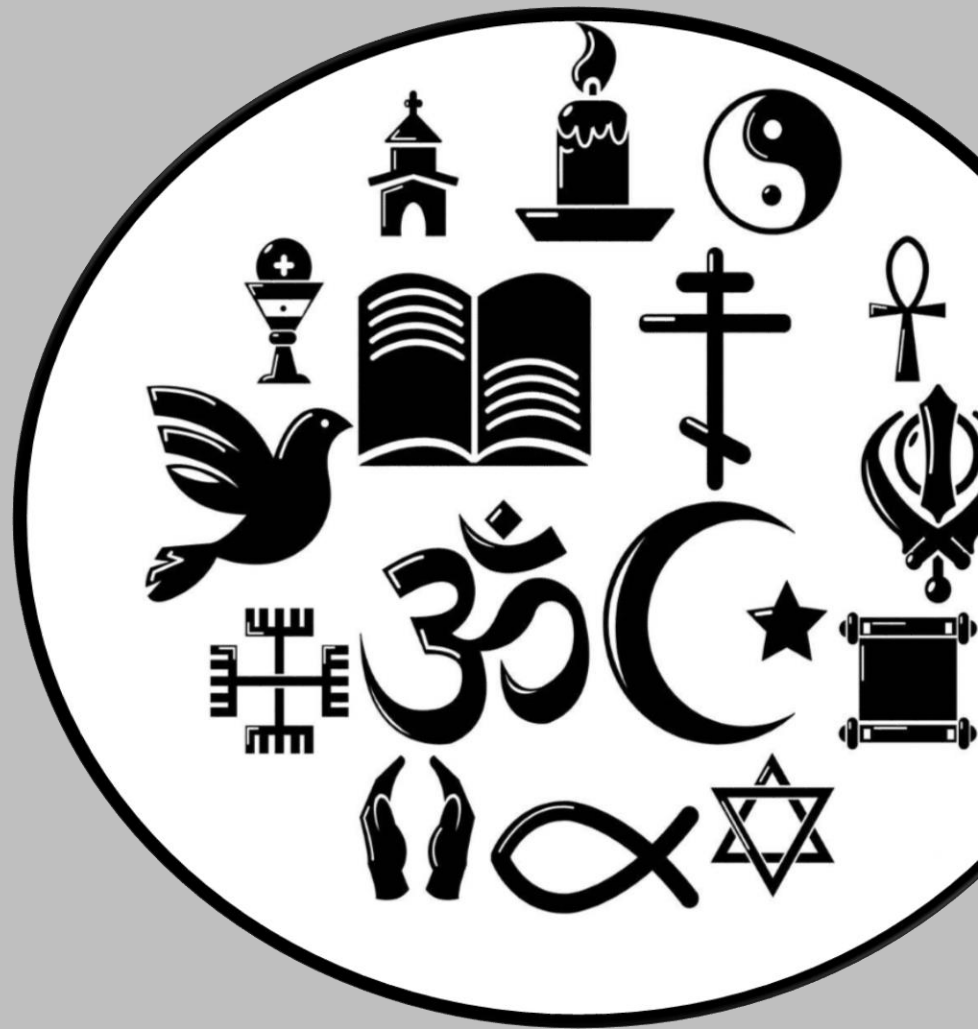


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# RELIGIOUS EDUCATION



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PORTSWOOD PRIMARY SCHOOL

KEY INFORMATION

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# RELIGIOUS EDUCATION

## INTENT

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At Portswood Primary School, we intend for our children to have the **knowledge, understanding, respect** and **tolerance** to develop as young people as they come to speak, think and act in our **culturally diverse** world.

We intend for our RE curriculum to allow teachers to guide the children through a journey of **exploration**, considering their own **religious experience** and that of others. We aim for our children to **engage** intellectually using their skills of **enquiry** with knowledge of different world religions and to have the skills to discern what beliefs and practises have value and meaning for them, regardless of their own religious viewpoints.

By the time children leave Portswood Primary School, we aim for children to be able to:

- have a clear understanding of different religious beliefs and practises
- be able to express their own **opinions** and **beliefs**
- understand that people can have beliefs that are different to our own and be **tolerant** and **respectful** of this
- have an understanding of how different religious beliefs and practises relate to their own lives or the lives of others

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# RELIGIOUS EDUCATION IMPLEMENTATION

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RE at Portswood Primary School is taught through the process of enquiry. The **enquiry** process begins as the teacher brings each child to consider aspects of their own experience, before considering and responding to ways in which aspects of human existence have been conceptualised and lived out by other people and world religions. This is done through the study of **concepts** and through teaching structured by the 5 part **enquiry cycle: *enquire, contextualise, evaluate, communicate and apply.***

RE is taught each half term at Portswood Primary School: one unit of learning is planned for each half term. Following DfE guidance, children in EYFS receive approximately 36 hours of RE education per year and children in KS1 and KS2 receive approximately 45 hours per year.

Dependent on teacher's choice, this may be taught weekly or delivered in blocked units of lessons. Usually, lessons are blocked when the learning is centred around specific celebrations such as Christmas.

