

Religious Education

Purpose of study

This new Agreed Syllabus for Religious Education for the London Borough of Ealing has been developed by the SACRE, supported by Religious Education professionals, including the borough’s RE Network of school RE subject heads. The document replaces the previous syllabus for Religious Education, Sowing the Seeds of the Future: An Exploration of Human Beliefs and Values, which was published in 2014. The new syllabus seeks to build on the earlier provision in a number of distinctive, yet integrated, ways.

These include:

- A focus on key questions, both as the basis for unit titles and as a framework for learning and teaching within each unit, for Foundation Stage, Key Stage 1 and Key Stage 2.
- A combination of systematic and thematic themes for the range of units within the syllabus, so that children and young people are offered opportunities both to engage with specific religious traditions and to explore cross-cutting themes that can be studied with reference to several religious traditions.
- A spiral model, which includes asking questions, investigation, drawing conclusions, evaluation, reflection and expression.
- The sequencing of the units, so that progression is achieved in the learning of the pupils as they study Religious Education.
- The three dimensions of religion – **believing, behaving and belonging** – form the basis for the organisation of the modules within our RE curriculum in line with the new Ealing Locally Agreed Religious Education Syllabus, as will be evident from the unit outlines.
- Underpinning our RE curriculum will be six Big Ideas. Big Ideas are generalised summaries of what we want our pupils to understand by the end of their RE in school. Big Ideas act as pegs’ on which pupils can hang the myriad pieces of knowledge they acquire over the years of RE study in order to make sense of them. Big Ideas are designed to be transferable outside the classroom.
- The design of the curriculum provides coherent, progressive and systematic opportunities to address and revisit the Big Ideas of RE and the three dimensions of religion.
- Big Ideas are summarised in headlines that are short enough to be remembered but focused enough to act as reminders of their full significance. (memorable). For each of the units a main Big Idea has been linked with another playing a subsidiary role.

The aims of Religious Education

Religious Education aims to make an important and lasting contribution to the education of children and young people in a way that will equip them to play a full role in our multi-faith society. The subject seeks to promote learning and understanding about a range of faith and belief perspectives and to express the convictions that both they and others hold. In this way, the spiritual, moral, social, emotional, cultural and intellectual development of pupils will be developed. Good Religious Education will therefore integrate learning, understanding, insights, skills and communication. These qualities will enable children and young people to engage with a wide variety of religious perspectives as well as to appreciate the position of those people who have either an indeterminate faith or who are non-religious. For this reason, Religious Education should be taught in a way that is accessible and interesting to all pupils regardless of their personal faith and beliefs so that they have the opportunity to learn from a wide variety of different positions. This will be achieved when no particular religious position is either promoted or undermined within the teaching of the subject.

Additionally, Religious Education should encourage pupils to acquire the qualities of compassion, respectfulness, thoughtfulness, generosity, sensitivity and empathy. It should underline the importance of engaging with those who hold different perspectives without prejudice and enable the pupils’ own sense of confidence and identity to grow and develop.

British Values -Religious Education will provide a range of opportunities for pupils to engage with and think about British Values the curriculum also links to LMPS being a Rights Respecting school.

	<u>Believing</u>	<u>Behaving</u>	<u>Belonging</u>
Area of enquiry	A. Beliefs, teachings, sources of wisdom and authority (AT1) E. Meaning, purpose and truth (AT2)	B. Practices and ways of life (AT1) F. values and commitments (AT2)	C. Ways of expressing meaning (AT1) D. Identity, diversity and belonging (AT2)

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Key questions	-How do religions and worldviews understand and develop beliefs and teachings within their traditions? -How do people tackle the big questions of life?		-How do people keep in touch with their faith and/or worldview? -What is the best possible use of life?	-How do people communicate their beliefs and values to others? -What do religions and worldviews say about human nature?		
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
EYS (Visit to a church)	What times are special too us? (Behaving)	What can we learn from special stories? (Behaving)	What makes people special? (Believing)	What makes a place special? (Belonging)	How should we look after the world? (Behaving)	What things are special to us? (Belonging)
		Festival celebrated: Christmas (Christianity)		Visit: Church		
Year 1 (Visit to Synagogue, Assembly – Judaism)	What does it mean to be a member of the Jewish community? What does it mean to us be part of our own religious community? (Belonging) (BI 1&2)	What role do festivals and holy days play in the life of faith? (Belonging) (BI 1 & 2)	What do Christians believe about God? (Believing) (BI 3, 4 & 6)	What can we learn from creation stories? (Believing) (B13,4or 6)	Why is prayer important for many people? (Behaving) (B 5)	How can Humanism help us to care for one another? (Behaving) (BI 5)
Theme	Legacy: How do religions pass stories from generation to the next?	Power: What is the power of Holy days and festivals?	Morality: How do stories help us to lead better lives?	Sustainability: How should we look after the world?	Power: Why do many people believe in the power of prayer?	Sustainability: How do Humanist beliefs ‘that human beings must take sole responsibility for solving the world's environmental problems’ support sustainability?
Visit/visitor/ assembly	Visit: Synagogue	Festival celebrated: Hanukah	Visitor: Christian Ask: why Prayer is important to Christians?	Visitor: Muslim Ask: why Prayer is important to Muslims		Visitor: Humanist or email a Humanist

