

RE CURRICULUM

As we grow in our consciousness, there will be more compassion and more love, and then the barriers between people, between religions, between nations will begin to fall.'

Ram Dass

Religious Education: Intent

Britain is one of the most religiously diverse countries in the world and, therefore, it is especially important that children learn about the beliefs and perspectives of those whose beliefs and values differ from their own. We are a diverse school, in the highest quintile for children with English as an additional language (ASP 2019), made up of children and families who follow the world's major religions.

Developing the children's understanding of diversity, including differing religious beliefs and practices, is pivotal to creating a harmonious school community and for preparing the children to make a positive contribution to a multi faith society.

The Religious Education curriculum has been designed, using the Hertfordshire agreed syllabus 2017-2022, to give the children knowledge about world religions and the opportunities for the consideration of moral and ethical issues. It also provides space for them to reflect on philosophical questions and develop their thought processes.

The Key stage 2 curriculum is divided into four sections, focussing on different world religions, with the thread of Christianity running through each year group.



What do we want the children to know?

Long term plan, covering the eight key areas of the programme of study for KS2 (2017-2022)				
LKS2	Year 3	Understanding Christianity link (UC)	Year 4	Understanding Christianity link (UC)
Autumn	Beliefs and practices; Symbols and actions Marking festivals, traditions and key events in life Symbolic expression in prayer and worship Advent and Christmas traditions around the world	People of God 2a.2 What is it like to follow God?	Beliefs and practices; Symbols and actions Sources of wisdom Marking festivals, pilgrimage, traditions and key events in life Symbolic expression in prayer and worship Exploring the Trinity at Christmas - Incarnation	People of God 2a.2 Digging Deeper What is it like to follow God? Incarnation 2a.3 What is the Trinity?
Spring	Identity and belonging; Prayer, worship and reflection Ultimate questions (Beliefs and practices - Easter) Belonging to a family, a community, challenges and religious leadership Different ideas about God and gods, creation and ultimate questions Communicating through sacred spaces and prayer Exploring Lent, Holy Week and Salvation	Creation 2a.1 What do Christians learn from the Creation Story? 2a.1 What do Christians learn from the Creation Story? Salvation 2a.5, Why do Christians call the day Jesus died	Identity and belonging; Prayer, worship and reflection; Ultimate questions (Beliefs and practices - Easter) Belonging to a community, individual commitment and religious leadership Different ideas about God and gods, creation and ultimate questions Communicating through sacred spaces and prayer Exploring Good Friday – Jesus’ death and resurrection	Creation 2a.1 Digging Deeper, What do Christians learn from the Creation Story? Salvation 2a.5, Digging Deeper Why do Christians call the day Jesus died Good Friday?
Summer	Sources of wisdom; Human responsibility and values; Justice and fairness Sacred texts and stories, their guidance and impact Taking responsibility for living together, values and respect Right and wrong, just and fair	Incarnation 2a.3 What is the Trinity? Kingdom of God 2a.6 When Jesus left what was the impact of Pentecost? Gospel 2a.4 What kind of World would Jesus want?	Sources of wisdom; Human responsibility and values; Justice and fairness Sacred texts and stories, their guidance and impact Taking responsibility for living together, values and respect Right and wrong, just and fair	Gospel 2a.4 Digging Deeper, What kind of world would Jesus want?

Medium term plan, covering the eight key areas of the programme of study for KS2 (2017-2022)

