

Religious Education has never been as important as it is today. At Glenmere, our RE vision is that; alongside a knowledge rich learning environment, we support all children to feel safe and secure empowering them to develop and express their own views and beliefs.

It is our intent to know and understand a range of religions and world views. We want our children to be able to express ideas and insights about the nature, significance and impact of religions and world views.

Through the implementation of weekly lessons, taught by passionate teachers, children will explore the big questions of life. They will consider what people believe and the difference this makes to their lives, after which the children can start to make sense of religion and reflect on their own beliefs and ways of living.

Through this curriculum, we provide a positive context within which the diversity of cultures, beliefs and values can be explored. The children are encouraged to reflect on their own developing beliefs and values and to be respectful of the beliefs and values of others through their learned understanding.

Teaching of RE prepares children to be positive, respectful members of a multi – cultural community. The teaching of RE helps children to develop an understanding of themselves and others by "learning about religion and from religion."



Religious Education at Glenmere

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How we teach RE at Glenmere Community Primary School



Intent

What do we want to achieve with our Re curriculum?

Through RE at Glenmere we aim to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions. Through quality teaching and learning, we develop a more rigorous understanding of the numerous religious traditions, influences, beliefs and practices that are followed in our local, national and wider global community. We encourage pupils at Glenmere to engage in self-discovery where they explore their own beliefs and can safely and confidently express and articulate them. We want them to know how religious education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We ensure that we fully meet the requirements and is informed by the new Leicestershire Agreed Syllabus. By using this syllabus and RE Today's scheme of work, we are ensuring children are given the opportunity to become religiously literate. It is through using this scheme that we are providing children with a holistic and balanced RE curriculum. Children will explore the different concepts in a range of inspiring activities as they move through the school, starting in Reception and developing a great depth of understanding by the time they reach Year 6. This will be developed through our focused assemblies and our yearly multi faith day that focuses on the main religions in Leicester and Leicestershire. By the time our children leave Glenmere, they will have visited a Christian church, a Hindu temple, An Islamic mosque and a Sikh Gurdwara. Our planned progression of religious festivals ensure that our children understand that Leicester is a harmonious city made up of diverse communities which present a wealth of cultural festivals, beliefs and places of worship.

Impact

What will this look like?

By the time children leave our school they will:

- Articulate, question and have opinions on the meaning of life, beliefs (of others and themselves), nature of reality and morality.
- Have a secure understanding and knowledge of the religions studied and be confident to answer ultimate questions.
- Have the ability to ask significant and reflective questions about religion and demonstrate a good understanding of issues relating to the nature, truth and value of religion.
- Have a sense of self, identity and belonging to flourish within the community and be responsible citizens.
- Show respect, tolerance and understanding of all people, religions and beliefs.
- Have a strong understanding of how the beliefs, values, practices and ways of life within any religion come together.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- Have first-hand experience of different religious places of worship.
- They will appreciate the diversity of different religions in Leicestershire and the wider world.

A visit to a place of worship can be a rich experience that provides children with enjoyment and a platform for learning. Pupils benefit enormously from visits to places of worship, as it gives them first hand experiences and they often get the opportunity to meet with members of the faith community during the visit. Throughout their time at Glenmere, we aim to provide the children with the opportunities to visit different places of worship.

Visiting places of worship

	Place of worship	Term
EYFS	Christian Church	Autumn 2
KS1 Year 1 and year 2	Hindu temple	Spring 2
LKS2 year 3 and year 4	Islamic Visitors Centre	Spring 1
UKS2 year 5 and year 6	Sikh temple	Summer 1

At the end of Key Stage 1 Children should be able to:

- identify some religious practices that take place in e.g. a church and know that similar practices take place in other places of worship e.g. prayer, singing.
- suggest meanings behind symbols that they see in the church e.g. a cross, candle, font, banners.
- respond sensitively to the different feelings that the religious believer has about their place of worship e.g. the church.
- Reflect on their learning about a particular religion

At the end of Key Stage 2 Children should be able to:

- describe the key beliefs and teachings of the religious believer they meet and compare them with their knowledge of another religion.
- show what belonging to a religion involves e.g. articulate what a religious believer does when they go to a place of worship, how the place of worship supports the community.
- show how religious beliefs are expressed in a variety of ways in the place of worship e.g. through symbol, art, music, dance, sculpture, gardens etc
- ask questions about significant experiences of religious believers, puzzling aspects of life and matters of right and wrong. They should be able to suggest their own answers to these questions based on what they have learned in the place of worship/from religious believers they meet.
- Reflect on what they have learnt from visiting a place of worship.

