



## Hemington Primary School Religious Education Curriculum Statement

### Intent

- At Hemington we aim to ensure that our pupils receive a broad and balanced R.E curriculum.
- We strive to enable our pupils' spiritual, moral, cultural, mental and physical development, preparing them to be positive members of the wider society.
- We wish to develop our pupils' readiness for the opportunities, experiences and responsibilities in later life.
- Pupils at Hemington are encouraged to appreciate the diversity in our communities and within individuals.
- Through the RE curriculum, children are encouraged to ask and answer deep question by reflecting, discussing and considering the viewpoints of others.

### Implementation

- At Hemington, we follow the Leicestershire Religious Literacy for All Agreed Syllabus for Religious Education.
- KS1 and KS2 pupils receive teaching time to the equivalent of one hour per week, although this may be arranged differently throughout the year, they receive 45 hours per year. EYFS children receive the equivalent of 50 minutes per week, totalling 36 hours per year.
- At Hemington, children learn about a range of religions including Christianity, Islam, Judaism and Hinduism.
- Non- religious world views are explored alongside religious ones, giving a balanced understanding of the wider world.
- British values are actively promoted in relation to religious belief systems' commitment to morality and social justice. It is important to us that our pupils leave school understanding the need for religious, cultural and social harmony.
- Pupils are encouraged to question, investigate and respond to sources of wisdom offered by religions and worldviews.
- Pupils are supported to explain their ideas and understanding of how beliefs and practices influence individuals and communities.
- Pupils find out about key religious concepts and investigate questions of belonging, meaning, purpose and truth. They are supported while reflecting on these matters and encouraged to respond freely and creatively.
- Hemington has close links with the local church St Nicholas, where we often celebrate festivals such as Harvest, Easter and Christmas, we are also lucky enough to have the local Revd visit us to give religious assemblies and lessons.
- RE focus days and RE weeks are planned regularly to allow the children to take in depth looks at various religions and to visit places of worship not found in the immediate locality.
- Through RE children are taught to develop their critical thinking skills and to evaluate and reason before responding to deep questions.

### Impact

- Pupils are keen to learn and engage well in discussions based around religious issues.
- Pupils develop a high level of respect for the beliefs of others'.
- By the end of their time at Hemington, pupils can describe, explain and analyse the beliefs and practices of the religions taught.
- Pupils feel able to reflect personally on their own religious beliefs and understanding of the world and that of others.
- Pupils are equipped to ask and answer big questions related to the world and show skills in analysing, debating, reflection and higher order questioning.
- Pupils have visited a range of places of worship and have experiences of a range of cultures beyond their own locality.



## Hemington Primary School Progression in Religious Education

EYFS	Subject Knowledge	Vocabulary	Resources
	<p><b>Believing</b> (Religious beliefs, teachings, sources; questions about meaning, purpose and truth) F1 Which stories are special and why? F2 Which people are special and why?</p> <p><b>Expressing</b> (Religious and spiritual forms of expression; questions about identity and diversity) F3 What places are special and why? F4 What times are special and why?</p> <p><b>Living</b> (Religious practices and ways of living; questions about values and commitments) F5 Being special: where do we belong? F6 What is special about our world?</p>	<p>Christianity Christian, The Bible, God, Christmas, baptism, cross, christening, church, Islam Muslim, Allah, mosque, ,prayer mat, Judaism</p> <p>Jewish, Hanukah, synagogue, Torah, General symbol, celebrate, believe, special, sacred book, miracle, prayer, angel, festival, celebration, religion, belonging, promise, worship, artefacts, place of worship,</p>	<p>Key religious stories Non-fiction books about religion BBC Bite size and BBC Teach websites. Religious pictures and artefacts as appropriate</p>
KS1	Subject Knowledge	Vocabulary	Resources
	<p><b>Believing</b> (Religious beliefs, teachings, sources; questions about meaning, purpose and truth) 1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe? 1.4 What can we learn from sacred books?</p> <p><b>Expressing</b> (Religious and spiritual forms of expression; questions about identity and diversity) 1.5 What makes some places sacred? 1.6 How and why do we celebrate special and sacred times?</p> <p><b>Living</b> (Religious practices and ways of living; questions about values and commitments) 1.7 What does it mean to belong to a faith community? 1.8 How should we care for others and the world, and why does it matter?</p>	<p>Christianity Christian, The Bible, God, Christmas, baptism, cross, christening, church, Islam Muslim, Allah, Kaaba, mosque, wudu, calligraphy, muezzin, mihrab, prayer mat, Judaism</p> <p>Jewish, Hanukah, Shabbat, synagogue, Torah, chuppah, Ark, kippah, tallit, tefellin, General symbol, celebrate, believe, special, sacred book, miracle, prayer, angel, festival, celebration, religion, belonging, promise, worship, artefacts, place of worship,</p>	<p>Key religious stories Non-fiction books about religion BBC Bitesize and BBC Teach websites. Religious pictures and artefacts as appropriate</p>

