



**North East  
Learning Trust**

**RELIGIOUS EDUCATION  
SCHEME OF WORK**

## **Our Vision**

Diamond Hall Junior Academy aims to provide an inspiring, inclusive, challenging and real-world curriculum that the children will enjoy. Inspiring future thinkers, innovators and problem solvers in an environment that stimulates and supports high quality learning. To ensure that all learners exceed their potential academically, socially, emotionally and spiritually with their families, in their communities as well as the wider world ensuring they become ambitious lifelong learners.

## **Principles and Purpose**

Our curriculum has been customised, personalised and structured so that the development of knowledge, skills and vocabulary is completed in a systematic and logical sequence, with big ideas being reintroduced throughout Key Stage in a variety of projects, making links between subjects and content. The curriculum is organised to support pupils growing depth of learning using a project based, thematic approach, it provides children with a range and breadth of rich and memorable learning experiences which promotes SMSC and British Values. When designing our curriculum, we have ensured a well-planned program which recognises the knowledge and skills, pupils will need for later life taking into consideration our diverse community and local ship building, pottery and coal mining heritage. Diamond Hall Junior Academy places the community at the heart of all it does, we strive to leave a legacy of future learners for generations to come.

## **Aims:**

- Understand the purpose and value of their learning and see its relevance to their past, present and future.
- Opportunities to enrich children's lives through a broad and diverse range of exciting experiences.
- Make meaningful links between subjects.
- Develop children's skills, knowledge and understanding of a range of themes and concepts.
- Develop a rich and deep subject knowledge.
- Make effective connections to the real world.
- Help children to think both systematically and creatively to solve problems.
- Develop children's capacities to work independently and collaboratively.
- Enable children to make informed choices about their learning. taking into account children's interests and fascinations.
- Make a positive contribution to the school and local community.

## **Our approach:**

- To learn within a coherent and progressive framework
- Helps children to find their passions and interests
- Facilitates children's acquisition of knowledge, skills and understanding
- Helps children to develop intellectually, emotionally, socially, physically and morally
- Assists all children in becoming resilient, independent, responsible, useful, confident and considerate members of the community
- Promotes a positive attitude towards learning, so children enjoy coming to school
- Helps children to acquire essential knowledge and skills to become lifelong learners
- Creates and maintains an exciting and stimulating learning environment
- Ensures that each child's education has continuity and progression
- Enables all children to contribute positively within a culturally diverse society
- Promotes innovation and entrepreneurialism
- Opportunities to learn in different environments.

## **Religious Education Intent**

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 Junior 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, for assemblies, there will be a focus on one of these religions across the whole school. Within the assembly timetable there will be an opportunity to look and discuss the religion as a whole school and share what we have learnt and enjoyed.

<b>Term</b>	<b>Area of Study</b>	<b>Linked festivals at this time of year</b>
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)

The curriculum is very much knowledge based, however key skills are also developed. At Diamond Hall Junior Academy, staff follow the Sunderland Agreed Syllabus. We follow the three elements of:

- Knowledge and understanding of Religion
- Critical thinking
- Personal Reflection

## **Key Focus of Learning at Lower Key Stage 2**

Pupils in Lower Key Stage 2 can **describe** some of the beliefs and features of religion.

In response to the religious material they learn about, pupils are able to express their views and support them using a **plausible reason or reasons**. They show some awareness of other people's views.

In relation to religious material studied, pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same.

## **Key Focus of Learning at Upper Key Stage 2**

Pupils in Upper Key Stage 2 will demonstrate **understanding** of some of the beliefs and features of religion through the RE concepts.

In response to the religious material they learn about, pupils can express their own views using **sound reasons**. Pupils show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).

In relation to religious material studied, pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.

Information taken from Sunderland Agreed Syllabus

See annex 1 for the Sunderland Agreed Syllabus key skills and expectations.

## **RE: Areas of study**

From Year three to Six, the 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, each year group will focus on a particular religion which may coincide with a particular festival. 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.

## **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.

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 Junior 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 Junior Academy

At Diamond Hall Junior Academy, we recognise that social, moral, spiritual and cultural development is central to the education of all the pupils and permeates through the whole curriculum and ethos of the school. We recognise that every child has a valuable contribution to make to the life of our school. It is the intention of all staff to support the children to become positive local, national and global citizens, who develop resilience and determination.