Teaching is whole-class based, supported by appropriate scaffold and challenge. Throughout their RE education, pupils will experience working independently, in pairs, in small groups or as a whole class at different stages of the enquiry cycle. This collaborative approach allows children to begin to develop the skills of tolerance and respect from an early age.

# RELIGIOUS EDUCATION IMPLEMENTATION



By following ‘The Agreed Syllabus for Hampshire, the Isle of Wight, Portsmouth and Southampton’ (Living Difference IV), the children engage with a process of enquiry into **concepts**. A concept is a name for an idea that exists in the lives of people all around the world; for example: peace, hope, community or special.

Some concepts are shared between religions such as worship or prayer. Others are translatable between languages such as God and Allah. A select few concepts, studied in UKS2, are specific to one religion in particular such as Umma and therefore have quite distinctive meaning and add an additional challenge to understanding.

These concepts are arranged into three distinctive groups:

- **A – concepts common to all people** (belonging, story-telling, celebration)
- **B – concepts shared by many religions** (sacred, ritual, salvation)
- **C – concepts distinctive to particular religions** (Umma, resurrection)

Long term curriculum planning for RE is carefully created so that key **concepts** are visited and re-visited throughout a child’s learning journey in the school. For example, children study belonging as an A concept in Year 1 and revisit this concept as the C concept of Umma in Year 6. Children in EYFS start by only looking at A concepts. B concepts are slowly introduced as the children move through the school and C concepts are solely studied in UKS2.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R Living difference III	<b>Belonging- A</b> Community	<b>Celebrating birth- A</b> Jesus birthday <i>Christian unit</i>	<b>Special- A</b> People- Jesus and Guru <i>Christian and Sikh unit</i>	<b>Symbol of new life- A</b> Eggs as a sign of new life <i>Christian unit</i>	<b>Special- A</b> Special Clothes Sikh and Christian <i>Christian and Sikh unit</i>	<b>Special- A</b> Places Sikh and Christian
Year 1 Living difference III	<b>Belonging- A</b> Community (diversity)	<b>Storytelling- A</b> Angels <i>Christian unit</i>	<b>Celebration- A</b> Community – people who help us <i>Christian and Sikh unit</i>	<b>Welcoming- A</b> Palm Sunday <i>Christian unit</i>	<b>Specialness- A</b> Places - Sikh and Christian <i>Christian and Sikh unit</i>	<b>Symbols- A</b> Sikh and Christian <i>Christian and Sikh unit</i>
Year 2 Living difference III	<b>Symbols- B</b> Harvest- bread as a symbol <i>Christian unit</i>	<b>Symbol of light- A</b> Advent & Diwali <i>Christian and Sikh unit</i>	<b>Sacred- B</b> Bible and Guru Granth Sahib stories <i>Christian and Sikh unit</i>	<b>Changing emotions: sadness to happiness- A</b> Easter Story <i>Christian unit</i>	<b>Ritual</b> Water <i>Christian and Sikh unit</i>	<b>Creation- B</b> Christian and Sikh Stories <i>Christian and Sikh unit</i>
Year 3 Living difference III	<b>Devotion- B</b> Hindu Gods <i>Hindu unit</i>	<b>Journeys- A</b> Flight to Egypt <i>Christian unit</i>	<b>Good and Evil- A</b> Holi <i>Hindu unit</i>	<b>Belief - A</b> Key events of Holy Week <i>Christian unit</i>	<b>Sacred Places - B</b> Christian and Hindu <i>Christian and Hindu unit</i>	<b>Rites of Passage- B</b> Christian & Hindu <i>Christian and Hindu unit</i>
Year 4 Living difference III	<b>God- B</b> Christian & Hindu <i>Christian and Hindu unit</i>	<b>Holy- B</b> Madonna & Child <i>Christian unit</i>	<b>Miracles- B</b> Miracles Jesus Performed <i>Christian unit</i>	<b>Sacrifice- A</b> Images of Jesus <i>Christian unit</i>	<b>Ritual- B</b> Hinduism Arti Ceremony <i>Hindu unit</i>	<b>Symbol- B</b> Trees <i>Christian unit</i>
Year 5 Living difference III	<b>Peace- C</b> Revelation of Qur’an <i>Islam unit</i>	<b>Prophecy- B</b> Christian beliefs about Jesus <i>Christian unit</i>	<b>Ritual- B</b> Purpose of Prayer <i>Christian and Islam unit</i>	<b>Resurrection- C</b> The Empty Cross <i>Christian unit</i>	<b>Symbol- A</b> Islam Initiation <i>Islam unit</i>	<b>Belonging- A</b> Eucharist <i>Christian unit</i>
Year 6 Living difference III	<b>Umma (Community)- C</b> Five Pillars of Islam <i>Islam unit</i>	<b>Interpretation- A</b> Birth Narratives <i>Christian unit</i>	<b>Creation- B</b> Christian and Islamic <i>Christian and Islam unit</i>	<b>Salvation- B</b> Christian stories <i>Christian unit</i>	<b>Faith – B</b> Christian Bible stories	

