

# Religious Education

## Religious Education Curriculum - Context

Hackney is considered to be one of the most diverse boroughs in England, the inclusive agreed syllabus includes religions and worldviews representative in our local community and beyond. The most recent census information tells us that the largest group in Hackney (at 36%) is 'non-religious'. The syllabus delivers high quality RE that is planned, comprehensive and enquiry led.










Hackney 2021 Census

The agreed syllabus document is supported with individual units of work from Years 1 to Year 6, providing teachers with long and medium term plans, as well as individual lesson plans and suggested activities.

## Religious Education Scheme of Work Framework for KS1 and KS2

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<b>What is a Harvest Festival?</b> (Christianity Focus)	<b>What does it mean to belong?</b> (Generic Unit)	<b>What does Hinduism teach us about good conquering evil?</b> (Hinduism Focus)	<b>What makes the home a special place for Muslims?</b> (Islam Focus)	<b>What is a 'place of worship'?</b> (Generic Unit)	<b>Why is the Torah important to Jews?</b> (Judaism Focus)
2	<b>Why is Guru Nanak important to Sikh people?</b> (Sikhism Focus)	<b>Why do Jewish people celebrate Hanukkah?</b> (Judaism Focus)	<b>What does it mean to be a Humanist?</b> (Secular Focus)	<b>Why is Easter important for Christians?</b> (Christianity Focus)	<b>What do Buddhists remember at Wesak?</b> (Buddhism Focus)	<b>What does Ramada and Id-ul-Fitr mean to Muslims?</b> (Islam Focus)
3	<b>How do different religions teach us about trust and humility?</b> (Generic Unit)	<b>What are the stories and festivals associated with Hinduism?</b> (Hinduism Focus)	<b>What is the importance of the Mosque for Muslims?</b> (Islam Focus)	<b>Why is the Buddha's life significant for Buddhists today?</b> (Buddhism Focus)	<b>What is the importance of the bible and prayer for Christians?</b> (Christianity Focus)	<b>How do Jewish people keep their homes sacred?</b> (Judaism Focus)
4	<b>What do Jewish people remember at Pescah?</b> (Judaism Focus)	<b>Why is the Qur'an special to Muslims?</b> (Islam Focus)	<b>Why is the story of Jesus' Baptism important to Christians?</b> (Christianity Focus)	<b>How do Hindus worship and celebrate in the home?</b> (Hinduism Focus)	<b>What did Guru Nanak teach his followers about equality?</b> (Sikhism Focus)	<b>What is important to Humanists?</b> (Secular Unit)
5	<b>What questions do 'Creation Stories' raise?</b> (Generic Unit)	<b>What does it mean to live as a Buddhist?</b> (Buddhism Focus)	<b>Why do Jewish people keep Shabbat?</b> (Judaism Focus)	<b>Why is 'Holy Week' important to Christians?</b> (Christianity Focus)	<b>What are the Five Pillars of Islam?</b> (Islam Focus)	<b>What do Hindus believe about death and reincarnation?</b> (Hinduism Focus)
6	<b>What does religion teach us about looking after the world?</b> (Generic Unit)	<b>Why are Rosh Hashanah &amp; Yom Kippur important to Jews?</b> (Judaism Focus)	<b>What does the Ka'bah and Hajj mean to Muslims?</b> (Islam Focus)	<b>What is the role of the parish church in the life of the local community?</b> (Christianity Focus)	<b>What is sacred to Sikhs?</b> (Sikhism Focus)	<b>What is Humanism and what can be learnt from it?</b> (Secular Focus)