The spiritual, moral, social and cultural elements of pupils' development are inter-related. Although we separate these elements for the purpose of identifying where they occur, it should not be forgotten that there is much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding.

Spiritual development is the exploration and development of feelings and emotions; personality, individual and uniqueness; and knowledge and understanding of their own and different beliefs and cultures (article 12 and 30 of the UNCRC).

Through our provision of SMSC Diamond Hall Junior Academy will encourage children's spiritual development by:

- giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives;
- encouraging children to explore and develop what animates themselves and others;
- giving children the opportunity to understand feelings and emotions, the way they impact on people and how an understanding of them can be helpful;

- developing a climate or ethos within which all children can grow and flourish, enjoying individual liberty and mutual respect;
- accommodating difference and respecting the integrity of individuals, including tolerance of those with different faiths and beliefs;
- promoting learning opportunities which value children's questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns.

Moral development relates to the development of knowledge about what is right or wrong. Children learn to make choices in their behaviour through having an awareness of the boundaries and understanding the consequences. Children must understand the impact of the choices they make. All classes have a class charter and children are aware that they have rights set out in the UNCRC. Staff and children work together to ensure that the ethos of the school is a rights respecting ethos.

All staff help the children to understand the expectations of society's shared and agreed values, including democracy, justice and the rule of law and how these change over time. We recognise the need to help our pupils to balance their right to an opinion and to freedom of speech, with their respect and tolerance of others' values and beliefs.

At DHJA, we will encourage children's moral development by:

- providing opportunities for reflection and the development of their own opinions;
- helping them to recognise and resolve the moral issues and dilemmas implicit in a given context;
- enabling them to make and act upon informed choices, taking right and wrong into account;
- understanding that there are issues where there is disagreement or conflict and respecting others' views;
- encouraging them to take pride in themselves and their work;
- developing the personal skills and qualities necessary to manage situations, such as being able to: make decisions;
  - ❖ reflect on and change personal behaviour;
  - ❖ resist peer pressure;
  - ❖ show respect and compassion for themselves, others and the environment;
  - ❖ challenge behaviour which does not reflect this code, such as dishonesty, injustice, discrimination and the misuse of power;
  - ❖ abide by "fair play", being good winners and losers, in games, rules and life.

Social development relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the wider community (article 15 UNCRC). Pupils are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live is also developed (article 24 UNCRC).

At DHJA, we will encourage children's social development by:

- developing an understanding and respect of others, their opinions, beliefs and customs.

- developing an understanding of Fundamental British Values including: democracy, rule of law, individual liberty, mutual tolerance and respect.
- encouraging them to have a sense of pride in their community.
- nurturing the development of the inter-personal skills necessary for successful relationships.
- helping them to use restorative approaches with their peers independently.
- encouraging them to think about the impact of their own and others' actions on others.
- developing good teamwork skills through opportunities to co-operate and share.
- expecting good manners and courteous behaviour.
- providing opportunities for children to develop self-confidence.

Cultural development is concerned with encountering the defining aspects of different cultures. Exploration of values, beliefs, customs, foods, artefacts and stories allow children to make comparisons and develop knowledge of lifestyles and choices of others (article 30 UNCRC).

Children can explore how we are the same and how we are different ; how we came to be the way we are and how we are changing. Cultural development at our school is key to developing community cohesion and pride as well as curiosity and wonder at the world. Promoting pupils' cultural development is intimately linked with our schools' attempts to value cultural diversity and prevent racism.

At DHJA, we will encourage children's cultural development by:

- helping children to understand and feel comfortable in a variety of cultures and be able to operate in the emerging world culture of shared experiences provided by television, travel and the internet; • helping children to understand that cultures are always evolving and coping with change;
- providing pupils with the knowledge of and appreciation of the key features of their own cultural traditions and practices and of other major cultural groups within their own community and the wider world;
- developing an understanding of, as well as celebrating and embracing, the diversity of cultural, spiritual, social and moral traditions and practices within their community and the wider world;
- developing the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture in the form of music, art, drama, literature and faith;
- providing opportunities to nurture the cultural development of our children in all creative areas across the curriculum;
- encouraging a personal response to a range of cultural activities;
- exposing children to a wealth of stimuli from their own culture and those of others, taught through the whole curriculum with visits and visitors to support this teaching;
- encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with different communities.

