

Raynham Primary School



RE Policy

RELIGIOUS EDUCATION POLICY

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Introduction

At Raynham primary school we believe that Religious education provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principle religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development. Religious education teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice. We enhance children's social development by helping them to build a sense of identity in a multicultural society.

Aims and objectives.

We will provide experiences which will enable children to develop:-

A willingness to share experiences and ideas of others without making judgements;

Attitudes which lead to the exercise of imagination, curiosity and investigative skills;

Expression of thoughts and feelings;

The use and understanding of religious language;

Personal identity and the awareness of own prejudices;

Self-respect and respect for others;

Awareness of the individual in relation to their communities and to wider society.

Statutory requirement

The R.E curriculum is based in accordance with requirements of the LA through the Enfield Agreed Syllabus.

The Enfield Agreed syllabus has four purposes;

1.To establish an entitlement, the Enfield syllabus sets out the entitlement for all children to learn religious education, irrespective of social background, culture, race, religion, gender, differences in ability and disability.

2. To establish standards. The Enfield syllabus sets out expectations for learning and attainment.

3. To promote continuity and coherence. The Enfield syllabus contributes to a coherent curriculum that promotes continuity throughout the key stages.

4. To promote public understanding. The aim of the Enfield syllabus is to increase public understanding of the work of schools in religious education. The Enfield syllabus is reviewed every 5 years and was reviewed last in July 2012.

The Enfield syllabus is based on the expectation that R.E will have a minimum of 5% of curriculum time at each key stage.

Key stage 1 36 hours per year

Key stage 2 45 hours per year.

Parents have the right to withdraw their child or children from RE lessons and/or from acts of worship. Copies of this RE policy and the scheme of work is available for parents so they can make an informed decision over their right of withdrawal. Parents who wish to withdraw their children should contact the head teacher and discuss this so that it is clear what the child should be withdrawn from and what alternative arrangements will be made.

Organisation of religious education

Some of our RE teaching will be included within topics, some topics will include a larger element of RE than others. For example, some classes will spend a larger proportion of time teaching RE in the weeks surrounding a religious festival which they may be focusing on. As with other areas of the curriculum RE will be taught in a variety of ways. Certain areas of knowledge within RE may be taught directly by the teacher possibly using books, and artefacts to reinforce ideas. Some aspects of RE can be reinforced through other areas of the curriculum such as art, music, dance, and drama. Other aspects may be taught by asking individuals or groups to do their own research in school, or in the community. Opportunities for class visits to places of worship and/or visitors to support the RE scheme of work are encouraged.

Teaching and learning in Religious Education

The following 4 attitudes are essential for good learning in RE and should be developed at each key stage:-

1. Self-awareness
2. Respect for all
3. Open-mindedness
4. Appreciation and wonder.

Our teaching of RE is based on the key principles that good teaching in RE allows children to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. We encourage children to think about their own views and values in relation to the themes and topics in the RE curriculum. Children are able to build on their own experiences and extend their knowledge and understanding of religious traditions. We ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. The RE curriculum should be planned so that it is accessible to all the children in school. As in all areas of the curriculum RE should be differentiated to meet the needs of the children in the class.

Religious education is delivered by the class teacher in a number of ways. Teachers will employ a combination of whole class teaching and group work in implementing the R.E syllabus. In the foundation stage R.E is taught through the 6 areas of learning especially through knowledge and understanding of the world. In KS1 and KS2 R.E is taught in topic blocks, teachers should endeavour to teach everything that is included in the scheme of work for their year group. Through R.E children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Religious education is a key opportunity for children to develop morally, spiritually, socially and culturally.

Assessment

The R.E curriculum for KS1 and KS2 is based on two attainment targets:

AT1 learning about religions this includes the ability to:

Identify, name, describe and give accounts, in order to build a coherent picture of each religion:

Explain the meanings of religious stories and symbolism:

Explain similarities and differences between, and within, religions.

AT2 Learning from religion this includes the ability to:

Give an informed and considered response to religious and moral issues;

Reflect on what might be learnt from religions in the light of one's own beliefs and experiences;

Identify and respond to questions of meaning within religions.