LKS2	Year 3	Year 4
Autumn	<p>Beliefs and practices; Symbols and actions</p> <p>Marking festivals, traditions and key events in life Looking at two contrasting religions (Christianity and Islam), pupils describe ways and traditions of celebrating festivals (e.g. Eid-ul-Adha, Eid Al Fitr, Easter, Christmas) and marking important events in life (birth welcoming ceremonies and traditions, e.g. Christian Baptism and Muslim Shahada). Pupils also explore different ways of marking the same event (e.g. Christmas, ceremonies of belonging) <i>UC People of God 2a.2 What is it like to follow God?</i></p> <p>Symbolic expression in prayer and worship Through the exploration of beliefs and practices, pupils explain how symbolic actions in worship can communicate and express meaning beyond words. They explore humility in prayer (e.g. genuflection, wudu, foot washing, silence and submission to Allah), the power of light across religions and the importance of sharing food in Christian worship. Advent and Christmas traditions around the world</p>	<p>Beliefs and practices; Symbols and actions Sources of wisdom;</p> <p>Marking festivals, pilgrimage, traditions and key events in life Looking at two contrasting religions (Hinduism or Sikhism and Christianity), pupils describe different ways and traditions of celebrating festivals (e.g. Vaisakhi, Diwali) and marking important events in life. They explore the inner meaning behind the key practices including Sikh and Hindu birth traditions and consider why there are different ways of marking the same event (e.g. Christmas, Eucharist, Advent and Diwali) around the world. <i>UC People of God 2a.2 Digging Deeper What is it like to follow God?</i> 'Why do some people make pilgrimage (e.g. Kumbha Mela for Hindus, Golden Temple at Amristar for Sikhs, Hajj for Muslims)?'</p> <p>Symbolic expression in prayer and worship Through the exploration of beliefs and practices, pupils explain how actions of worship are symbolic and can communicate a faith commitment beyond words (e.g. food and music). They explore the 5K's, the Kanda and the importance of Sewa for Sikhs. Pupils learn about Hindu relationships with their deities and the power of religious symbols including art, architecture and icons. Exploring the Trinity at Christmas - Incarnation <i>(UC 2a.3 What is the Trinity?)</i></p>

Medium term plan, covering the eight key areas of the programme of study for KS2 (2017-2022)

LKS2	Year 3	Year 4
<p style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 2em; font-weight: bold; text-align: center;">Spring</p>	<p>Identity and belonging; Ultimate questions Prayer, worship and reflection; (Beliefs and practices - Easter)</p> <p>Belonging to a family, a community, challenges and religious leadership What does it mean to belong to a faith community? Pupils explore shared beliefs and develop imaginative and creative ways of expressing their own faith or belief commitments (e.g. Sikh Kalsa). Looking at the challenge of individual commitment, they explore how the Five Pillars guide Muslims in their daily lives and question why some Muslims pray five times a day whilst others do not. They learn about the role and duties of historical and religious leadership (e.g. Jesus, Muhammad, Imam, Vicar) on followers and in their own lives.</p> <p>Different ideas about God and gods, creation and ultimate questions Discussing challenging questions about meaning, purpose and truth, pupils consider the different ideas about God and pose some deeper questions (e.g. Why are there some questions about life to which we don't have the answers?) They learn some of the ways religion's name and describe the attributes of God (e.g. 99 names of Allah and the Trinity). They explore different stories about how the world began (Christianity and Islam), expressing creatively theirs and others ideas on creation, God and heaven through creative media. <i>(UC 2a.1 What do Christians learn from the Creation Story?)</i></p> <p>Communicating through sacred spaces and prayer Pupils investigate the role and special space for worship in a mosque and a church exploring meaning and significance for followers. They examine how architecture and design may contribute to a worshippers experience and ask, who hears our prayers? They learn about key prayers (e.g. the first Surah in the Qu'ran and The Lord's Prayer) and how they might inspire a believer's commitment. They revisit the Easter story and learn about the Eucharist through visiting a local church or listening to a practising Christian.</p> <p>Exploring Lent, Holy Week and Salvation <i>(UC 2a.5, Why do Christians call the day Jesus died Good Friday?)</i></p>	<p>Identity and belonging Ultimate questions Prayer, worship and reflection; (Beliefs and practices - Easter)</p> <p>Belonging to a community, individual commitment and religious leadership Exploring where we may belong, pupils discover how some people identify and define themselves, what belonging might mean and how it shapes their lives. Considering some of the challenges individuals and communities face (e.g. Sikh Khalsa), they ask if you need to have faith to understand commitment. Pupils discover how some religious festivals (e.g. Easter, Diwali, Bandi Chor Divas) might bring a community together to expresses its shared commitment. Inviting a religious leader or through a place of worship visit, pupils learn what makes a religious leader and their impact on followers.</p> <p>Different ideas about God and gods, creation and ultimate questions Discussing challenging questions about meaning, purpose and truth. Pupils explore and debate why there are different ideas about God/gods (e.g. Hindu Trimurti) and present thoughtful responses to ultimate questions (e.g. why don't we know what happens when we die? They express their understanding through the creative arts curriculum. Pupils continue to learn about different response to the creation story questioning the conflict for Christians and suggesting solutions. <i>(UC 2a.1 Digging Deeper, What do Christians learn from the Creation Story?)</i></p> <p>Communicating through sacred spaces and prayer Pupils investigate the role and meaning of places of worship, suggesting why they play a significant part in a religious community or in the home (e.g. puja). They examine ways in which architecture expresses how a community communicates through prayer, worship and reflection Pupils investigate the nature of prayer and different forms of worship including the Akhand Path for Sikhs.</p> <p>Exploring Good Friday – Jesus' death and resurrection <i>(UC 2a.5, Digging Deeper Why do Christians call the day Jesus died Good Friday?)</i></p>

