

# RE at Claycots

Claycots Primary School



[www.claycots.co.uk](http://www.claycots.co.uk)

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# RE team

Miss Mahmood is our RE Leader at Claycots.



# The vision for RE

At Claycots, we want everyone to be valued as an individual, where learning is exciting, and everyone strives to be the best that they can be. Our RE curriculum is at the heart of this vision, preparing children to leave our school ready to navigate their way in the pluralistic and global community. Through RE, we want our pupils to blossom into young adults who develop spiritually, morally, socially and culturally, in line with the British values of tolerance, respect and individual liberty.

At Claycots, we aim to achieve this by providing pupils with Key Questions that equip them with the knowledge and understanding to answer the challenging questions about meaning, purpose, beliefs about God, issues of right and wrong and what it means to be human. For us to do this, we always aim to provide effective, high-quality Religious Education that provides opportunities for personal reflection and comparison. Through RE, our aim is for our pupils to challenge stereotypes and promote cohesion within the community.



# The vision for RE

In order to provide a good level of Religious Education, we aim to:

- Plan high-level teaching resources that are adapted for all needs, stretching our pupils thinking through challenging questions
- Provide opportunities for children to explore a variety of experiences both inside and outside of the classroom
- Offer CPD opportunities for teachers to develop their understanding of RE and the NATRE RE Today curriculum
- Plan regular assessment opportunities to inform future planning, both formative and summative
- Monitor RE through regular pupil voice interviews, learning walks and book looks



# Subject Intent

At Claycots, we understand that Religious Education provides pupils with the opportunity to learn about multiple faiths, which may be different from their own beliefs. Claycots' vision and educational aims for religious education are to provide a rigorous academic curriculum that is ambitious, challenging, enriching and inclusive. This is in line with the school's mission to encourage high expectations to maximise progress and to enable all pupils to achieve and to develop resilience and creativity in their learning. Our aims and vision for RE also reflect the intent of the locally agreed syllabus which are 'to promote religious literacy' through enabling pupils to 'engage in informed and balanced conversations about religions and beliefs'. At Claycots, we want our pupils to leave school ready to navigate and flourish in an increasing pluralistic and globalised society.

Learning about a variety of religions enables pupils to be informed and understand some of the political, social, and moral issues that they may face as they grow up in an increasingly globalised world and diverse community. At Claycots, we teach RE through using an enquiry question that is answered by building up substantive knowledge through a series of smaller, key questions to enable children to understand the key concepts within RE. Throughout their time at Claycots, pupils will encounter and explore the following key concepts: God (including people of God and kingdom of God), Incarnation, Gospel, Salvation, Creation, Fall, Belonging, Faith, Morality and impact on the wider world. Through the key concepts, pupils will be taught how to become reflective learners, providing them with a safe place to raise challenging questions and develop into empathetic, respectful and tolerant young adults.



# Subject Intent

At Claycots, we actively promote the fundamental British value of mutual respect and tolerance of others' faiths and beliefs, and we believe that this will enable our children to leave our school prepared for life in modern Britain. To support these aims, our curriculum develops children's Cultural Capital by including a range of visits to religious places of worship, as well as inviting visitors into our school to immerse pupils in their learning. We always ensure we create a safe place for pupils to respectfully ask key questions, share their own beliefs and demonstrate their tolerance and respect for all.



# Subject Definition

## **KS1**

Now we are learning RE. RE is when you learn about other religions and the beliefs, traditions, and practices that they follow. It can help you learn about values such as kindness and respect.

If I like RE then I can become a teacher or do a job that that helps people in the community such as a support worker or a lawyer.

## **KS2**

Now we are learning RE. Religious education is a way to learn about different religions and their beliefs, traditions, and practices. It can help us understand why people believe what they believe and how they worship or pray. Religious education can also teach us about important values like compassion, kindness, and respect.

If I like RE then I can become a teacher or do a job that that helps people in the community such as a support worker or a lawyer.



