

Ashley Junior School

Ashley Junior School
RE Curriculum (updated June 2022)

Intent

At Ashley Junior School we believe that Religious Education should make a significant contribution to children's personal development. It supports children in developing respect for the beliefs, practices and values of others, as well as their own personal spiritual, moral, social and cultural development. Through the teaching of RE, we aim to provide children with a wide range of encounters with religion, in the form of stories, artefacts, places of worship, rituals and beliefs. These encounters will help children form a view of the world that they can apply to their own experiences.

The purpose statement from the Hampshire County Council agreed syllabus Living Difference IV reads:

It is our intent that all children receiving Religious Education at Ashley Junior School will:

- Understand the nature of Christian beliefs and practises, as well as the beliefs and practises of other world faiths.
- Understand and reflect upon the special importance of certain people, objects, places, occasions, clothing and symbols to different religions.
- Develop an open mind to new and different concepts and be able to form their own opinions concerning religious beliefs, based on evidence and argument.
- Develop an understanding of the value of living in a multi-cultural and multi-faith society.
- Develop an awareness of spirituality and the meaning of life, including concepts that are common to themselves and religions.
- Expand their awareness and understanding of themselves, other people and the world around them.
- Be able to ask questions, express themselves freely and develop their capacity for reflection.
- Extend their thinking skills, creativity, imagination and emotional well-being.
- Develop a caring, respectful and sensitive attitude towards the beliefs and opinions of others.

Implementation

In line with the statutory requirements, all pupils at Ashley Junior School follow the Hampshire County Council agreed syllabus for Religious Education: Living Difference IV. To ensure sufficient time to deliver the syllabus material, the guidance recommends a minimum of 45-hours teaching time allocated to RE each academic year. At Ashely Junior School, an RE unit is taught in each year group every half term, meaning that there are six units of study for each year group over the course of the year. All Medium-Term-Plans are affiliated with the Living Difference IV syllabus. A flexible approach has been adopted to the way RE is incorporated within our curriculum, using a combination of different models of delivery depending on the nature of the area of enquiry. Some units are taught through weekly lessons, whereas others are ‘blocked’, to enable sufficient time to teach the full cycle of enquiry. Where possible, the RE curriculum is enriched by visits and visitors, drawing from a range of local religious communities.

Living Difference IV states that during Key Stage 2, children are required to study Christianity and at least two other religions. At Ashley Junior School, the focus in Year 3 and 4 is Christianity and Judaism, with Christianity and Islam the focus in Years 5 & 6. Children also study beliefs and practices from several other religions across KS2 (Buddhism and Hinduism) as well as a non-religious world view (Humanism) in UKS2. Our curriculum is designed to help children develop a broad and balanced knowledge and understanding of a range of world faiths (Abrahamic and Dharmic religions) and other (including non-religious) ideas about the world. It also ensured that children study certain religions in greater depth, in order to consolidate and extend their subject knowledge. Units of study have been selected so that the material encountered and studied by children is well-sequenced, connected and revisited over time. The themes and concepts within the units covered reflect a progression in difficulty and complexity from Year 3 -6. Planning clearly identifies the knowledge to be taught for each unit and Learning Journeys include a list of key vocabulary specific to each topic being studied.

The schemes of work for RE follow the Living Difference IV methodology of delivery through the study of ‘key concepts’, with cross-curricular links made wherever appropriate. Living Difference IV identifies three types of concepts which are to be studied during KS2:

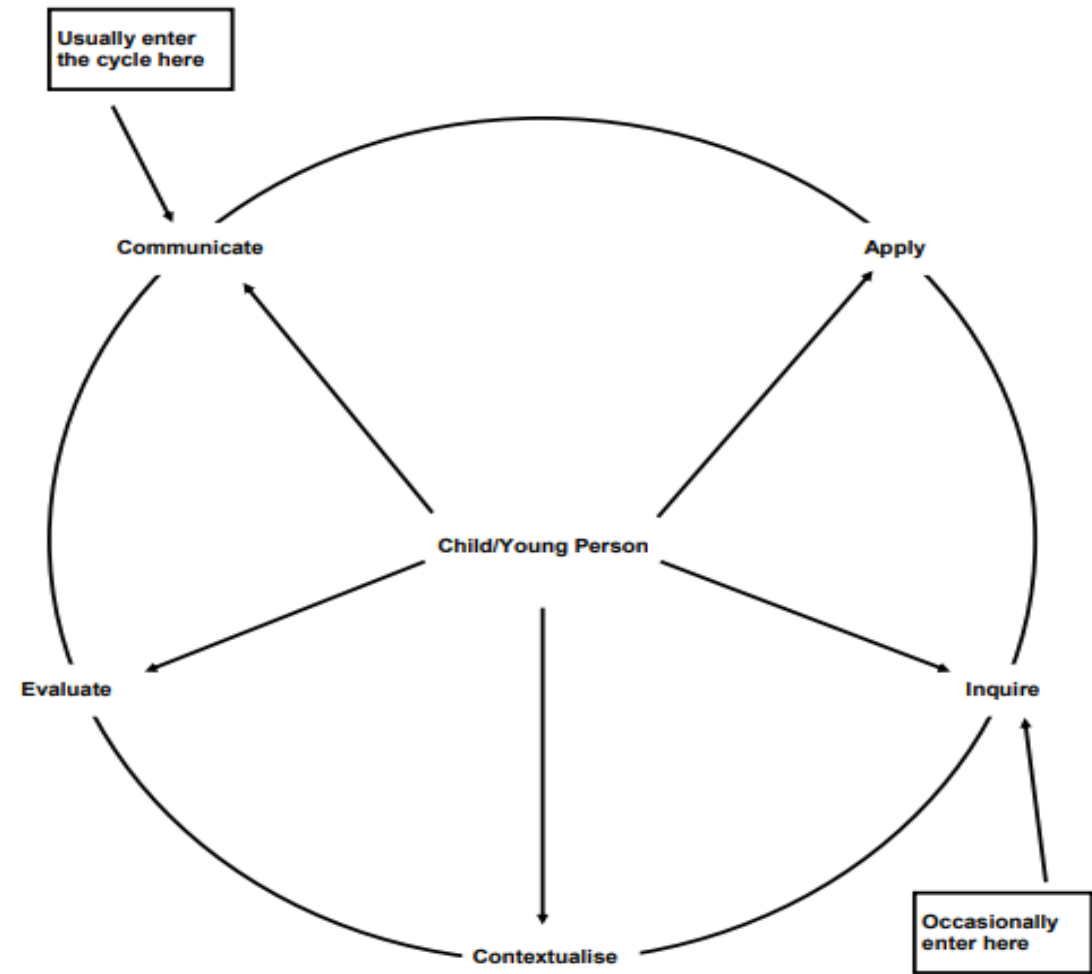
- concepts common to all people (A concepts)
- concepts shared by many religions (B concepts)
- concepts distinctive to particular religions (C concepts)

Children have an opportunity to engage with all three types of concepts during their time at Ashley Junior School. Progression through these concepts can be seen in the whole-school overview: LKS2 focus on ‘A’ and ‘B’ concepts, with the more difficult ‘C’ concepts being introduced and explored during UKS2.

The Living Difference IV syllabus also identifies four ‘A’ concepts / words that will thread through the whole curriculum to enable continuity across key stages. These Golden Thread concepts - Community, Belonging, Love and Special – have been woven into the Ashely Junior School RE curriculum and are studied at least twice over the key stage. As the children get older, progression is ensured by exploring the nuances of these Golden Thread concepts (for example, ‘Community’ is studied as ‘Umma’ in year 5 and ‘Love’ as ‘Agape’ in Year 6). Key concepts, including the Golden Threads, are identified clearly on the Whole-School Overview as well as in the Learning Journeys for each unit of study, where they can be continually referred to and reflected upon.

Ashely Junior School RE Overview 2022			
Term:	Year 3 units of study (Key concept)	Religion:	Concept type / Golden Concept
Autumn 1	Belonging	Judaism	A BELONGING
Autumn 2	Angels	Christianity	B SPECIAL
Spring 1	Identity	Judaism	A
Spring 2	Love - Changing Emotions	Christianity	A LOVE
Summer 1	Stones as symbols	Christianity	A
Summer 2	Sacred (places of worship)	Christianity & Buddhism	B SPECIAL
	Year 4 units of study:		
Autumn 1	Devotion	Christianity & Hinduism	B LOVE
Autumn 2	Holy	Christianity	B SPECIAL
Spring 1	Ritual	Judaism	B
Spring 2	Freedom	Judaism	A
Summer 1	Trees	Various religions	A
Summer 2	Neighbour	Christianity	A COMMUNITY
	Year 5 units of study:		
Autumn 1	Ceremony	Christianity (and other religions)	B
Autumn 2	Warning	Christianity	A
Spring 1	Belonging	Islam	A BELONGING
Spring 2	Resurrection	Christianity	C
Summer 1	Wisdom	Christianity & Islam	A
Summer 2	Umma	Islam	C COMMUNITY
	Year 6 units of study:		
Autumn 1	Peace	Islam	A
Autumn 2	Incarnation	Christianity	C SPECIAL
Spring 1	Khalifah (Stewardship)	Islam	C
Spring 2	Salvation	Christianity	C
Summer 1	River of Life	Humanism	C
Summer 2	Agape	Christianity	C LOVE