Medium term plan, covering the eight key areas of the programme of study for KS2 (2017-2022)		
LKS2	Year 3	Year 4
Summer	<p>Sources of wisdom; Human responsibility and values; Justice and fairness</p> <p>Sacred texts and stories, their guidance and impact Enquiring about what is wisdom, pupils explore the power of faith stories and sacred writing from the Christian and Islamic traditions (e.g. The Good Samaritan, The story of Muhammad) and respond to the impact of these on religious followers. They consider what is a sacred text, beliefs about its origin and how it should be treated (e.g. The Qur'an and The Bible). Learning about the impact of authority on individual believers, they ask and explore 'Who was Jesus?' and 'What is the Trinity?' (UC 2a.3) and the impact of Pentecost on Christians. <i>(UC 2a.6 When Jesus left what was the impact of Pentecost?)</i></p> <p>Taking responsibility for living together, values and respect Pupils consider their responsibility for the world and for each other and some religious and worldview responses (e.g. What kind of world did Jesus want?). They consider what rules different communities follow about caring for the world/each other. They think about what is important and what is valued and compile a moral values charter. <i>(UC 2a.4 What kind of world would Jesus want?)</i></p> <p>Right and wrong, just and fair Pupils learn about justice and fairness through the work of development charities (e.g. Christian Aid, Islamic Relief, Oxfam or their local religious charity group) and apply their own ideas on matters that are important. They explore faith stories that illustrate justice and fairness and how to treat each other (e.g. Zaccheus the Tax Collector and Widow's Mite). They reflect on who decides what is right and what is wrong.</p>	<p>Sources of wisdom; Human responsibility and values; Justice and fairness</p> <p>Sacred texts and stories, their guidance and impact Enquiring about what is wisdom, where does it come from and who decides what is wise, pupils explore a range of faith stories (e.g. Bhadavad Gita, Ramayna and stories from the Sikh tradition) and how their authority may help to guide followers in their daily lives. They investigate how psalms, poems, hymns and stories are interpreted in different communities and why they affect followers in different ways. They ask what is golden about the golden rules of faith and belief. Taking responsibility for living together, values and respect Pupils consider their responsibility for the world and for each other and some religious and worldview responses (e.g. How do Humanists show care and responsibility for others?). They consider why might there be different ideas about what is important and what is valued (e.g. Hindu teaching, ahimsa - harmless) and express their own ideas on the treatment of animals. They compile a moral values charter applying different religious codes and worldviews and discuss whether having a religious faith helps people to be good. <i>(UC 2a.4 Digging Deeper, What kind of world would Jesus want?)</i></p> <p>Right and wrong, just and fair Pupils apply their own ideas about justice and fairness through the work of development charities (e.g. Tear Fund, Red Nose Day, Khalsa Aid or local religious charity groups). They discuss the importance of fairness, peace and justice in the light of faith stories (e.g. The Milk and the Jasmine Flower, How Ganesh got the Elephant Head, The Emperor and the Langar) and other sources of wisdom. They explore ethical questions (e.g. does fairness mean everyone gets the same?) and Hindu responses to the concept of equality and the central role of the Langar in Sikh life.</p>