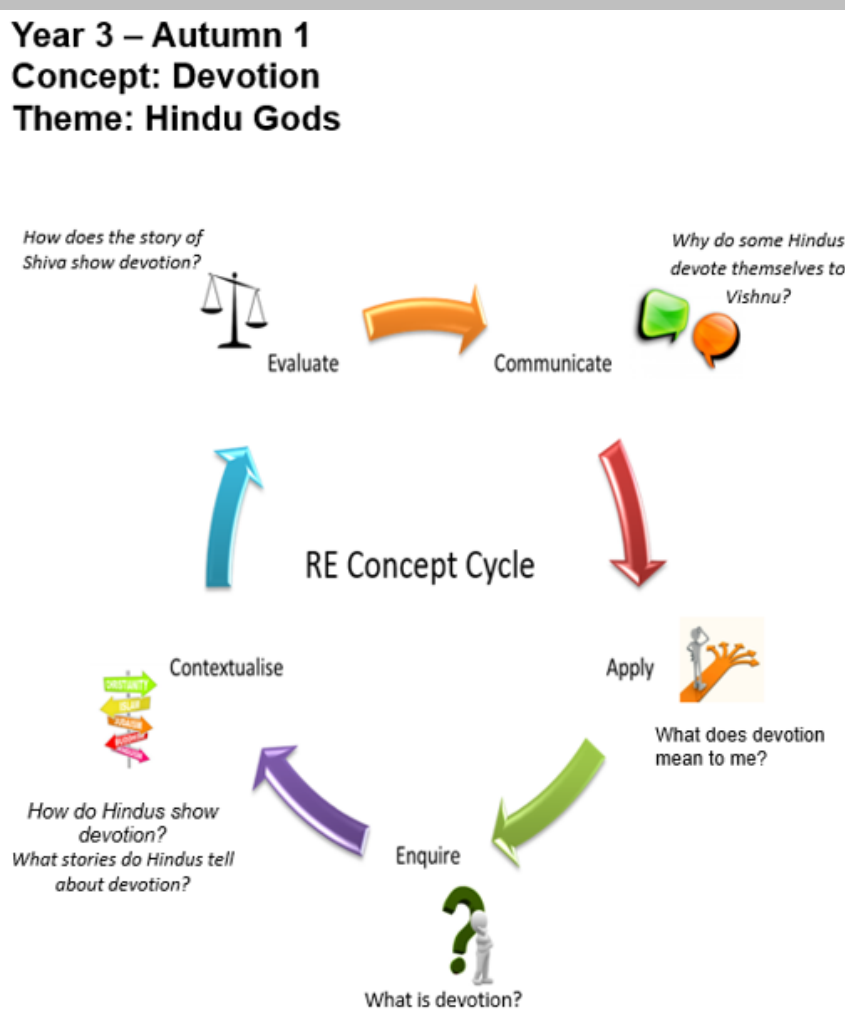
# RELIGIOUS EDUCATION IMPLEMENTATION



From the long term planning, medium term planning is then created, focussed around once concept per half term. This **concept** is then delivered through the process of **enquiry**.

Each enquiry begins either at the **enquire** or **contextualise** step, dependent on the concept being studied.

The children are introduced to this through **'the enquiry cycle'**. Every unit has a key concept which is then broken down in the key questions asked at each stage. The aim is that by the end of the cycle, children should be able to independently answer each question for each stage of the process.



# RELIGIOUS EDUCATION IMPLEMENTATION



## RE MTP overview



# YEAR 1

	Concept:	Key Knowledge:
Autumn 1	A - Belonging	Community and diversity
Autumn 2	A – Storytelling	Angels <i>Christian</i>
Spring 1	A – Celebration	Community – people who help us <i>Christian and Sikh</i>
Spring 2	A – Welcoming	Palm Sunday <i>Christian</i>
Summer 1	A – Specialness	Special places <i>Sikh and Christian</i>
Summer 2	A – Symbols	Symbols Sikh and Christian



# YEAR R

	Concept:	Key Knowledge:
Autumn 1	A - Belonging	Community
Autumn 2	A – Celebrating Birth	Jesus' birthday <i>Christian</i>
Spring 1	A – Special	Special people – Jesus and Guru Nanak <i>Christian and Sikh</i>
Spring 2	A – Symbol/new life	Eggs as a sign of new life <i>Christian</i>
Summer 1	A – Special	Special clothes <i>Sikh and Christian</i>
Summer 2	A – Special	Special Places Sikh and Christian

# YEAR 2

	Concept:	Key Knowledge:
Autumn 1	B – Symbols	Harvest – bread as a symbol <i>christian</i>
Autumn 2	A – Symbol of light	Advent and Diwali <i>Christian and Sikh</i>
Spring 1	B – Sacred	Bible and Guru <u>Granth</u> Sahib stories <i>Christian and Sikh</i>
Spring 2	A – Changing emotions	Easter story <i>Christian</i>
Summer 1	B – Ritual	Water <i>Sikh and Christian</i>
Summer 2	B- Creation	Creation stories Sikh and Christian