# How we teach RE

At Claycots, we now follow the NATRE RE Today curriculum, which meets the requirements of the Pan Berkshire Agreed Syllabus for RE. RE is taught weekly and advocates an enquiry-based approach, where a key question is answered throughout the unit. Planning is effectively sequenced so that pupils are supported in developing a secure, long-term understanding of key concepts within RE. The learning within the unit ensures that pupils can connect new knowledge with existing knowledge, building on their foundational knowledge. The curriculum provides clear questions that allow the children to break down the key learning to answer a sequence of questions that build up to enable children to answer the over-arching enquiry question.

We understand the importance of allowing children to be exposed to religious resources and ensure that children have the chance to go on educational visits, developing their cultural capital and immersing them in their learning. Doing this alongside the NATRE RE Today scheme of learning prompts pupils to develop their critical thinking skills. The curriculum provides opportunities for personal reflection, which enables pupils to advance their subject knowledge and flourish as moral and global citizens. All lessons have scaffolds that support pupils through their religious educational journey, to ensure that all pupils are included, and are challenged appropriately to meet their learning needs.



# How we teach RE

At Claycots, the RE curriculum will be enriched through trips, workshops and through links with the wider community. Pupils will have opportunities to experience RE in a variety of ways through visiting places of worship, religious visitors and by exploring religious artefacts.

Each Year Group has access to a wide range of non-fiction books in the school library to enhance their research and understanding of religions, as well as laptops for internet based research and learning. Educational visits and hands on learning opportunities are provided as often as possible to enthuse the children and provide opportunities for children to engage with the Religions taught.

Teaching and learning is regularly monitored by the RE lead who will provide a range of CPD as required to staff and ensure good teaching of RE across all key stages. Planning will be in place with regards to key concepts that will enable children to break down challenging and complex key questions and beliefs. Medium and short-term plans will be monitored. Lessons will be inspiring and well delivered to ensure all pupils learn the knowledge required to answer challenging questions about meaning, purpose, beliefs about God, issues of right and wrong and what it means to be human.



# How we teach RE

## Early Years & KS1

In Early Years, children celebrate many different festivals and events. Children learn about Diwali, Eid, Christmas and Chinese New Year. They discuss similarities and differences and get involved in art and craft experiences linked to the festivals. Children also explore the idea of belonging and what this might mean to different religions and cultures.

In Key Stage One, children are introduced to some of the key concepts within RE, focusing on the Christian beliefs of creation, incarnation for Year 1 and gospel for Year 2 in the Autumn Term. Through key questions, these complex beliefs are broken down to allow children to grasp the concepts, before introducing the concept of faith through Judaism (Year 1) and Islam (Year 2). This allows pupils to develop their discussions of similarities and differences between religions from EYFS. Both Year 1 and Year 2 also end on a thematic unit, applying a key question to the religions studied so far and introducing other world views. Pupils are able to explore the idea of belonging, god and the impact on the wider world through these thematic units, providing a conclusion and summary to learning for the year.



# How we teach RE

## KS2

In Key Stage Two, pupils build upon the key beliefs and concepts already introduced, deepening their understanding of the key concepts. Pupils discuss and develop their understanding of the key Christian beliefs of God (including people of God and kingdom of God), Incarnation, Gospel, Salvation, Creation and Fall. The key concepts of Faith and God are used to introduce Hinduism for Y4 and Y6 and for Y3 and Y5 to build upon existing KS1 understanding of Judaism and Islam. Thematic units at the end of the year are used to build on pupils understanding of the key religious concepts of Faith, Belonging, Morality and the Wider World, through continuing to discuss and compare religions taught and a range of worldviews, including Humanism.

Thus, throughout their time at Claycots, learning is effectively sequenced so that pupils are supported in developing a secure, long-term understanding of key concepts within RE. The children are challenged to think critically and ask questions about a variety of religions as each half-term focuses on a key question to understand the key concept explored.



# How we measure progress

The NATRE RE Today curriculum allows for formative and summative assessment. Each unit has a summative assessment to be completed at the end, to showcase pupils' learning and understanding of the key concepts taught. Throughout the unit, sticky knowledge slides and key vocabulary provide plenty of opportunities for children to embed the key learning, as a form of formative assessment. This also forms a range of mini summative assessments, used at the beginning of the lesson as a retrieval opportunity, but also for teachers to see where further learning is needed for pupils to understand the key concepts.

To support with planning an ambitious, academic curriculum, marking, observation of pupils' work and regular discussions, supports teachers in assessing pupils understanding formatively and planning subsequent lessons.