Long term plan for upper Key Stage 2 modelling the eight key areas of the programme of study taken from the Hertfordshire Agreed Syllabus of Religious Education 2017-2022

UKS2	Year 5	Understanding Christianity link (UC)	Year 6	Understanding Christianity link (UC)
Autumn	Beliefs and practices; Symbols and actions (Identity and belonging) Celebrations, key events in life and pilgrimage Symbolic ways of expressing meaning Exploring the incarnation through the Christmas story	Incarnation 2b.4 Was Jesus the Messiah?	Beliefs and practices; Symbols and actions (Identity and belonging) Celebrations and key events in life Symbolic ways of expressing meaning Exploring the annunciation in a sacred and secular Christmas	Incarnation 2b.4 Digging Deeper Was Jesus the Messiah?
Spring	Identity and belonging; Prayer worship and reflection Ultimate questions imate questions(Symbols and actions) Belonging to a community, individual commitment and religious leadership Communicating beyond prayer and sacred spaces Different ideas about God and gods, creation and ultimate questions Exploring themes in The Last Supper	God 2b.1 What does it mean if God is holy and loving? Creation 2b.2 'Creation and Science' contradictory or complimentary	Identity and belonging; Prayer, worship and reflection; (Sources of Wisdom) Belonging to a community, individual commitment and religious leadership Communicating beyond prayer and sacred spaces The significance of Salvation	Salvation 2b.6 What did Jesus do to save human beings?
Summer	Sources of wisdom; Human responsibility and values; Justice and fairness Sacred texts and stories, their guidance and impact Taking responsibility for living together, the world, values and respect Reflecting on ethics, what is right and wrong, just and fair	Gospel 2b.5 What would Jesus do? People of God 2b.3 How can following God bring freedom and justice	Sources of wisdom; Human responsibility and values; Ultimate questions Justice and fairness Sacred texts and stories, their guidance and impact Taking responsibility for living together, the world, values and respect Different ideas about God and gods, creation and ultimate questions Reflecting on ethics, what is right and wrong, just and fair	People of God 2b.3 Digging Deeper How can following God bring freedom and justice? God 2b.1 Digging Deeper What does it mean if God is holy and loving?; 2b.2 Creation 2b.2 Digging Deeper 'Creation and Science' contradictory or complementary?

Medium term plan, covering the eight key areas of the programme of study for KS2 (2017-2022)		
UKS2	Year 5	Year 6
Autumn	<p>Beliefs and practices; Symbols and actions Identity and belonging</p> <p>Celebrations, key events in life and pilgrimage Pupils explore what it means to live as a Christian/Jew in Britain today, considering internal diversity. They reflect on spiritual ways of celebrating the same and different festivals (e.g. Advent /Christmas). They learn about diverse responses to sacred rituals (e.g. Shabbat) and rites of passage in different traditions. They develop an understanding of key Christian concepts (e.g. incarnation), the life of Jesus and practices in the Church year. Pupils make connections and develop an understanding of spiritual journeys and the importance of pilgrimage for believers.</p> <p>Symbolic ways of expressing meaning Pupils compare how religious and symbolic artefacts are used in prayer and practice to express meaning. Pupils discover why and how artefacts are used in Jewish prayer to enrich experience. They explore how religious faith is communicated and expressed through the creative arts.</p> <p>Exploring the incarnation through the Christmas story <i>(UC2b.4 Was Jesus the Messiah?)</i></p>	<p>Beliefs and practices; Symbols and actions Identity and belonging</p> <p>Celebrations and key events in life Pupils investigate what it means to live as a Christian or Buddhist in Britain today considering internal diversity. They develop an understanding of key Christian concepts (annunciation, incarnation, temptation, resurrection, salvation and ascension) enquiring into how God can be different things to different people. They reflect upon spiritual and internal diversity, comparing ways of celebrating the same and different festivals/events around the world (e.g. sacred or secular Christmas and how Humanists mark rites of passage) and question how and why festivals and events are valued by some and not others.</p> <p>Symbolic ways of expressing meaning Pupils explore and compare how different religions and worldviews express their beliefs through the arts (e.g. poetry, song, film, stained glass and drama). They explore how artefacts and symbolic actions communicate different meaning to individuals. They investigate the mudras (gestures) of the Buddha, the Three Jewels (Buddha, the Dharma and the Sangha) and the wheel and lotus flower in the light of Buddhist teachings and actions. Pupils examine why Christians celebrate the same thing in different symbolic ways (e.g. The Last Supper, baptism).</p> <p>Exploring annunciation in a sacred and secular Christmas <i>(UC2b.4 Digging deeper Was Jesus the Messiah?)</i></p>