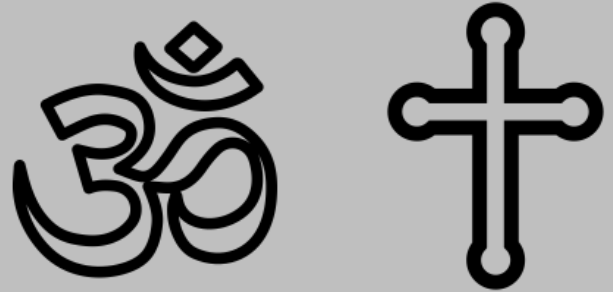
# RELIGIOUS EDUCATION IMPLEMENTATION



## RE MTP overview

### YEAR 3

	Concept:	Key Knowledge:
Autumn 1	B- Devotion	Hindu Gods
Autumn 2	A – Journey	Flight to Egypt <i>Christian</i>
Spring 1	A – Good and Evil	Holi Hindu
Spring 2	A – Belief	Key events of Holy Week <i>Christian</i>
Summer 1	B- Sacred Places	Sacred Places <i>Christian and Hindu</i>
Summer 2	B- Rites of Passage	Rites of Passage <i>Christian and Hindu</i>



### YEAR 4

	Concept:	Key Knowledge:
Autumn 1	B- God	Christian and Hindu
Autumn 2	B- Holy	Madonna and Child <i>Christian</i>
Spring 1	B- Miracles	Miracles performed by Jesus <i>Christian</i>
Spring 2	A – Sacrifice	Images of Jesus <i>Christian</i>
Summer 1	B- Ritual	Hindu Arti Ceremony <i>Hindu</i>
Summer 2	B- Symbol	Trees <i>Christian</i>

### YEAR 5

	Concept:	Key Knowledge:
Autumn 1	C - Peace	The Revelation of the Qur'an <i>Islam</i>
Autumn 2	B- Prophecy	The Magi and their gifts <i>Christian</i>
Spring 1	B- Ritual	<i>The Purpose of Prayer</i> <i>Christian and Islam</i>
Spring 2	C-Resurrection	The Empty Cross <i>Christian</i>
Summer 1	A – Symbol	Islam Initiation <i>Islam</i>
Summer 2	A - Belonging	Eucharist <i>Christian</i>



### YEAR 6

	Concept:	Key Knowledge:
Autumn 1	C - Umma	The Five Pillars of Islam <i>Islam</i>
Autumn 2	A - Interpretation	Christian Birth Narratives <i>Christian</i>
Spring 1	B- Creation	<i>Christian and Islam</i>
Spring 2	C -Salvation	<i>Christian</i>
Summer 1	B- Faith	Christian Bible Stories
Summer 2		





## Early Years Foundation Stage

### **How RE fits within the Early Years Curriculum:**

RE fits within the Understanding the World area of the EYFS curriculum. Children in YR are given the opportunity to learn about multiple religions, understand that others have different beliefs to them as well as develop tolerance and respect for others.

The Living Difference curriculum is followed as it is in the rest of the school. Pupils explore concepts such as “Special”, “New Life” and “Birthdays”.

### **How is RE assessed within the Early Years Curriculum:**

RE fits within the Understanding the World area of the EYFS curriculum specifically “People, Culture and Communities”. By the end of YR children should be able to talk about similarities and differences between two religions as well as recognise that others can be members of different faiths. RE is assessed through incidental observations as well as through the outcome of work produced. Outcomes can include drawings, writing, conversations had through roleplay and verbal contributions to discussions.

### **How RE prepares children to entry into Key Stage 1:**

RE in YR aims to build the children’s tolerance and respect for differences they can identify between themselves and others. As well as this, children entering Y1 should be able to name and talk about multiple religions and some key features of each.



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## RE Early Years Foundation Stage

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### **The key skills of RE within the Early Years Curriculum (including links to KS1 programme of study):**

By the end of YR we expect children to be able to:

- Be able to talk about what is special to them
  
- Name more than one religion
  
- Talk about how these religions are celebrated and some key features of them
  
- Understand that their classmates' families may look different to theirs and that they may have different beliefs to them and celebrate in different ways.
  
- Be developing respect and tolerance for others.

This links to the Y1 programme of study:

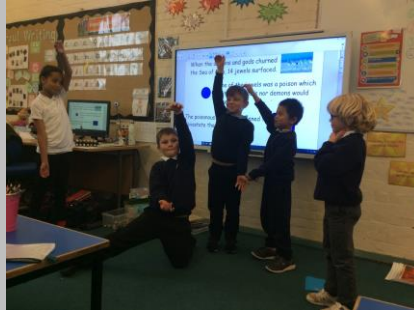
- The religions explored in YR are the same ones explored in more depth in Y1 so this supports continuity between the key stages.
- The concepts in YR are all concepts relating directly to the children themselves and this continues into KS1.

# RELIGIOUS EDUCATION IMPLEMENTATION



At Portswood Primary School, we teach RE in a variety of different creative ways, not just with written responses.

Drama and hands on experiences:



Visits or visitors:



Artistic expression



# RELIGIOUS EDUCATION

## Key Skills - IMPLEMENTATION



As children move through their journey of RE learning at Portswood Primary, they are required to be engaged at a deeper level with each concept. For example, children may start by studying the A concept of 'belonging;' in YR in relation to where they belong in their community (school, clubs, family) and end their study on the C concept of 'Umma'.

