

Religious Education



Intent



At Southway Junior School we aim to introduce and celebrate the diversity of culture and religion in our world allowing students to appreciate, understand and evaluate their own community in relation to the wider world.

Part of the broad, balanced curriculum here at Southway Junior School is the teaching of Religious Education (RE). We believe that all children, from any faith or culture, should feel welcomed into the school community and this is fostered through the learning and exposure to a variety of religions and worldviews. This in turn teaches children the values of **respect** and **kindness** towards others with different beliefs. By learning about other religions, children observe how people show keen **resilience** within their religion such as the act of fasting during Ramadan. Children cooperate in various activities during RE lessons which show good **teamwork**.

Children at Southway Junior School will learn about the key characteristics of the religions and worldviews studied and their significance and impact in Britain and globally. Pupils will be able to use subject specific vocabulary, apply their learning, ask questions, share their own ideas, and make connections between religion and worldviews studied and wider learning.

During the four years at Southway Junior School, all pupils will be taught the knowledge and skills to:

- Understand Christianity
- Understand at least two other principal religions
- Understand a religious community with a significant local presence.
- Understand a secular worldview.

Implementation



At Southway Junior School, teachers bring the Religious Education curriculum to life and engage children through a range of stimuli, including exploring and learning about key celebrations and religions. Children get the opportunity to visit a Hindu temple in year four, as well as the chapel at Hampton Court Palace in year 5. We interweave our 'iii' pedagogical approach in each year group's learning journey via a cross-curricular approach with other subjects, including: history, RSHE and Art. Children learn about other areas of RE in special, religious celebration assemblies throughout the year.

There will be opportunities for children of all abilities to communicate their understanding using subject specific vocabulary, apply their learning, ask questions, share their own ideas, and make connections between religion and worldviews studied and their wider learning. They will be able to reflect critically on the relevance of their learning, relate this to their own experiences and personal worldview. Through this, children will develop a **respect** for others within school, their own community and around the world. Within lessons, children will develop their **resilience**, **teamwork** and **kindness** through carefully planned lessons and activities.

The introduction of RE folders where the children's work is collated shows the children and staff, the development of the subject and how learning is built upon throughout their time at Southway.

Southway Three IIs



At Southway our pedagogical approach is based on three key, identifiable elements.

INDEPENDENT LEARNING MEANS...

- Teachers providing structured, well ordered classrooms
- Teachers ensuring clear routines
- Staff having consistent learning behaviour expectations
- Teachers providing high quality resources
- Teachers promoting children as teachers as well as learners
- Teachers providing appropriate tasks and learning for children to access at all levels of ability
- Staff applying the C3B4ME – ‘See three before me’ approach

INTERACTIVE LEARNING MEANS...

- Teachers finding appropriate opportunities for exploratory learning through hands on experiences
- Teachers using the outdoors as a teaching and learning space



INSIDE-OUT LEARNING MEANS...

- Children working harder than teachers
- Children investigating rather than being told
- Teachers asking more open ended questions
- Teachers focusing on enquiry based learning
- Teachers demanding excellence