(Standing Advisory Council on Religious Education)

Glenmora's RE Curriculum Long Term Plan Reception to Year 6

Glenmora's RE Curriculum Long Term Plan Reception to Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Being Special: Where do we belong (C, H, M)	Why is Christmas special to Christians? (Incarnation)	Why is the word 'God' so important to Christians? (Creation & God)	Why is Easter special to Christians? (Salvation)	What places are special and why? (C, M)	
F6 What times/stories are special and why? (C, M, J)						
Year 1	Who is a Muslim and how do they live?	Why does Christmas matter to Christians? (Incarnation)	Who is Jewish and how do they live?	What do Christians believe God is like? (God)	What does it mean to belong to a faith community? (C, J, M, NR)	What makes places sacred to believers? (C, M)
Year 2	Who do Christians say made the world? (Creation)	Who is Jewish and how do they live?	Who is a Muslim and how do they live?	What is the good news Christians believe Jesus brings? (Gospel)	Why does Easter matter to Christians? (Salvation)	How should we care for the world and for others, and why does it matter? (C, J, NR)
Year 3	What do Christians learn from the Creation story? (Creation)	What do Hindus believe god is like?	What does it mean to be Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	What is it like for someone to follow God? (God)	How and why do people try to make the world a better place? (C, M, J, NR)
Year 4	What kind of world did Jesus want? (Gospel)	What is the 'Trinity' and why is it important for Christians? (incarnation & God)	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	For Christians, when Jesus left, what was the impact of Pentecost? (Salvation)	How and why do people mark the Significant events of life? (G, H, NR)
Year 5	What does it mean to be a Muslim in Britain today?	What do Christians believe Jesus did to save people? (Salvation)	For Christians, what kind of king was Jesus. (God)	Why is the Torah so important to Jewish people?	Christians and how to live: 'What would Jesus do'? (Gospel)	Why do some people believe in God and some people not? (C, NR)

Year 6	Anti-Racist RE	What matters most to Humanists and Christians? (C, M, J, NR)	Why do Hindus want to be good?	Creation and Science: conflicting or complimentary? (Creation)	How does Faith help people when life gets hard? (C, H, NR)
Key	Judaism	Hinduism	Islam	More than 1 faith/no religion	

RE in EYFS

EYFS RE Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
Progression of Skills	Being Special (LAS)	Incarnation (UC)	God (UC)	Salvation (UC)	Being Special (LAS)
Schemes	KQ: Where do we belong?	KQ: Why do Christians perform nativity plays at Christmas?	KQ: Why is the word God so important to Christians?	KQ: Why do Christians put a cross in an Easter garden?	KQ: What places are special and why?
RE Leicestershire Agreed Syllabus (LAS)	Making sense of beliefs				Making sense of beliefs
Understanding Christianity (UC)	To re-tell religious stories	Understand Christians believe God came to Earth in human form as Jesus	Understand that Christians believe in God and that they find out about God in the Bible	Understand Christians remember Jesus' last week at Easter	To begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God
	Making connections				Making connections
	To make connections with personal experiences	Understand that Christians believe Jesus came to show that all people are precious and special to God	Understand Christians believe God is love, kind, fair and also Lord and King; and there are some stories that show this	Understand Jesus' name means 'He saves'	To talk about somewhere that is special to themselves, saying why
	To share and record occasions when things have happened in their		Understand Christians	Understand Christians believe Jesus came to show God's love	To get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship)
				Understand Christians try to	To express a personal response to the natural world
					Understanding impact

	<p>lives that made them feel special</p> <p>Understanding impact</p> <p>To recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>To recall simply what happens when a baby is welcomed into a religion other than Christianity</p>		worship God and try to live in ways that please him	show love to others	<p>To recognise that some religious people have places which have special meaning for them</p> <p>To talk about the things that are special and valued in a place of worship</p>
Additional sources/resources/ experiences to enhance RE curriculum	EYFS Class Nativity Play				
	Visit to a local church				
ELG Understanding the World	People, Culture and Communities				
	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • 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 • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps 				
ELG Communication and Language	Listening, Attention and Understanding			Speaking	
	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, 			<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary 	

	<p>comments and actions when being read to and during whole class discussions and small group interactions</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers 	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 	
ELG Literacy	Comprehension		
	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate (where appropriate) key events in stories • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play 		
ELG Expressive Arts and Design	Creating with Materials	Being Imaginative and Expressive	
	<ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories 	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher 	
ELG Personal, Social and Emotional Development	Self-Regulation	Managing Self	Building Relationships
	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly 	<ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly 	<ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs

Nations Curriculum Links - Building the foundations ready for Year 1	<ul style="list-style-type: none"> - Children will acquire a beginning knowledge and understanding of some of the main beliefs and practices of Christianity - Children will know that God is a name and that Christians believe he is the creator of the universe and everything in it
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- Children will begin to understand that Christians believe the earth belongs to God
- Children will know that the earth is precious to Christians and that we should look after it
- Children will know that Christians believe God came to earth in human form as Jesus
- Children will know that Christians believe Jesus came to show that all people are precious and special to God
- Exploration of the nativity story will introduce to the children that Jesus was born as a baby in Bethlehem and was known as the 'King of Kings'
- Children will begin to explore the celebrations of Christmas and Advent
- Children will begin to explore Easter and understand that this is the time where Christians remember Jesus' last week on earth before he died on the cross
- Children will know Jesus' name means 'He saves' and begin to understand that Christians believe Jesus died to save and forgive all humans on earth
- Children will know that Christians believe Jesus came to show God's love
- Children will begin to understand Easter is also a time to remember that Jesus rose from the dead to give people hope of new life
- Children will know that the Church is the place of worship for Christians and be able to use appropriate language to talk about this
- Children will be able to re-tell and talk about some religious stories, what they teach believers and how they feel about them
- Children will understand that religious people have different places of worship that have special meaning to them
- Children will be able to talk about places that are special to them
- Children will be able to recall occasions in their lives that made them feel special
- Children will be able to recall what happens to a baby when they are welcomed into the religion of Christianity and that of other faiths
- Children will be able to identify some religious words and sacred texts
- Children will begin to talk about beliefs significant to Jews and Muslims
- Begin to understand what a faith community is and how loving others is an important part of many different faiths

Understanding Christianity

Christianity

This is covered most deeply in the Understanding Christianity Units and in the majority of the agreed Syllabus units.

Understanding Christianity comprises of our chosen five core concepts which build gradually as children move through year groups. The 8 core concepts are shown below, together which key stage they are covered in.

<u>Core Concepts</u>	<u>Early Years and Key Stage One</u>	<u>Lower Key Stage Two</u>	<u>Upper Key Stage Two</u>
<u>God</u> – The existence of God, Father, Son and Holy Spirit	✓	✓	✓
<u>Creation</u> - The universe and human life are God’s good creation. Humans are made in the image of God	✓	✓	✓
<u>Incarnation</u> - The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.	✓	✓	✓
<u>Gospel</u> - Jesus’ incarnation is ‘good news’ for all people. (‘Gospel’ means ‘good news’.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus’ example and teaching emphasise loving one’s neighbour — particularly the weak and vulnerable — as part of loving God.	✓	✓	✓
<u>Salvation</u> - Jesus’ death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.	✓	✓	✓

Core Concept – God

<u>End of EYFS</u>	<u>End of Key Stage One</u>	<u>End of Lower Key Stage Two</u>	<u>End of Upper Key Stage Two</u>
<p><i>Pupils will know that...</i></p> <ul style="list-style-type: none"> • The word God is a name. • Christians believe God is Creator of the universe. • Christians believe God made our wonderful world and so we should look after it. 	<p><i>Pupils will know that...</i></p> <ul style="list-style-type: none"> • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. 	<p><i>Pupils will know that...</i></p> <ul style="list-style-type: none"> • Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation). • Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises. • Christians find that understanding God is challenging; people spend 	<p><i>Pupils will know that...</i></p> <ul style="list-style-type: none"> • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace.

	<ul style="list-style-type: none"> Christians worship God and try to live in way 	<p>their whole lives learning more and more about God.</p> <ul style="list-style-type: none"> Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. 	<ul style="list-style-type: none"> Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. Christians believe getting to know God is like getting to know a person rather than learning information.
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Core Concepts – Creation

<u>End of EYFS</u>	<u>End of Key Stage One</u>	<u>End of Lower Key Stage Two</u>	<u>End of Upper Key Stage Two</u>
<p><i>Pupils will know that...</i></p> <ul style="list-style-type: none"> The word God is a name. Christians believe God is Creator of the universe. Christians believe God made our wonderful world and so we should look after it. 	<p><i>Pupils will know that Christians believe...</i></p> <ul style="list-style-type: none"> God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God 	<p><i>Pupils will know that Christians believe...</i></p> <ul style="list-style-type: none"> God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. 	<p><i>Pupils will know that...</i></p> <ul style="list-style-type: none"> There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? There are many scientists throughout history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

Core Concepts – Incarnation

End of EYFS	End of Key Stage One	End of Lower Key Stage Two	End of Upper Key Stage Two
<p><i>Pupils will know that...</i></p> <ul style="list-style-type: none"> • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God. 	<p><i>Pupils will know that...</i></p> <ul style="list-style-type: none"> • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming 	<p><i>Pupils will know that...</i></p> <ul style="list-style-type: none"> • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<p><i>Pupils will know that...</i></p> <ul style="list-style-type: none"> • Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (see Salvation).