Belonging  
YR – belonging –  
community



Y1 – belonging –  
community and  
diversity



Y5 – belonging –  
eucharist



Y6 – Umma –  
community

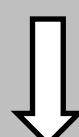
Special  
YR – special  
people/special  
clothes/special places



Y1 – specialness –  
special places



Y2 – sacred – sacred  
stories



Y6 – sacred – sacred  
places

Children can build on their learning from previous years allowing them to make links and form connections. As a result, they have a deeper understanding of each concept and are able to reflect more clearly on how these concepts relate to their own beliefs.

# RELIGIOUS EDUCATION

## Key Skills - IMPLEMENTATION



As the children move through their RE journey at Portswood, they will also build a bank of knowledge about world religions.

In line with national guidelines, at each key stage children will study Christianity plus one other religion.

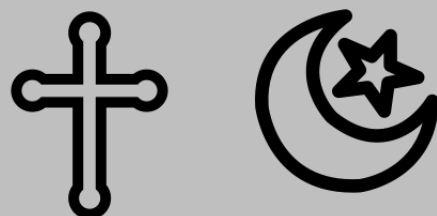
EYFS and KS1 –  
Christianity and Sikhism



Lower KS2 –  
Christianity and Hinduism



Upper KS2 –  
Christianity and Islam



Based on the need and cultural make up of each class, teachers also have the opportunity to ‘drop in’ knowledge about other religions that may link to the concept being studied. For example, during a Year 5 unit on resurrection, teachers will often mention different religious views of reincarnation such as Hindu beliefs, to help children understand the difference between the two. This also allows a range of children to share their own experiences.

# RELIGIOUS EDUCATION

## Key Skills - IMPLEMENTATION



The knowledge that children will gain throughout their RE journey at Portswood has been documented in our 'knowledge progression' which ranges from EYFS to Year 6.

Year R			
Term/Unit	Christian	Sikh	Vocabulary
Aut 2 Celebrating Birthdays	<ul style="list-style-type: none"> <li>What is RE?</li> <li>What is a Christian?</li> <li>Who is Jesus</li> <li>Why is the story of Christmas special?</li> <li>How do Christians celebrate the birth of Jesus?</li> </ul>		Welcomed/welcoming Celebrate/celebration Special Remember Forget
Spr 1 Special	<ul style="list-style-type: none"> <li>Who is Jesus?</li> <li>Why is he special to Christians?</li> <li>What is a church?</li> <li>How do Christians show Jesus is special in Church?</li> </ul>	<ul style="list-style-type: none"> <li>Who are the Gurus?</li> <li>Why are they special to Sikhs?</li> <li>What is a Gurdwara?</li> <li>How do Sikhs show that the Gurus are special to them?</li> </ul>	Special Church Gurdwara
Spr 2 New Life	<ul style="list-style-type: none"> <li>Why do Christians celebrate Easter?</li> <li>How do Christians celebrate Easter?</li> <li>How does the Easter story show new life?</li> </ul>		New beginnings
Sum 1 Special Clothes	<ul style="list-style-type: none"> <li>What is a priest?</li> <li>Why is a priest special?</li> <li>What does a priest wear?</li> <li>Who do Christians wear crosses?</li> </ul>	<ul style="list-style-type: none"> <li>What are the 5 'K's?</li> <li>What clothes are special to Sikhs?</li> </ul>	Special
Sum 2 Special Places	<ul style="list-style-type: none"> <li>Why is the church special to Christians?</li> <li>How do Christians show that the Church is special?</li> </ul>	<ul style="list-style-type: none"> <li>What is a Gurdwara?</li> <li>Why is it special?</li> <li>How do Sikhs show that the Gurdwara is special?</li> </ul>	Special



Year 6			
Term/Unit	Christian	Islam	Vocabulary
Aut 1 Umma (community)	<ul style="list-style-type: none"> <li>Compare the 5 pillars to the 10 commandments – how do guidelines for the Christian community compare to the guidelines for the Muslim community?</li> </ul>	<ul style="list-style-type: none"> <li>How does the Muslim faith demonstrate community?</li> <li>What are the 5 pillars of Islam and how do Muslims follow them?</li> </ul>	Community
Aut 2 Interpretation	<ul style="list-style-type: none"> <li>What different interpretations of Jesus' birth are there?</li> <li>Why are there different accounts?</li> <li>Is there one account that is more significant than the others?</li> </ul>		Interpretation Opinion
Spr 1 Creation	<ul style="list-style-type: none"> <li>What is the Christian creation story?</li> <li>Why do Christians tell this story?</li> </ul>	<ul style="list-style-type: none"> <li>What is the Islamic creation story?</li> <li>Why do Muslims tell this story?</li> <li>Compare and contrast Muslim and Christian creation stories</li> </ul>	Creation
Spr 2 Salvation	<ul style="list-style-type: none"> <li>What is salvation?</li> <li>What do Christians believe about how God gave them salvation?</li> <li>Explain the importance of salvation to Christians?</li> </ul>		Salvation

# RELIGIOUS EDUCATION

## IMPACT



Children at Portswood Primary School are **inquisitive learners** who are able to comment on the **world** around them and **their place** in it. They enjoy **asking questions** and are able to **share** and **reflect** on their own **beliefs** and how these relate to the **concepts studied**. They are able to **link learning** to previous years and build on this, developing a **deeper** sense of the world during the **journey** through school. They are **respectful** of other people's views and beliefs and are able to **discuss** these **thoughtfully** without **prejudice**.