**By the end of Key Stage 2**

By the end of Year 6

<b>Knowledge and Understanding of Religion</b>	<b>Critical Thinking</b>	<b>Personal Reflection</b>
<p><b>Investigation and Enquiry</b></p> <ul style="list-style-type: none"> <li>• asking relevant questions</li> <li>• beginning to use different sources to gather information</li> <li>• the ability to ascertain facts</li> </ul> <p><b>Application</b></p> <ul style="list-style-type: none"> <li>• making links between religions and individual and community life</li> </ul>	<p><b>Expression</b> (learning to communicate)</p> <ul style="list-style-type: none"> <li>• giving an informed opinion and personal viewpoint</li> <li>• ask important questions about religion and beliefs</li> </ul> <p><b>Interpretation</b></p> <ul style="list-style-type: none"> <li>• drawing meaning from stories, artefacts, symbols, rituals etc.</li> <li>• suggesting meanings of religious texts</li> </ul>	<p><b>Empathy</b></p> <ul style="list-style-type: none"> <li>• seeing the world through the eyes of others and seeing issues from their point of view</li> <li>• developing the power of imagination to identify feelings such as love, wonder, sorrow,</li> <li>• forgiveness</li> <li>• considering the thoughts, feelings, beliefs and experiences of others</li> </ul> <p><b>Reflection and Response</b></p> <ul style="list-style-type: none"> <li>• reflecting on their own feelings and experiences</li> <li>• developing a personal interest and curiosity in puzzling, searching and challenging questions</li> </ul> <p><b>Attitudes</b></p> <p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li>• a sense of self-worth and value</li> <li>• a sense of belonging</li> <li>• developing the capacity to consider one's own</li> </ul>



		<p>beliefs, values and attitudes</p> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>• sensitivity to the beliefs and feelings of others</li> <li>• willingness to listen and learn from others who may have beliefs and customs different from one's own</li> </ul> <p><b>Appreciation and Wonder</b></p> <ul style="list-style-type: none"> <li>• a sense of wonder about the world</li> </ul> <p><b>Open-mindedness</b></p> <ul style="list-style-type: none"> <li>• readiness to look beyond surface impressions</li> <li>• willingness to learn and gain new understanding</li> </ul>
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By the end of Year 4		
<b>Knowledge and Understanding of Religion</b>	<b>Critical Thinking</b>	<b>Personal Reflection</b>
<p>Children will:</p> <ul style="list-style-type: none"> <li>• be able to <b>describe</b> beliefs and practices within the 6 faiths, eg, they will be able to describe how people worship, and describe their beliefs about a key figure and why a celebration is important.</li> <li>• be able to link religious stories and</li> </ul>	<p>In response to the religious material children will:</p> <ul style="list-style-type: none"> <li>• be able to give a view and support with a plausible reason.</li> <li>• be able to show awareness that some people have a different view.</li> </ul>	<p>In relation to the religious material children will:</p> <ul style="list-style-type: none"> <li>• be able to reflect on their own beliefs, feelings, values, attitudes and experiences.</li> <li>• be able to show understanding that not all people respond to ideas and experiences in the same way.</li> </ul>

<p>teaching to the beliefs that underlie them.</p> <ul style="list-style-type: none"> <li>know some similarities and differences between different religions, eg differences between the way holy books are handled or similarities in how people worship and believe in one God.</li> </ul>		<ul style="list-style-type: none"> <li>be able to listen to others who have different views, beliefs, practices from their own.</li> </ul>
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By the end of Year 6		
<b>Knowledge and Understanding of Religion</b>	<b>Critical Thinking</b>	<b>Personal Reflection</b>
<p>Children will:</p> <ul style="list-style-type: none"> <li>be able to <b>show understanding</b> of the beliefs and practices within the six faiths and <b>describe</b> some ways in which these make a difference to people's lives.</li> </ul>	<p>In response to the religious material children will:</p> <ul style="list-style-type: none"> <li>be able to express their views and support with sound reasons.</li> </ul>	<p>In relation to the religious material children will:</p> <ul style="list-style-type: none"> <li>be able to reflect on and consider their own beliefs, feelings, values, attitudes and experiences.</li> </ul>

<ul style="list-style-type: none"><li>• be able to <b>describe</b> some similarities and differences within the six key faiths.</li><li>• be able to <b>show understanding</b> of the RE concepts (Belief, Authority, Expressions of Belief, Impact of Belief)</li></ul>	<ul style="list-style-type: none"><li>• be able to outline an opposing view and give at least one sound reason to support this.</li></ul>	<ul style="list-style-type: none"><li>• be able to listen to and learn from others about their beliefs, feelings, values, attitudes and experiences.</li><li>• be able to see the world through the eyes of others and see issues from their point of view.</li></ul>
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Skills taken from the Sunderland Agreed Syllabus.