Medium term plan, covering the eight key areas of the programme of study for KS2 (2017-2022)

UKS2	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 2em; font-weight: bold;">Spring</p>	<p>Identity and belonging; Prayer, worship and reflection; (Symbols and actions -Easter) Ultimate questions</p> <p>Belonging to a community, individual commitment and religious leadership Expressing what belonging and faith means in Christianity and Judaism. Pupils explore and compare the lives of key leaders from contemporary life. They ask what it means to be a religious leader and how leadership impacts the lives of followers. They express insights into the modern day challenges of ancient laws for Jews (e.g. keeping Shabbat and keeping Kosher). Through the stories of Moses and Jesus, pupils explore key events from history. They learn about the common themes and symbolism of Passover and Easter and how these are connected. They raise questions of faith and discover the main Christian and Jewish groups represented in Britain today.</p> <p>Different ideas about God and gods, creation and ultimate questions Discussing challenging and deeper questions about meaning, purpose and truth, pupils consider reasons why there are different responses and ideas about the divine (e.g. whether God is real). They start to think about life after death and what heaven might look like, considering both Christian and Jewish perspectives. Pupils begin to explore different accounts on how the world began and question how they all can be true. They consider the role of God and the responsibility of humanity. Through creative media they begin to ask and answer their own questions. This could be introduced through participation in a practical, expressive project such as NATRE Spirited Art www.natre.org.uk <i>(UC 2b.1 What does it mean if God is holy and loving?</i> <i>2b.2 'Creation and Science' contradictory or complementary?)</i></p> <p>Communicating beyond prayer and sacred spaces Pupils explore, through enquiry and experience, the role of prayer, reflection, meditation and stillness in different religions and worldviews. They observe how some believers communicate through the physical space of a church/synagogue/temple, looking at the similarities and differences. They question whether or not prayer spaces are needed to connect to God and enquire how prayers (e.g. The Lord's Prayer, the Shema), might enhance worship. They experience the importance of collective and private space/stillness/silence/yoga as a form of worship and write some prayers or meditations suited to a particular occasion and tradition.</p> <p>Exploring themes in The Last Supper</p>	<p>Identity and belonging Prayer, worship and reflection; (Sources of wisdom – Easter)</p> <p>Belonging to a community, individual commitment and religious leadership Expressing what belonging and faith means in two different traditions pupils explore and compare the life of contemporary key leaders and the qualities of leadership. They examine challenges, commitments and guidance identifying the impact of faith on how followers live (e.g. considering the Eightfold Path, how do Buddhists try to follow the Buddha's example?). They express insights into modern day challenges of faith (e.g. Can someone be a practising Buddhism and still lead a privileged life?) and the internal diversity of responses. They raise deep questions and ask what might be the most difficult aspects of being Buddhist, Christian and or Humanist in Britain today (e.g. what defines us and what is our purpose?). Focusing on the Easter story and personal heroes, they examine the significance for Christians of Jesus as the Messiah.</p> <p>Communicating beyond prayer and sacred spaces Engaging with prayers from different religions, traditions and worldviews, pupils explore the role and interpretations of prayer, reflection, meditation and stillness and the impact on individuals. Considering what a multi-faith prayer space might look like, pupils look beyond the formal physical sacred space and construct of prayer and reflection (e.g. through secular music and poetry), as a form of expression. They learn why meditation and the teaching of compassion and mindfulness are central to Buddhism and how the Buddhist community use nature to transmit their prayers (e.g. prayer wheels). They ask how does Buddhist mantra enhance worship and is meditation the same as praying. They experience meditation/stilling/silence and mindfulness as a form of worship sharing their thoughts and reflections by writing prayers, responses or meditations suited to a particular occasion and tradition.</p> <p>The significance of Salvation Salvation <i>UC 2b.6 What did Jesus do to save human beings?</i></p>