The **quality** of RE **teaching** at Portswood Primary School is **high**. Teachers are able to use their **subject knowledge** to take the children on a **journey of enquiry**. They use the **concept cycles** and **key questions** expertly to encourage children's **critical thinking** and skills of enquiry and are able to bring children back to reflecting on their own experiences. As a result, children **achieve** well in RE and leave the school as **well rounded** members of society who are **knowledgeable** and **respectful** about **world beliefs** and **confident** to share their own **opinions**.

# RELIGIOUS EDUCATION

## IMPACT



### The Enquiry Cycle

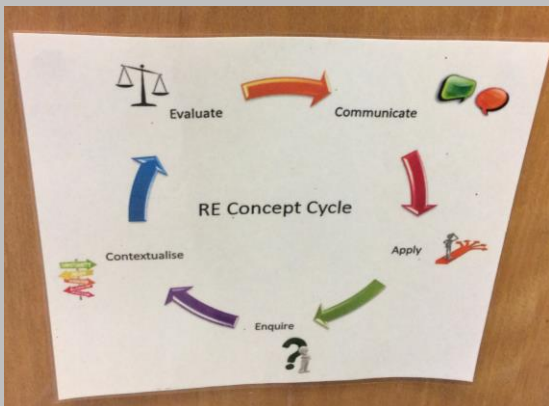
The cycle is explicitly shared with children both when introducing a new unit and throughout the process.

Each stage of the cycle is made clear in the books and children are aware of the stages they have already visited and where they are going next on their journey of enquiry.

Children in UKS2 are often able to explain what sort of questions they may ask at each stage of the cycle.

Key questions are used to drive learning.

Children are clear on the concept for each unit.



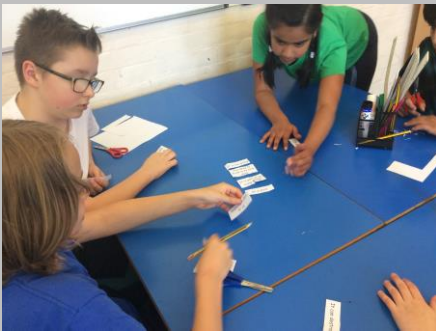
Devotion means being faithful to something. It might mean praying to one God. Christians show their devotion by praying to Jesus but Hindus show their devotion by praying to Brahma. I show my devotion to the planet by not using single use plastics and trying my best to recycle. \*

# RELIGIOUS EDUCATION IMPACT



By the time children leave Portswood Primary School they can:

- Ask questions about the world around them and their place in it.



- Share their opinions and discuss or debate their thoughts with peers.

- Have a secure knowledge of different religious beliefs, practices and stories.

**Rosary Beads**

In RE we have been learning about the meaning of rituals. We made predictions about the significance of rosary beads and then had the opportunity to talk to Mrs Carpenter, who is a Catholic. She explained what the rosary beads are, who uses them and how they are used. We had lots of brilliant questions about rosary beads to ask Mrs Carpenter at the end.



**Contextualise**

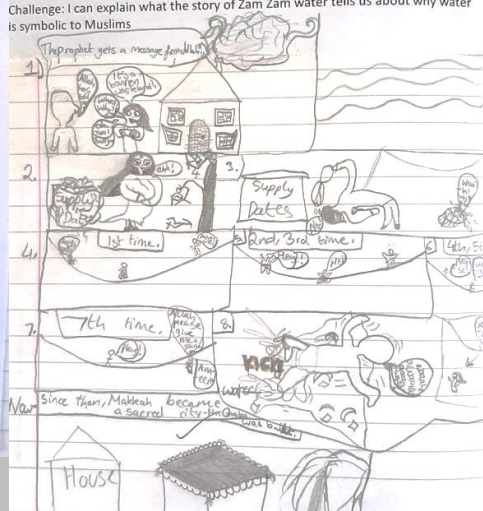
LO: I am beginning to explain how water is symbolic to a religion.

**Context:** Symbol

I can predict why water may be symbolic to Muslims

I can re-tell the story of Zam Zam water

**Challenge:** I can explain what the story of Zam Zam water tells us about why water is symbolic to Muslims



**Contextualise**

LO: I am beginning to explain the importance of Jesus' resurrection

**Theme:** The empty cross

I can explore the events in a Gospel

I create a message that I would give to Jesus

I can identify the meaning behind different religious symbols

I can identify which symbol is most appropriate to Jesus' resurrection

I can explain which symbol is most appropriate to Jesus' resurrection

Dear Jesus,

My Lord! Once I heard the devastating news that you were not in your tomb I was distraught and shocked. I could not at all believe you were taken out of your tomb! My mouth went dry when I saw with my own two eyes that there was only some strips of linen. I am writing this letter to you, my Lord, to thank you for revealing that you are the actual Jesus. You cannot even imagine how upset I would have been, living whilst knowing the fact I would never see you again. Not even if I had seen you one more time and never again. Really, my Lord, I would like to thank you for giving me a lifetime of joy. You really stopped my depression, just like that. Please be with you,

Mary Magdalene



# RELIGIOUS EDUCATION

## IMPACT



- Have a clear understanding of the concepts studied and how they relate to different religions and the world around them.

