

Religious Education



The current 2014 curriculum for schools in England and Wales states that "All schools are required to make provision for a daily act of collective worship and must teach Religious Education to pupils at every key stage;" an aim which Diamond Hall Juniors Academy envelops as a foundation by which to achieve above and beyond these expectations.

RE is an important curriculum subject. It is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. The Government is keen to ensure all pupils receive high-quality RE.

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

Areas of Religious Education covered include the faiths of Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism (the six largest worldwide religions, based on individual numbers within the faiths), in order to encompass the culturally diverse experiences and population of our society today. Each half term, there will be a focus on one of these religions across the whole school, in order that we are working together in a methodical manner, providing a comprehensive learning walk through the needs of this subject from Reception to Year 6. The timetable for when to teach the outlooks and traditions of each faith has been organised to coincide with the major festivals of each Religion, alongside being colour-coded to coincide with the significant colours for each religion.

RE: Areas of study

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Term	Area of Study	Linked festivals at this time of year
Autumn 1	Hinduism	Diwali (October)
Autumn 2	Christianity	Advent and Christmas (December)
Spring 1	Sikhism	Maghi – Lohri (January)
Spring 2	Judaism	Passover (April)
Summer 1	Islam	Ramadan (June)
Summer 2	Buddhism	Obon (July)

SMSC

SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC.

SMSC (previously PSHE) is the 'feeder subject' for Citizenship education, which helps to provide pupils with knowledge, skills and understanding, to prepare them to play a full and active part in society. In particular, Citizenship focuses pupils' awareness of how the United Kingdom is governed and how its laws are made and upheld. It prepares pupils to take their place in society as responsible citizens by providing them with the skills and knowledge to manage their money well and make sound financial decisions. Consequently, the teaching of Spiritual, Moral, Social and Cultural practices and the important role of British values have become key in ensuring excellence within this area of teaching; how well schools promote such values are now part of the Ofsted inspection process.

Religious Education



All schools must meet the requirements set out in section 78 of the Education Act 2002 and actively promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Academies such as our own must meet the SMSC standard that is set out in Part 2 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 (as amended in November 2014) within our activities and schemes of work.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development at Diamond Hall Juniors Academy. Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance. Aspects of SMSC can be developed through virtually all parts of the curriculum and infused within the day to day operation of our academy, in its behaviours and ethos, although some subjects and activities are likely to be more relevant than others. Expectations in all areas must be adjusted for the age and ability of pupils, including those with special needs.

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching will support the rule of English civil and criminal law and not teach anything that undermines it. If teaching about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

SMSC within Diamond Hall Juniors

Through our provision of SMSC, Diamond Hall Juniors Academy will:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

	Key	Year 3	Year 4	Year 5	Year 6
Christianity		LENT Ash Wednesday Forgiveness The 40 days of Lent Switching off Pretzels Prayer Colours of the church seasons The crucifixion The resurrection	HOLY WEEK AND EASTER Palm Sunday The story of the Last Supper The Eucharist The crucifixion of Jesus The cross The resurrection of Jesus Easter garden Belief Eggs Easter celebrations	PENTECOST The Ascension Pentecost The fruits of the spirit The shield of the Trinity The body of the church Communities Baptism Faith in action Saints	SUNDAY What is God like in the Bible? Church furniture and design Worship through music Why do Christians worship? What is worship? Is Christianity just for Sunday? Faith in the UK Is Sunday important to everyone?
Buddhism		VESAK	KATHINA	DHARMA DAY	PARINIRVANA