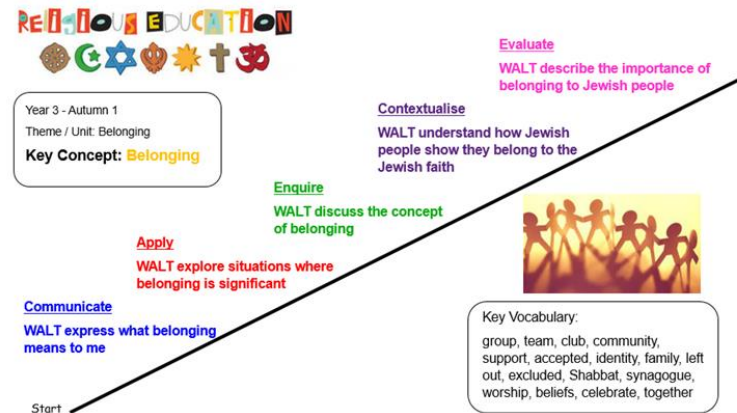
Every unit incorporates a strong process of learning based on the Hampshire enquiry-based approach to RE:



This approach to enquiry has five key steps where the teacher brings the child:

- at the Communicate and Apply steps to attend to their own and others' experience
- at the Enquire and Contextualise steps to engage intellectually
- at the Evaluate step to discern value for others and themselves in a way dependent on the context of the enquiry.

These five key steps are clearly displayed on the Learning Journeys for each unit of study and link directly to the WALT statements. Learning Journeys are stuck into Topic Books, where they can be referred to throughout each unit of study. This means that children are aware of which key step they are working on at any given time, as well as understanding where the learning will take them next.



RE learning is recorded in Topic Books and is evidenced using a variety of outcomes. As well as written responses, children have the opportunity to engage in paired and group work, class discussions / debates, drama, poetry, art, outdoor learning and music. Tasks are differentiated where appropriate to ensure that all children are able to enjoy success in RE.

Impact

Progress and attainment in RE will be regularly monitored at Ashely Junior School. Teachers will use formative assessments to check for misunderstandings, misconceptions or gaps in how the children are broadening and deepening their understanding of different concepts, traditions and practices. These will be identified and rectified as part of the teaching process for each unit of study. Summative assessments will also be used across cycles of enquiries, with clear age-related expectations about what children should know and achieve set out in Living Difference IV.

In accordance with the statutory guidance, it is our aim that all children who access the RE curriculum at Ashely Junior School will achieve the following End of Year Expectations:

Ashley Junior School also recognises the impact that high-quality RE teaching and learning has upon pupils by encouraging them to be spiritually, morally, culturally and socially aware of others. Our RE curriculum has been designed to ensure that learning builds each year so that children will make links and schemas around religions and others beliefs. Child-friendly 'Learning Journeys' for each unit will enable children to understand the stages of the learning process. The wide range of learning strategies used in RE lessons will support the development of our Ashley Learning Powers; thinking, reflection and collaboration in particular, as well as speaking and listening. Through the teaching of RE, children will become more confident in expressing themselves and will learn how to listen and respond to the ideas of others. They will become tolerant to others and accepting of people's differences. They will learn to challenge what they see around them by enquiring into and evaluating a wide range of concepts, ideas and practices. Every child will be able to access and achieve in RE because the work will be scaffolded appropriately and different cross curricular activities will be provided, allowing for all children's strengths to be shown.