Core Concepts – Gospel

End of EYFS	End of Key Stage One	End of Lower Key Stage Two	End of Upper Key Stage Two
<p><i>Pupils will know that...</i></p>	<p><i>Pupils will know that...</i></p> <ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. 	<p><i>Pupils will know that...</i></p> <ul style="list-style-type: none"> • Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. 	<p><i>Pupils will know that...</i></p> <ul style="list-style-type: none"> • Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • Christians believe that Jesus' good news not only transforms lives now, but also points toward a

	<ul style="list-style-type: none"> Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way 	<ul style="list-style-type: none"> Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. Christians try to be like Jesus — they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. 	<p>restored, transformed life in the future. (See Salvation).</p> <ul style="list-style-type: none"> Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community
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Core Concepts – Salvation

<u>End of EYFS</u>	<u>End of Key Stage One</u>	<u>End of Lower Key Stage Two</u>	<u>End of Upper Key Stage Two</u>
<p><i>Pupils will know that...</i></p> <ul style="list-style-type: none"> Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others. 	<p><i>Pupils will know that...</i></p> <ul style="list-style-type: none"> Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose from the dead, giving people hope of a new life. 	<p><i>Pupils will know that...</i></p> <ul style="list-style-type: none"> Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection. 	<p><i>Pupils will know that...</i></p> <ul style="list-style-type: none"> Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.

Daily act of worship

All schools have a statutory duty to provide daily collective worship for registered pupils (apart from those who have been withdrawn by their parents). This is usually provided within a daily assembly. Daily collective worship must be wholly or mainly of a broadly Christian character. The precise nature will depend on the family background, ages and abilities of the pupils. An Act of Collective Worship will take place every day. The time at which this takes place and the form of the Collective Worship (whole school, team or class groupings) may vary from day to day.

- The majority of the Acts of Collective Worship will be wholly or mainly of a broadly Christian character.
- The Act of Collective Worship will be non-denominational.
- Every child will take part in the Act of Collective Worship unless withdrawn by his/her parents/guardians.
- Whilst fully complying with the law, the school will be sensitive to the fact that not all children will come from religious families.

At Glenmere we have developed a half termly focus for our daily act of worship. This is intended to allow us to give thanks and ask for guidance and understanding.

Term	Focus for daily act of worship
Autumn 1	Giving thanks
Autumn 2	Peace
Spring 1	Love/Community
Spring 2	Forgiveness
Summer 1	Hope
Summer 2	Change

Progression in the study of different religions

<u>Religions taught</u>	<u>Early Years and Key Stage One</u>	<u>Lower Key Stage Two</u>	<u>Upper Key Stage Two</u>
Christianity	✓	✓	✓
Judaism	✓	✓	✓
Islam	✓	✓	✓
Hinduism	minimal	✓	✓

Judaism

This is covered through the following units.

Early Years and Key Stage One

Lower Key Stage Two

Upper Key Stage Two

Being Special: Where do we belong? (C,H,J)	How and why do people try to make the world a better place?? (C, J, NR)	Why is the Torah so important to Jewish people?
What places are special and why? (C, I, J) Who is Jewish and what do they believe? (J)	How do festivals and family life show what matters to Jewish people? (C, H, I, J) Unit 2.6 Why do some people think life is a journey? (C, H, J)	How does faith help people when life gets hard? (C, H, J, NR, I)
What makes places sacred to believers? (C, I, J) What does it mean to belong to a faith community? (C, I, J) How and why do people try to make the world a better place? (C,I,J,NR, H)		

Islam

This is covered through the following units.

Early Years and Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Being Special: Where do we belong? (C,H,J) What places are special and why? (C, I, J)	How do festivals and worship show what matters to a Muslim?	What does it mean to be a Muslim in Britain today?
Who is a Muslim and what do they believe? What does it mean to belong to a faith community? (C, I, J, H) What makes places sacred to believers? (C, I, J)	What does it mean to be a Muslim in Britain today?	How does faith help people when life gets hard? (C, H, J, NR, I)
Who is a Muslim and how do they live? How and why do people try to make the world a better place? (C,I,J,NR)		

Hinduism

This is covered through the following units.

Early Years and Key Stage One	Lower Key Stage Two	Upper Key Stage Two
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Being Special: Where do we belong? (C,H,J) What places are special and why? (C, I, J)	What do Hindus believe God is like? What does it mean to be Hindu in Britain today?	Why do Hindus want to be good?
What does it mean to belong to a faith community? (C, I, J, H) How and why do people try to make the world a better place? (C,I,J,NR, H)	How and why do people try to make the world a better place? (G, H, N,NR) How and why do people mark significant events of life? (G, H, N,NR)	

RE Vocabulary Progression

Red= words to use in work **Blue**=Words to orally use **Green**= words that will be used in some lessons