## Religious Education Teaching Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<b>Hinduism</b>	<b>Sikhism</b>	<b>Christianity</b>	<b>Buddhism</b>	<b>Judaism</b>	<b>Islam</b>
	Ganesh Chaturti (Aug)	Guru Nanak Gurburab (Nov)	Lent (Starts 17 <sup>th</sup> Feb)	Vesak (April)	Shavot (May)	The Hajj (July/Aug)
<b>Year 4</b>	<b>Hinduism</b>	<b>Buddhism</b>	<b>Judaism</b>	<b>Christianity</b>	<b>Sikhism</b>	<b>Islam</b>
	Janmashtami (Aug)	Kathina (Oct /Nov)	Shabbatt (No date)	HolyWeek.Easter	Vaisakhi (April)	Eid ul-Adha (Aug)
<b>Year 5</b>	<b>Buddhism</b>	<b>Sikhism</b>	<b>Hinduism</b>	<b>Judaism</b>	<b>Islam</b>	<b>Christianity</b>
	Dhama Day (July 5 <sup>th</sup> – 24 <sup>th</sup> July)	Guru Arjan Gurburab	Holi (March)	Passover (March/April)	Ramadan/Eid al-fitr (May)	Pentecost (May)
<b>Year 6</b>	<b>Judaism</b>	<b>Sikhism</b>	<b>Buddhism</b>	<b>Islam</b>	<b>Christianity</b>	<b>Hinduism</b>
	Yom Kippur (Sept)	Bandi Chhor Divas (Nov)	Parinirvana (Feb)	Lailat el Miraj (March)	Sunday	Kumbh Mela

## Religious Education Progression Y3-6

Key	Year 3	Year 4	Year 5	Year 6
<b>Christianity</b>	<b>LENT</b>	<b>HOLY WEEK AND EASTER</b>	<b>PENTECOST</b>	<b>SUNDAY</b>
	Ash Wednesday Forgiveness The 40 days of Lent Switching off Pretzels Prayer Colours of the church seasons The crucifixion The resurrection	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	The Ascension Pentecost The fruits of the spirit The shield of the Trinity The body of the church Communities Baptism Faith in action Saints	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?
<b>Buddhism</b>	<b>VESAK</b>	<b>KATHINA</b>	<b>DHARMA DAY</b>	<b>PARINIRVANA</b>
	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	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	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	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?
<b>Sikhism</b>	<b>GURU NANAK GURPURAB</b>	<b>VALSAKHI</b>	<b>GURU ARJAN GURPURAB</b>	<b>BANDI CHHOR DIVAS</b>
	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?	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	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	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