Religious Eduation



	<ul style="list-style-type: none"> The story of the birth of Buddha Bathing the Buddha The four sights Mandalas Impermanence Enlightenment Keeping calm The Buddha's teaching Kindness The death of Buddha The Tripitaka Vesak celebrations 	<ul style="list-style-type: none"> The life of a Buddhist monk The Rains Retreat The story of Kathina Kathina celebrations Generosity The Dalai Lama Comparing the life of a Buddhist monk to a Christian monk 	<ul style="list-style-type: none"> The Buddhist flag The Four Noble Truths The Noble Eightfold Path The Wheel of Dharma The Middle Way The Jataka Tales Good and evil Compassion Words of wisdom The Golden Rule Universal truths 	<ul style="list-style-type: none"> The death of Buddha Impermanence The Wheel of Life Comparing beliefs about life after death Funerals around the world Change Memorials and monuments Stupas What could you be remembered for?
Sikhism	GURU NANAK GURPURAB	VALSAKHI	GURU ARJAN GURPURAB	BANDI CHHOR DIVAS
	<ul style="list-style-type: none"> The beginning of Sikhism The story of Guru Hargobind and the Hindu princes Belief in action The Gurdwara The Langar Equality and fairness Serving others Why do Sikhs remember Guru Nanak? 	<ul style="list-style-type: none"> The formation of the Khalsa Taking Amrit Comparing Amrit to baptism or Bar/Batmitzvah The Five K's What do Sikhs believe? Identity Vaisakhi celebrations 	<ul style="list-style-type: none"> The Golden Temple The golden rules of Sikhism Sharing 10% Charity in other faiths The Guru Granth Sahib The Mool Mantra Sikh kirtans Words The story of Guru Arjan and Emperor Jahangir Martyrs Celebrating Guru Arjan 	<ul style="list-style-type: none"> Who was Guru Hargobind? Compare Guru Hargobind to other religious leaders The story of Guru Hargobind and the Hindu princes Fighting for freedom Defending the weak Defence Bandi Chhor Divas celebrations Compare Bandi Chhor Divas to Hindu Diwali celebrations
Islam	THE HAJJ	EID UL-ADHA	RAMADAN AND EID AL-FITR	LAILAT AL MIRAJ
	<ul style="list-style-type: none"> What is The Hajj? Items used during The Hajj People's opinions of The Hajj Hajj customs Special journeys The Five pillars of Islam Other spiritual journeys and pilgrimages 	<ul style="list-style-type: none"> The story of Ibrahim and Isma'il Sacrifice Eid ul-Adha celebrations The importance of Eid ul-Adha to Muslims Zakat (charity) People who have made sacrifices Comparing the stories of Ibrahim and Ishma'il 	<ul style="list-style-type: none"> When is Ramadan The Hijri calendar What happens during Ramadan? The Night of Power Reading the Quran Why is Ramadan important to Muslims? Gratitude Eid al-Fitr celebrations Comparing celebrations 	<ul style="list-style-type: none"> The Night Journey story Washing the heart clean Prophets Jannah (heaven) Speaking with Allah Salat (prayer) Faith Reactions to The Night Journey story Why are sacred stories important to believers?
Judaism	SHAVUOT	SHABBAT	PASSOVER	ROSH HASHANAH AND YOM KIPPUR
	<ul style="list-style-type: none"> The synagogue The torah The story of Moses and the Ten Commandments Are the Ten Commandments used today? Kosher food laws The story of Ruth and Naomi Rules Bread as a symbol Food Harvests around the world 	<ul style="list-style-type: none"> The creation story Why do Jews celebrate Shabbat? The Shabbat table Special meals at home Comparing weekend activities Saying goodbye to Shabbat Rest Responsibility for the natural world Special days of the week in other religions 	<ul style="list-style-type: none"> Masters and slaves The plagues of Egypt Alternative explanations The story of the Exodus The Seder plate Celebrating Passover Freedom Special times of the year My special times Does God care? 	<ul style="list-style-type: none"> What is a sweet New Year? Days of Repentance Saying sorry Tashlich Yom Kippur Focussing on God The synagogue Special objects Forgiveness Reflection The impact of Rosh Hashanah and Yom Kippur on believers
Hinduism	GANESH CHATURTHI	JANMASHTAMI	HOLI	

Religious Eduation



	<p>The story of Ganesh The Puja ceremony Murtis (statues) Symbols of Ganesh Obstacles Starting something new The story of Ganesh and Kubera</p>	<p>Hindu gods The story of Krishna's birth Krishna's life 108 names for Krishna Janmashtami celebrations Role models Hindu bhagans Music in other religions What is your purpose?</p>	<p>The meaning of colour in Hinduism The story of Holika Krishna and Radha Kathak dance Playing with colours Equality Looking after nature Need and want Weddings Happiness</p>	<p>The story of the Churning of the Ocean of Milk The four places of pilgrimage What is the Kumbh Mela? Karma Reincarnation Moksha The Naga Sadhu Devotion The story of the Goddess Ganga Pollution and conservation of the River Ganges</p>
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