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 2</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
EYFS	Being Special: Where do we belong Special Friend, Religion Belonging, Valued, Group, Baptism, Blessing, Welcome, Unique,	Why is Christmas special to Christians? Christmas God, Jesus, Bible, Christian, Angel Star, Believe	Why is the word 'God' so important to Christians? Creation, Creator, Nature, Wonderful, Puzzling	Why is Easter special to Christians? Celebration, Festival, Easter, Occasion, Resurrection	What places are special and why? Church, Mosque, Pray/Prayer Holy, Worship, Minister, Vicar, Reverend, Steeple, Font, Altar, Pew, Cross,	
Year 1	Who is a Muslim and how do they live? Islam, Muslim, Allah, Muhammad, Call to Prayer, Qur'an, Mosque/Masjid, Prayer Mat, Minaret,	Why does Christmas matter to Christians? Nativity, Manger, Innkeeper, Stable, Shepherd, Gold, Frankincense, Myrrh Saviour, Bethlehem, Sacred, Treat, Respect, Rules,	Who is Jewish and how do they live? Star of David, Torah, Scroll, Shabbat, Synagogue, Rabbi, Challah, Seder meal, Chanukah, Dreidel, Oil, Kippah Hebrew	What do Christians believe God is like? Symbol, Forgive, Sin, Heaven, Miracle, Lord's Prayer, Temptation, Revelation, Precious	What does it mean to belong to a faith community? Crucifix, Baptism, Christening, Hajj, Allahu Akbar, Rosary, Welcome Ceremony, Vicar, Holy Water,	What makes places sacred to believers? Sacred/Holy, Symbol, faith, Altar, Candles, Icons, Stations of the Cross, Pulpit Lectern,
Year 2	Who do Christians say made the world? Adam, Eve, Garden of Eden, day of rest,	Who is Jewish and what do they believe? Symbol, Mezuzah, Scroll, Shabbat, Rabbi, Challah,	Who is Muslim and how do they live? Prophet, Peace Be Upon Him, Crescent Star, Calligraphy, 99 Names, Inspired,	What is the good news Christians believe Jesus brings? Disciples, parable, forgiveness, peace,	Why does Easter matter to Christians? Holy Week, Palm Sunday, Last Supper, Good	How should we care for the world and for others, and why does it matter? Unique, Important, Values,

		Seder meal, Chanukah, Dreidel, Oil, Kippah Hebrew		prayer, Gospel, community, charity,	Friday, Tomb, Resurrection, Easter, Betrayal, Arrested, Denial, Pesach (Passover), Slave Pharaoh Plague,	Responsibilities, Charity, Inspired, Heal, Duties Teachings, Benefits
Year 3	What do Christians learn from the Creation story? Genesis, creator, forgiveness, 'The Fall',	What do Hindus believe god is like? Brahman, Ganesh, Ganesha Mandir (puja) "Brahma, Shiva, Vishnu" Mahabharata deities" Incense Offerings Festival of Holi, Diwali, murtis, "The Throne of Hastinapura	What does it mean to be Hindu in Britain today? Dharma, Puja, arti, bhajans, mandir	Why do Christians call the day Jesus died 'Good Friday'? Salvation, save, rescue, Holy Week, communities	What is it like for someone to follow God? Noah, covenant, promises, ceremonies, Jesus,	How and why do people try to make the world a better place? Humanist, Charity, Sacrifice, Golden Rules,
Year 4	What kind of world did Jesus want? Gospel, disciples, Trinity, worship, baptism, prayer,	What is the 'Trinity' and why is it important for Christians? Holy trinity, God the Father, God the Son, God the Spirit, The Grace, Pentecost	How do festivals and worship show what matters to a Muslim? Ibadah, Surah, fasting, community, harmony,	How do festivals and family life show what matters to Jewish people? Rosh Hashara, Yom Kipper, Pesach, Autumnal Equinox, Sedar plate, Slavery, Freedom, Moses, Jonah, Rabbi	For Christians, when Jesus left, what was the impact of Pentecost? Pentacost, Spirit, Ascension, Jerusalem, Resurrect, Descended, Multilingual, Corinthians, Evangelist, Fruit of the Spirit	How and why do people mark the Significant events of life? Ritual, Sacred, Initiation, Bar Mitzvah, Dharma, Rite of Passage, Confirmation, Amrit,
Year 5	What does it mean to be a Muslim in Britain today?	What do Christians believe Jesus did to save people?	For Christians, what kind of king was Jesus.	Why is the Torah so important to Jewish people?	Christians and how to live: 'What would Jesus do'?	Why do some people believe in

	<p>five pillars, Haji, obedience, generosity, self-control Tawhid-Iman-Ibadah, prophet, festivals, Mosques, art, submission</p>	<p>Incarnation, Messiah, Gospel, prophecy texts, Biblical texts, saviour</p>	<p>Biblical texts, needy, issues, problems, love, service</p>	<p>Bimah Siddur, Eternal Light, Memorial Boards, Reformed Synagogue, Orthodox Synagogue, Hanukkah, Menorah, oil, miracles Torah, Scroll, Rabbi, The Mezuzah, Covenant, Creation, Genesis, Noah,</p>	<p>Gospel texts, interpret, Biblical texts, Christian community,</p>	<p>God and some people not? Theorist, atheist, agnostic, interpretation</p>
Year 6	<p>Anti-Racist RE Prejudice, Racism, Ethnicity, Justice, Hate speech, White privilege</p>	<p>What matters most to Humanists and Christians? moral code, theist, humanist, atheist, agnostic, afterlife, ethical, humanism,</p>	<p>Why do Hindus want to be good? Karma/ Dharma/ Samsara/ Moksha, four stages of life, (cosmic law and order) Hanuman Vishnu Ramayana Gangotri Ganga Varanasi(The sacred rivers: Ganga, Yamuna, Saraswati)</p>	<p>Creation and Science: conflicting or complimentary? Genesis, The Big Bang Theory, evolution, natural selection, adaptation, scientific creator, Charles Darwin,</p>	<p>How does Faith help people when life gets hard? Eulogy, finite, Judgement, Psalm, Reincarnation, Salvation, morals, spiritual, social, cultural, symbols,</p>	

