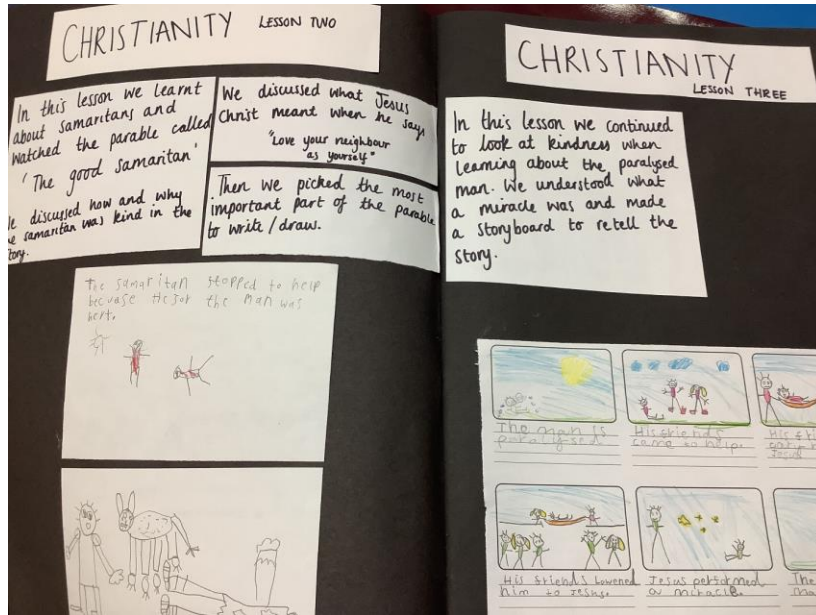


Thoughts and reflections about The Creation Story.

RE

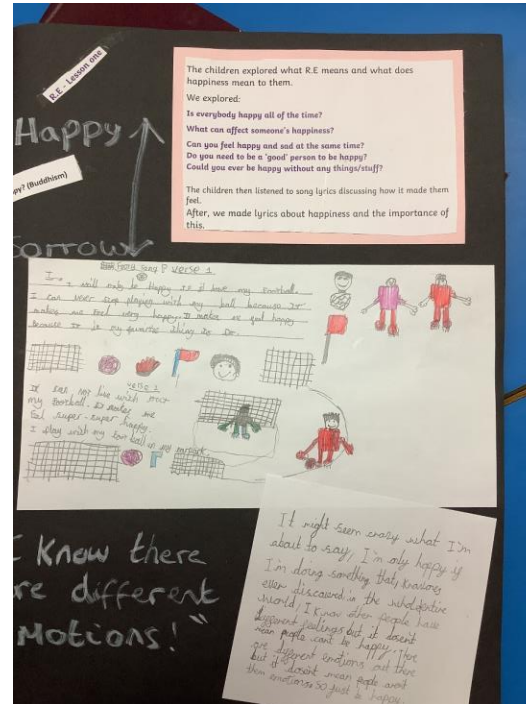
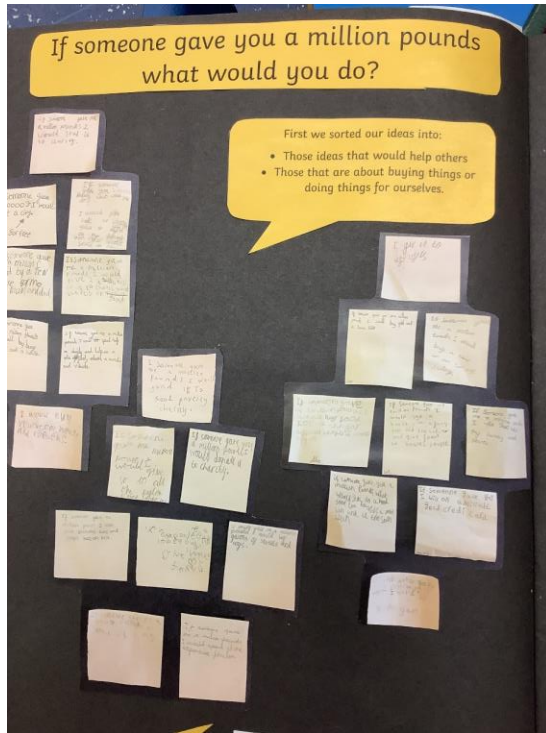
Year 2