			Celebrating Guru Arjan	
<b>Islam</b>	<b>THE HAJJ</b>	<b>EID UL-ADHA</b>	<b>RAMADAN AND EID AL-FITR</b>	<b>LAILAT AL MIRAJ</b>
	<ul style="list-style-type: none"> <li>What is The Hajj?</li> <li>Items used during The Hajj</li> <li>People's opinions of The Hajj</li> <li>Hajj customs</li> <li>Special journeys</li> <li>The Five pillars of Islam</li> <li>Other spiritual journeys and pilgrimages</li> </ul>	<ul style="list-style-type: none"> <li>The story of Ibrahim and Isma'il</li> <li>Sacrifice</li> <li>Eid ul-Adha celebrations</li> <li>The importance of Eid ul-Adha to Muslims</li> <li>Zakat (charity)</li> <li>People who have made sacrifices</li> <li>Comparing the stories of Ibrahim and Ishma'il</li> </ul>	<ul style="list-style-type: none"> <li>When is Ramadan</li> <li>The Hijri calendar</li> <li>What happens during Ramadan?</li> <li>The Night of Power</li> <li>Reading the Quran</li> <li>Why is Ramadan important to Muslims?</li> <li>Gratitude</li> <li>Eid al-Fitr celebrations</li> <li>Comparing celebrations</li> </ul>	<ul style="list-style-type: none"> <li>The Night Journey story</li> <li>Washing the heart clean</li> <li>Prophets</li> <li>Jannah (heaven)</li> <li>Speaking with Allah</li> <li>Salat (prayer)</li> <li>Faith</li> <li>Reactions to The Night Journey story</li> <li>Why are sacred stories important to believers?</li> </ul>
<b>Judaism</b>	<b>SHAVUOT</b>	<b>SHABBAT</b>	<b>PASSOVER</b>	<b>ROSH HASHANAH AND YOM KIPPUR</b>
	<ul style="list-style-type: none"> <li>The synagogue</li> <li>The torah</li> <li>The story of Moses and the Ten Commandments</li> <li>Are the Ten Commandments used today?</li> <li>Kosher food laws</li> <li>The story of Ruth and Naomi</li> <li>Rules</li> <li>Bread as a symbol</li> <li>Food</li> <li>Harvests around the world</li> </ul>	<ul style="list-style-type: none"> <li>The creation story</li> <li>Why do Jews celebrate Shabbat?</li> <li>The Shabbat table</li> <li>Special meals at home</li> <li>Comparing weekend activities</li> <li>Saying goodbye to Shabbat</li> <li>Rest</li> <li>Responsibility for the natural world</li> <li>Special days of the week in other religions</li> </ul>	<ul style="list-style-type: none"> <li>Masters and slaves</li> <li>The plagues of Egypt</li> <li>Alternative explanations</li> <li>The story of the Exodus</li> <li>The Seder plate</li> <li>Celebrating Passover</li> <li>Freedom</li> <li>Special times of the year</li> <li>My special times</li> <li>Does God care?</li> </ul>	<ul style="list-style-type: none"> <li>What is a sweet New Year?</li> <li>Days of Repentance</li> <li>Saying sorry</li> <li>Tashlich</li> <li>Yom Kippur</li> <li>Focussing on God</li> <li>The synagogue</li> <li>Special objects</li> <li>Forgiveness</li> <li>Reflection</li> <li>The impact of Rosh Hashanah and Yom Kippur on believers</li> </ul>
<b>Hinduism</b>	<b>GANESH CHATURTHI</b>	<b>JANMASHTAMI</b>	<b>HOLI</b>	<b>KUMBH MELA</b>
	<ul style="list-style-type: none"> <li>The story of Ganesh</li> <li>The Puja ceremony</li> <li>Murtis (statues)</li> <li>Symbols of Ganesh</li> <li>Obstacles</li> <li>Starting something new</li> <li>The story of Ganesh and Kubera</li> </ul>	<ul style="list-style-type: none"> <li>Hindu gods</li> <li>The story of Krishna's birth</li> <li>Krishna's life</li> <li>108 names for Krishna</li> <li>Janmashtami celebrations</li> <li>Role models</li> <li>Hindu bhagans</li> <li>Music in other religions</li> <li>What is your purpose?</li> </ul>	<ul style="list-style-type: none"> <li>The meaning of colour in Hinduism</li> <li>The story of Holika</li> <li>Krishna and Radha</li> <li>Kathak dance</li> <li>Playing with colours</li> <li>Equality</li> <li>Looking after nature</li> <li>Need and want</li> <li>Weddings</li> <li>Happiness</li> </ul>	<ul style="list-style-type: none"> <li>The story of the Churning of the Ocean of Milk</li> <li>The four places of pilgrimage</li> <li>What is the Kumbh Mela?</li> <li>Karma</li> <li>Reincarnation</li> <li>Moksha</li> <li>The Naga Sadhu</li> <li>Devotion</li> <li>The story of the Goddess Ganga</li> <li>Pollution and conservation of the River Ganges</li> </ul>