Skills Progression in RE

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>Begin to explore the world of religion in terms of special people, books, times, places and objects, visiting places of worship and through celebration.</p> <p>Listen to and talk about stories.</p> <p>Be introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.</p> <p>reflect upon own feelings and experiences.</p> <p>use imagination and curiosity to develop appreciation and wonder of the</p>	<p>Remember a religious story and talk about it.</p> <p>Use the right names for things that are special to Christians, Muslims and Jews.</p>	<p>Tell a religious story and say some things that people believe.</p> <p>Talk about some of the things that are the same and different for religions.</p>	<p>Begin to describe what a believer might learn from a religious story.</p> <p>Start to describe some of the things that are the same and different for religious people.</p>	<p>Describe what a believer might learn from a religious story.</p> <p>Describe some of the things that are the same and different for religious people.</p>	<p>make links between the beliefs teachings and sources of different religious groups and show how they are connected to believers' lives.</p> <p>use the religious language accurately to describe and compare</p> <p>describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean.</p>	<p>suggest reasons for the variety of beliefs which people hold, and explain how religious sources are used to provide answers to important questions.</p> <p>describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities</p>	
	<p>Recognise religious art, symbols and words, and talk about them.</p>	<p>Say what some Christian, Jewish and Muslim symbols stand for and say what some of the art is about.</p>	<p>Use religious words related to the topic to describe some of the different ways in which people show their beliefs.</p>	<p>Use religious words to describe some of the different ways in which people show their beliefs.</p>	<p>Compare some of the things that influence me with those that influence other people.</p>	<p>describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean.</p>	<p>describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities</p>
	<p>Talk about things that happen to me.</p>	<p>Ask about what happens to others with respect for their feelings.</p>	<p>Begin to compare some of the things that influence me with those that influence other people.</p>	<p>Compare some of the things that influence me with those that influence other people.</p>	<p>Ask important questions about life and compare my ideas with those of other people.</p>	<p>ask questions about who we are and where we belong,</p>	<p>use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith.</p>
	<p>Talk about what I find interesting or puzzling.</p>	<p>Ask about what happens to others with respect for their feelings.</p>	<p>Begin to compare some of the things that influence me with those that influence other people.</p>	<p>Compare some of the things that influence me with those that influence other people.</p>	<p>Ask important questions about life and compare my ideas with those of other people.</p>	<p>ask questions about who we are and where we belong,</p>	<p>use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith.</p>
	<p>Talk about what is important to me and to other people.</p>	<p>Ask about what happens to others with respect for their feelings.</p>	<p>Begin to compare some of the things that influence me with those that influence other people.</p>	<p>Compare some of the things that influence me with those that influence other people.</p>	<p>Ask important questions about life and compare my ideas with those of other people.</p>	<p>ask questions about who we are and where we belong,</p>	<p>use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith.</p>
	<p>Talk about what is important to me and to other people.</p>	<p>Ask about what happens to others with respect for their feelings.</p>	<p>Begin to compare some of the things that influence me with those that influence other people.</p>	<p>Compare some of the things that influence me with those that influence other people.</p>	<p>Ask important questions about life and compare my ideas with those of other people.</p>	<p>ask questions about who we are and where we belong,</p>	<p>use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith.</p>
<p>use imagination and curiosity to develop appreciation and wonder of the</p>	<p>Talk about what is important to me and to other people.</p>	<p>Talk about what is important to me and to others with respect for their feelings.</p>	<p>Start to ask important questions about life and compare my ideas with those of other people.</p>	<p>Link things that are important to</p>	<p>ask questions about the meaning and purpose of life, and suggest a</p>	<p>use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith.</p>	

<p>world in which we live.</p>			<p>Link things that are important to me and other people with the way I think and behave</p>	<p>me and other people with the way I think and behave</p>	<p>range of answers which might be given by me as well as members of different religions</p> <p>ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions.</p>	<p>give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion</p> <p>ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives.</p>
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Religious Festivals and Celebration Days Calendar 2023-24

At Glenmere we recognise that there are many religious festivals and various celebration days throughout the year and across different faiths. We celebrate these through assemblies and discussions in class. We also ensure that we celebrate the most important ones for each faith of the children in our school. These special days begin with an assembly and then children are taught more about it in their classes in an age-appropriate and way that shows progression across the school. The children who belong to the faith being celebrated have the opportunity to share their experiences, traditions and ways that they celebrate. This supports all children and enables them to learn first-hand about the different faiths in our community.

