



# RELIGIOUS EDUCATION

## INTENT

Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs, and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principle aim of RE at Queenswell is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community. At Queenswell we teach RE in line with the Barnet Aims for Religious Education, which focuses on enabling students to explore the nature of religion and fundamental questions of human experience. Religious Education therefore helps pupils to:

- develop and extend knowledge and understanding of Christianity and other world faiths, and of ethical beliefs
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities and societies
- enhance and reflect on their own spiritual, moral, social and cultural development
- grow in confidence in their own faith and respect those with a faith different from their own
- develop a positive attitude to living in a religiously diverse society
- develop the ability to make reasoned and informed judgements about religious and moral issues

## IMPLEMENTATION

Religious Education is unique in the school curriculum in that it is neither a core nor a foundation subject, however the Guidance released in 2010 views it as an important curriculum subject. Experiences and learning opportunities at The Queenswell Federation include:

- handling artefacts
- exploring sacred texts
- using imaginative play or drama to express feelings and ideas
- responding to images, games, stories, art, music and dance
- meeting visitors from local religious communities
- making visits to religious places of worship where possible, and where not, making use of videos and the internet- each year group visits a different place of worship
- taking part in whole school events (multi-faith days, Harvest Festival, school performances)
- participating in moments of quiet reflection
- using ICT to further explore religion and belief globally
- comparing religions and worldviews through discussion
- debating and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these

## LINKS TO EYFS

### Understanding the World

#### Intent


It is important to us that all children have the opportunity to make sense of the world around them through first hand experiences. This includes their physical world as well as their community. Children begin to gain an understanding of the past, and present by exploring the lives of themselves and those around them. We are a culturally diverse school and we aim to educate children about and celebrate what is important to the children and families that we serve. Our physical environment at Queenswell allows children to connect with nature through our Environmental Education and Forest School approach. These first-hand experiences help to enrich and widen the children's vocabulary, supporting communication and Language; and later reading comprehension as well.

#### Implementation

We provide a *culturally, socially, technologically and ecologically* diverse environment. This includes:

- providing a broad selection of stories, non-fiction, rhymes and poems
- globes and maps in every class
- Forest School approach to learning across the curriculum
- Our onsite environmental features including pond, meadow and wooded areas.
- A range of off-site visits such as parks, museums and places of worship
- Celebrating a range of religious and cultural practices throughout the year.
- Planned visitors from important members of society such as Fire fighters, police officers, dentist, nurses.
- Continuous provision that makes the most of the weather as a learning resource and using this to support learning around seasons.
- Continuous provision that reflects that cultural diversity of the children

## RE Overview and Learning Questions

 THE QUEENSWELL FEDERATION	<u>RE Overview and Learning Questions</u>					
Places or worship visits	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 1 <b>Synagogue</b> And/or church	<b>Leaders:</b> 6 main religions What do religious leaders do that makes them important?	<b>Time to Celebrate:</b> Christianity and Islam How do different religious communities celebrate?	<b>Belief and Belonging:</b> Islam, Hindu and Christianity What does it mean to belong to a religious community?	<b>Special Places:</b> Sikhism, Buddhism and Judaism What happens in different religious places?	<b>Stories and Books:</b> Christianity and Islam Why are some writings special to religious communities?	<b>Symbols and Artefacts:</b> Judaism and Islam How do different religious communities pray?
Year 2 <b>Hindu temple</b>	<b>Beliefs and Belonging:</b> 6 main religions How do our beliefs affect our behaviour?	<b>Celebrations:</b> Judaism, Islam How are festivals similar?	<b>Special Places:</b> Hinduism Where do Hindus worship? Hindu Temple / what do Hindus believe about God?	<b>Special Books:</b> Christianity How do sacred texts inform beliefs?	<b>Leaders and Teachers:</b> Sikhism and Buddhism Who do we admire and why? What did some leaders believe about God?	<b>Symbols:</b> <b>Christianity, Judaism and Islam</b> What symbols are used in religion and why?
Year 3 <b>Gurdwara</b>	<b>Inspirational People:</b> Who is inspirational to Christians?	<b>Inspirational People:</b> Who is inspirational to Muslims?	<b>Religion, family and the community:</b> What is Sikhism?	<b>Places of worship:</b> Where do Sikhs worship?	<b>Religion and the Individual:</b> What does it mean to be Muslim?	<b>Religion and the Individual</b> What is prayer?
Year 4 <b>Synagogue</b>	<b>Sacred Texts</b> Do different religions believe similar ideas about the creation of the world?	<b>Sacred Texts Teaching and Authority:</b> Bible, Quran, Torah How do sacred texts influence the way people live?	<b>Symbols:</b> How are signs and symbols different?		<b>Religion, family and the community:</b> How do Hindus show devotion to God?	<b>Beliefs and Questions:</b> Jainism and Humanism What do religions believe about how we should treat each other?
Year 5 <b>Mosque and/or church</b>	<b>Religion, Family and the community:</b> Can I compare Christianity and Islam?		<b>Inspirational People:</b> What does inspiration mean? Who inspires you and why?		<b>Worship:</b> Shabbat, Rosh Hashanah and Yom Kippur-What are the similarities in Jewish festivals?	I
Year 6 <b>Buddhist Temple</b>	<b>Pilgrimages and Sacred Places:</b> What is similar and different between religious pilgrimages?		<b>Journey of Life and Death:</b> What ceremonies do we have at the beginning /middle/end of our life?		<b>Transition Unit/Post SATs:</b> What do we know and understand about the religions we have studied?	