## Religious Education Key Stage Two Coverage

Code	Skill	Buddhism				Christianity				Hinduism				Islam				Judaism				Sikhism			
		Vesak	Kathina	Dharma Day	Parinirvana	Lent	Holy Week and Easter	Pentecost	Sunday	Ganesh Chaturthi	Janmashtami	Holi	Kumbh Mela	The Hajj	Eid ul-Adha	Ramadan and Eid al-Fitr	Lailat al Miraj	Shavuot	Shabbat	Passover	Rosh Hashanah and Yom Kippur	Guru Nanak Gurpurab	Vaisakhi	Guru Arjan Gurpurab	Bandi Chhor Divas
RE 2 A1	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	✓	✓				✓				✓	✓	✓		✓			✓			✓	✓	✓	✓	
RE 2 A2	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓		✓	✓	✓	✓	
RE 2 A3	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	✓	✓		✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓					
RE 2 B1	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.			✓				✓	✓	✓		✓			✓			✓	✓				✓	✓	
RE 2 B2	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.		✓	✓		✓	✓	✓	✓			✓	✓	✓			✓			✓	✓	✓	✓	✓	
RE 2 B3	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.		✓		✓					✓			✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	
RE 2 C1	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓			✓		✓	✓			✓	✓	✓	
RE 2 C2	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.			✓				✓							✓			✓			✓	✓			
RE 2 C3	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	✓	✓	✓		✓		✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓				



## Religious Education Assessment Grid

			End of Year 1 expectations	End of Year 2 expectations	End of Year 3 expectations	End of Year 4 expectations	End of Year 5 expectations	End of Year 6 expectations	End of Year 7 expectations
			Average age 6 years 6 months	Average age 7 years 6 months	Average age 8 years 6 months	Average age 9 years 6 months	Average age 10 years 6 months	Average age 11 years 6 months	Average age 12 years 6 months
Scholarly rational – Learning about religion		Beliefs, teachings and sources	Remember and talk about a story.	Retell and answer questions about a story and describe what some people believe.	Describe what a believer might learn from a story.	Make links between stories and beliefs and understand the effect of these beliefs on different people.	Make links between stories, beliefs and actions within and across religions.	Use holy texts and other sources to find out what religions teach about big life questions and use what they have found out to argue their point.	Use research skills and a variety of sources to create well considered answers to questions about beliefs, values, meaning and 'truths'.
		Practices and way of life	Use the right name for the people, places, objects and actions of different faiths.	Describe some things that are the same for people with different beliefs.	Describe things that are the same and different for people with different religious beliefs.	Use the right religious words to compare the experiences and actions of people from different faiths.	Explain why people belong to religions and how similarities and differences within and across religions can make a difference to people and communities.	Explain how different religious practices have developed and the effect these have on believers, communities and society.	Describe how belonging to a religion can mean different things to different people within and across religions and how religious beliefs and practises today have been affected by the past.
		Expression	Recognise religious symbols, actions, words, lifestyles and art.	Describe religious symbols, actions, words, lifestyles and art.	Use religious words to describe how different people show their beliefs through symbols, actions, words, lifestyles and art.	Use religious words to explain how symbols, actions, words, lifestyles and art are used by people of different faiths to show feelings, ideas and beliefs.	Use a wide range of religious vocabulary to describe how religious symbols, actions, words, lifestyle and art are similar and different within and across religions.	Use accurate religious vocabulary to explain the significance of symbols, actions, words, lifestyle and art for different believers.	Use a wide range of religious and philosophical vocabulary to show how people express their religious, ethical and spiritual beliefs through symbols, actions, words, lifestyle and art.
Human development rational – Learning from religion		Belonging	Talk about their own life and community.	Talk about their own life and the lives of others with interest and respect.	Compare things that are important to them with things that are important to others.	Ask and answer questions about who they are, what has influenced them and other people's identities and influences.	Give their own views and opinions about identity and belonging and understand the views of others who have different beliefs and belong to different communities.	Consider the benefits and challenges of belonging to their own culture, or belonging to a different culture, by explaining their own views, the views of others, human nature and society.	Give reasons and examples to explain how religious and other world views might affect their understanding of themselves and other people.
		Meaning, purpose and truth	Talk and ask questions about things they find interesting and what puzzles them.	Talk about important events in real life and in stories that make people ask questions.	Ask important questions about life and compare their own thoughts and ideas to other people's thoughts and ideas.	Ask important questions about the meaning and purpose of life and offer their own views as well as the views of other religious and non-religious people.	Ask questions about the meaning and purpose of life and answer them with their own, or other people's truths that may be religious, social or philosophical.	Use evidence, reasoning and examples to describe their own, and other people's ideas about the meaning, purpose and 'truths' of life.	Give reasons and examples to explain how religious and other world views might affect their own ideas about the meaning and purpose of life.
		Values and commitment	Talk about things that are important to them and things that are important to other people.	Talk with care and respect about the things that are important to them and to other people.	Make links between their beliefs and actions and the beliefs and actions of others.	Ask and answer questions about their own and other people's moral dilemmas and choices and the beliefs behind decisions and outcomes.	Ask and answer questions about social and moral issues that are important to them and other people using their own ideas and the beliefs of others.	Link beliefs and teaching to ethical and world issues that are important to them.	Give reasons and examples to explain how religious and other world views might affect their own ideas of what is important to them and to other people.