LO: I am beginning to apply the concept to myself and the lives of others.  
Context: Symbol  
I can discuss what water means to myself and others  
I can choose a key word that I believe best describes the meaning of water  
Challenge: I can create an outcome to represent the significance of water to me  
Extension: I can reflect on the importance of water in my written piece

How does the *symbolism* of water apply to our own and others' lives?



Now that we know the story of Zam Zam water, why do you think water is symbolic to Muslims? What do you think that represents?

Without the Zam Zam water the family would have died of thirst, and this shows that as easy as Allah can give water, it's also very simple for it to be taken away from someone so water (especially Zam Zam water) is very precious. If water was not there, nobody would survive. Therefore, I believe that water represents life. The moral of the story is basically to always be grateful for what Allah has given you.

Xinyu: Light over dark, good over evil.

In my picture, water represents spiritual cleanliness because, in my raindrop it says 'I hope' and it shows what water is capable of. We are the mercy of water and water is so special; it is god-sent.

# RELIGIOUS EDUCATION

## IMPACT



Tuesday 8<sup>th</sup> March 2022

Enquire  
LO: I beginning to explain what resurrection means.  
Theme: The empty cross  
I can discuss what resurrection means  
I can come up with a definition  
I can create a meaningful symbol relevant to resurrection.  
I can create a day to remember resurrection of someone.



My symbol of resurrection



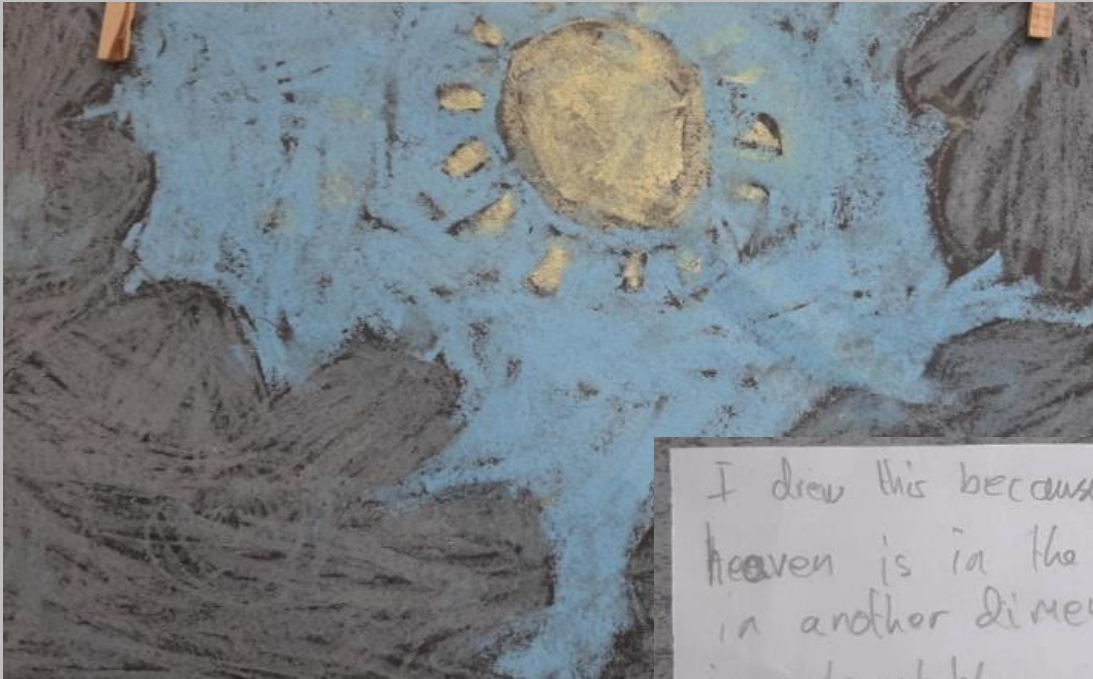
I have chosen to represent water as hope, because we cannot live without it, so if we can find it, it gives us hope. I chose that word because water gives me hope that we can survive (as a human race).