RELIGIOUS EDUCATION



Year 3 - Autumn 1

Theme / Unit: Belonging

Key Concept: Belonging

Communicate

WALT express what belonging means to me

Apply

WALT explore situations where belonging is significant

Enquire

WALT discuss the concept of belonging

Contextualise

WALT understand how Jewish people show they belong to the Jewish faith

Evaluate

WALT describe the importance of belonging to Jewish people



Key Vocabulary:

group, team, club, community, support, accepted, identity, family, left out, excluded, Shabbat, synagogue, worship, beliefs, celebrate, together

Start

RELIGIOUS EDUCATION



Year 3 - Autumn 2

Theme / Unit: Angels

Key Concept: Angels

Contextualise

WALT understand the message of the angel in the Christmas story

Evaluate

WALT discuss the importance of angels in the Christmas story

Enquire

WALT create a group definition for the word 'Angel'

Apply

WALT investigate other people's ideas about angels

Communicate

WALT describe my own ideas about angels



Key Vocabulary:

special, holy, divine, spirit, spiritual, heavenly, heaven, God, messenger, agent, appear, vision

Start

RELIGIOUS EDUCATION



Year 3- Spring 1

Theme / Unit: Purim

Key Concept: Identity

Contextualise

WALT explore how Jewish people express the concept of identity at Purim

Evaluate

WALT describe the importance of identity to people of Jewish faith

Communicate

WALT describe my own responses to identity



Apply

WALT discuss how identity affects our life and the lives of others

Enquire

WALT describe the meaning of identity

Key Vocabulary:

belong, Purim, Esther, Haman, celebrate, feast, traditions, commemorate, ritual

Start



Year 3 - Spring 2

Theme / Unit: Easter – Holy Week

Key Concept: Changing Emotions
(Love)

Contextualise

WALT identify changing emotions during some of the events of Easter Week

Enquire

WALT explain what emotions are and how they can change

Evaluate

WALT discuss why it is important for Christians to experience the different emotions of Easter

Communicate

WALT use drama to tell a story about changing emotions

Apply

WALT describe a time in my life when my emotions changed



Key Vocabulary:

emotions, feelings, Holy Week, triumphant, betray, crucified, risen

(Collect a class word bank of words to describe emotions throughout the unit)

Start

RELIGIOUS EDUCATION



Year 3 - Summer 1

Theme / Unit: Stones

Key Concept: Stones as Symbols

Contextualise

WALT describe how stones are used as symbols in Christianity

Enquire

WALT describe the meaning of symbol

Evaluate

WALT describe the value of stones as symbols to Christians

Communicate

WALT explain my own response to the idea of symbolic stones

Apply

WALT understand how the symbolic use of stones applies to our own lives



Key Vocabulary:

symbol, symbolic, sign, represent, meaning, headstone, metaphor, statue, sculpture

Start

RELIGIOUS EDUCATION



Year 3 - Summer 2

Theme / Unit: Sacred Places

**Key Concept: Sacred
(Special)**

Contextualise

WALT investigate the key features of
Christian and Buddhist religious buildings

WALT label and explain some objects from
a Buddhist shrine

Enquire

WALT explore what is meant
by the word 'sacred'

Evaluate

WALT discuss the value of
sacred places to religious
people

Communicate

WALT describe my own
response to sacred places

Apply

WALT describe how sacred
places can affect our lives



Key Vocabulary:

sacred, special, holy, hallowed,
dedicated, worship, blessed, spiritual,
respect, shrine, mandalas, church,
temple

Start

Year 4

RELIGIOUS EDUCATION



Year 4 - Autumn 1

Theme / Unit: Hindu Worship

Key Concept: Devotion
(Love)

Contextualise

WALT describe how devotion is contextualised in the Hindu religion

Evaluate

WALT evaluate the importance of devotion in Hindu worship

Communicate

WALT describe my own response to the concept of devotion

Apply

WALT consider how devotion can be applied to our lives and the lives of others

Enquire

WALT describe our own and others' ideas about devotion



Key Vocabulary:

love, loyalty, worship, temple, prayer, shrine, blessing, mantras, deity, Puja, senses, offering, incense, blessings

Start

RELIGIOUS EDUCATION



Year 4 – Autumn 2

Theme / Unit: Mary, Mother of God

Key Concept: Holy
(Special)

Contextualise

WALT describe how Christians
show they believe Mary is holy

Evaluate

WALT understand the
importance of Mary's holiness
to Christians

Communicate

WALT describe my own
response to the concept of holy

Apply

WALT explain how the concept of
holy affects my life

Enquire

WALT describe the concept
of 'holy'



Key Vocabulary:

special, sacred, divine, blessed, pure,
saint, exalted, reverence, devotion,
annunciation, entrusted