As part of our rich learning environment and each year we also hold a multi-faith day where we have a whole day of workshops for the children, where the diversity of cultures, beliefs and values can be explored about different aspects of a variety of faiths. The children are grouped across age ranges and take part in discussions, role-play, music, food tasting, art and crafts and multi-media.

Month	Date	Festival/ Holy Day	Religion	Celebration	Information
September	15 th – 17 th Sept 23	Rosh Hashanah	Judaism	Whole School Assembly and activities	Jewish New Year. It commemorates the creation of the world and lasts two days.
October	1 st Oct 23	Harvest	Christianity	Whole School Food donation and assembly	A Christian festival celebrating the food grown on the land.
November	11 th Nov 23	Remembrance Day	-	Whole School Celebration Day	Remembrance Sunday falls on 14 th Nov. It marks the end of WW1 in 1918.
	12 th Nov 23	Diwali	Hinduism/ Sikhism	Whole School day including assembly and activities	Also called the festival of lights. It is the most popular festival from South Asia and is celebrated by both Hindus and Sikhs.
December	7 th - 15 th Dec 23	Hanukkah	Judaism	Whole School assembly	The Festival of Lights. It is celebrated by lighting one candle on the Hanukiah each day.
	8 th Dec 23	Bodhi Day	Buddhism	Whole School assembly	Also known as the day of Awakening. Celebration of the attainment of enlightenment under the Bodhi tree (the sacred place and birth of Buddhist traditions).
	25 th Dec 23	Christmas Day	Christianity	School celebration days for Christmas	Celebrates Jesus' birth.
January	15 th Jan 24	Makar Sankranti	Hinduism	Whole School assembly	One of the most important Hindu festivals, which celebrates the sun's journey into the northern hemisphere. It marks the end of winter and a new harvest season beginning.
	21 st Jan 24	World Religion Day	-	School Celebration Day	Celebrated on the third Sunday of January. Its aim is to promote understanding and peace between the different world religions.
February	10 th Feb 24	Chinese New Year	-	Whole School workshop	Chinese New Year starts with the New Moon on the first day of the new year and ends on the full moon 15 days later.
	13 th Feb 24	Shrove Tuesday	Christianity	Whole School assembly	Traditional feast day before the start of Lent, where people indulge in food that they will be giving up. Also called

					'Pancake Day'.
	14 th Feb 24	Ash Wednesday	Christianity	Whole School assembly	The beginning of Lent. Lent is the period of 40 days which come before Easter. It is a season of reflection and preparation. Most Christians replicate Jesus' sacrifice and withdrawal into the desert for 40 days.
	14 th Feb 24	Valentine's Day	-	Whole School assembly	Annual festival to celebrate love, friendship and admiration. Also known as the Feast of St Valentine.
	25 th Feb 24	Shab e-Barat	Islam	Whole School assembly	A Muslim celebration of forgiveness and atonement. The night is spent in prayer.
March	10 th March 24	Mothering Sunday	-	Whole School assembly	Also known as Mother's Day, is a chance to say thanks for all the things our mothers do for us. It is always the fourth Sunday of Lent.
	10 th March – 8 th April 24	Ramadan	Islam	Whole School assembly	Ramadan is the Muslim month of fasting.
	24 th - 25 th March 24	Holi	Hinduism	Whole School assembly and activities	Holi is also known as the festival of colours or love. It is a spring festival.
	24 th March 24	Palm Sunday	Christianity	Whole School assembly	The feast to commemorate Jesus' entry into Jerusalem. It is the beginning of the Holy Week and always falls on the Sunday before Easter.
	29 th March 24	Good Friday	Christianity	Whole School assembly	Commemorates Jesus' sacrifice on the cross. It is the Friday before Easter.
	31 st March 24	Easter Sunday	Christianity	School Celebration days for Easter.	Commemorates the resurrection of Jesus Christ. It is the culmination of the Holy Week and considered one of the important Christian festivals.
April	9 th April 24	Ugadi	Hinduism	Whole School assembly	Hindu's New Year Day.
	10 th April 24 (TBC)	Eid al Fitr	Islam	Whole School assembly	The end of Ramadan when Muslims celebrate the end of fasting and thank Allah for His help with their month-long act of self-control.
	13 th April 24	Baisakhi/Vaisakhi	Sikhism	Whole School assembly and activities	Vaisakhi is a historical and religious festival in both Sikhism and Hinduism. It is very important to Sikh's as it marks the founding of the Khalsa (the Sikh Community) in 1699