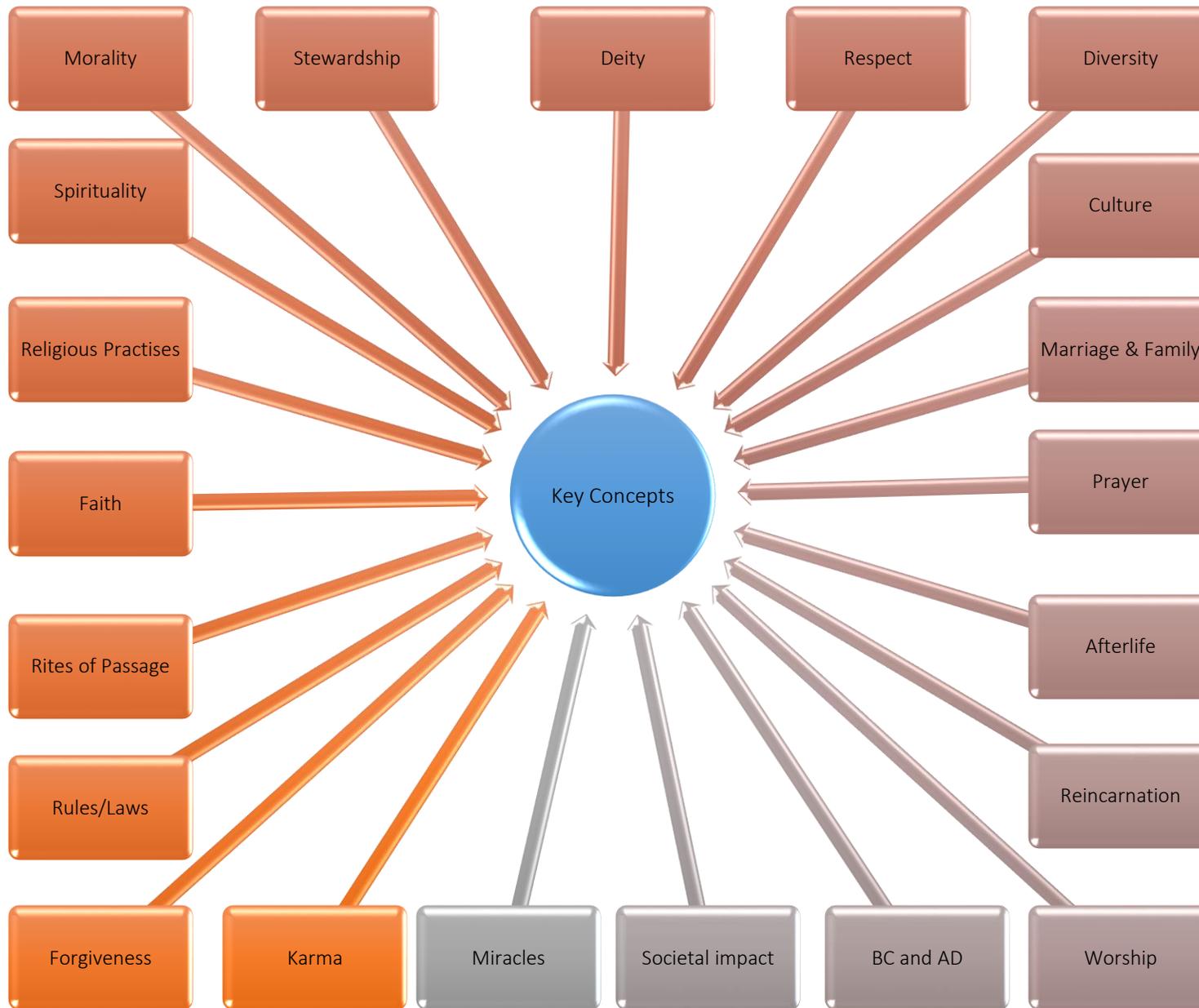
Medium term plan, covering the eight key areas of the programme of study for KS2 (2017-2022)

