



Success in RE



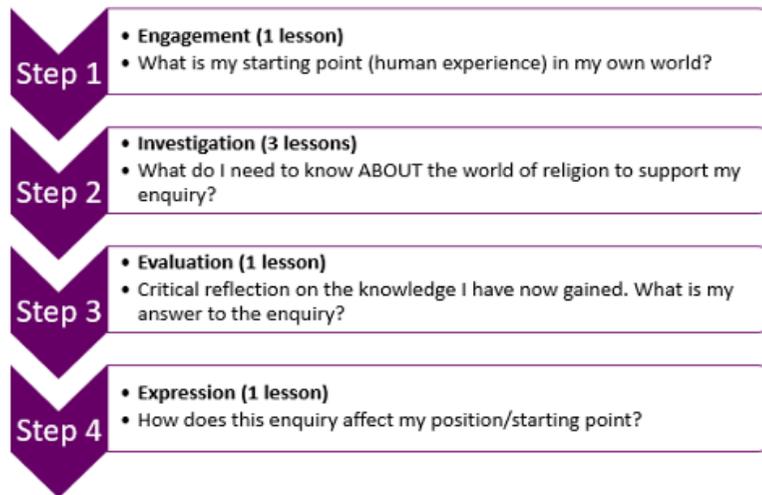
Intent – What do we want to achieve?

Intent Statement

Part of a broad and balanced curriculum here at Hardy Mill is the teaching of Religious Education over a two year cycle. At Hardy Mill School, our intent is to support our children in developing an outstanding level of religious understanding and knowledge about a variety of religions. We aim to engage our pupils in an enquiry approach, through the Discovery RE Scheme of work. We want our children to develop a respect for other beliefs and religions and appreciate, co-operate with and celebrate the diverse world in which they live, even if the views differ from their own. We want to equip children with not only the minimum statutory requirements of the Religious Education National Curriculum but to prepare them for the responsibilities, resilience, independence and experiences that later life may bring.

Implementation – How do we organise learning?

Hardy Mill follows a curriculum created by 'Discovery RE' - this scheme of work ensures that we are teaching about a multitude of religions that are revisited throughout the Key Stages to enable a progression of learning across the school. RE is taught weekly across school, through a two year cycle, and is planned and delivered in a variety of ways to ensure that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. Discovery RE advocates an enquiry model (recommended by Ofsted in "Religious education: realising the potential", 2013) with a 4-step approach as the basis for implementation. Every unit (enquiry) is based around a key question. The key question demands an answer that weighs up 'evidence' (subject knowledge) and reaches a conclusion based on this. This ensures that children use their subject knowledge and apply it to the enquiry question, rather than the knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.



These steps allow children to link beliefs and ideas to their own lives, before investigating these further within certain religions.

Impact

To evaluate how well our children are learning and check that they are remembering more and applying more in RE, we use a combination of formative assessments, pupil interviews, work book scrutinies and lesson observations.

At Hardy Mill we want our children to show tolerance and respect for other cultures, show positive attitudes to their learning, understand their role and impact they can have on the wider world, appreciate our differences and beliefs, participate in the community and respect others and our RE curriculum plays a huge part in promoting this.

The behaviors demonstrated by our pupils, their tolerance of others and understanding of other cultures show that they are very well prepared for the next stage when they leave Hardy Mill and their future in our ever changing, diverse society.

National Curriculum - RE

EYFS	KS1	KS2
<p>Understanding the World ELG: People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;		<p><i>“Every state-funded school must offer a curriculum which is balanced and broadly based, and which:</i></p> <ul style="list-style-type: none"><i>• Promotes the spiritual, moral, cultural, mental and physical development of pupils.</i><i>• Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”</i> <p><i>‘The national curriculum in England: Framework document’, September 2013</i></p>