# Curriculum Map- EYFS & KS1 NATRE RE TODAY 2024 to 2025

| EYFS & KS1 |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                        |                                                                                                                                 |                                                                                                                                   |                                                                                                                                                                                     |                                                                                                                                                                                                                  |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year       | Autumn 1                                                                                                                                                                                                                                                                                                                                                             | Autumn 2                                                                                                                                               | Spring 1                                                                                                                        | Spring 2                                                                                                                          | Summer 1                                                                                                                                                                            | Summer 2                                                                                                                                                                                                         |
| EYFS       | In Early Years, children celebrate many different festivals and events. Children learn about Diwali, Eid, Christmas and Chinese New Year. They discuss similarities and differences and get involved in art and craft experiences linked to the festivals. Children also explore the idea of belonging and what this might mean to different religions and cultures. |                                                                                                                                                        |                                                                                                                                 |                                                                                                                                   |                                                                                                                                                                                     |                                                                                                                                                                                                                  |
|            |                                                                                                                                                                                                                                                                                                                                                                      | Diwali<br>Christmas                                                                                                                                    | Chinese New Year                                                                                                                | Easter<br>Eid                                                                                                                     |                                                                                                                                                                                     |                                                                                                                                                                                                                  |
| Year 1     | Unit 7<br><br>Key Concept: Creation<br><br>Key Question:<br>Who do Christians say made the world?<br><br>Religion: Christianity                                                                                                                                                                                                                                      | Unit 8<br><br>Key Concept: Incarnation<br><br>Key Question:<br>Why does Christmas matter to Christians?<br><br>Religion: Christianity                  | Unit 9<br><br>Key Concept: Faith<br><br>Key Question:<br>Who is Jewish and how do they live?<br><br>Religion: Judaism           | Unit 10<br><br>Key Concept: God<br><br>Key Question:<br>What do Christians believe God is like?<br><br>Religion: Christianity     | Unit 11<br><br>Key Concept: Belonging<br><br>Key Question:<br>What does it mean to belong to a faith community?<br><br>Religion: Thematic Christianity, Judaism, Islam, World views | Unit 12<br><br>Key Concept: The World<br><br>Key Question:<br>How should we care for the world and for others, and why does it matter?<br><br>Religion: Thematic Christianity, Judaism, Non-religious worldviews |
| Year 2     | Unit 13<br><br>Key Concept: Gospel<br><br>Key Question:<br>What <u>is</u> the good news Christians believe Jesus brings?<br><br>Religion: Christianity                                                                                                                                                                                                               | Unit 14<br><br>Key Concept: Gospel<br><br>Key Question:<br>What <u>is</u> the good news Christians believe Jesus brings?<br><br>Religion: Christianity | Unit 15<br><br>Key Concept: Faith<br><br>Key Question:<br>Who is a Muslim and how do they live? (Part 1)<br><br>Religion: Islam | Unit 16<br><br>Key Concept: Salvation<br><br>Key Question:<br>Why does Easter matter to Christians?<br><br>Religion: Christianity | Unit 17<br><br>Key Concept: Faith<br><br>Key Question:<br>Who is a Muslim and how do they live? (Part 2)<br><br>Religion: Islam                                                     | Unit 18<br><br>Key Concept: Belonging<br><br>Key Question:<br>What makes some places special to believers?<br><br>Religion: Thematic Christianity, Judaism, Islam                                                |

|              |
|--------------|
| Christianity |
| Judaism      |
| Islam        |
| Hinduism     |
| Thematic     |