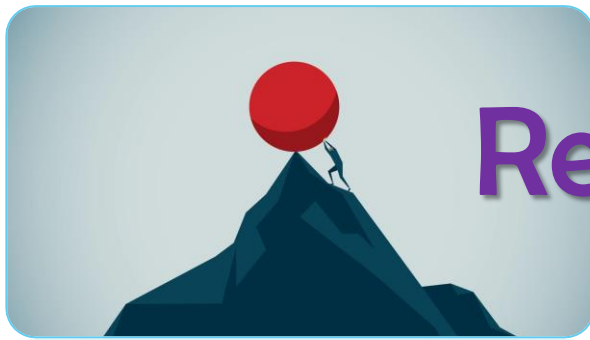
Southway's Values



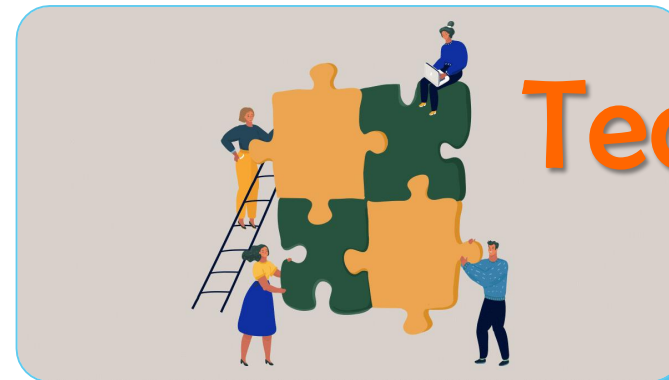
Kindness



Respect



Resilience



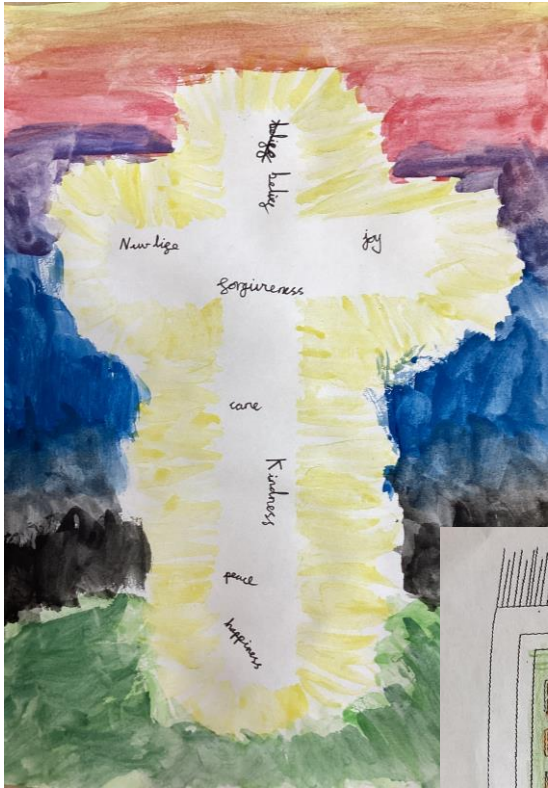
Teamwork

Curriculum Overview



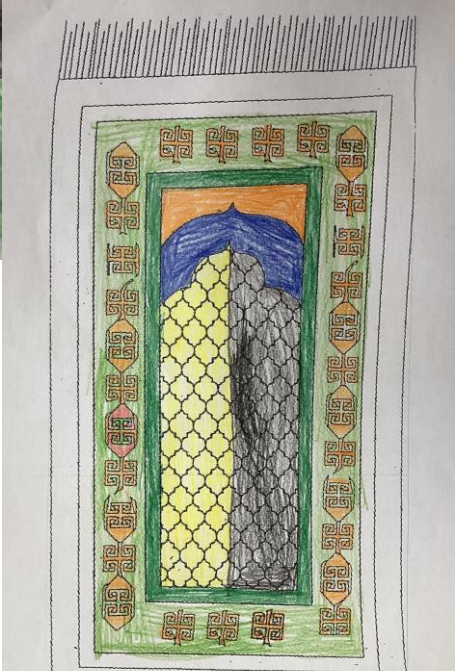
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>Me and My World</u> What do different people around the world believe?	<u>Me and My World</u> What do different people around the world believe?	<u>Scoundrels at Sea</u> What is faith?	<u>Scoundrels at Sea</u> What difference does faith make? Easter - events	<u>Battles and Bangs</u> What do the stories of Jesus mean to Christians?	<u>Battles and Bangs</u> The life of Jesus
Year 4	<u>Victorian Towns and Twisted Tales</u> What is the Bible and how do Christians use it?	<u>Victorian Towns and Twisted Tales</u> What is the Bible and how do Christians use it? What does Advent mean to Christians?	<u>Mysterious Maya</u> What do Hindus believe?	<u>Mysterious Maya</u> What do Hindus believe? Easter - people	<u>To Infinity and Beyond</u> What are the significance of symbols to Christians?	<u>To Infinity and Beyond</u> What are the significance of symbols to Christians?
Year 5	<u>Power and Palaces</u> What are the beliefs and values of Christians?	<u>Power and Palaces</u> What places are important to Christians?	<u>We'll Meet Again</u> What do Jews believe?	<u>We'll Meet Again</u> What do Jews believe? Easter - contrasts	<u>Seas, Storms & Survival</u> How do different religions explain creation?	<u>Seas, Storms & Survival</u> How do different religions explain creation?
Year 6	<u>Frozen in Time</u> What do Muslims believe?	<u>Frozen in Time</u> What do Muslims believe?	<u>Walk Like an Egyptian</u> Who was Moses?	<u>Walk Like an Egyptian</u> Why is Moses significant to Jews? The Easter story -Good and bad news	<u>Blood, Bones and Body Bits</u> Talking together – interfaith dialogue	<u>Blood, Bones and Body Bits</u> Talking together – interfaith dialogue