Hardy Mill Long Term Plan – RE

		Autumn	Spring 1	Spring 2	Summer 1	Summer 2	
EYFS		Special People	Christmas	Celebrations	Easter	Story Time	Special Places
KS1	Cycle A	<p>Theme: What did Jesus teach?</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p>Religion: Christianity</p>	<p>Theme: Christmas - Jesus as gift from God</p> <p>Key Question: Why do Christians believe God gave Jesus to the world?</p> <p>Religion: Christianity</p>	<p>Theme: Prayer at home</p> <p>Key Question: Does praying at regular intervals every day help a Muslim in his/her everyday life?</p> <p>Religion: Islam</p>	<p>Theme: Easter - resurrection</p> <p>Key Question: How important is it to Christians that Jesus came back to life after his crucifixion?</p> <p>Religion: Christianity</p>	<p>Theme: Shabbat</p> <p>Key Question: Is Shabbat important to Jewish children?</p> <p>Religion: Judaism</p>	<p>Theme: Hajj</p> <p>Key Question: Does completing Hajj make a person a better Muslim?</p> <p>Religion: Islam</p>
	Cycle B	<p>Theme: Rights of passage</p> <p>Key Question: What is the best way for Jews to show a commitment to God?</p> <p>Religion: Judaism</p>	<p>Theme: Christmas Story</p> <p>Key Question: What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem?</p> <p>Religion: Christianity</p>	<p>Theme: Jesus as a friend</p> <p>Key Question: Was it always easy for Jesus to show friendship?</p> <p>Religion: Christianity</p>	<p>Theme: Easter - Palm Sunday</p> <p>Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Religion: Christianity</p>	<p>Theme: Community and Belonging</p> <p>Key Question: Does going to the Mosque give Muslims a sense of belonging?</p> <p>Religion: Islam</p>	<p>Theme: Creation Story</p> <p>Key Question: Does God want Christians to look after the world?</p> <p>Religion: Christianity</p>

LKS2	Cycle A	<p>Theme: Divali</p> <p>Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Religion: Hinduism</p>	<p>Theme: Christmas</p> <p>Key Question: What is the most significant part of the nativity story for Christians today?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and Practices</p> <p>Key Question: How special is the relationship Jews have with God?</p> <p>Religion: Judaism</p>	<p>Theme: Easter</p> <p>Key Question: Is forgiveness always possible for Christians?</p> <p>Religion: Christianity</p>	<p>Theme: The 99 names of Allah</p> <p>Key Question: How special is Allah to Muslims</p> <p>Religion: Islam</p>	<p>Theme: Prayer and Worship</p> <p>Key Question: Do people need to go to church to show they are Christians?</p> <p>Religion: Christianity</p>
	Cycle B	<p>Theme: Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>Theme: Christmas</p> <p>Key Question: Has Christmas lost its true meaning?</p> <p>Religion: Christianity</p>	<p>Theme: Jesus' Miracles</p> <p>Key Question: Could Jesus heal people?</p> <p>Religion: Christianity</p>	<p>Theme: Easter - Forgiveness</p> <p>Key Question: What is 'good' about Good Friday?</p> <p>Religion: Christianity</p>	<p>Theme: Passover</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>Religion: Judaism</p>	<p>Theme: The prophet Muhammad</p> <p>Key Question: How important is the Prophet Muhammad to Muslims?</p> <p>Religion: Islam</p>

UKS2	Cycle A	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity	Theme: Beliefs and Meaning Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam N.B Lessons will need tweaking as this is supposed to be a 2 term topic (we need to condense down to one)	Theme: Key Question: How do humanists lead good life? Religion: Non-religious worldviews
	Cycle B	Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God? Religion: Hinduism	Theme: Christmas Key Question: Is the Christmas story true? Religion: Christianity	Theme: Torah Key Question: Why is the Torah so important to Jewish people? Religion: Judaism N.B Bolton scheme of work	Theme: Easter Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity	Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Hinduism	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity

Progression of knowledge and understanding in RE at Hardy Mill (Substantive content and concepts)