## Disciplines in RE Learning

	<p><b>History</b>                  This is about asking questions that Historians would ask. It requires pupils to think like historians, to look at religion and worldviews through a history lens. Pupils will explore questions and answers raised through considering the validity of evidence, accounts and interpretation for beliefs and practices in religion and worldviews.</p>
	<p><b>Philosophy</b>                  This is about asking questions that thinkers would ask. It requires pupils to think like philosophers, to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.</p>
	<p><b>Empathy</b>                  This is about recognising personal meaning. It requires pupils to recognise personal meaning for themselves as well as others. Pupils will learn to accurately represent people's beliefs and practices being able to articulate their religious or worldview background/s.</p>
	<p><b>Theology</b>                  This is about asking questions that believers would ask. It requires pupils to think like theologians, to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.</p>
	<p><b>Debate</b>                  This is about asking questions about the nature of truth and reality. It requires pupils to think and argue logically, providing evidence to ethical questions in life that religions and worldviews engage with.</p>
	<p><b>Experience</b>                  This is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their views.</p>
	<p><b>Worldview</b>                  This is about understanding that there is no neutral position or thought. We are the combination of our upbringing, life experience and our beliefs. These together give us a unique way of understanding/viewing the world and in turn affects the way we engage and understand religion and worldviews.</p>

## Key Skills in RE Learning

<b>Thinking about religion, belief , practice and sources</b>	<b>Enquiring and investigating meaning</b>	<b>Reflecting, evaluating and communicating meaning</b>
<ul style="list-style-type: none"> <li>• Recognise and name various features of religions, symbols, beliefs and religious expression</li> <li>• Recall features of religious, spiritual and moral stories and other forms of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate curiosity or wonder about aspects of life</li> </ul>	<ul style="list-style-type: none"> <li>• Express their own experiences, values and feelings</li> <li>• Identify what is important to themselves and others</li> </ul>
<ul style="list-style-type: none"> <li>• Identify similarities in features of religions and beliefs using key words or phrases.</li> <li>• Retell religious, spiritual and moral stories using key words</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that some questions about life are difficult to answer</li> <li>• Identify a possible meaning of a feature of a religion or belief</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and respond sensitively to questions about their own and others' experiences and feelings</li> <li>• Make links between their own and others' values</li> </ul>
<ul style="list-style-type: none"> <li>• Describe key features of religions, including forms of religious expression, using correct vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest meanings for symbols and other forms of religious expression</li> <li>• Define the difference between religious, spiritual and moral expression</li> </ul>	<ul style="list-style-type: none"> <li>• Identify shared values, attitudes and beliefs</li> <li>• Communicate meanings and responses in a variety of ways</li> </ul>
<ul style="list-style-type: none"> <li>• Identify similarities and differences between religions and beliefs</li> <li>• Make links between beliefs and sources, including stories and texts</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate their own ideas, reflections and responses about to ultimate questions and ethical issues</li> <li>• Identify ultimate questions and ethical issues, and begin to formulate their own enquiry questions about these</li> </ul>	<ul style="list-style-type: none"> <li>• Single out what influences and inspires them</li> <li>• Suggest how beliefs and practices may affect people's lives</li> </ul>
<ul style="list-style-type: none"> <li>• Describe the connections, similarities and differences between sources, beliefs, values and practices, <i>between</i> religions</li> <li>• Identify some the differences in beliefs, values and practices, <i>within</i> religions</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate their own and others' ideas, reflections and responses about to ultimate questions and ethical issues</li> <li>• Identify sources and questions which could be used to help answer ultimate questions or responses to ethical issues</li> <li>• Suggest meanings for a range of forms of expression</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what inspires and influences them, expressing their own and others' views</li> <li>• Apply their learning about religion and belief to their own and other people's lives e.g. in relation to religious identity and their own identity</li> <li>• Describe the impact of beliefs and practices on individuals and communities</li> </ul>
<ul style="list-style-type: none"> <li>• Describe in detail the identified differences in beliefs, values and practices, <i>within</i> religions</li> <li>• Suggest reasons for diversity within religions</li> <li>• Explain how religious sources are used to provide answers to ultimate questions and ethical issues</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest lines of enquiry, including the use of sources, into how they and others respond to ultimate questions and ethical issues</li> <li>• Express their own and others' views clearly, in relation to ultimate questions and ethical issues</li> <li>• Explain how and why differences in beliefs are expressed in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Express their own views on the challenges of belonging to a religion or committing to a religion or belief</li> <li>• Describe how sources of inspiration and influence make a difference to them and others.</li> <li>• Analyse the impact of religion and beliefs on individuals and communities</li> </ul>