These attainment targets are in line with the Enfield Agreed syllabus. Assessment takes place at the end of each unit in the scheme of work. This indicates what most pupils should know and understand. Judgements about children's achievements are made through formal assessment and regular marking of pupils' work. Pupils are guided about what they have done well, what they need to improve and ways in which they might make that improvement.

Raynham Primary School - RE scheme of Work

Year 1

Pupils will learn about: Special books, Special times, Special places, Special people and Special things

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions arising from Human Experience	Suggested Topic or Curriculum links
Christianity	<p>God</p> <ul style="list-style-type: none"> The nature and activity of God Father and Creator Understanding God through Jesus and the Bible 	<p>Christians call God</p> <ul style="list-style-type: none"> 'Father' because they believe that God loves, cares and has authority 'Creator' because He loves and cares for the world <p>Stories and activities from the Bible</p> <ul style="list-style-type: none"> A Gospel as a book showing what God is like as seen through Jesus' life 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> how people show their love and concern for others how we find out about people we have not seen or met 	<p>Environment</p> <p>Books</p>
Christianity	<p>Jesus</p> <ul style="list-style-type: none"> Incarnation Jesus as a special person for Christians Salvation Jesus changed/changes people's lives 	<p>Christians believe that Jesus was special as seen through his birth, healings, death and resurrection</p> <p>Christmas and Easter as celebrations of the special nature of Jesus</p>	<ul style="list-style-type: none"> Who is special to each of us, and why? People we admire People who influence the way we behave and live 	<p>People Who Help Us</p>
Hinduism	<ul style="list-style-type: none"> Concepts, truths and values respect 	<ul style="list-style-type: none"> Devotion to God Respect for all people and living things The importance of honesty and truthfulness 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> How people show respect for one another How and why we take care of the environment 	<p>Environment</p>
Hinduism	<ul style="list-style-type: none"> Family, community and traditions the Hindu home 	<ul style="list-style-type: none"> Originally an Indian religion Hindus live in Britain and all over the world The importance of close contact between Hindus in Britain and families in India Love and loyalty between all members of the extended family, eg grandparents often live with the family and are respected The community as a family 	<ul style="list-style-type: none"> Where their families came from in the past What it is like to have friends all over the world Different communities to which we all belong 	<p>Homes</p>

Raynham Primary School - RE Scheme of work

Year 1

Pupils will learn about: Special books, Special times, Special places, Special people, Special things

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions Arising from Human Experience	Suggested topic or curriculum links
Islam	<ul style="list-style-type: none"> • Iman (faith) stories of Allah's prophets books of guidance 	<ul style="list-style-type: none"> • Muslims believe Allah has sent guidance through the Qur'an and His prophets • Stories from the life of Prophet Mohammed • The Qur'an which is the revered book for Muslims and is treated with respect 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> • How we get advice and information from books • Why some books are very special • How we copy people we like • People who are special to us 	Books
Islam	<ul style="list-style-type: none"> • Akhlaq (character and moral conduct) the Muslim family 	<ul style="list-style-type: none"> • The importance of good values • Home and family life for children • Respect for each other, parents, elders and children • Honesty and good manners • Responsibility for all creation • Naming ceremonies 	<ul style="list-style-type: none"> • How groups and families care for new members • Why we are 'good', or try to be • How children show respect for parents and teachers 	Homes
Judaism	<ul style="list-style-type: none"> • Family and community life 	<p>Marks of the Jewish home:</p> <ul style="list-style-type: none"> • the Mezuzah • Shabbat and the Friday night meal • Naming ceremony 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> • Homes that they know • What a home should be like 	Homes

Raynham Primary School - RE scheme of Work

Year 2

Pupils will learn about: Special books, Special times, Special places, Special people and Special things