<b>Lower KS2</b>	<b>Subject Knowledge</b>	<b>Vocabulary</b>	<b>Resources</b>
	<p><b>Believing</b> (Religious beliefs, teachings, sources; questions about meaning, purpose and truth) L2.1 What do different people believe about God? L2.2 Why is the Bible so important for Christians today? L2.3 Why is Jesus inspiring to some people?</p> <p><b>Expressing</b> (Religious and spiritual forms of expression; questions about identity and diversity) L2.4 Why do people pray? L2.5 Why are festivals important to religious communities? L2.6 Why do some people think that life is a journey and what significant experiences mark this?</p> <p><b>Living</b> (Religious practices and ways of living; questions about values and commitments) L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? L2.9 What can we learn from religions about deciding what is right and wrong?</p>	<p>Christianity stewards, Trinity, the Fall, salvation, disobey, forgiveness, Testaments, incarnation, temptation, Holy Communion, Anglican, Catholic, denominations, injustice, intercession, confession, Beatitudes</p> <p>Islam subha beads, Surah, submission, Hinduism Trimurti, Brahma (creator), Vishnu (preserver), Shiva (destroyer), goddess, Mandir, murti, Aum, shrine, Puja, Prasad, bhajans, Bhagavad Gita, General metaphors, reflect, peaceful, Humanist, humanity, values, freedom, guidance, awe, community, solution, conscience,</p>	<p>Key religious stories Non-fiction books about religion BBC Bitesize and BBC Teach websites. Religious pictures and artefacts as appropriate</p>
<b>Upper KS2</b>	<b>Subject Knowledge</b>	<b>Vocabulary</b>	<b>Resources</b>
	<p><b>Believing</b> (Religious beliefs, teachings, sources; questions about meaning, purpose and truth) U2.1 Why do some people believe God exists? U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? U2.3 What do religions say to us when life gets hard?</p> <p><b>Expressing</b> (Religious and spiritual forms of expression; questions about identity and diversity) U2.4 If God is everywhere, why go to a place of worship? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p><b>Living</b> (Religious practices and ways of living; questions about values and commitments) U2.6 What does it mean to be a Muslim in Britain today? U2.7 What matters most to Christians and Humanists? U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</p>	<p>Christian Judgement, hell, heaven, scriptures, cathedral, glorifies, unconditionally, Hinduism Samsara, ahimsa, sewa, selfless, Islam Barzakh, paradise, harmlessness, Grace, Ummah, Humanist principles, General grief, bereaved, liturgies, soul, repent, consequences, eulogy, architecture, perspectives, wisdom, commitment, reconciliation theist, agnostic, atheist, witness, facts, interpretation, proof, chance, evolution, Big Bang Theory, believers, purification, charity, ethics</p>	<p>Key religious stories Non-fiction books about religion BBC Bitesize and BBC Teach websites. Religious pictures and artefacts as appropriate</p>