Start

RELIGIOUS EDUCATION



Year 4 - Spring 1

Theme / Unit: Sukkot

Key Concept: Ritual

Contextualise

WALT describe how rituals are used during Sukkot

Enquire

WALT describe the meaning of *ritual*

Evaluate

WALT discuss the value of rituals for Jewish people during Sukkot

Communicate

WALT describe experiences of rituals in my own life

Apply

WALT discuss how rituals affect our own and others' lives



Key Vocabulary:

routine, traditions, belonging, ceremony, purpose, worship, symbolic, represent, Sukkah, synagogue, decorate, lulav, feast

Start



Year 4 - Spring 2

Theme / Unit: Passover

Key Concept: Freedom

Evaluate

WALT identify why freedom is so important to people of Jewish faith

Contextualise

WALT explore the story of the Jewish exodus from Egypt

WALT understand how freedom is celebrated during the Seder meal

Enquire

WALT investigate what freedom means

Apply

WALT use drama to represent a time when we have experienced lack of freedom

Communicate

WALT describe my own responses and feelings towards the concept of freedom



Key Vocabulary:

imprisoned, enslaved, trapped, slavery, liberated, released, Moses, Israelites, exodus, Passover, ritual, Haggadah, matza, symbol

Start

RELIGIOUS EDUCATION



Year 4 – Summer 1

Theme / Unit: Symbols

Key Concept: Trees as a symbol

Enquire

WALT describe my own response to trees as symbols

Contextualise

WALT recognise and describe when trees are used as symbols

Evaluate

WALT write a definition for the world symbol

Communicate

WALT investigate how the tree symbol is used in religion

Apply

WALT describe the importance of the tree as a symbol for Christians



Key Vocabulary:

symbol, meaning, represent, canopy, branches, roots, growth, tree of life, nourish, good and evil, wisdom

Start

RELIGIOUS EDUCATION



Year 4 – Summer 2

Theme / Unit: Christianity

Key Concept: Neighbour
(Community)

Contextualise

WALT retell a Christian story
which represents the concept of
neighbour

Enquire

WALT define the
concept of *neighbour*

Evaluate

WALT evaluate the value of
neighbour to Christians

Communicate

WALT describe my own
response to the concept
neighbour

Apply

WALT apply the concept of
neighbour to our own lives



Key Vocabulary:

location, parable, message, moral,
Samaritan, Levite, love, acceptance,
compassion, selfless

Start

Year 5



Year 5 – Autumn 1

Theme / Unit: Death Ceremonies

Key Concept: Ceremony

Apply

WALT identify how death ceremonies affect our own life and the lives of others

Enquire

WALT identify and discuss the meaning of the word 'ceremony'

Contextualise

WALT describe how Christians perform death ceremonies

Evaluate

WALT describe the importance of death ceremonies to Christians

Communicate

WALT describe our own response to the idea of a death ceremony



Key Vocabulary:

celebrate, remember, funeral, grieve, ritual, mourners, prayer, reflect, commending, comfort

Start

RELIGIOUS EDUCATION



Year 5 – Autumn 2

Theme / Unit: The Magi & their Gifts

Key Concept: Warning

Contextualise

WALT predict why the Magi's gifts were given to Jesus

WALT investigate the Magi and the significance of their gifts

Evaluate

WALT discuss the importance of warning in the Christmas story

Communicate

WALT express the concept of warning through drama

Apply

WALT explain how useful warnings can be in our own lives

Enquire

WALT explain the meaning of the term '*warning*'



Key Vocabulary:

prediction, foretell, foreshadow, hint, prophecy, future, inform, advise, identity, worship, deity, anoint

Start

RELIGIOUS EDUCATION



Year 5 – Spring 1

Theme / Unit: What does it mean to be a Muslim today?

Key Concept: Belonging

Communicate

WALT express a personal response to the concept of belonging

Apply

WALT discuss occasions where belonging is significant to us and others

Enquire

WALT describe what it means to belong to something

Contextualise

WALT explain how Muslims show that they belong

Evaluate

WALT evaluate the importance of belonging to Muslims and to ourselves



Key Vocabulary:

connected, family, community, accepted, Shahada, Allah, Muhammed, prophet, recite, Five Pillars of Islam, declaration, faith, Salat, prayer mat, Mosque, together

Start



Year 5- Spring 2

Theme / Unit: The Empty Cross

Key Concept: Resurrection

Contextualise

WALT understand the symbol of the empty cross

WALT investigate the significance of resurrection in the Easter story

Enquire

WALT explain what resurrection means

Start

Evaluate

WALT evaluate the importance of belief in the resurrection to Christians

Communicate

WALT express my own response to the concept of resurrection

Apply

WALT explore how beliefs about resurrection can affect the way people live



Key Vocabulary:

tomb, crucified, risen, disciples, belief, eternal, savior, salvation, ascended, heaven