# Curriculum Map- LKS2

## NATRE RE TODAY 2024 to 2025

| LKS2   |                                                                                                                                                                     |                                                                                                                                                                                            |                                                                                                                                                                                              |                                                                                                                                                                                                         |                                                                                                                                                                                |                                                                                                                                                                                                                                     |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year   | Autumn 1                                                                                                                                                            | Autumn 2                                                                                                                                                                                   | Spring 1                                                                                                                                                                                     | Spring 2                                                                                                                                                                                                | Summer 1                                                                                                                                                                       | Summer 2                                                                                                                                                                                                                            |
| Year 3 | <b>Unit 19</b><br><br><b>Key Concept:</b> People of God<br><br><b>Key Question:</b> What is it like for someone to follow God?<br><br><b>Religion:</b> Christianity | <b>Unit 20</b><br><br><b>Key Concept:</b> Incarnation and God<br><br><b>Key Question:</b> What is the Trinity and why is it important for Christians?<br><br><b>Religion:</b> Christianity | <b>Unit 21</b><br><br><b>Key Concept:</b> Belonging – <u>festivals</u><br><br><b>Key Question:</b> How do festivals and worship show what matters to a Muslim?<br><br><b>Religion:</b> Islam | <b>Unit 22</b><br><br><b>Key Concept:</b> Belonging – <u>festivals</u><br><br><b>Key Question:</b> How do festivals and family life show what matters to Jewish people?<br><br><b>Religion:</b> Judaism | <b>Unit 23</b><br><br><b>Key Concept:</b> Creation and Fall<br><br><b>Key Question:</b> What do Christians learn from the creation story?<br><br><b>Religion:</b> Christianity | <b>Unit 24</b><br><br><b>Key Concept:</b> The World<br><br><b>Key Question:</b> How and why do people try to make the world a better place?<br><br><b>Religion:</b> Thematic Christianity, Judaism, Islam, Non-religious worldviews |
|        | <b>Unit 27</b><br><br><b>Key Concept:</b> God<br><br><b>Key Question:</b> What do Hindus believe God is like?<br><br><b>Religion:</b> Hinduism                      | <b>Unit 25</b><br><br><b>Key Concept:</b> Gospel<br><br><b>Key Question:</b> What kind of world did Jesus want?<br><br><b>Religion:</b> Christianity                                       | <b>Unit 26</b><br><br><b>Key Concept:</b> Kingdom of God<br><br><b>Key Question:</b> For Christians when Jesus left; what was the impact of Pentecost?<br><br><b>Religion:</b> Christianity  | <b>Unit 28</b><br><br><b>Key Concept:</b> Salvation<br><br><b>Key Question:</b> Why do Christians call the day that Jesus died 'Good Friday'?<br><br><b>Religion:</b> Christianity                      | <b>Unit 29</b><br><br><b>Key Concept:</b> Faith<br><br><b>Key Question:</b> What does it mean to be a Hindu in Britain today?<br><br><b>Religion:</b> Hinduism                 | <b>Unit 30</b><br><br><b>Key Concept:</b> Belonging<br><br><b>Key Question:</b> How and why do people mark the significant events of life?<br><br><b>Religion:</b> Thematic Christianity, Judaism, Hinduism                         |

|              |
|--------------|
| Christianity |
| Judaism      |
| Islam        |
| Hinduism     |
| Thematic     |