UKS2	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 2em; font-weight: bold; margin: 0;">Summer</p>	<p>Sources of wisdom; Human responsibility and values; Justice and Fairness</p> <p>Sacred texts and stories, their guidance and impact What makes a source of wisdom? Pupils investigate and interpret a range of stories, sacred writing, people and artefacts from different traditions and communities. Texts might include The Lord's Prayer, the Gospels, the Torah, Psalms, the Vedas, Bhagavad-gita and worldview responses. Pupils interpret what sources of wisdom communicate to followers and their impact upon groups of faith and belief. They explore key religious figures in different traditions and their actions (e.g. What did Jesus do to save human beings?).</p> <p>Taking responsibility for living together, values and respect How can people live together for the wellbeing of all? Considering our social and environmental responsibilities, pupils discover and respond to religious and moral codes of conduct from the Christian, Jewish and Humanist traditions. They think about why they should care, what is important and what may influence a community and individual's choices. They compare golden rules and consider if and how the world needs repairing (e.g. the Jewish concept of Tikkun Olam). Pupils think about God in the light of the values of fairness and equality, love, caring and sharing. (UC 2b.5 What would Jesus do?)</p> <p>Reflecting on ethics, what is right and wrong, just and fair Considering the guidance of the Ten Commandments, pupils express ideas about right and wrong in the light of their learning. They persuasively argue about reasons why some people (from a religious and or non-religious background) try to help others in need (e.g. victims of natural disasters and those with disabilities). Pupils learn about the practise of justice through the work of different Christian aid agencies and consider how it links with the life and teachings of Jesus. In Judaism they explore fairness through the commandment of giving charity (Tzedekah) and the importance of supporting communal projects. Pupils evaluate different religious responses to justice and fairness. (UC 2b.3 How can following God bring freedom and justice?)</p>	<p>Sources of wisdom; Human responsibility and values; Ultimate questions Justice and fairness</p> <p>Sacred texts and stories, their guidance and impact Pupils interpret and respond to a range of stories, sacred writing and sources of wisdom from the heart of different traditions and communities. They consider how they guide and what they communicate to followers (e.g. What can stories and images tell us about the inspiration for Buddhist beliefs?). They develop their understanding of key inspirational figures (e.g. Dalai Lama) as sources of wisdom and their contemporary relevance. They reflect on the impact of key sources of wisdom on individuals and different communities.</p> <p>Taking responsibility for living together, values and respect Pupils use local and national census statistics to develop an understanding of the religious make up and diversity of their locality and of Britain. They consider what Jews, Humanists, Christians and Buddhists teach about how people can live together respectfully to create a perfect world. They develop their understanding of responsibility and social justice and question why and how we should care. Pupils respond thoughtfully to ideas about human responsibility for the environment and how religious and moral codes are acted upon. Pupils ask how the 'Golden Rule' is interpreted in the Humanist tradition and consider if following God can bring freedom and justice. (UC 2b.6 What did Jesus do to save human beings?)</p> <p>Different ideas about God and gods, creation and ultimate questions Developing challenging and deeper questions about meaning purpose and truth, pupils consider different perspectives on the questions of creation and the beginnings of life on Earth, debating the relationship/conflict between creation and science. Pupils develop their understanding of different beliefs and perspectives about God and life after death in religious and non-religious settings (e.g. what is meant by a 'soul'), constructing answers to their own challenging questions. When God and theological concepts including life, death, and afterlife beliefs are rejected, they question what is truth and where do non-religious people find answers. This could be introduced through participation in a practical, expressive project such as NATRE Spirited Arts (www.natre.org.uk) (UC 2b.1 Digging Deeper- What does it mean if God is holy and loving? 2b.2 Digging Deeper- 'Creation and Science' contradictory or complementary?)</p> <p>Reflecting on ethics, what is right and wrong, just and fair Why isn't the world just and fair? Beyond religious guidance, pupils explore how people decide what is right and what is wrong and how they may choose to live. Pupils develop their thinking about why and how some people (from a religious and or non-religious background) try to help others (e.g. victims of poverty, prejudice, crime and those affected by war). Focusing on the lives of children in pre-Holocaust Europe, pupils reflect on the challenging moral choices made and the British humanitarian actions of the Kinder transport (children's rescue operation). Pupils consolidate their ideas about right and wrong, justice and fairness through different religious traditions. They ask how the Buddhist concepts of desire, suffering and compassion affect the choices of followers. (UC 2b.3 Digging Deeper- How can following God bring freedom and justice?)</p>

