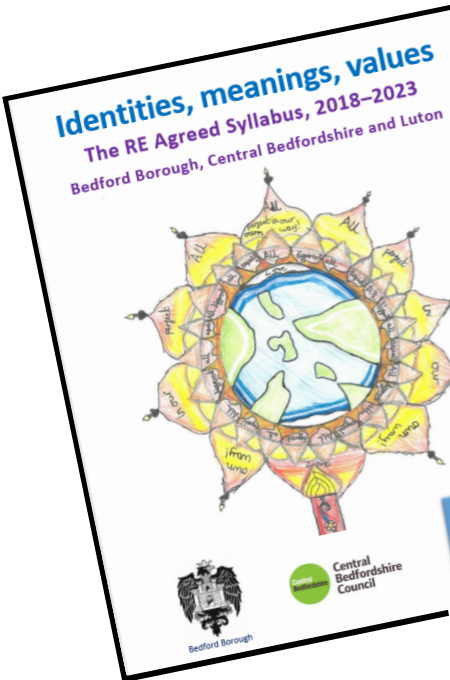


Religious Education programmes of study: KS 1 and 2

<u>What do we aim to achieve? (Our intent)</u>	<u>How do we do it? (Our implementation)</u>
<p>At Thomas Johnson Lower School we follow the RE Agreed Syllabus (2018-2023) for Central Bedfordshire, Bedford Borough and Luton.</p> <p>The RE Agreed Syllabus uses a multi-dimensional model of religions and worldviews, and of RE itself. The intent is that learners explore questions of identity: Who am I? Where do I fit in? What influences shape me? The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Through a range of accounts, children are encouraged to discover the meanings humans find in life, with the aim of developing their own sense of meaning.</p> <p>They consider how human values are often common and humane, but also often distinctive in the ways they are expressed and practised.</p> <p>-----</p> <p>Parental right of withdrawal from RE This was first granted in 1944 when curricular RE was called 'religious instruction', and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad, exploring a range of religious and nonreligious worldviews. However, in the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own RE (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility.</p>	<p>The children will develop these skills over our 2 year rolling programme. Each lesson has 3 core elements</p> <ul style="list-style-type: none">• Making sense of beliefs Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation.• Understanding the impact Examining and explaining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of life and ways of expressing meaning.• Making connections Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied and consider how these ideas might challenge their own thinking; discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections. <p>-----</p> <p><u>What happens as a result of this learning? (Our impact)</u></p> <p>The impact of our programme of study is that pupils learn about the religious identities, meanings and values studied. Pupils also are encouraged in their own search for identity, meaning and values by which to live.</p>