# Curriculum Map- UKS2

## NATRE RE TODAY 2024 to 2025

### UKS2

| Year   | Autumn 1                                                                                                                                                              | Autumn 2                                                                                                                                                                          | Spring 1                                                                                                                                                       | Spring 2                                                                                                                                                                                                                                    | Summer 1                                                                                                                                                                     | Summer 2                                                                                                                                                                                                           |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 5 | <b>Unit 32</b><br><br><b>Key Concept:</b> Faith<br><br><b>Key Question:</b><br>What does it mean to be a Muslim in Britain today?<br><br><b>Religion:</b> Islam       | <b>Unit 31</b><br><br><b>Key Concept:</b> God<br><br><b>Key Question:</b><br>What does it mean if Christians believe God is Holy and loving?<br><br><b>Religion:</b> Christianity | <b>Unit 33</b><br><br><b>Key Concept:</b> Faith<br><br><b>Key Question:</b><br>Why is the Torah so important to Jewish people?<br><br><b>Religion:</b> Judaism | <b>Unit 34</b><br><br><b>Key Concept:</b> Creation and Fall<br><br><b>Key Question:</b><br>Creation and science, conflicting or complimentary?<br><br><b>Religion:</b> Christianity                                                         | <b>Unit 35</b><br><br><b>Key Concept:</b> People of God<br><br><b>Key Question:</b><br>How can following God bring freedom and justice?<br><br><b>Religion:</b> Christianity | <b>Unit 36</b><br><br><b>Key Concept:</b> Morality<br><br><b>Key Question:</b><br>What matters most to Humanists and Christians?<br><br><b>Religion:</b> Thematic Christianity, Humanism                           |
|        | <b>Unit 37</b><br><br><b>Key Concept:</b> Gospel<br><br><b>Key Question:</b><br>Christians and how to live: what would Jesus do?<br><br><b>Religion:</b> Christianity | <b>Unit 38</b><br><br><b>Key Concept:</b> Incarnation<br><br><b>Key Question:</b><br>Why do Christians believe that Jesus was the Messiah?<br><br><b>Religion:</b> Christianity   | <b>Unit 39</b><br><br><b>Key Concept:</b> Morality<br><br><b>Key Question:</b><br>Why do Hindus want to be good?<br><br><b>Religion:</b> Hinduism              | <b>Unit 40</b><br><br><b>Key Concept:</b> Salvation<br><br><b>Key Question:</b><br>What difference does the resurrection make to Christians?<br>What do Christians believe Jesus did to 'save' people?<br><br><b>Religion:</b> Christianity | <b>Unit 41</b><br><br><b>Key Concept:</b> Kingdom of God<br><br><b>Key Question:</b><br>For Christians, what kind of king is Jesus?<br><br><b>Religion:</b> Christianity     | <b>Unit 42</b><br><br><b>Key Concept:</b> Faith<br><br><b>Key Question:</b><br>Why do some people believe in God and some not?<br>How does faith help people when life gets hard?<br><br><b>Religion:</b> Thematic |

Christianity

Judaism

Islam

Hinduism

Thematic

# Visits and experiences

Below are the current visits and experiences offered at Claycots to support our RE curriculum:

- Pastor Visits for KS1 and KS2 around Christian Celebrations
- The main religious festivals are celebrated within our whole school and phase assemblies
- Visit to Hindu Temple Y4
- Diwali celebration day
- EYFS Nativity Play
- Eid celebration day

# Year 1 examples exploring what is important to Jewish people.

# Examples of learning

|                                                                                   |                                                                                   |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Day 1 God created the light and separated it from the dark.                       | Day 2 God created the sky.                                                        |
|  |  |
| Day 3 God created land, sea, trees and plants.                                    | Day 4 God created the sun, the moon and the stars.                                |
|   |  |
| Day 5 God created the land and sea creatures.                                     | Day 6 God created man and gave him great mental ability.                          |
|   |  |

\*\*\*CHALLENGE - If you created the world, what would you create? and why?

I will create the flowers because I love flowers.

LI: I know how to help look after the world.

This is how we look after the world



Water the plants.

LI: I know how to help look after the world.

This is how we look after the world



WB 8- January 2024  
 LI: I know why a mezuzah is precious to Jewish people

Ahmed



I want to be a Jew because I like the story and I like my family for ever.

Thursday 1st February 2024  
 LI: I know why Chanukah is important to Jewish people

What happened in the temple?



Chanukah is important to Jewish people because they remember in the temple.

The menorah is important because it reminds them of the temple.



Thursday 11th January 2024

LI: I know why a mezuzah is precious to Jewish people



I want to be a kind to god.

Mihaela Gargara

W/C: Monday 22nd January 2024

LI: What stories do Jewish people tell from the Torah?

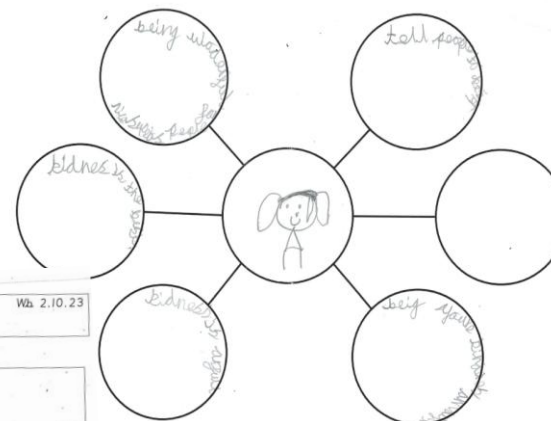


David threw a rock and hit Goliath in his head and he fell down but God helped David.

