



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.



EYFS	Subject Knowledge	Vocabulary	Resources
	<p>F1 Why is the word 'God' so important to Christians? [God]</p> <p>F2 Why is Christmas special for Christians? [Incarnation]</p> <p>F3 Why is Easter special for Christians? [Salvation]</p> <p>F4 Being special: where do we belong?</p> <p>F5 Which places are special and why?</p> <p>F6 Which stories are special and why?</p>	<p>Christianity Christian, The Bible, God, Christmas, baptism, cross, christening, church, Islam Muslim, Allah, mosque, ,prayer mat, Judaism 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>1.1 What do Christians believe God is like? [God]</p> <p>1.2 Who do Christians say made the world? [Creation]</p> <p>1.3 Why does Christmas matter to Christians? [Incarnation]</p> <p>1.4 What is the 'good news' Christians believe Jesus brings? [Gospel]</p> <p>1.5 Why does Easter matter to Christians? [Salvation]</p> <p>1.6 Who is Muslim and how do they live? [God/Tawhid/ibadah/iman]</p> <p>1.7 Who is Jewish and how do they live? [God/Torah/ People]</p> <p>1.8 What makes some places sacred to believers?</p> <p>1.9 How should we care for others and the world and why does it matter?</p> <p>1.10 What does it mean to belong to a faith community?</p>	<p>Christianity Christian, The Bible, God, Christmas, baptism, cross, christening, church, Islam Muslim, Allah, Kaa-ba, mosque, wudu, calligraphy, muezzin, mihrab, prayer mat, Judaism 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>



Lower KS2	Subject Knowledge	Vocabulary	Resources
	<p>L2.1 What do Christians learn from the creation story? [Creation/Fall]</p> <p>L2.2 What is it like for someone to follow God? [People of God]</p> <p>L2.3 What is the 'Trinity' and why is it important to Christians? [God/ Incarnation]</p> <p>L2.4 What kind of world did Jesus want? [Gospel]</p> <p>L2.5 Why do Christians call the day that Jesus dies 'Good Friday'? [Salvation]</p> <p>L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]</p> <p>L2.7 What do Hindus believe that God is like? [Brahman/atman]</p> <p>L2.8 What does it mean to be Hindu in Britain today? [Dharma]</p> <p>L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]</p> <p>L2.10 How do festivals and family life show what matters to Jews? [God/ Torah/ People/ the Land]</p> <p>L2.11 How and why do people mark the significant events of life?</p> <p>L2.12 How and why do people try to make the world a better place?</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</p> <p>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</p> <p>Non-fiction books about religion</p> <p>BBC Bitesize and BBC Teach websites.</p> <p>Religious pictures and artefacts as appropriate</p>



Upper KS2	Subject Knowledge	Vocabulary	Resources
	<p>U2.1 What does it mean if Christians believe God is holy and loving? [God]</p> <p>U2.2 Creation and science: conflicting or complementary? [Creation]</p> <p>U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation]</p> <p>U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]</p> <p>U2.5 What do Christians believe Jesus did to 'save' people? [Salvation]</p> <p>U2.6 For Christians, what kind of King is Jesus? [Kingdom of God]</p> <p>U2.7 Why do Hindus try to be good? [Karma/dharma/samsara/ moksha]</p> <p>U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ ibadah]</p> <p>U2.9 Why is the Torah so important to Jewish people? [God/Torah]</p> <p>U2.10 What matters most to Humanists and Christians?</p> <p>U2.11 Why do some people believe in God and some people not?</p> <p>U2.12 How does faith help people when life gets hard?</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</p> <p>theist, agnostic, atheist, witness, facts, interpretation, proof, chance, evolution, Big Bang Theory, believers, purification, charity, ethics</p>	<p>Key religious stories</p> <p>Non-fiction books about religion</p> <p>BBC Bitesize and BBC Teach websites.</p> <p>Religious pictures and artefacts as appropriate</p>