



Tower Hill Primary School RE Rationale

Religious Education develops children's knowledge of religion, religious beliefs, practices, language and traditions and how these influence individuals, communities, societies and cultures. Religious education can shape children's own views and values.

Intent:

At Tower Hill Primary School, our Religious Education lessons strive to promote rich discussions, a high level of questioning and reflection. This enables children to gain a deep understanding of different beliefs, and to encourage learners to become respectful of others religious beliefs as well as encouraging them to develop their own beliefs, values and attitudes. We enable children to learn in an environment where they can develop their understanding and ask questions in a way that is respectful to others.

Teaching Religious Education is an effective way to demonstrate and model to the school community how positively different religions feed into demonstrating British Values such as tolerance and respect. Through effective teaching of Religious Education we provide children with an understanding of how "others" choose to lead their lives which inspires understanding and tolerance of differences.

Implementation:

Our Religious Education curriculum is formed using Hampshire's Agreed Syllabus, *Living Difference III* which states that, 'It is intended to provide the basis of good teaching in religious education and, as a result, be open to the plurality of ways in which people live within our local and national communities and the world'. Through this approach and the syllabus, *Living Difference III*, we introduce a range of units to pupils of all ages through engaging with and enquiring into concepts.

At Tower Hill, we believe it is important to give children real life experience of religion through artefacts, visitors and trips therefore allowing children a hands on approach to the subject to ensure they have memorable and lasting learning experiences. We believe that children learn best and will remember more when learning is real and they can make connections between their own beliefs and those that they are learning about.

Early Years Foundation Stage:

The Early Years Foundation Stage provides the basis on which children start to develop the dispositions and skills for learning that they will use throughout their lives. Religious Education curriculum planning for the Early Years at Tower Hill ensures continuity and progression in children's learning towards and throughout Key Stage 1.

The Early Learning Goal for 'People and Communities,' States: *They know about similarities and differences between themselves and others, and among families, communities and traditions.*

At Tower Hill children begin to learn about different religions and celebrations through 'People and Communities.' The children learn about different celebrations at the time they are celebrated throughout the year. This is done through circle times and then the children being able to experience and make things that are to do with the religion or celebration during their

choosing time. In the **Autumn Term**, the children learn about **Diwali** through discussions, opportunities provided in the learning environment and making Diya lamps. The children learn about the **birth of baby Jesus** through the telling of the **Nativity Story**. In the Spring Term the concept of **Celebrating New Life** is taught through the telling of the Easter Story and having Ducklings in school for the children to look after.

Key Stage I:

Children in Key Stage I will continue to explore and reflect on their own way of life and feelings about this and also continue developing an understanding of religious and non-religious ways of living. They are encouraged to ask questions to further develop their understanding of different concepts and beliefs.

Children should be encouraged to explore and share their own experiences of the concepts studied. In this way they will begin to understand other people's experiences found in religious and non-religious ways of life.

In Year 1 in Autumn 1, the concept of **Thanking** is covered through looking at **Harvest**. The children will think about what being thankful means and what they are thankful for. In Autumn 2 the concept **Light as a Symbol** is covered. This is done by learning about advent and Hanukkah. In Spring 1, children learn about the concept of **Change** through looking at the **People Jesus Met**. Through this, the children learn about how people's lives were changed by the teachings of Jesus. In spring 2, children look at the **Symbol of Darkness to Light** by looking at the **Paschal Candle** and how it is used. As part of their learning on this concept, the children visit the church. In Summer 1, children look at the concept of belonging and explore what it means to belong in **Judaism**. In summer 2 the concept of **Special Books** is taught through looking at the **Bible and Torah**.