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Year 2 (Visit to Mosque, assembly Eid)	What does it mean to be a Hindu? (Belonging) (BI 1&2)	What does it mean to be a Sikh? (Belonging) (BI 1&2)	What is Buddhism? (Believing) (BI 3 & 4)	What is the place of the church in Christianity? (Believing) (BI 3,4,6)	What is Islam? (Behaving) (BI 5)	How do we mark stages in the human journey? (Behaving) (BI5)
Themes:	Power: Are symbols and acts of expression more powerful than words?	Sustainability: How do Sikhs guiding principle of guardianship effect how they look after the world?	Morality: How are Buddhists guided to live today and what can non Buddhists learn from them?	Legacy: What can we learn from religious buildings?	Morality: How do Muslims live their lives through the purpose of Islam in promoting human peace, harmony, happiness?	Legacy: Why is life described as a Journey?
Visit/visitor/ assembly	Visitor: Hindu Ask: why Prayer is import to Hindu's? What can we learn from religious symbols? Rites of passage	Visitor: Sikh	Visitor: Buddhist Ask: what is the difference between prayer and meditation?	Visitor: Christian Ask: what is the place of the church in Christianity? Rites of passage	Festival celebrated: Eid Visit: Mosque Ask: What can we learn from Religious symbols Rites of passage	
Year 3	What can we learn from different religious symbols? (Belonging) (BI&2)	What do sacred texts within Hinduism say about God? (Belonging) (B1 & 2)	Why is pilgrimage important in some religious traditions? (Behaving) (B1 5)	Is Easter a festival of New Life or Sacrifice? (Believing) (B1 3,4 & 6)	What does it mean to follow Buddha? (Behaving) (B5)	How do sacred scriptures inform religious beliefs? (Believing) (B3&6)
Themes	Power: Are signs and symbols more powerful than words?	Legacy: What is the power of sacred texts?	Legacy: Where does the idea of pilgrimage come from and why is it important to some people?	Morality: Why is personal sacrifice an important part of religion?	Sustainability: What does Buddhism teach about the environment? How should we look after the world?	Legacy: How do religions pass stories from generation to the next? How do books become sacred, revered?
Visit/visitor/ assembly		Festival celebrated: Diwali Visit: Mandir	Interview visitors from different faiths about their pilgrimages	Visitor: Christian	Visitor: Buddhist	
Year 4	What do Muslims believe? (Believing) (B3 & 6) Morality	What is significant to Christians about Jesus' life and teaching? (Believing)	What does Sikhism teach us about selfless service? (Behaving) (B1 5)	In what ways can art and design express religious belief? (Behaving)	Why are festivals, celebrations and High Holy Days so important within Judaism?	In what ways do local religious leaders make a difference to our

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		(B3, 4& 6) Morality	Sustainability	(B2 & 5) Power	(Belonging) (BI 1 & 2) Power	community? (Belonging) (BI1&2)
Themes	Morality: Is it possible to lead a good life without guidance? Money to good causes?	Morality: Is it possible to lead a good life without guidance?	Sustainability: The Sikh scripture, Guru Granth Sahib, declared that the purpose of human beings is to achieve a blissful state and to be in harmony with the earth and all creation. How does this describe the way in which we should treat the environment?	Power: How can different forms of art provide you with a voice? Is art more powerful than words?	Power: How do festivals and Holy days bring communities together?	Sustainability: How can local leaders have a positive impact on the local environment?
Visit/visitor/ assembly	Visitor: Imran Ask: What are the main ways that Muslims in Britain follow Prophet Muhammad?	Visitor: Vicar, Minister or Priest.	Festival celebrated: Vaisakhi Visit: Gurdwara		Visitor: Rabbi	Visitor: Quakers.
Year 5 (Visit to a Vihara, assembly Buddhism)	What does it mean to be a Muslim? (Belonging) (B1 1&2)	How should we look after the world? (Behaving) (BI 5)	What place do festivals, worship and celebrations have within Hinduism? (Behaving) (BI 1 5 & 2)	How can significant religious figures inspire us? (Behaving) (BI 5)	What does Buddhism teach us about human experience? (Believing) (BI 3,4&6)	What contribution can religion make to our society? (Belonging) (BI 1&2)
Themes	Legacy: Does your religion influence the legacy that you will leave?	Sustainability: How should we look after the world?	Power: How do festivals bring communities together?	Morality: Is it possible to live a good life without any guidance?	Sustainability: What does Buddhism teach about the environment?	Power: What contribution can religion make to our society?
Visit/visitor/ assembly	Visitor: Imran		Visitor: Hindu	Visitor: Rabbi	Festival celebrated: Vesak Visitor from: Buddhism centre	

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<p>Year 6 (Visit to a Church, assembly overview of main religions and faiths)</p>	<p>How did faith influence the actions of people in Britain during World War Two? (Believing) (BI 3, 4 &6)</p>	<p>How can religion promote peace and justice? (Behaving) (BI 5)</p>	<p>What happens in the Gurdwara? (Belonging) (BI 1&2)</p>	<p>What happens in a Mosque? (Belonging) (BI 1&2)</p>	<p>Why is the Torah so important within Judaism? (Believing) (BI 3,4&6)</p>	<p>In what ways do Christians in different denominations worship? (Behaving)</p> <p>Power</p>
<p>Themes</p>	<p>Morality: Does religion help us to understand human suffering?</p>	<p>Power: Can religion promote peace and justice?</p>	<p>Legacy: What are the origins of the Gurdwara? How do books become sacred, revered?</p>	<p>Legacy: What are the origins of Mosques?</p>	<p>Legacy: What was Jesus' legacy? What will be your legacy?</p>	<p>Power: do you need a building to belong to a religion?</p>
<p>Visit/vistor/ assembly</p>			<p>Virtual visit to Gurdwara</p>	<p>Visit Mosque Visitor - Muslim</p>	<p>Visitor: Jewish visitor</p>	<p>Visits from: range of Christian leaders Virtual tour: Westminster Abbey Visit: church</p>