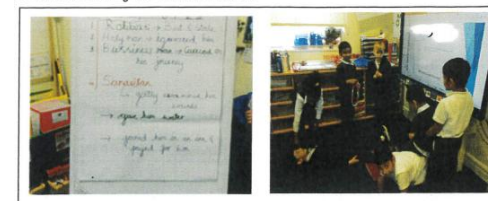
# Year 1 examples exploring the importance of the creation story for Christians.

# Year 2 examples exploring the importance of kindness for Christians.

LI- To think about how Christians show kindness.



LI: To think about the importance of the parable 'The Good Samaritan' for Christians.



Children acted as Eli the Jewish man, robbers, holy man, businessman and Samaritan. And they have learned that the most important part of the good Samaritan story is being helpful and looking after each other when needed.

LI- To create my own story about kindness.

|                                                                               |                                                                   |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Who needs help?<br>What do they need help doing?                              | 11111<br>00000<br>someone<br>shard<br>HELP<br>Time Hours<br>Lover |
| Who did they ask for help first?<br>How did they feel when they were ignored? | HELP<br>Time Hours<br>Lover                                       |
| Who showed kindness towards them? What did the person do that was kind?       | HELP<br>Time Hours<br>Lover                                       |
| What did they say to each other at the end of the story?                      | ended up<br>HELP<br>Lover                                         |

|                                                                         |                                                                               |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| LI- To create my own story about kindness.                              |                                                                               |
| Who needs help?<br>What do they need help doing?                        | Who did they ask for help first?<br>How did they feel when they were ignored? |
| Who showed kindness towards them? What did the person do that was kind? | What did they say to each other at the end of the story?                      |

Monday 2nd October 2023

LI: To understand the importance of the parable 'Jesus healing the paralysed man' for Christians.



Who showed kindness in the story?  
Jesus  
paralytic paralysed man's friends  
to carried him to the house and roof  
to lowered him to meet Jesus  
What message does this story give Christians?  
Jesus said "Your sins are forgiven"  
Be nice and kind.  
Forgive people for the mistakes they have made

## Examples of learning

RE - Monday 2nd and Monday 9th October 2023

LI: To think about the importance of the parables 'The Good Samaritan' and 'The Paralyse Man'

In RE, we have listened to and studied the parables of Jesus. We acted out the parable of the good Samaritan and the paralysed man. We then discussed the importance of being kind and how to always be kind to people.





# Examples of learning

## Year 3 examples exploring Jews commitment to God.

Wednesday 11<sup>th</sup> October 2023

L.I: To learn about the Jewish home

- This week in RE the children learnt what a Mezuzah is and how important the Shema prayer inside it is for the Jewish people. We also discussed the reasons behind why the Mezuzah and Shema prayer is placed on Jewish doorways.
- The children wrote their own Shema prayers and rolled them up into scrolls.



Monday 18<sup>th</sup> September 2023

L.I: To learn about the Jewish beliefs.

1. Why are these stories important to Jews?  
These stories are important to Jews because it shows the timeline of how Judaism began.
2. What do these stories tell us about the relationship between the Jews and God?  
It tells us that their relationship with God is a covenant relationship. In exchange for the many good deeds that God has done and continues to do for the Jewish people:
  - The Jews keep God's laws and,
  - The Jews seek to bring holiness into every aspect of their lives.

Wednesday 27<sup>th</sup> September 2023

L.I: To learn about Moses and The Ten Commandments

Task: Write the Ten Commandments in order.

### The Ten Commandments are:

1. You shall have no gods before me
2. You shall not make any idols to worship
3. You shall not take the Lord's name in vain
4. Remember and keep the Sabbath day
5. Honour your father and mother
6. You shall not kill
7. You shall not commit adultery
8. You shall not steal
9. You shall not bear false witness
10. You shall not covet your neighbour's wife

Which three commandments do you think are the most important?