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions arising from Human Experience	Suggested Topic or Curriculum links
Christianity	<p>Church</p> <ul style="list-style-type: none"> • The Body of Christ belonging • Worship celebrating <p><i>Pupils should visit a church at least once during this Key Stage</i></p>	<p>Worship</p> <ul style="list-style-type: none"> • includes reading the Bible, listening to stories, singing, prayers • how particular things are used in worship, eg font, altar, Bible, musical instruments • Sunday as a special day • festivals and naming ceremonies 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> • the importance of belonging to a group • groups to which we belong • why celebrations are important • celebrations in our lives 	<p>Communication</p> <p>Growth</p>
Christianity	<p>Bible</p> <ul style="list-style-type: none"> • Revelation special book • Authority used in special ways 	<ul style="list-style-type: none"> • The Bible as the holy book of the Christian faith • How the Bible is used for reading and teaching 	<ul style="list-style-type: none"> • our special things. Why are they special? • Things we take special care of. How we show that they are important to us • Books which have authority, eg the Highway Code, encyclopaedias 	<p>SATS topic</p> <p>SATS topic</p>
Hinduism	<ul style="list-style-type: none"> • Worship Hindu celebrations 	<ul style="list-style-type: none"> • Puja (worship) in the home <ul style="list-style-type: none"> - the shrine - the Arti ceremony • Festival: Divali, naming ceremonies 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> • Family, customs and traditions • Places at home that are special • Celebrations and special occasions • Giving and receiving gifts • When they have special food 	<p>Growth</p> <p>Light</p>
Hinduism	<ul style="list-style-type: none"> • Scriptures stories of Rama and Krishna 	<ul style="list-style-type: none"> • Ramayana (Rama's exile and return) • Puranas (the childhood of Krishna) 	<ul style="list-style-type: none"> • Favourite stories and characters • People they admire • What it means to have courage 	<p>Light</p>

Raynham Primary School - RE Scheme of work

Year 2

Pupils will learn about: Special books, Special times, Special places, Special people, Special things

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions Arising from Human Experience	Suggested topic or curriculum links

Islam	<ul style="list-style-type: none"> • Tawid (Oneness of Allah) Allah the Creator 	<p>Allah is the Islamic name for God. Muslims believe that Allah</p> <ul style="list-style-type: none"> • is the One True God • has no partners • is the Creator who provides all good things 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> • How we make things and what we need • Distinguish between 'natural' and 'manufactured' • Why we use special names for people, eg Mum, Nan 	<p>Pattern Growth</p>
Judaism	<ul style="list-style-type: none"> • God one God, the creator who cares for all people 	<ul style="list-style-type: none"> • God is one, which is why everything in the world interrelates 	<p>Pupils should be encourage to think about</p> <ul style="list-style-type: none"> • The beauty and value of the world around them • How everything in the world is connected 	<p>Local Community</p>
Judaism	<ul style="list-style-type: none"> • Torah guidance and stories 	<ul style="list-style-type: none"> • Rules which set out how people should live • The Ten Commandments • Love your neighbour as yourself • Stories from the Tenakh eg Joseph and his brothers 	<ul style="list-style-type: none"> • The need for rules • Rules which are important to them • The difference between right and wrong 	<p>Communication Pattern</p>

Raynham Primary School - RE scheme of Work

Year 3

Pupils will learn about: Special books, Special times, Special places, Special people, Special things and Signs and Symbols

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions arising from Human Experience	Suggested Topic or Curriculum links
Christianity	<p>God</p> <ul style="list-style-type: none"> The nature and activity of God understood by Christians as Father, Son and Holy Spirit Understanding God through human experience 	<p>Stories, songs, pictures and other media which refer to God as Father, Son and Holy Spirit Story of Creation - Genesis Chs 1&2</p> <p>Stories of how people have experienced God in their lives Bible Stories</p>	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> How do we know what someone is like, and how do people show us what they are like? Encountering mystery; making sense of the unknown Discerning a purpose in life, and learning from other people's lives 	Families
Islam	<ul style="list-style-type: none"> Tawid (Oneness of Allah) signs of Allah's creation 	<p>Allah as the Creator</p> <ul style="list-style-type: none"> Human beings are the best of His Creation Angels are created by Allah Shirk - regarding anything as being equal or a partner to Allah is forbidden 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> What people need for survival The world we live in, and our dependence on it The natural world and the inter-dependence of planets, ecosystems, etc 	Living Things
Judaism	<ul style="list-style-type: none"> Special times and places 	<p>Special places - the synagogue Special times - Pesach and Succoth</p>	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> Special occasions and places in their own lives Special times of years, and times in their lives 	Families