STANDARDS IN YEARS 3/4



27.3.23 WALT: retell the Easter Story

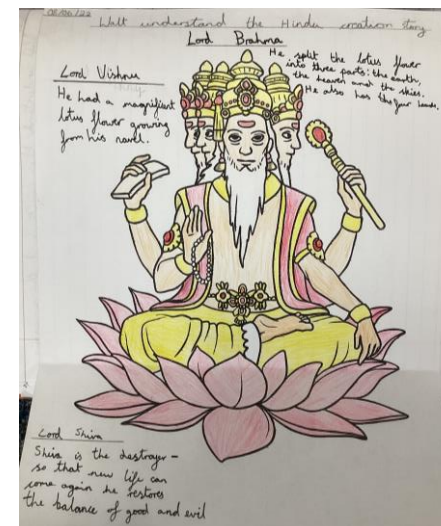
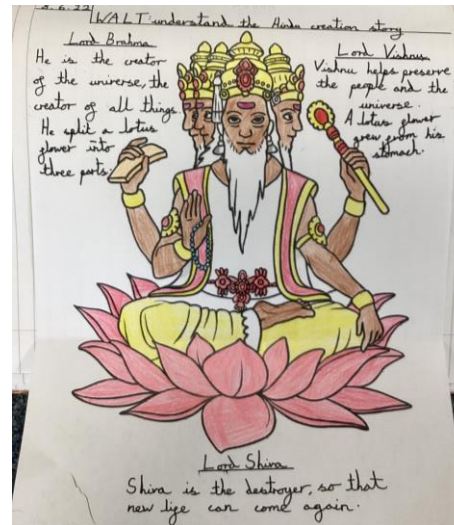
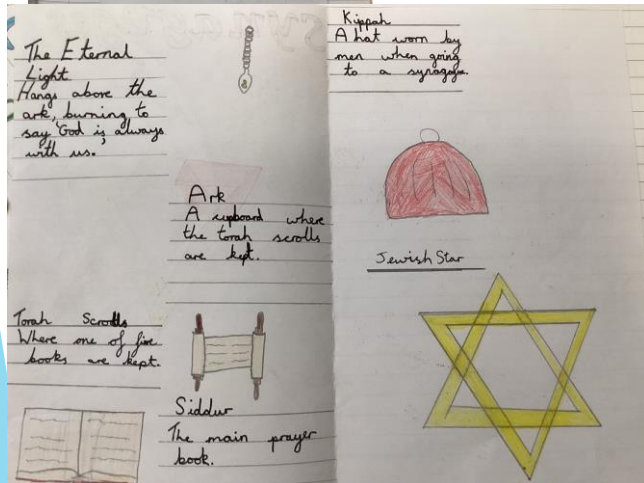
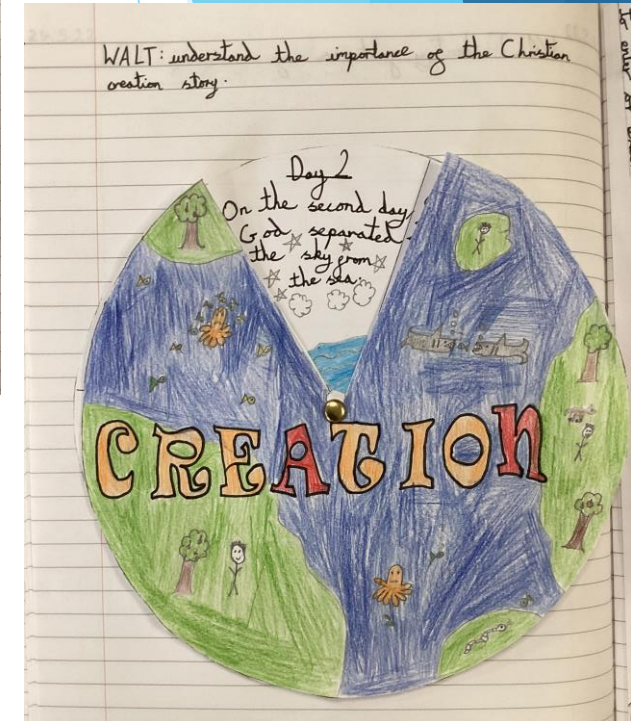
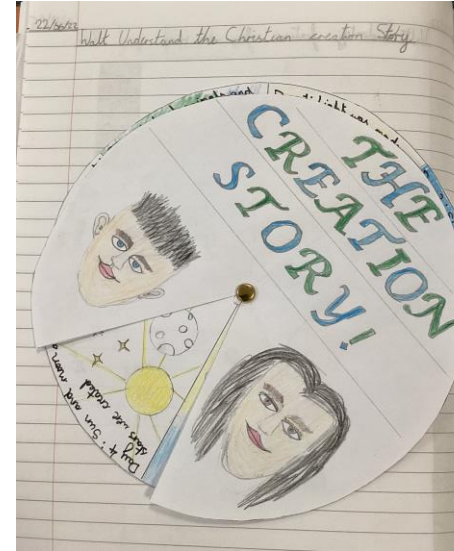