IMPACT

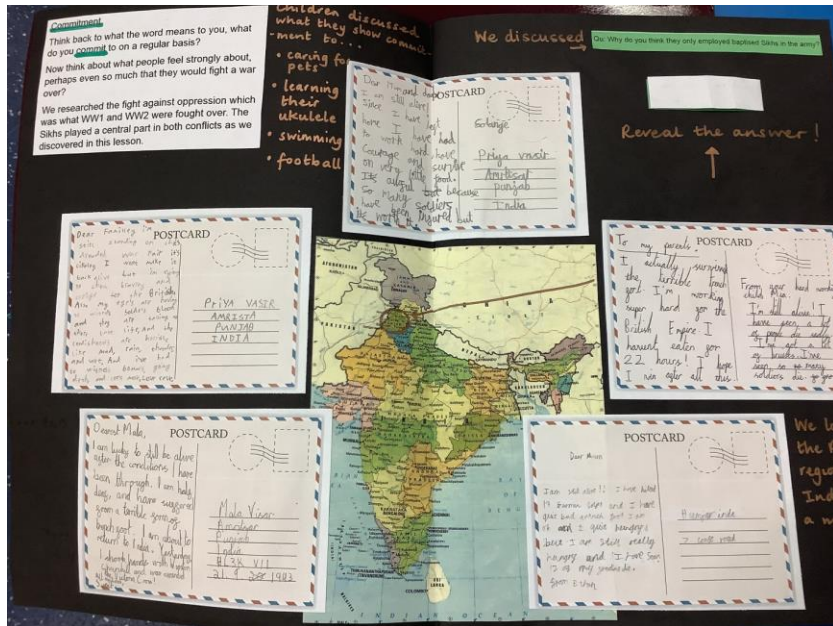


RE

Year 4



IMPACT



commitment
Think back to what the word means to you, what do you **commit** to on a regular basis?
Now think about what people feel strongly about, perhaps even so much that they would fight a war over?
We researched the fight against oppression which was what WW1 and WW2 were fought over. The Sikhs played a central part in both conflicts as we discovered in this lesson.

Children discussed what they show commitment to ...
• caring for pets
• learning their ukulele
• swimming
• football

We discussed
• Why do you think they only employed happier colour in the world?

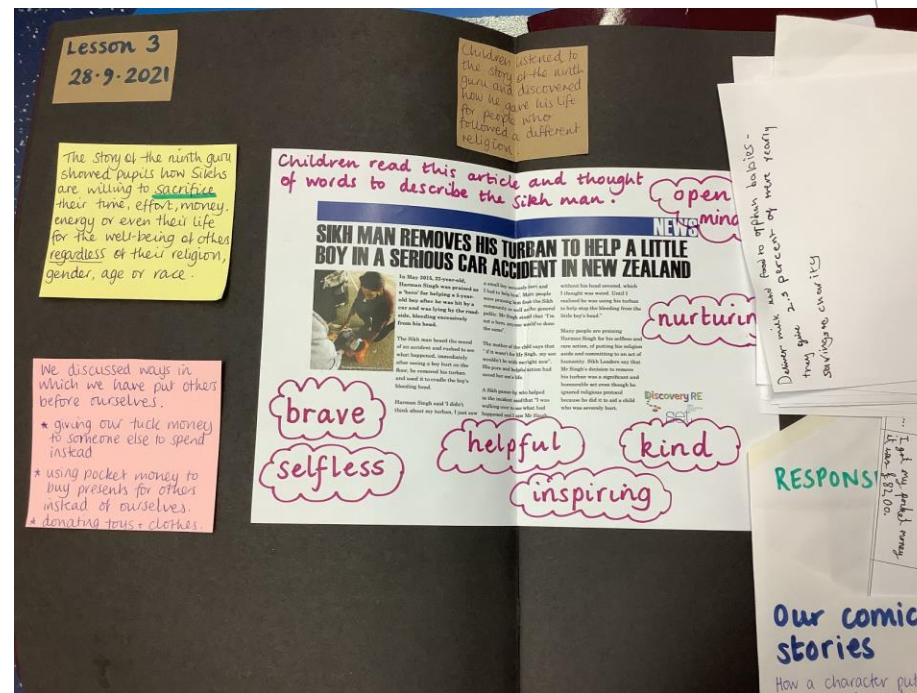
POSTCARD
Dear ...
I've had a fantastic time in the States. I'm really enjoying it and I'm working super hard for the British Empire. I haven't eaten for 22 hours! I'm after all this...

POSTCARD
Dear ...
I'm really enjoying the trip. I'm really enjoying it and I'm working super hard for the British Empire. I haven't eaten for 22 hours! I'm after all this...

POSTCARD
Dear ...
I'm really enjoying the trip. I'm really enjoying it and I'm working super hard for the British Empire. I haven't eaten for 22 hours! I'm after all this...

POSTCARD
Dear ...
I'm really enjoying the trip. I'm really enjoying it and I'm working super hard for the British Empire. I haven't eaten for 22 hours! I'm after all this...

Reveal the answer!



Lesson 3
28.9.2021

Children read this article and thought of words to describe the Sikh man.

SIKH MAN REMOVES HIS TURBAN TO HELP A LITTLE BOY IN A SERIOUS CAR ACCIDENT IN NEW ZEALAND

Children listened to the story and discovered how one man gave his life for people who followed a different religion.

open minded

nurturing

brave

selfless

helpful

kind

inspiring

DISCOVERY RE

RESPONSES
I think this is a really good story.
It was £12.00.
I think it was a really good story.
I think it was a really good story.

Our comic stories
How a character puts

We discussed ways in which we have put others before ourselves.

- giving our tuck money to someone else to spend instead
- using pocket money to buy presents for others instead of ourselves.
- donating toys + clothes.

RE

Year 6