Religious Education programmes of study: KS 1 and 2

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me	Winter Wonderland	Superheroes	Minibeasts	Around the World in 30 Days	On the Farm
EYFS	<p>Being special: Where do we belong?</p> <p>Re-tell religious stories & make connections with own experiences. Occasions when things happened that made them feel special</p> <p>What happens at a traditional Christian infant baptism and dedication</p> <p>What happens when a baby is welcomed into a religion other than Christianity</p>	<p>Why is Christmas special for Christians?</p> <p>Talk about people who are special to them; say what makes their family and friends special to them</p> <p>What happens at a traditional Christian festival (Christmas)</p> <p>Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus</p> <p>Re-tell religious stories, making connections with personal experiences</p>	<p>Why is the word “God” special to Christians?</p> <p>Things they find interesting, puzzling or wonderful & own experiences and feelings about the world</p> <p>Re-tell stories, talking about what they say about the world, God, human beings</p> <p>Think about the wonders of the natural world</p> <p>How and when Christians may like to thank their Creator</p> <p>What people do to mess up the world and what they do to look after it</p>	<p>Why is Easter special for Christians?</p> <p>Re-tell stories connected with celebration of Easter; why Easter is a special time for Christians</p> <p>Talk about ideas of new life in nature</p> <p>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc.,</p> <p>Make connections with signs of new life in nature</p> <p>Talk about some ways Christians remember these stories at Easter</p>	<p>Which stories are specially valued and why?</p> <p>Talk about some religious stories. Recognise some religious words, e.g. about God</p> <p>Identify own feelings in the stories they hear</p> <p>Identify a sacred text e.g. the Bible or the Torah</p> <p>Talk about some of the things these stories teach believers</p>	
<p><i>What does each lesson cover and how does it link together over time?</i></p> <p>The threefold aim of RE for Key Stages 1 (Years 1 and 2) and 2 (Years 3-4):</p> <p>R1: Make sense of a range of religious and non-religious beliefs</p> <p>R2: Understand the impact and significance of religious and non-religious beliefs</p> <p>R3: Make connections between religious and non-religious beliefs, concepts, practices and ideas studied</p>						
Theme	TOYS		HOUSES AND HOMES		TRAVEL THE WORLD	
KS1 (Yr 1 & 2)	<p>What do Christians believe God is like?</p> <p>Identify what a parable is (The Lost Son)</p> <p>The Christian idea of God as a forgiving Father</p> <p>What the story means to Christians</p> <p>Ways in which Christians show their belief in God as loving and forgiving (e.g. forgiving others) and show their beliefs into practice in worship (e.g. by saying ‘sorry’ to God)</p> <p>Give a reason for the ideas they have and the connections they make</p> <p>-----</p> <p>Why does Christmas matter to Christians? How and why do we celebrate special times?</p> <p>Recognise that stories of Jesus’ life come from the Gospels</p> <p>give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians</p> <p>Ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p> <p>Think about Christmas for people who are Christians and for people who are not</p>		<p>What does it mean to be a Muslim? Who is Muslim? What do they believe?</p> <p>The importance of the Shahadah for Muslims</p> <p>Identify some of the key Muslim beliefs about God and the 99 names of Allah,</p> <p>How stories about the Prophet Muhammad show what Muslims believe about him</p> <p>How the Shahadah shows what matters to Muslims</p> <p>How stories about the Prophet guide beliefs and actions (e.g. care for creation, fast in Ramadan) Beliefs about prayer and Allah (e.g. daily prayer, using subhah beads)</p> <p>Talk about what is good for Muslims about prayer, respect, celebration and self-control</p> <p>(This is a 12 wk unit)</p>		<p>What makes some places significant? What makes some places sacred to believers?</p> <p>(Church, Mosque and/or Synagogue)</p> <p>Recognise special places where people go to worship & what people do there</p> <p>Identify objects used in worship, how they are used and what they mean</p> <p>Stories, objects, symbols and actions used in churches, mosques and/or synagogues</p> <p>How people worship in these places</p> <p>What happens in a church, synagogue or mosque</p> <p>What makes some places special to people</p> <p>The difference between religious/nonreligious special places</p> <p>-----</p> <p>Who is an inspiring person? What stories inspire Christian, Muslim andr Jewish people?</p> <p>Identify people from religions who are admired as good followers of God</p> <p>Describe stories told by and about special people</p> <p>Why some people inspire others</p> <p>The characteristics in inspiring people in religions, local leaders & people who influence pupils themselves</p> <p>Different ways leaders are admired in different religions. Talk about: Who inspires me?</p>	
Theme	ROTTEN ROMANS		AMAZING ANGLO SAXONS		INCREDIBLE INDIA	
KS2 (Yr 3 & 4)	<p>Where, how and why do people worship?</p> <p>How key actions, features and artefacts help people worship in different religions</p> <p>The belief that worship can bring peace, comfort or challenge</p> <p>Make connections between sacred texts and the ways believers worship today</p> <p>Describe how they show devotion in different religions</p> <p>Why believers value worship & express own ideas about the meaning and value of worship</p> <p>-----</p> <p>Why do some people think life is like a journey?</p> <p>Identify beliefs about love, commitment and promises</p> <p>The meaning and importance of ceremonies of commitment for religious and non-religious people today</p>		<p>What kind of world did Jesus want?</p> <p>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</p> <p>Links between the calling of the first disciples and how Christians today try to follow Jesus (‘fishers of people’)</p> <p>What Jesus’ actions towards outcasts mean for a Christian</p> <p>How Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways</p> <p>Make links between the importance of love in the Bible stories studied and life in the world today</p> <p>-----</p> <p>Why do Christians call the day Jesus died "Good Friday?"</p> <p>Recognise the word ‘salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live</p>		<p>How is faith expressed in Hindu communities and traditions?</p> <p>Identify the terms ‘dharma’, ‘Sanatan Dharma’ and ‘Hinduism’ and say what they mean</p> <p>Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma)</p> <p>How Hindus show their faith within their families in Britain today (e.g. home puja) & within their faith communities (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</p> <p>What is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society,</p> <p>-----</p> <p>-----</p>	

	Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage, say what these rituals mean Make links between beliefs about love and commitment and how people live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify differences in how people celebrate commitment (e.g. different practices of marriage, Christian baptism) Ask whether it is good for everyone to see life as a journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies & why ceremonies of commitment are or are not valuable today	What the events of Holy Week mean to Christians Make links between the Gospel accounts and how Christians mark Easter events in their communities. How Christians show their beliefs about Jesus in worship in different ways Why Christians call the day Jesus died 'Good Friday'	What is the "Trinity" and why is it important to Christians? Recognise what a 'Gospel' is and give an example of the kinds of stories it contains What texts about baptism and the Trinity mean What these texts mean to some Christians today Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like
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How does all this build on their learning from the Early Years?