Year 3

Pupils will learn about: Special books, Special times, Special places, Special people, Special things and Signs and Symbols

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions Arising from Human Experience	Suggested topic or curriculum links
Sikhism	<ul style="list-style-type: none"> • Beliefs and Values God is the Supreme Being 	<p>Sikhs believe that</p> <ul style="list-style-type: none"> • God is One, Creator and Sustainer, without image • all human beings are equal in the eyes of God - people should, therefore, treat each other as equals <p>This is reflected in</p> <ul style="list-style-type: none"> • The Gurdwara, vand chhakna (sharing), sewa (service) and respect for all Creation 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> • The wonder of the natural world • The meaning of equality • How we can care for the world 	Living Things
Sikhism	<ul style="list-style-type: none"> • The Gurus the message of the Gurus 	<p>The lives of the Gurus with special reference to</p> <ul style="list-style-type: none"> • Guru Nanak - the first Guru - his call, journeys and teachings • Guru Har Gobind - the story of Divali - the release of prisoners of conscience • Guru Gobind Singh - installed the Guru Granth Sahib and founded the Khalsa • Guru Granth Sahib - contains the teachings of the Gurus - how it is cared for in the Gurdwara 	<ul style="list-style-type: none"> • People who are special to them • People who influence the way they live their lives • How they show respect for things that are special • Special books 	Toys

Raynham Primary School - RE scheme of Work

Year 4

Pupils will learn about: Special books, Special times, Special places, Special people, Special things and Signs and Symbols

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions arising from Human Experience	Suggested Topic or Curriculum links
Christianity	<p>Jesus</p> <ul style="list-style-type: none"> Incarnation Jesus' birth and life reflecting God's presence in the world Salvation New beginnings as a result of Jesus' death and resurrection 	<ul style="list-style-type: none"> The birth of Jesus in its historical context Stories of Jesus' birth, baptism and temptations Easter celebrations - belief expressed through the story of Holy Week, the passion narratives and the resurrection 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> Being powerless and vulnerable Sharing other people's experience in order to help them People matter Self-sacrifice for others Release from the past - starting with a clean slate 	Romans
Hinduism	<ul style="list-style-type: none"> Worship special times and places 	<ul style="list-style-type: none"> Puja (worship) in the Mandir The role of divine images in worship Symbols used - havan (fire) yoga and meditation 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> Places that are special to themselves and others Different celebrations Signs and Symbols in everyday life Important journeys for a special purpose 	Space?
Islam	<ul style="list-style-type: none"> Ibadah (Worship/belief in action) Worship 	<p>Shahadah and acts of worship</p> <ul style="list-style-type: none"> Salah and Wusu Sawm and Id ul Fitr Zakat and Khums 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> The importance of doing things together and sharing activities The need to organise care in the community 	Water
Judaism	<ul style="list-style-type: none"> Torah Values for living 	<p>Jewish values set out in the Torah</p> <ul style="list-style-type: none"> love of the neighbour/stranger The Ten Commandments the first five books of the Tenakh the Sefer Torah Why the Torah is important to Judaism 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> What is important in their own lives What values are, and why they are important The difference between right and wrong Why society needs rules and values 	Books

Raynham Primary School - RE scheme of Work

Year 4

Pupils will learn about: Special books, Special times, Special places, Special people, Special things and Signs and Symbols

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions arising from Human Experience	Suggested Topic or Curriculum links
	Jesus			