	22 nd – 29 th April 24	Passover	Judaism	Whole School Worship	This is one of the most important festivals in the Jewish calendar. It commemorates the exodus of the Jews from slavery in Egypt.
May	23 rd May 24	Wesak/Vesak (Buddha Day)	Buddhism	Whole School assembly and activities	The most important of the Buddhist festivals. It celebrates the Buddha's birthday and for some, his enlightenment and death.
	26 th May 24	Trinity Sunday	Christianity	Whole School assembly	The Sunday that follows Pentecost. Celebration of The Holy Trinity; God, Jesus and the Holy Spirit.
June	16 th June 24	Father's Day	-	Whole School assembly	A celebration honouring fathers and all they do for us.
	16 th June- 17 th June 24 (TBC)	Eid-al-Adha	Islam	School Celebration day	One of the most important festivals in the Muslim calendar. It is also known as the Greater Eid or the Festival of Sacrifice. It commemorates the prophet Ibrahim's willingness to sacrifice his son when God ordered him to.

Christian (8); Jewish (4); Islamic (4); Hindu (4); Buddhist (2); Sikh (2)

These are our whole school celebration of festivals days

Progression of knowledge and understanding in Glenmere's focus school celebration days.

	EYFS/KS1	LKS2 (year 3 and 4)	UKS2 (year 5 and 6)
Rosh Hashanah	Children will focus on the symbolic foods that are eaten: sweet foods like apples and honey how it makes people think about the good things ahead in the new year. They will have opportunities to make and taste items of food.	Children will focus on some of the customs during the festival: how in the synagogue, a shofar is blown frequently, using different types of blasts, and a special prayer book called the Machzor is read.	Children will focus on show ome Jewish people may choose to repent in various ways, including the ritual called tashlich.
Diwali	Children will read the story of Rama and Sita and understand why Diwali is celebrated. They will find out about some of the customs and traditions surrounding Diwali and how it is celebrated by Hindu families.	Children will find out about diyas and why they are lit during the Diwali celebrations. They will make connections between celebrations that involve light in other world religions as	Children will identify Lakshmi as the goddess who is worshipped during Diwali and be able to explain why. They will find out how a typical Hindu family might celebrate Diwali at home and consider how Diwali is similar to or

		well as thinking about why light is so often used as a symbol.	different from other religious celebrations.
Christmas	Children will learn the story of the nativity, focusing on why the three wise men gave gifts of gold, frankincense and myrrh to Jesus when they visited him. They will start to relate this to Christian ideas of giving and receiving.	Children will listen to the song 'The Twelve Days of Christmas' and find out about the tradition of celebrating Christmas over this period of time.	Children will find out about some ways in which Christmas is celebrated around the world and compare these celebrations to their own/those of others in Britain.
World Religion Day	Across the school the children will be in mixed aged groups and visit each classroom where different workshops will take place with focuses on the different faiths in Leicestershire, Places of worship in Leicestershire, Sikhism, Judaism, Islam, Hinduism and Christianity		
Chinese New Year	Children to learn about 'The Chinese New Year Story' and the twelve animals that took part in the race.	Children will enjoy exploring and tasting traditional foods that are eaten during Chinese New Year	Children will find out all about the various festivities that take place during the Chinese New Year, also known as the Spring Festival.
	Visiting workshops will be invited into school to give all year groups opportunities to take part in a variety of crafts		
Holi	Children will learn that colours play a very important role in the Hindu culture and religion. Each god and goddess is represented wearing specific colours, and they will carry out activities to show this	Children will create artwork that shows how important colours are to Hindus during this festival	Children will explore music, sound, colour associations to represent Holi, celebrating spring's start and victory over good and evil.
Easter	Children will learn about how Christians prepare for Easter and what happens during the lead up to Easter Day. They will enjoy exploring the traditions around Shrove Tuesday,	Children to learn about the many symbols traditionally used during Easter.	Children to explore how Easter is celebrated around the world and find out about the different traditions in a variety of countries
Baisakhi/Vaisakhi	Children will learn about the celebrations of Vaisakhi and its importance in the Sikh faith. They will learn about the fairs, processions and temple decorations	Children will learn about the significance and the solar new year, harvest festival and the birth of Khalsa	Children will learn about some of the observances and the religious gathering and practices

Vesak(Buddha Day)	Children will learn about Vesak and how sometimes gifts are placed by statues of the Buddha to say thank you for his life and all the things he taught people.	Children will learn about Buddhist worship and prayer flags and how they are used. They will	Children will learn how Buddhists walk around the Buddha statue with candles at night to remember that the Buddha showed people how to become enlightened.
Eid-al-Adha	Children will learn about the 'Feast of the sacrifice' and create art projects inspired by Eid al-Adha such as designing greeting cards for family and friends.	Children will learn about some of the customs and which foods you share with your family during a special Eid Al-Adha feast?	Children will learn about the Muslim pilgrimage, Hajj, which Eid Al-Adha marks the end of.