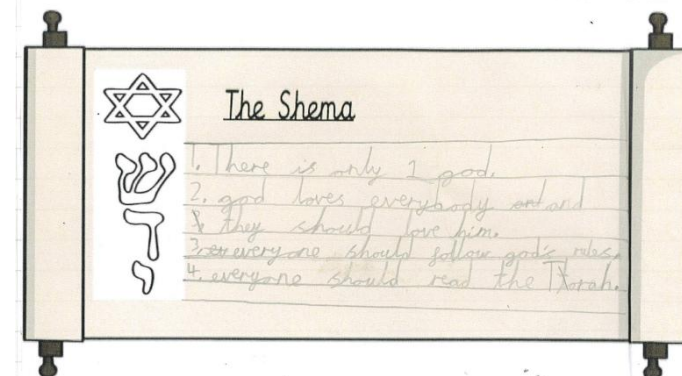
1. You shall not steal
2. You shall not bear false witness
3. You shall not kill

Monday 18<sup>th</sup> September 2023

L.I: To learn about the Jewish beliefs.

1. Why are these stories important to Jews?  
These stories are important to Jews because it shows the timeline of how Judaism began.
2. What do these stories tell us about the relationship between the Jews and God?  
It tells us that their relationship with God is a covenant relationship. In exchange for the many good deeds that God has done and continues to do for the Jewish people.

Wednesday 11<sup>th</sup> October 2023  
L.I: To learn about the Jewish home



Jews believe they have a special relationship with God as they have placed the Mezuzah on the doorframe that reminds them a presence of God.

# Examples of learning

**Year 4** examples exploring the story of Buddha and his teachings.



In the life of Buddha, there was a prince called Siddhartha. One day, a priest came and told his parents he will become a ruler of a holy man. His father gave him everything. One day, he left the palace to see what was outside. First, he saw an old man that struggled to walk, a sick man, the a dead man and finally a holy man. He decided to leave the palace forever and find out the problems of the world. He ate a little bit of food and listened to many teachers. He sat under the Bodhi tree and meditated. He realised what was wrong and started to teach people. ✓

The story of the buddhists tell us to be calm and seek happiness in what makes us happy.



Monday, 16<sup>th</sup> October 2023  
 I know that the story of Diwali is.  
 Rama and Sita.  
 It is called the Festival of Lights because Sita and Rama were the only ones to get back to the village. Now people use fireworks to celebrate.  
 Lord Krishna defeating the demon Narakasura.  
 Narakasura is very evil and cruel, wicked and mean. He has a lot of powers. He likes to meditate and he has a lot of powers. He is called the demon Narakasura.

Monday 16th October 2023  
 I know what the story of Diwali is.  
 Rama & Sita.  
 The villagers lit candles and lights so Rama and Sita could come back home. That is why it's called festival of light. Nowadays people use candles and fire-works.  
 Lord Krishna defeating the demon Narakasura.  
 Villagers bring food and gifts to Lord Krishna. Narakasura meditates for Brahma to grant him a wish. He wishes for no god to defeat him only his mother.

**Year 4** examples exploring the myths behind Diwali.

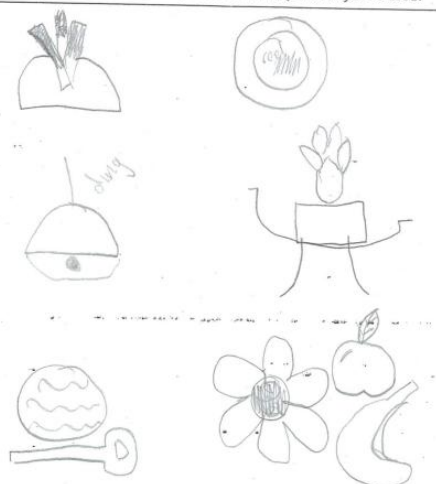
Cut out and fold the 'concertina' book below. You are making this for people who are just learning about Hinduism. Think about which practices show the most commitment and start with these and then work your way through the book, to those you think show the least commitment and give reasons why. On the other side of the book, write about the things you are most committed to personally and how you show this.

|                                                                                                                                                                          |                                                                                                |                                                                                                       |                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <b>Hinduism</b><br>Hindus show commitment to God by<br><br>Bringing food to the gods. | <br>Culture | <br>Visiting Ganges | <br>Temple |
| My reasons<br>The puja plate shows offerings to the gods.                                                                                                                | My reasons<br>food and clothesis a big part in Hindu culture.                                  | My reasons<br>Visiting the water some is a way of purification to cleanse the body and soul.          | My reasons<br>Going to the temple is praying to gods and worshipping others.                  |