## Religious Education Skills Coding for Key Stage Two

Code	Skill
RE 2 A1	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
RE 2 A2	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
RE 2 A3	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
RE 2 B1	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
RE 2 B2	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
RE 2 B3	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
RE 2 C1	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
RE 2 C2	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
RE 2 C3	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

## Religious Education Memorable Experiences

	Buddhism	Christianity	Hinduism	Islam	Judaism	Sikhism
Year 1	<b>Esala Perahera</b> Go on an imaginary trip to Sri Lanka	<b>Harvest</b> Make an apple and sultana crumble	<b>Diwali</b> Make a diva lamp	<b>Milad un Nabi</b> Celebrate a birthday	<b>Purim</b> Make a grager	<b>Naam Karan</b> Look after a baby
Year 2	<b>Losar</b> Throw a New Year party	<b>Christmas</b> Meet a new baby	<b>Navratri</b> Plant seeds	<b>Jumu'ah</b> Enjoy quiet time	<b>Hanukkah</b> Try to blow out the relighting candles	<b>Anand Karaj</b> Find out about a wedding
Year 3	<b>Vesak</b> Make a Vesak display	<b>Lent</b> Make pancakes	<b>Ganesh Chaturthi</b> Make paper plate elephant masks	<b>Hajj</b> Explore four mystery suitcases	<b>Shavuot</b> Play tig	<b>Guru Nanak Gurburab</b> Guess what's happening in the classroom
Year 4	<b>Kathina</b> Make a wet playtime box	<b>Holy Week and Easter</b> Investigate Easter symbols	<b>Janmashtami</b> Find out more about your teacher	<b>Eid ul-Adha</b> Share a favourite object	<b>Shabbat</b> Take a rest	<b>Vaisakhi</b> Work out the owner of the bag
Year 5	<b>Dharma Day</b> Research the Buddhist flag	<b>Pentecost</b> Learn a different language	<b>Holi</b> Create a colour wheel	<b>Ramadan and Eid al-Fitr</b> Complete a 'Go without' challenge	<b>Passover</b> Enjoy a memorable meal	<b>Guru Arjan Gurburab</b> Create a model of the Golden Temple
Year 6	<b>Parinirvana</b> Visit a local cemetery	<b>Sunday</b> Carry out a Sunday survey	<b>Kumbh Mela</b> Make a clay pitcher	<b>Lailat al Miraj</b> Take a two-mile walk	<b>Rosh Hashanah and Yom Kippur</b> Play 'Guess the sound'	<b>Bandi Chhor Divas</b> Take part in an 'Escape the room' experience

## Religious Education Impact

The curriculum at Diamond Hall Junior Academy is well planned and thought through to enable a wide range of engagement, so to develop knowledge and skills which can be applied across the curriculum, both in the classroom and through out of class opportunities to enable children to develop themselves as learners and to encourage children to be as independent as possible. Pupil voice feedback, specific whole staff planning and moderation during staff meetings allows the staff to regularly review and assess the impact that Religious Education is having.

Regular monitoring and scrutiny by SLT and subject leaders provide evidence of how pupils are progressing and ensures that high expectations are maintained. In-school and cross-school moderations is quality assured.

We are working with NELT primary schools to develop, monitor and quality assure our curriculum quality and provision.

The impact of our curriculum is measured through a range of different strategies:

- Data which is produced from summative tests as well as on-going teacher assessments.
- Work scrutiny.
- Learning walks.
- Pupil voice.
- Lesson observations.

Monitoring is conducted by members of the senior leadership team and subject leaders