In Year 2 the first concept to be taught is **Celebration**. This is done through building on the children's knowledge of **Harvest** from Year 1 and extending this by learning about the **Jewish celebration, Sukkot**. In Autumn 2, the concept taught is **Journey's End**. This is done by looking at **Christmas Journeys**. In Spring 1, the concept of **Remembering** is taught through the teaching of **Passover Celebration to remember God helped the Jews**. In Spring 2, the concept of welcoming is taught through the teaching of **Palm Sunday** - Christians welcomed Jesus. In Summer 2, the concept of **Special Places** is taught through a church visit and gathering children's thoughts and ideas about a **Church and Synagogue**.

Each concept taught builds on previous learning and connections are made for and by the children.

Key stage II:

During Key Stage II, children will further develop their dispositions and skills for enquiry, which enables them to have a more mature understanding of different religious traditions. They will now be able to identify and make their own responses to some of the issues that arise in their own and others' experiences with regard to living a religious or non-religious life. They are encouraged to develop their ability to ask and pursue more perceptive and complex questions.

In Year 3, the first concept to be taught is **Devotion**. This is taught through learning about **Hindu Worship**. In Autumn 2, the children are taught about the concept **Angels**. In Spring 1, they learn the concept of **Good and Evil** through learning about the **Festival of Holi**. In Spring 2, the concept taught is **symbols**. This is where they learn about the **Garden of Eden**. In

Summer 1, the concept is **creation** taught through looking at **Christian and Hindu Creation Stories**. In Summer 2 the concept is **Miracle Stories** where the children will learn about the **Miracles Jesus Performed**. The learning at the start of Key Stage II directly builds on the key concepts, knowledge and skills that have been taught in Key Stage I.

In Autumn 1, Year 4 re-visit the concept of **Good and Evil** but this time looking at the concept through exploring **Diwali and the story of Rama and Sita**. In Autumn 2, the concept is **Holy** where the children learn about **Mary Mother of God**. In Spring 1, the concept is **Temptation** where the children think about **making choices**. In Spring 2, the concept is **Ritual**. This is taught through learning about the **Paschal Candle** – this will be covered in more detail and children will be reminded of their previous knowledge. In Summer 1, the concept is **Sacred** where the children learn about **Christian and Hindu places of worship**. In Summer 2, the concept is **Protection** where the children learn about the **Raksha Bandhan, a Hindu celebration**.

In the Autumn Term of Year 5, the children are taught about the **Old Testament by Bible Explorers**. In the Autumn, the children also participated in a church workshop to learn about the story of Christmas. The concept taught in Spring is **Community/Ummah** where the children learn about **the Mosque and The Five Pillars of Islam**. In the Summer Term the children are taught about **The New Testament by Bible Explorers**.

In year 6 in Autumn 1, the concept is **Authority**. This concept is taught through learning about the **Bible and Qu'ran**. In Autumn 2, the concept is **Incarnation** and this is taught through looking at **how Christians perceive the birth of Jesus**. In Spring 1, the concept is **Interpretation** where the children once again explore **Christianity and Islam** this time in more depth. In Spring 2, the concept is **Resurrection** where the children learn about **The Empty Cross**. The children have a **church workshop** to support their learning during this term. In Summer 1 the concept is **Message** where the children learn about Jesus, his teaching and his message. In Summer 2 the concept is **Stewardship** taught through looking at **Creation**.

Impact:

At Tower Hill we follow the Living difference Syllabus where each concept is taught through The Cycle of Enquiry. Each step of the cycle requires the children to use a different skill. It starts with '**Communicate**' where the children communicate their own response to the concept, '**Apply**' they apply the concept to their own and others lives, '**Enquire**' where the children enquire into religious and non-religious concepts and think what does this concept mean, '**Contextualise**' where the children will link the concept to a specific religious practice, belief and situation, and '**Evaluate**' where the children will think about why the concept is important to the religion and what it means to them now. These skills are useful skills for the children to develop and can be used in other areas of their learning. They will build upon and develop these skills as they progress through the school and they will become more confident in being able to use these skills as they explore more concepts. The children will be assessed on one part of the cycle each term and every skill will have been assessed by the end of the year. We encourage the children to be independent and in control of their own learning which helps them to become confident and resilient learners.