# Examples of learning

ॐ THE PUJA TRAY ॐ

Draw a picture of a puja tray in the space below. Once you're done, draw a line from the boxes on each side of the page to the object in the tray and then in the box, write down why that object is used.

|                                                                                                         |                                                                                   |                                                                                                             |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>Incense Holder and Incense</b><br>the incense holder makes it smell amazing and give the atmosphere. |  | <b>Tilak/kum kum Pot</b><br>there is a red paste that is used to purify them.                               |
| <b>Bell</b><br>the bell is used to start the prayer and awaken the gods.                                |                                                                                   | <b>Diva Lamp</b><br>they put there hands over it then on there head.                                        |
| <b>Water and Spoon</b><br>they use it to let god accept your sins after drinking it.                    |                                                                                   | <b>Offerings/Prashad</b><br>They have a plate of flowers for decoration and fruits for the gods are hungry. |

**Hinduism**  
Hindus show commitment to God by

|                                                                                                      |                                                                                                                     |                                                             |                                                          |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------|
| Going to pray in a temple because to show your commitment to your god and you can pray to show love. | Going to a pilgrimage to go to river ganges so you can get baptist and cleanse your soul and bathe in river ganges. | Offerings to show love and respect and make the gods happy. | Reading the holy book to understand the meaning of life. |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------|

Tuesday 17<sup>th</sup> October 2023

L1: To explore Brahman and commitment

1. the best part about 3 forms because it can be the most powerful and have best control. Lastly, high IQ will arise, but shiva is the most powerful god.

2. No, he is actually nice, depends on your attitude just because his name has destroyer in it, doesn't mean he's evil, he controls evil.

3. If you follow Dharma you will show commitment because every other religion follows their god and show commitment but showing commitment to other Gods (not Hindu god) can lead you to a bad place.

Tuesday 3<sup>rd</sup> October 2023

L1: To explore Brahman and commitment

Football, planes, & Brother

**BRAHMAN**

BRAHMA VISHNU SHIVA

CREATOR PRESERVER DESTROYER

ONE GOD - MANY FORMS

Known as the Trimurti Tri = three Murti = image

1. Because I think Brahman is the only one to have all powers.

2. I think Mr. Vishnu is the most important because without protection we would die immediately and there will be no point of life and death.

Year 5 examples exploring how Hindus show commitment to God and understand Brahman.



# Pupil voice

What our children in KS1 say about RE:

- "I like learning how God created the world, cause he did lots." - Y1 Pupil
- "I love the stories." – Y1 Pupil
- "I like learning about how we can love the world." – Y1 Pupil
- "I love learning about kindness in my lesson." – Y2 Pupil
- "I like learning about being respectful." – Y2 Pupil
- "I like showing my curiosity in RE lessons." – Y2 Pupil

# Pupil voice

## What our children in LKS2 say about RE:

- "The thing I loved most in RE was learning about the Sherma and the designs in the holy book, the Torah." – Y3 Pupil
- "My favourite part about RE is learning about different religions that other people believe in." – Y3 Pupil
- "I enjoy making my teacher proud by writing down lots of ideas and facts that I've learnt and sharing my opinions on them." – Y3 Pupil
- "I like to learn about what the religion is from people and videos." - Y4 Pupil
- "It's just really interesting to learn about other Gods and what other people believes." – Y4 Pupil
- "I like learning about Hinduism, what the religion is and the stories of Rama and Sita." – Y4 Pupil

# Pupil voice

## What our children in UKS2 say about RE:

- "I enjoy learning about God and how this is explained in lessons."- Y5 Pupil
- "I like to go deep in all the topics and learn about them all."- Y5 Pupil
- "When we are learning about my religion, I like to share my facts and beliefs with my class and teacher. My teacher also teaches and tells me things that I didn't know, so I can learn and share."- Y5 Pupil
- "We are ready to learn in RE when we show respect to those of different backgrounds." – Y6 pupil
- "I enjoy my RE lessons, as we learn about different religions and even if you don't believe that religion, you are learning about it and it helps you to understand different beliefs." – Y6 Pupil
- " I like that we can share our opinions and facts about different religions. We have lots of discussions that help us think more deeply about big questions." – Y6 Pupil