What are the skills we teach?

Whole School Progression Map		
	Lower Key Stage 2	Upper Key Stage 2
	Pupils should be able to...	
Beliefs and practices	Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked.	Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.
Sources of wisdom	Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers	Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.
Symbols and actions	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities	Compare how and why a range of beliefs expression and actions communicate different meanings to individuals within communities. Identify and describe similarities and differences between and within communities.
Prayer, worship and reflection	Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections	Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.
Identity and belonging	Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders	Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives.
Ultimate questions	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections	Present a range of views and answers to challenging questions about belonging, meaning and truth.
Human responsibility and values	Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.	Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.
Justice and fairness	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong	Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices

Implementation



Religious Education is taught discreetly in class but also plays an important part in whole school activities, for example, school assemblies. Our parish vicar, Rev. Ian Pankhurst, visits the school every month to take an assembly based on the church calendar, and leads our annual carol service at St Andrew's Church.

We also invite leaders from the main religious faiths to visit the school, to ensure that the children have a broad and balanced view of religion in Britain today.

More broadly, spiritual, moral, ethical and philosophical matters are considered and discussed with the children during weekly assemblies and through class discussion.

We recognise that key concepts (see left) need to be explicitly taught in order for the children to have the necessary tools to access the RE curriculum.

School trips linked to the year group curriculum

We have arranged school trips across the key stage which are designed to be relevant to and enhance the children's experience in the classroom.

Year 3 Christianity and Islam	Workshop on 'The Last Supper'
Year 4 Christianity and Hinduism	Bhaktevedanta Manor
Year 5 Christianity and Judaism	Jewish living experience, Borehamwood and Elstree synagogue
Year 6 Christianity and Buddhism	Amaravati Buddhist monastery, Great Gaddesden
In addition, we have a bi annual Reflection week, which allows all the children in the school to think deeply about the relationship between themselves, the world and God. This is also open to Parents in a child-led activity.	

Impact

- Our children are confident, articulate and respectful of the beliefs and values of others
- Our children have the skills to make a positive contribution to a multi-cultural society
- KS2 results are consistently above national and Hertfordshire measures
- The school is consistently graded as outstanding by our Hertfordshire Improvement Partner
- Anecdotal evidence suggests that our past pupils do well at GCSE and A level, and are highly valued by secondary colleagues
- There is a large percentage of children each year who gain places at high performing secondary schools, both in the state and private sector

We evaluate the impact of what we teach by...

- Carefully monitoring and reporting on the progress and attainment of individual children and groups of children, and ensuring that staff have access to this information to inform their planning
- Identifying gaps between disadvantaged children and other children, and ways to address gaps if they occur
- Regularly consulting with children
- Working in partnership with parents

This process of evaluation results in a continuous and relentless striving for marginal gains improvement.