Christianity	<ul style="list-style-type: none"> Incarnation Jesus' birth and life reflecting God's presence in the world Salvation New beginnings as a result of Jesus' death and resurrection 	<ul style="list-style-type: none"> The birth of Jesus in its historical context Stories of Jesus' birth, baptism and temptations Easter celebrations - belief expressed through the story of Holy Week, the passion narratives and the resurrection 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> Being powerless and vulnerable Sharing other people's experience in order to help them People matter Self-sacrifice for others Release from the past - starting with a clean slate 	Romans
Hinduism	<ul style="list-style-type: none"> Worship special times and places 	<ul style="list-style-type: none"> Puja (worship) in the Mandir The role of divine images in worship Symbols used - havan (fire) yoga and meditation 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> Places that are special to themselves and others Different celebrations Signs and Symbols in everyday life Important journeys for a special purpose 	Space?
Islam	<ul style="list-style-type: none"> Ibadah (Worship/belief in action) Worship 	<p>Shahadah and acts of worship</p> <ul style="list-style-type: none"> Salah and Wusu Sawm and Id ul Fitr Zakat and Khums 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> The importance of doing things together and sharing activities The need to organise care in the community 	Water
Judaism	<ul style="list-style-type: none"> Torah Values for living 	<p>Jewish values set out in the Torah</p> <ul style="list-style-type: none"> love of the neighbour/stranger The Ten Commandments the first five books of the Tenakh the Sefer Torah Why the Torah is important to Judaism 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> What is important in their own lives What values are, and why they are important The difference between right and wrong Why society needs rules and values 	Books

Raynham Primary School - RE scheme of Work

Year 5

Pupils will learn about: Special books, Special times, Special places, Special people, Special things and Signs and Symbols

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions arising from Human Experience	Suggested Topic or Curriculum links
Christianity	<p>Bible</p> <ul style="list-style-type: none"> Revelation God revealed through the Bible Authority the Bible as a source of 	<p>The Bible has two Testaments - Old and New Types of writing and their purpose eg. law and gospel</p> <p>The Bible in worship - its authority and role Living by Christian values: the Ten</p>	<p>Questioning, developing awareness, openness, inspiration, insight, discovery Why so we believe some things and not others?</p> <p>Who or what do we respect/follow/believe? Why? How people/things with authority affect our lives.</p>	<p>Tudors</p> <p>Egypt (Moses)</p>

	guidance and inspiration	Commandments as a basis for life. Love God and your neighbour		
Islam	<ul style="list-style-type: none"> Iman (faith) books of guidance 	The Qur'an which is the revealed book for Muslims and is treated with respect How the Qur'an was revealed Other prophets associated with written revelation - Ibrahim, Musa, Dawud and Isa Puh	Pupils should be encouraged to think about <ul style="list-style-type: none"> Why we handle books with care and respect Why some people are chosen to do special tasks What qualities and knowledge make us follow people 	Shape
Buddhism	<ul style="list-style-type: none"> Buddha the meaning of the Buddha image 	Stories about Gotama Buddha and how he found an answer to suffering, especially <ul style="list-style-type: none"> His birth and upbringing The four signs and the great renunciation Years in the forest Enlightenment, teaching and passing away 	Pupils should be encouraged to think about <ul style="list-style-type: none"> What it would be like to give up all our possessions Pictures of people suffering, and how these make us feel People who they think are wise Their idea of a perfect person 	Changes
Buddhism	Buddhist Teachings rules for living	The five moral precepts Buddhists must refrain from <ul style="list-style-type: none"> Harming living things Taking what is not given Misuse of senses, eg over-indulgence Wrong speech, eg lying, gossip Taking drugs or drinks which clouds the mind - the importance of awareness and alertness 	<ul style="list-style-type: none"> The need for rules The importance of self-control Why some things are wrong, eg stealing, greed, gossip The importance of stillness and silent reflection Why people always want things What sort of things hurt us most or make us irritable 	Living and Growing

Raynham Primary School - RE scheme of Work

Year 5

Pupils will learn about: Special books, Special times, Special places, Special people, Special things and Signs and Symbols

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions arising from Human Experience	Suggested Topic or Curriculum links
Buddhism	<ul style="list-style-type: none"> The Buddhist Community putting Buddhist teachings into practice 	Just as Siddattha Gotama left his home and wealth, so Buddhist monks and nuns do the same in search of truth and happiness	Pupils should be encouraged to think about <ul style="list-style-type: none"> Groups and communities they belong to What is important in life 	Changes