EYFS	KS1		LKS2		UKS2	
	Y1	Y2	Y3	Y4	Y5	Y6
<p>I know about family structures and talk about who is part of their family</p> <p>I know about how Hindus celebrate Diwali</p> <p>Knows about people who help us within the local community</p> <p>I know about the Christmas story and how it is celebrated by Christians</p> <p>I know that people around the world have different religions</p> <p>I know how Chinese New Year is celebrated</p> <p>I know Christians celebrate Easter</p> <p>I understand stories from other cultures</p> <p>I know about churches and mosques and who worship there</p>	<p>Cycle A</p> <p>I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.</p> <p>I can use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>I can recall what Christians believe happened on Easter Sunday.</p> <p>I can use the right names for things that are special to Jewish people during Shabbat and explain why.</p> <p>I can remember some of the events that happen during Hajj and start to explain why these</p>		<p>Cycle A</p> <p>I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.</p> <p>I can describe one thing a Christian might learn about Jesus from a Christmas symbol.</p> <p>I can start to explain what makes Jewish people believe they have a special relationship with God.</p> <p>I can describe what a Christian might learn about forgiveness from a Biblical text.</p> <p>I can describe some of the attributes (names) of Allah and some of the actions that a Muslim might take to demonstrate respect to Allah.</p> <p>I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in</p>		<p>Cycle A</p> <p>I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p>I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</p> <p>I can make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p> <p>I can explain how believing in Akhirah influences Muslims to do</p>	

	<p>are important to Muslims.</p>	<p>baptism.</p>	<p>their best to lead good lives. I can explain two different Muslim interpretations of Jihad.</p> <p>I can describe some of the things that Humanists believe are important and some of the actions that a Humanist might take to demonstrate empathy</p>
	<p>Cycle B I can talk about one of the ways Jews show commitment to God.</p> <p>I can remember some of the Christmas story</p> <p>I can remember a story about Jesus showing friendship and talk about it.</p> <p>I can recall parts of the Easter story. I can recognise some symbols in the story.</p> <p>I can explain what happens when Muslims pray alone or at the mosque.</p> <p>I can remember the Christian Creation story and talk about it.</p>	<p>Cycle B I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p> <p>I can explain one Christian viewpoint about one of Jesus' healing miracles.</p> <p>I can start to tell you why Christians believe Jesus' death is important.</p> <p>I can describe some of the things Jews do to show respect to God.</p> <p>I can rank and/or identify what I feel might be the most important parts of the life of Muhammad to</p>	<p>Cycle B I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.</p> <p>I can start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p>I can identify and explain Jewish beliefs about God.</p> <p>I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.</p>

		a Muslim.	I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.
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Progression of knowledge and understanding in RE at Hardy Mill (Disciplinary knowledge – ‘personal knowledge’)

EYFS	KS1		LKS2		UKS2	
	Y1	Y2	Y3	Y4	Y5	Y6
Can identify similarities and difference between themselves and peers	<p>Cycle A</p> <p>I can tell you when I have been kind to others even when it was difficult.</p> <p>I can say how I could help solve a problem by showing love.</p> <p>I can explain how it felt to have to stop doing something to reach the target we had set.</p> <p>I can say what I believe happens to you when you die and tell you how I remember people close to me.</p> <p>I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.</p>		<p>Cycle A</p> <p>I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group’s symbol.</p> <p>I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.</p> <p>I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make.</p> <p>I can talk about what sort of help</p>		<p>Cycle A</p> <p>I can show an understanding of why people show commitment in different ways.</p> <p>I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not.</p> <p>I can express the feelings I have when I think about situations or things I would like to last forever.</p> <p>I can explain how the influence people have had on me has affected what I see as important.</p>	

	<p>I can tell you about a special journey and why it was special to me.</p>	<p>I might need to show forgiveness.</p> <p>I can tell you how I demonstrate my respect for other people</p> <p>I can explain some of the feelings my special place gives me and suggest why that is.</p>	<p>I can explain two different Muslim interpretations of Jihad. I can give examples of times when I misinterpreted something.</p> <p>I can tell you how I demonstrate my empathy for other people.</p>
	<p>Cycle B</p> <p>I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life.</p> <p>I can talk about a gift that is special to me.</p> <p>I can talk about my friends and why I like them.</p> <p>I can talk about a person I admire.</p> <p>I can understand how meeting in a certain place could make me feel like I belong.</p> <p>I can say how it felt to make something.</p>	<p>Cycle B</p> <p>I can explain some of the different roles I play whilst still being me.</p> <p>I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.</p> <p>I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today.</p> <p>I can suggest how a person may rescue/help others who are in difficult situations.</p> <p>I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why.</p> <p>I can explain who is special to me and say why.</p>	<p>Cycle B</p> <p>I can show an understanding of why people show commitment in different ways.</p> <p>I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p> <p>I can make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.</p> <p>I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.</p> <p>I can start to express my own views about life after death.</p> <p>I can show an understanding of why people show commitment in different ways.</p>

Progression of knowledge and understanding in RE at Hardy Mill (Disciplinary knowledge – ‘impersonal knowledge’).