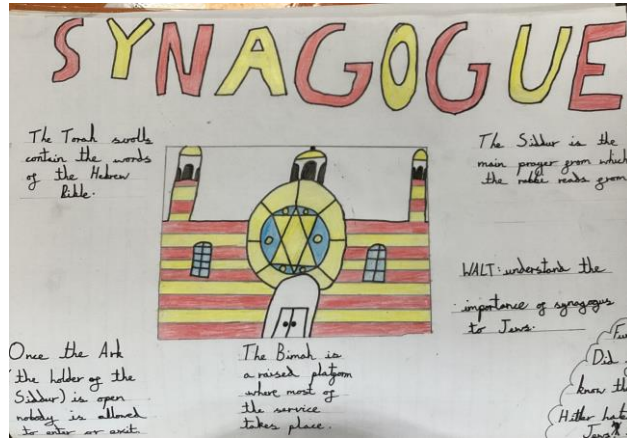
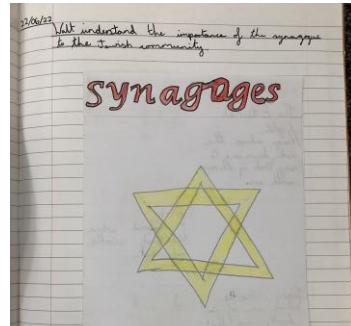
We acted out scenes from the easter story. The part which I acted
was Easter Sunday when Jesus rose from the dead.
If I was there I would have wanted to know what happened
to the roman soldiers when Jesus rose from the dead.



