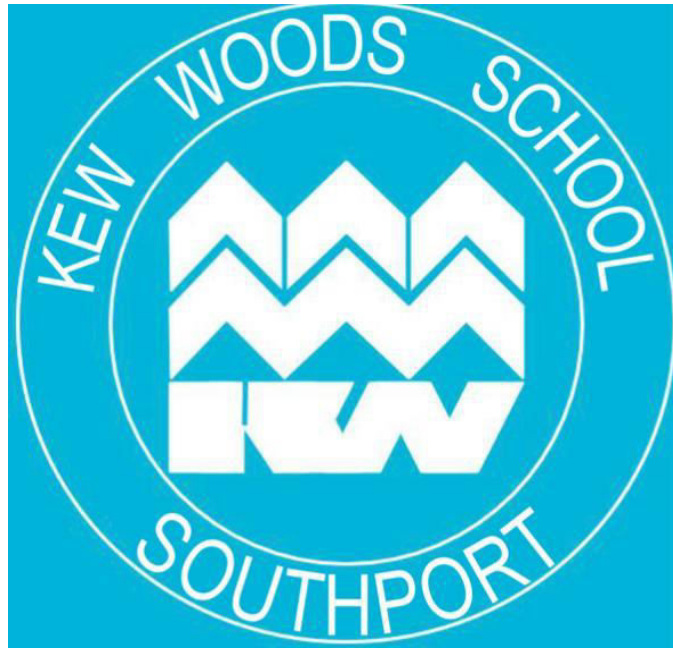


# KEW WOODS PRIMARY SCHOOL



## Religious Education Policy

## **OVERVIEW**

At Kew Woods Primary School we will help all children to develop an understanding of beliefs, teachings, practices and ways of life central to religion. We will use the Agreed Sefton Syllabus for Religious Education 2012 as the basis for our scheme of work. The teaching and learning of Religious Education is seen as 'introducing' at Foundation stage, 'exploration' at Key Stage 1 and 'connecting' at Key Stage 2.

Throughout Key Stage 1 pupils explore Christianity and Judaism.

Throughout Key Stage 2 pupils will continue to learn about Christianity and Judaism together with an introduction to Hinduism and Islam.

## **OBJECTIVES**

### **Foundation Stage children will;**

1. reflect on their own feelings and experiences
2. reflect on words and actions of characters and decide what they would have done in a similar situation.
3. talk about the ways in which people show love and concern for others and why this is important.
4. think about issues of right and wrong and how humans help each other.
5. respond creatively, imaginatively and meaningfully to memorable experiences.
6. learn about important religious celebrations.
7. ask and answer questions about religion and culture as they occur naturally.
8. handle artefacts with curiosity and respect

### **Key Stage 1 children will:**

1. explore a range of stories and sacred writing and talk about their meanings
2. name and explore a range of celebrations, worship and rituals in religion
3. identify the importance, for some people, of belonging to a religion
4. explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.
5. identify and suggest meanings for religious symbols and begin to use a range of religious words.
6. reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness.
7. ask and respond imaginatively to puzzling questions, communicating their ideas
8. identify what matters to them and others, including those with religious commitments, and communicate their responses
9. reflect on how spiritual and moral values relate to their own behaviour
10. recognise that religious teachings and ideas make a difference to individuals, families and the local community.

### **Key Stage 2 children will:**

1. describe the key aspects of religion, especially the people, stories and traditions that influence the beliefs and values of others.
2. describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
3. identify and begin to describe the similarities and differences within and between religions
4. investigate the significance of religion in the local, national and global communities
5. consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them
6. describe and begin to understand religious and other responses to ultimate and ethical questions
7. use specialist vocabulary in communicating their knowledge and understanding
8. use and interpret information about religion from a range of sources
9. reflect on what it means to belong to a faith community, communicating their own and others' responses
10. reflect on ideas of right and wrong and their own and others' responses to them.

