

# 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's Values



**Kindness**



**Respect**



**Resilience**



**Teamwork**

# Curriculum Overview



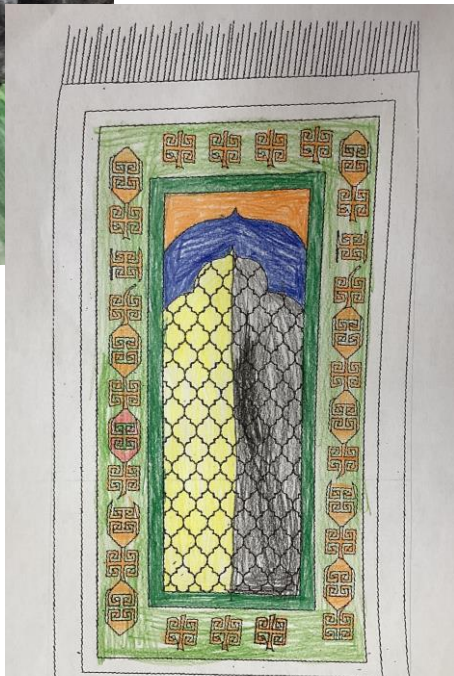
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>Me and My World</u> What do different people around the world believe?	<u>Me and My World</u> What do different people around the world believe?	<u>Scoundrels at Sea</u> What is faith?	<u>Scoundrels at Sea</u> What difference 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 &amp; Survival</u> How do different religions explain creation?	<u>Seas, Storms &amp; 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 YEAR 3



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



WALT: understand the importance of the synagogue to the Jewish community.

## Synagogues

# SYNAGOGUE

The Torah scrolls contain the words of the Hebrew Bible.

The Sidhar is the main prayer from which the public reads from.

WALT: understand the importance of synagogues to Jews.

Once the Ark (the holder of the Sidhar) is open nobody is allowed to enter or exit.

The Bimah is a raised platform where most of the service takes place.

WALT: Understand the Christian creation story.

## THE CREATION STORY!

WALT: understand the importance of the Christian creation story.

Day 2

On the second day God separated the sky from the sea.

# CREATION

The Eternal Light Hangs above the ark, burning to say God is always with us.

Ark A cupboard where the Torah scrolls are kept.

Torah Scrolls Where one of five books are kept.

Siddhar The main prayer book.

Kippah A hat worn by men when going to a synagogue.

Jewish Star

WALT: understand the Hindu creation story.

Lord Brahma He is the creator of the universe, the creator of all things. He split a lotus flower into three parts.

Lord Vishnu Vishnu helps preserve the people and the universe. A lotus flower grew from his stomach.

Lord Shiva Shiva is the destroyer, so that new life can come again.