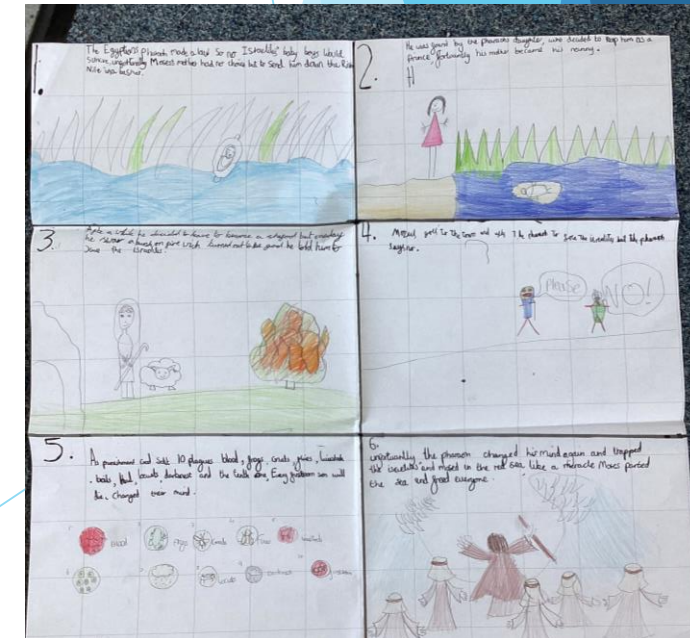
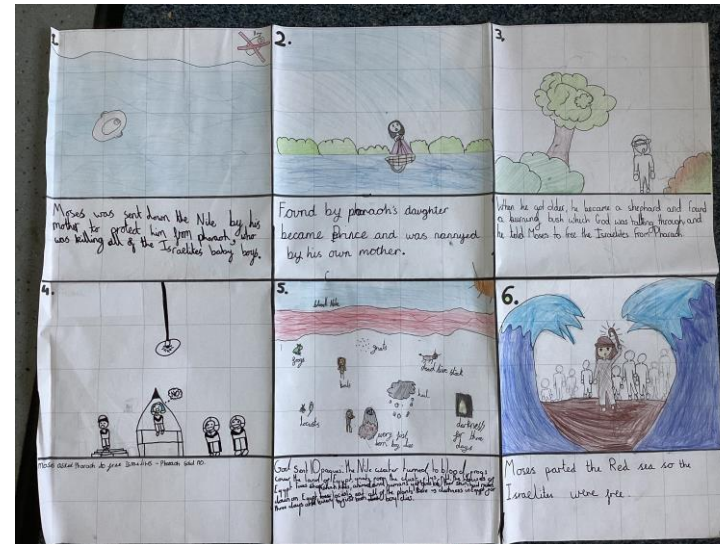
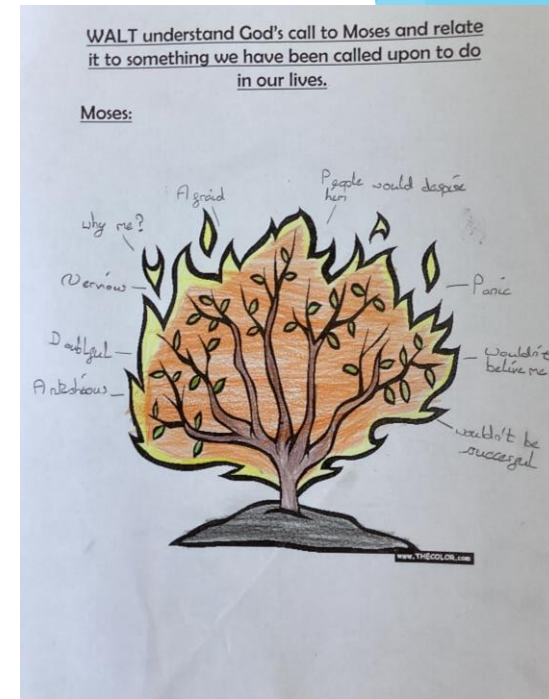
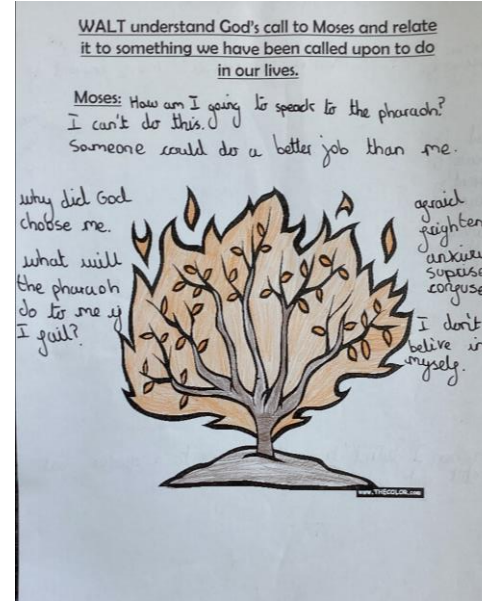
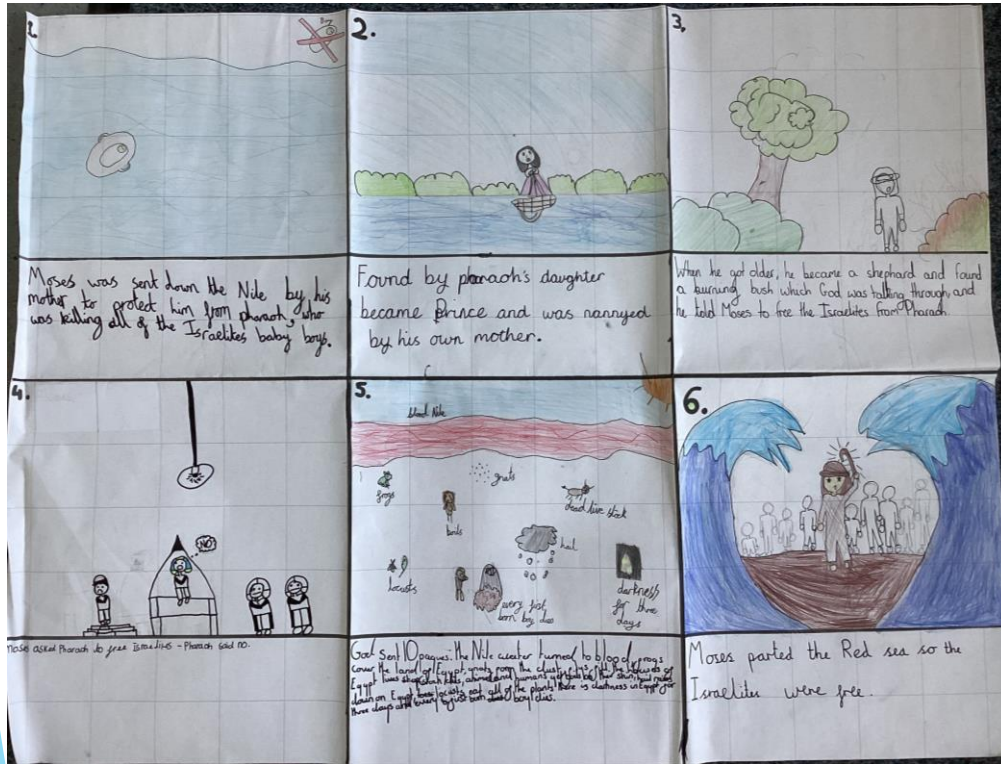
8.2.23 Abraham and the Idols

Abraham worked in his father's Idol's shop.	One day his father left him in charge.	Abraham did not believe in his father's Idol's.
Suddenly, Abraham destroyed all of the Idol's.	He warned the other Idol's when his father ask Abraham what happened.	His father did not believe Abraham and sent him away.

STANDARDS IN YEAR 5



STANDARDS IN YEAR 6



Enrichment Opportunities



Year 4 - Hindu Temple



Being charitable and learning about others less fortunate



Singing carols at local care home



Whole school carol concert at local church