Early Learning Goal	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> To be confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.
		Making Relationships	<ul style="list-style-type: none"> To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.
	Understanding the World	People and Communities	<ul style="list-style-type: none"> To talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
		The World	<ul style="list-style-type: none"> To know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another.

YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me	Fabulous Festivals	Dinosaurs	Traditional Tales	Transport	Pirates/ Under the Sea
EYFS	<u>Being special: Where do we belong?</u> Re-tell religious stories & make connections with own experiences. Occasions when things happened that made them feel special What happens at a traditional Christian infant baptism and dedication What happens when a baby is welcomed into a religion other than Christianity	<u>Why is Christmas special for Christians?</u> Talk about people who are special to them; say what makes their family and friends special to them What happens at a traditional Christian festival (Christmas) Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus Re-tell religious stories, making connections with personal experiences	<u>Why is the word “God” special to Christians?</u> Things they find interesting, puzzling or wonderful & own experiences and feelings about the world Re-tell stories, talking about what they say about the world, God, human beings Think about the wonders of the natural world How and when Christians may like to thank their Creator What people do to mess up the world and what they do to look after it	<u>Why is Easter special for Christians?</u> Re-tell stories connected with celebration of Easter; why Easter is a special time for Christians Talk about ideas of new life in nature Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc.. Make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter	<u>Which stories are specially valued and why?</u> Talk about some religious stories. Recognise some religious words, e.g. about God Identify own feelings in the stories they hear Identify a sacred text e.g. the Bible or the Torah Talk about some of the things these stories teach believers	

What does each lesson cover and how does it link together over time?

The threefold aim of RE for Key Stages 1 (Years 1 and 2) and 2 (Years 3-4):

R1: Make sense of a range of religious and non-religious beliefs

R2:Understand the impact and significance of religious and non-religious beliefs

R3:Make connections between religious and non-religious beliefs, concepts, practices and ideas studied

Theme	FAMOUS PEOPLE WHO CHANGED OUR LIVES	LONDON	EXPLORE THE WORLD
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<div>KS1 (Yr 1 & 2)</div>	<div>How and why do we celebrate Significant Times? What makes some celebrations sacred to believers? (Christian, Jewish, Muslim) Recognise a special time pupils celebrate. Explain what celebration means Name at least three different religious festivals, giving two facts about each one Identify a belief that connects to a festival Examples of the ways a festival makes a difference, e.g. to emotions, to families Suggest a meaning for some symbols used in the celebrations e.g. light, water Talk about links between how people celebrate today and old stories Notice simple similarities: special or sacred food, music, stories, gatherings prayers or gifts</div> <div>What can we learn from Sacred Books and stories? (Bible, Torah, Qur'an) Recognise that sacred texts contain stories which are special to many people and should be treated with respect Identify at least three symbols of respect used by members of a religion when they use their holy book Recognise how different religions express their respect for their scriptures Give simple examples of 'hidden messages' in faith stories, or wise sayings Ask questions about messages within sacred texts and the values, behaviour and attitudes of people Suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories</div>	<div>What is the "good news" Christians believe Jesus brings? Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' (what Bible texts such as the story of Matthew the tax collector) mean to Christians) Recognise that Jesus instructs people about how to behave Ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless How Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) Whether Jesus' 'good news' is only for Christians, or if there are things for anyone to learn about how to live</div> <div>Why does Easter matter to Christians? Recognise that incarnation and salvation are part of a 'big story' of the Bible Bible stories of Holy Week and Easter and links with the idea of salvation (Jesus rescuing people) How Christians show their beliefs about Jesus' death and resurrection in church worship at Easter Whether the story of Easter has anything to say to pupils about sadness, hope or heaven</div>	<div>How do we show we care for others? Why does it matter? Identify a story/ text that says something about each person being unique and valuable Give an example of a key belief (e.g. God loves all people) How people show that they care for others (e.g. by giving to charity) & how religious teaching encourages care for other people Think about what difference believing in God makes to how people treat each other Give reasons why everyone (religious and non-religious) should care for others</div> <div>How do we show we care for the Earth? Why does it matter? Identify a story/text that says something about the beautiful Earth Give an example of a key belief in one of these stories (e.g. God loves the world because it is God's creation) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world How people show that they care for the Earth, making a link to a creation story Give examples and say why Christians and Jews can show care for the Earth What difference believing in God makes to how people treat the natural world Why everyone (religious and non-religious) should look after the natural world</div>
Theme	TOMB RAIDERS!	DISAPPEARING RAINFORESTS!	WE'LL MEET AGAIN (WW2)
<div>LKS2 (Yr 3 & 4)</div>	<div>What are the deeper meanings of religious festivals? Six aspects of celebration Describe how festivals from three religions are celebrated. Explain texts and stories which lie behind the festivals in terms of the values and beliefs they show Consider the belief that God is at work in human life, and stories which show this should be celebrated Make simple connections between sacred texts and the practice of religious festivals today Describe how people show devotion to God and commitment to key values in their festivals Identify similarities, differences and generalities in relation to the festivals they study What is worth celebrating and why? Make links between different religions, which all celebrate the triumph of goodness over evil</div> <div>How do festivals and family life show what's important to Jewish people? Jewish beliefs about God, sin and forgiveness Make links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people The meaning of the Exodus story for Jews today Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) How Jews show their beliefs through worship in festivals, both at home and in wider communities Whether it is good for Jews and everyone else to remember the past and look forward to the future The value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today.</div>	<div>How is faith expressed in Sikh communities and traditions? Key Sikh beliefs and values including Waheguru and Sewa Explain examples of texts such as the Mool Mantar Consider the belief that all humans are equal to God Connections between sacred texts and practice, e.g. in provision of food and care for those 'left out'. How people show their Sikh identity in dress, behaviour and values What it means to live a good life and examine Sikh answers Make links between own ideas and values and those held dear in Sikh communities The importance of values such as equality, community, tradition and respect</div> <div>For Christians what was the impact of Pentecost? The story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth What the events of Pentecost in Acts 2 might mean What Pentecost means to some Christians now Make links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now How Christians show their beliefs about the Holy Spirit in worship Make links between ideas about the kingdom of God in the Bible and what people believe about following God today</div>	<div>How do festivals and worship show what's important to Muslim people? Beliefs about God in Islam, expressed in Sura 1 of the Qur'an Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) Ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) & what they involve Links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) The value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslim The Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today.</div> <div>How and why do people try to make the world a better place? Why the world is not always a good place (e.g. Christian ideas of sin) Religious beliefs and teachings and why people try to live and make the world a better place Teachings about how to live and ways in which people try to make the world a better place (e.g. Tikkun Olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action Why the world is not always a good place, and the best ways of making it better Make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas Express own ideas about the best ways to make the world a better place, making links with religious ideas studied</div>