EYFS	KS1		LKS2		UKS2	
	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Cycle A I can say if I think Christians should be kind and give a reason.</p> <p>I can tell you why Christians think God gave Jesus to the world.</p> <p>I can start to think through how praying 5 times a day might help in some ways more than others.</p> <p>I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p> <p>I can start to make a connection between being Jewish and decisions about behaviour.</p> <p>I can start to think about the significance of Hajj to a Muslim.</p>		<p>Cycle A I can start to say why Divali might bring a sense of belonging to Hindus.</p> <p>I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p> <p>I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p> <p>I can show an understanding of how Christians believe God can help them show forgiveness.</p> <p>I can start to see similarities between my way of showing respect and some of the ways Muslims may show respect for Allah.</p> <p>I can start to understand the impact a Christian’s special place has on him/her.</p>		<p>Cycle A I can think of some ways of showing commitment to God that would be better than others for Muslims.</p> <p>I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</p> <p>I can reflect on my own beliefs about whether anything is eternal.</p> <p>I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and</p>	

			<p>influences Muslims.</p> <p>I can start to see similarities between my way of showing empathy and some of the possible actions of Humanists.</p>
	<p>Cycle B</p> <p>I can talk about a way that Jews show commitment to God and say why this might be important.</p> <p>I can suggest a gift I would give to Jesus.</p> <p>I can say how Jesus tried to be a good friend.</p> <p>I can start to show understanding that Jesus is special to Christians and say why.</p> <p>I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p> <p>I can express an opinion about the Christian belief about creation.</p>	<p>Cycle B</p> <p>I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus</p> <p>I can start to tell you what Christmas means to Christians and what it means to me.</p> <p>I can start to say whether I believe Jesus actually healed people or not.</p> <p>I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p> <p>I can start to identify how it would feel to keep Kashrut.</p> <p>I can explain my reasons for choosing certain facts about Muhammad's life above others.</p>	<p>Cycle B</p> <p>I can express why I think Hindus might choose different ways to show commitment to God.</p> <p>I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> <p>I can make clear connections between Jewish beliefs about the Torah and how they use and treat it.</p> <p>I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p> <p>I can express my own views about Hindu beliefs and whether they make sense to me or not.</p> <p>I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p>

Progression of vocabulary in RE at Hardy Mill

EYFS	Religion	KS1		LKS2		UKS2	
		Y1	Y2	Y3	Y4	Y5	Y6
				Inclusive of KS1 vocab		Inclusive of KS1 and LKS2 vocab	
	Christianity	Samaritan Agape Trinity Resurrection Salvation Disciples		Christingle Gospel Disciples Lamb of God Sacraments Eucharist/ Communion Saints		Harvest Fish Symbol Truth Pilate	
		Wise men Gold Frankincense Myrrh Disciples Salvation Palm Sunday Forgiveness Acceptance Bible Old Testament Genesis		Shepherds Star Wisemen Gifts Stable Miracles Resurrection Crucifixion Communion		The Lord's Prayer 10 commandments	
	Hinduism			Divali Ramayana Rangoli			

			Brahman Brahma Vishnu Shiva Atman Baths	Karma Samsara Moksha Puja Jayatri Mantra Vedas Purusharthas Dharma Sadhu
	Islam	Mosque Allah Qur'an Salah Makkah Hajj Ihram Muhammad	Calligraphy Calligrams	Ramadan Akhirah Jihad Lesser Jihad Greater Jihad
		Mosque Ummah Minbar Minaret Qiblah wall	Muhammad Prophet Qur'an	
	Judaism	Levite Pharisee Parables Incarnation Shabbat Kippah Tenakh	Synagogue Rabbi Kashrut	

		Bar/ Bat Mitzvah Mitvoth Tu B'Shevat Incarnation	Kosher Seder meal	Torah Orthodox Shema Tefillin
	Humanism			Humanist Atheist Agnostic