# RELIGIOUS EDUCATION

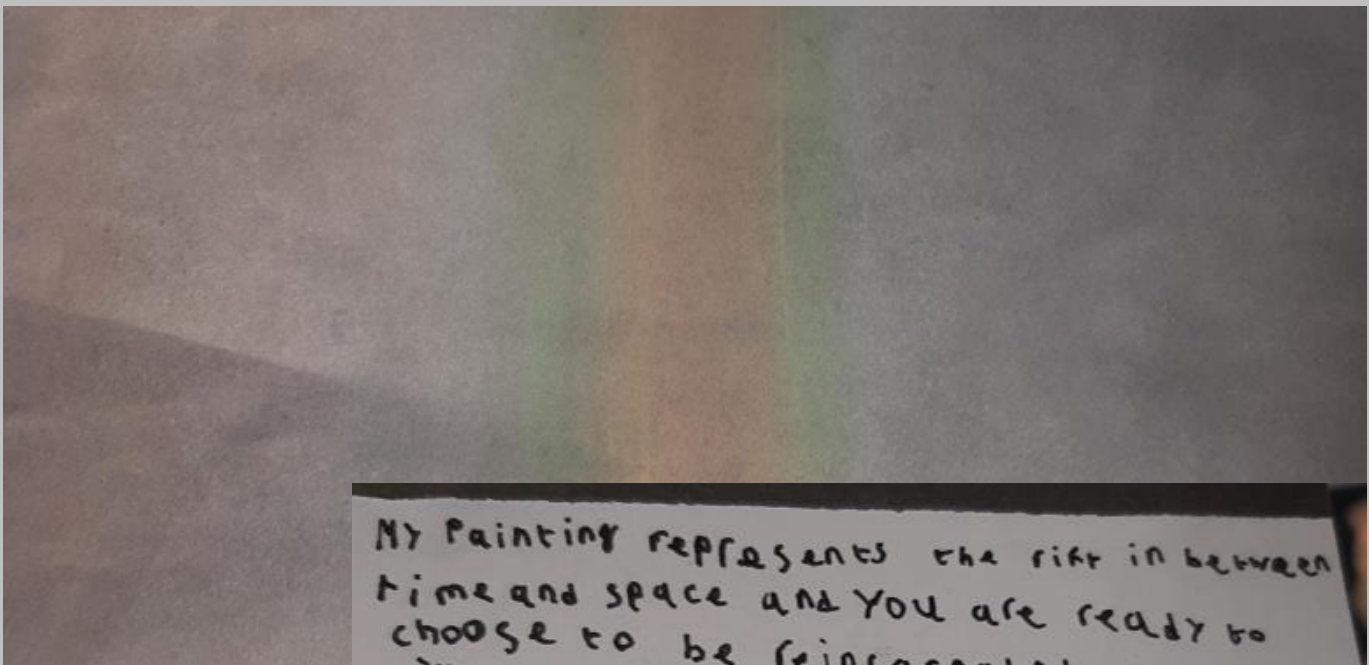
## IMPACT



- Reflect on the concepts studied and how they relate to their lives and the lives of others.



I drew this because I think heaven is in the clouds and in another dimension which is unlocatable.

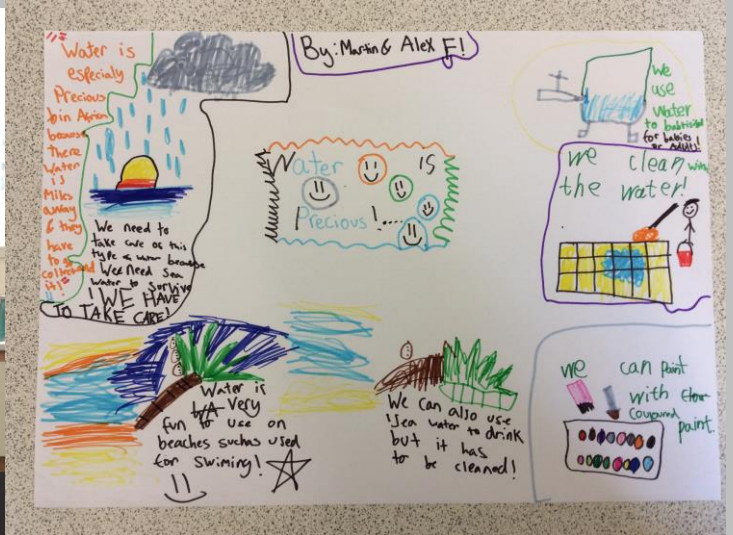


My painting represents the rift in between time and space and you are ready to choose to be reincarnated or live in heaven or hell BY DANIEL

# RELIGIOUS EDUCATION IMPACT



- Reflect on the concepts studied and how they relate to their lives and the lives of others.



# RELIGIOUS EDUCATION

## IMPACT – Pupil Voice



I enjoy RE at Portswood because it is really interesting. I get to learn lots of new facts about other religions. I am a Muslim so I already know about Islam but I don't know much about other religions. It is nice to find out about the similarities between religions. For example, stories for the bible and the stories we tell in Islam are really similar. In Islam Jesus is a prophet so our stories can sometimes be the same.

In RE, it is all about religion. You get to do things like drawing which helps me to think about what I believe. I also like RE because I like to learn about different Gods. I am not religious so it is interesting to hear what other people believe.



RE is interesting for me because we get to learn about Islam and other religions. I like to learn about new religions and more about more own. I like hearing other people's beliefs because it is interesting how people all believes different things. I think that it is cool that people get to believe whatever they want and everyone has a right to their own beliefs. We should never try and change other people's beliefs.



I like to learn more about other religions. I like to learn about other people and what they believe. I think that it is important to understand what other people believe so that people don't get into arguments. Sometimes religions argue about what they believe but most of the time we believe really similar things. I like thinking about what I believe and whether that is the same or different to other people.



RE is interesting because I like learning about other people's beliefs. I think that it is important to understand what different people believe because I don't think that anyone should be discriminated against because of what they believe. It is important that we understand everyone so we can treat people with respect and kindness.