	<ul style="list-style-type: none"> Life of a monk/nun/priest <ul style="list-style-type: none"> - teaching - leading by example Symbols <ul style="list-style-type: none"> - the robe, bowl, shaven head - priest's attire, eg in Japan 	<ul style="list-style-type: none"> What makes them happy and fulfilled What it would be like to choose to live in a monastic community
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Raynham Primary School - RE scheme of Work

Year 6

Pupils will learn about: Special books, Special times, Special places, Special people, Special things and Signs and Symbols

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions arising from Human Experience	Suggested Topic or Curriculum links
Christianity	<p>Church</p> <ul style="list-style-type: none"> the Body of Christ the Christian community finds its identity in Jesus Christ Worship prayer, festival, sacrament 	<p>The church as a community expressed through the Eucharist, the Lord's Prayer</p> <p>Diversity within Christianity</p> <p>Buildings reflect the beliefs and traditions of the worshippers - Orthodox, Catholic, Church of England, Free Churches</p> <p>Beliefs about the purpose of worship and celebration expressed through prayer and praise</p> <p>Advent, Christmas, Lent, Easter and Pentecost</p>	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> working together as a team People have different aptitudes, strengths and weaknesses Sharing, independence, leadership, rules, responsibilities, obedience, shared identity and purpose Celebration, affirmation, devotion, valuing, offering thanksgiving 	People and Places
Hinduism	<ul style="list-style-type: none"> Concepts, truths 	God is worshipped in diverse forms and/or is	Pupils should be encouraged to think	

	and values one God	believed to be formless. Some forms include Vishnu, Krishna, Rama, Hanuman, Lakshmi, Shiva, Ganesha, Kali, Durga The concept of avatar - 'the descents of Vishnu' Respect for God, other people and all forms of life.	about <ul style="list-style-type: none"> • How people have different sides to their character and activities • Attitudes towards each other and the environment 	Famous People (Gandhi)
Judaism	<ul style="list-style-type: none"> • God responding to God 	Responsibility to God <ul style="list-style-type: none"> • the Shema, mezuzah, tallit, tefillin, kippah • the Ten Commandments Judgeness and forgiveness seen through <ul style="list-style-type: none"> • Rosh Hashanah • Yom Kippur 	Pupils should be encouraged to think about <ul style="list-style-type: none"> • People who care for them • The meaning of responsibility • When we need to be forgiven • What it feels like to be forgiven 	PHSE

Raynham Primary School - RE Scheme of work

Year 6

Pupils will learn about: Special books, Special times, Special places, Special people, Special things and Signs and Symbols

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions Arising from Human Experience	Suggested topic or curriculum links
Sikhism	<ul style="list-style-type: none"> • The Sikh Community Gurdwara and worship 	Worship is led by the Granthi, and consists of kirtan (hymn singing), ardas (prayer), langar (shared meal) Respect is shown to the Guru Granth Sahib <ul style="list-style-type: none"> • shoes are removed • heads are covered • offerings are made 	Pupils should be encouraged to think about <ul style="list-style-type: none"> • special places • Groups to which they belong - the importance of sharing values and traditions with others • How they show respect for people 	Victorians

<p>Sikhism</p>	<ul style="list-style-type: none"> • Practices Panj Kakke (the five ks) 	<p>Panj Kakke (the five Ks) and the turban as marks of Sikhs' identity - kesh (uncut hair), kangha (comb), kara (steel bangle), kachera (shorts), and kirpan (sword)</p> <p>Ceremonies - Amrit ceremony Gurpubs - birthdays of Guru Nanak and Guru Gobind Singh, the founding of the Khalsa, and Baisakhi</p>	<ul style="list-style-type: none"> • Symbols in their own lives and what they stand for, eg badges, uniforms • Why we have ceremonies to mark special occasions • The idea of suffering for a principle 	<p>Victorians</p>
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