## STRATEGIES

1. We will begin the teaching of Religious Education in Foundation Stage. Children may begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They are introduced to religious words where appropriate and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences.
2. As the children move into Key Stage 1 the children will encounter and respond to a range of stories, artefacts and other religious materials. During the Key Stage, pupils should be taught the knowledge, skills and understanding through Christianity and Judaism.
3. At Key Stage 2 children will make connections between differing aspects of religion and consider the different forms of religious expression. They will learn about sacred texts and other sources and consider their meanings. They will extend their range and use of specialist vocabulary. They will communicate their ideas, recognising other people's viewpoints.
4. The following four attitudes are essential for good learning in religious education and should be developed at each key stage or phase of religious education: *self-awareness, respect for all, open-mindedness, appreciation and wonder.*

## OUTCOMES

Religious Education will be used to promote excellence and enjoyment; it will have a strong presence in the ethos of the school through displays, music, drama and assemblies. Pupils will flourish individually within their communities and as citizens in a pluralistic society and global community. Religious Education at Kew Woods Primary School will help prepare pupils for adult life, employment whilst promoting discernment and enabling pupils to combat prejudice.

## Appendix 1

### Kew Woods Primary School Curriculum Map – Religious Education

Year Group	Coverage
Reception	Myself, Special Times, New Life, Special People
Year 1	<b>Belonging</b> to a family, Christianity, Judaism, the birth of Jesus, Saint Nicholas <b>Believing:</b> God as a creator, loving Father, special things to Christians and Jewish people <b>New Life/Symbols</b> water, light, candles, the Cross, Jewish symbols <b>Celebrations</b> baptism, birthdays, weddings <b>Myself</b> value, talking to God
Year 2	<b>Believing/Story</b> the Bible, stories Jesus told, church visit, Christmas story <b>Jewish Symbols and Belonging</b> Jewish family life, the Shabbat, Jewish symbols, special clothing,

	<p>the Synagogue, the Easter story</p> <p><b>Leaders and Teachers</b> Moses, Jesus as a leader, Head teacher as a leader, leaders in the community, the Queen as a leader, the Pope as a leader, Mother Teresa as a leader</p>
Year 3	<p><b>Hinduism:</b> place of worship, family life, Gods and Goddesses, Rama and Sita, Diwali</p> <p><b>Judaism:</b> Jewish symbols, the Torah, the Creation, Abraham, Exodus and the Ten Commandments</p> <p><b>Christianity:</b> Christian calendar, Advent, Christmas customs</p> <p>the Bible, bible stories, Good Friday, Easter Sunday, church services, baptism, church membership, weddings, funerals</p> <p><b>Islam:</b> the Mosque, Allah, five pillars of Islam, the Qu'ran, key events in the life of Muhammad</p>
Year 4	<p><b>Hinduism</b> Lakshmi, Krishna, symbols</p> <p><b>Christianity</b> the Gospels, Christmas story through Matthew and Luke's eyes, Easter story through Luke's and John's eyes, Easter symbols, God as creator and sustainer, teachings of Jesus</p> <p><b>Judaism</b> Rosh Hashanah, Yom Kippur, Pesach, Passover Meal, Savuot</p> <p><b>Islam</b> Ramadan, Sawm, Eid-ul-Fitr, Eid cards, Eid meal</p>
Year 5	<p><b>Christianity</b> pilgrimages to Lourdes, Lindisfarne, Iona, Canterbury, Jesus shows in human form what God is like.</p> <p><b>Islam</b> daily prayers, Friday prayers, birth and naming customs, day in the life of a Muslim, Hajj, customs relating to death and mourning</p> <p><b>Hinduism</b> a day in the life of a Hindu, pilgrimages, the River Ganges, Holi</p> <p><b>Judaism</b> a day in the life of a Jewish family, Synagogue services, bar/bat mitzvah, customs for a Jewish wedding, beliefs and customs for death</p>
Year 6	<p><b>Christianity</b> charities, Christian Aid, wealth and poverty, inspiration, achievements of Mary, St Paul, John Wesley, Martin Luther King</p> <p><b>Islam</b> Islamic Relief Organisation, challenges of belonging to the Muslim faith with regard to wealth and poverty</p> <p><b>Hinduism</b> Namakaran, the sacred thread ceremony, Hindu weddings, death and funeral customs, Mohandas 'Mahatma' Gandhi</p> <p><b>Judaism</b> Moses, the Ten Commandments, persecution of the Jews during WW2, Anne Frank, World Jewish Relief Organisation</p>