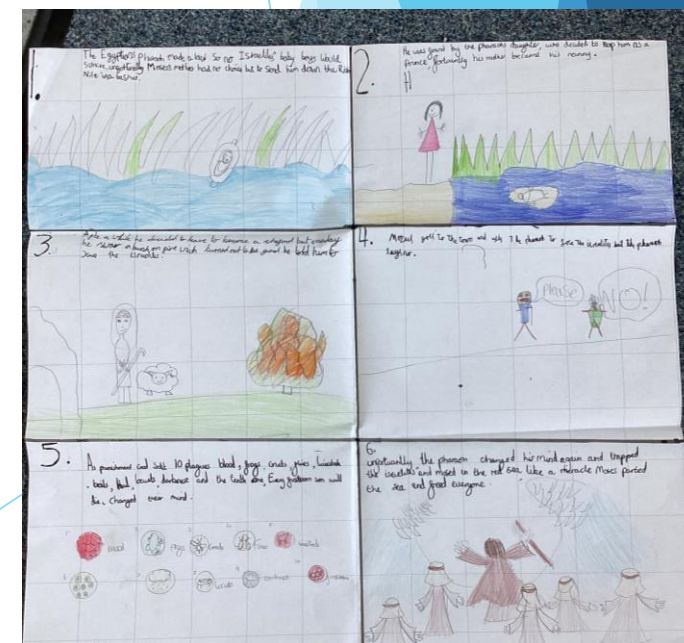
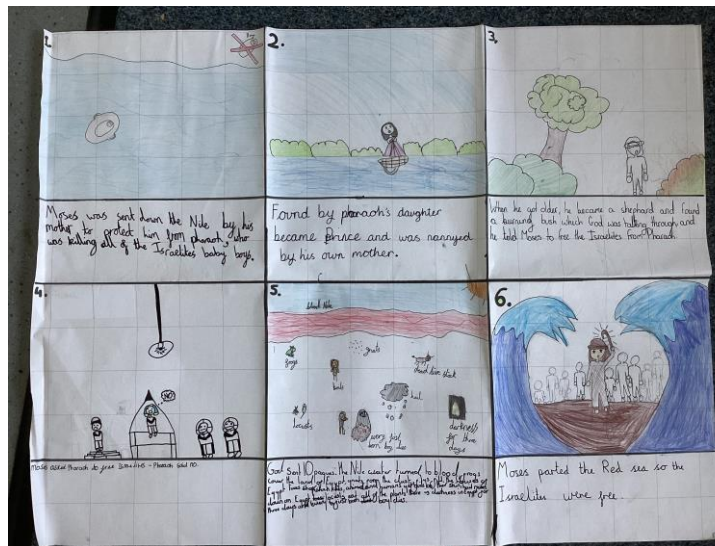
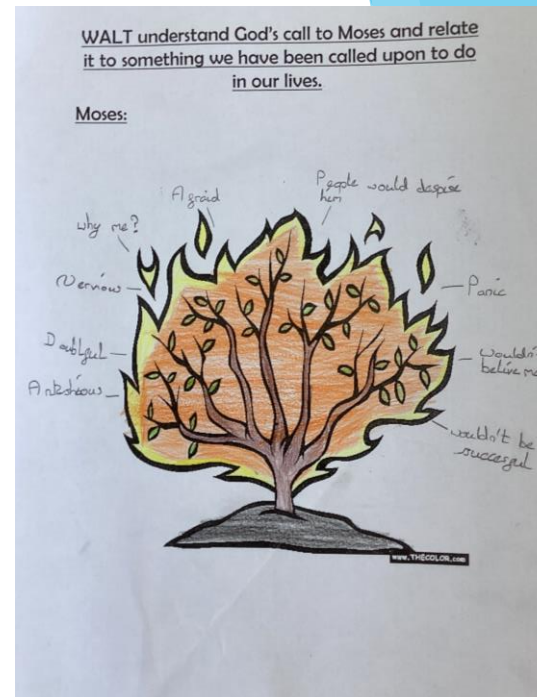
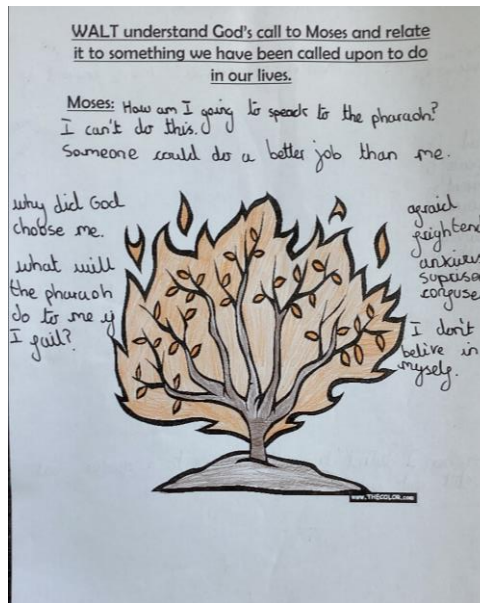
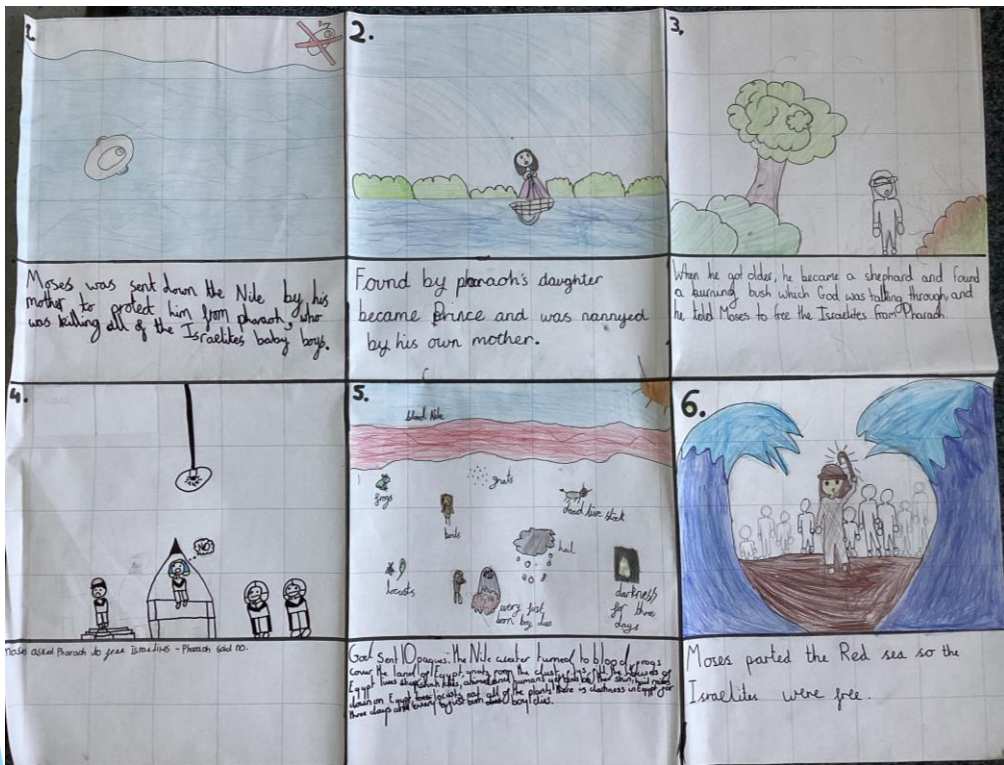
WALT: understand the Hindu creation story.

Lord Brahma He split the lotus flower into three parts: the earth, the heaven and the sky. He also has three heads.

Lord Vishnu He had a magnificent lotus flower growing from his navel.

Lord Shiva Shiva is the destroyer - so that new life can come again he destroys the balance of good and evil.

# STANDARDS IN YEAR 6





# Pupil Voice



# 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