What do they go on to learn about in Year 5 and 6?

Year 5: What does it mean for Christians to believe that God is holy and loving? (connections with biblical texts and Christian ideas of god, using theological terms)
Creation and science: conflicting or complementary (Why many Christians find science and faith go together: Genesis 1); **Values: what matters most to Humanists and Christians?** (Examining beliefs about why people are good and bad); **How and why do some people inspire others? Examples of Hindus, Sikhs, Jewish people and Muslims** (How inspirational people can bring believers close to God); **How do Christians decide how to live? “What would Jesus do?”** (Gospel texts, Jesus’ goon news” and how Christians live in the Christian community - Sermon on the Mount: The Centurion’s Servant); **What do Christians believe Jesus did to “save” people?** (Jesus’ death as a sacrifice and Holy Communion/the Lord’s Supper)

Year 6: What helps Hindu people as they try to be good? (Karma/dharma/samsara/moksha) (The four Hindu aims of life and the four stages of life with beliefs); **How is faith expressed in Islam? (Tawhid/iman/ibadah)** (connectons between Muslim beliefs and way of living in Britain today); **Justice and poverty: does faith make a difference?** (impact of charitable work in the world today); **What will make our community a more respectful place?** (the “Golden Rule”); **Why do some people believe in God and some people not?** (different views on theism, agnosticism and atheism); **How far does faith enable resilience?** (how people respond to challenges in life - suffering, bereavement)

The threefold aim of RE

The threefold aim of RE elaborates on the principal aim and puts the purpose of the subject into action.

The curriculum for RE aims to ensure that all pupils can do the following:

1 Make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2 Understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3 Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

RE legal requirements

RE is for all pupils Every pupil has a legal entitlement to RE. RE is a necessary part of a ‘broad and balanced curriculum’ and must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over).³ This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes).

RE is locally determined, not nationally

RE is multifaith, and recognises the place of Christianity and the other principal religions in the UK. Non-religious worldviews are included

Parental right of withdrawal from RE This was first granted in 1944 when curricular RE was called ‘religious instruction’, and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad, exploring a range of religious and nonreligious worldviews. However, in the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own RE (School Standards and Framework Act 1998 S71 (3)). This will be the parents’ responsibility.