RELIGIOUS EDUCATION



Year 5- Summer 1

Theme / Unit: Sacred Books
(Bible and Qur'an)

Key Concept: Wisdom

Enquire

WALT investigate the meaning of
wisdom and those who
demonstrate it

Apply

WALT consider different ideas
about wisdom

Communicate

WALT give a personal
response to the concept of
wisdom

Contextualise

WALT investigate wisdom in the
Bible

WALT investigate wisdom in the
Qur'an

Evaluate

WALT evaluate the importance of
the Qur'an and Bible's wisdom
today



Key Vocabulary:

experience, ancient, knowledge,
proverb, authority, sacred, text, Bible,
Qur'an, respect, Allah, Arabic

Start

RELIGIOUS EDUCATION



Year 5- Summer 2

Theme / Unit: What does it mean to be a Muslim today?

Key Concept: Umma
(Community)

Contextualise

WALT understand how a sense of Umma is created through Muslim practices and beliefs

Enquire

WALT explain the meaning of Umma

Evaluate

WALT understand the value of Umma to Muslims

Communicate

WALT explain my own response to Umma and the idea of community

Apply

WALT understand how a sense of community affects our lives and others' lives



Key Vocabulary:

community, worldwide faith, belonging, common, group, mosque, Hajj, pilgrimage, Makkah, Ihram, Zakat, sharing, wealth, prayer, ritual

Start

Year 6

RELIGIOUS EDUCATION



Year 6 - Autumn 1

Theme / Unit: What does it mean to be a Muslim today?

Key Concept: Peace

Contextualise

WALT explain how Muslims find peace in Islam

Communicate

WALT explain the meaning of *peace*

Enquire

WALT discuss our own ideas and experiences of peace

Evaluate

WALT explore the importance of peace in Islam for Muslims

Apply

WALT explore different ideas about peace and how it affects the lives of others



Key Vocabulary:

calm, silence, tranquility, harmony, Qur'an, Mohammed, Allah, prophet, revelation, submission, Five Pillars, salaam, Ramadan, Sawm, fasting

Start

RELIGIOUS EDUCATION



Year 6 - Autumn 2

Theme / Unit: An Extraordinary Baby

Key Concept: Incarnation
(Special)

Contextualise

WALT explain how incarnation is represented in the story of Jesus' birth

Enquire

WALT explain the Christian concept of *incarnation*

Evaluate

WALT explain how and why the idea of incarnation is important to Christians

Communicate

WALT explain my own response to the idea of incarnation

Apply

WALT discuss how ideas about incarnation affect others' lives



Key Vocabulary:

God incarnate, human form, physical, embodies / embodiment, the Trinity, salvation, immaculate conception, conceived

Start

RELIGIOUS EDUCATION



Year 6 - Spring 1

Theme / Unit: Creation

Key Concept:
Stewardship / Khalifah

Apply

WALT discuss how stewardship affects my own life

Communicate

WALT express a personal response to the concept of stewardship

Enquire

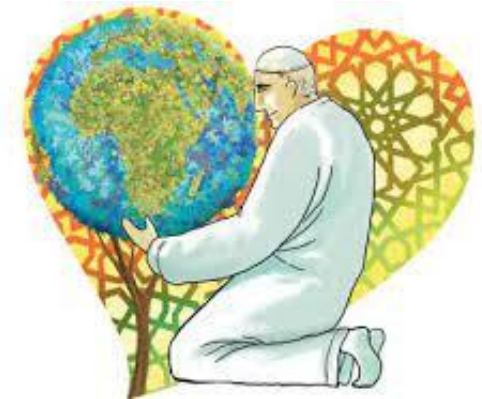
WALT create a poster to demonstrate the concept of stewardship

Contextualise

WALT explain how stewardship is expressed by Muslims

Evaluate

WALT discuss the importance of stewardship to Muslims and myself



Key Vocabulary:

responsible / responsibility, obligation, duty, privilege, creation, respect, entrusted, guardians, Khalifah, Qu'ran, environment, protect, nurture

Start

RELIGIOUS EDUCATION



Year 6 - Spring 2

Theme / Unit: The Christian Story

Key Concept: Salvation

Contextualise

WALT identify how salvation is expressed in the Christian story

Enquire

WALT explain the concept of salvation and Christian beliefs

Evaluate

WALT discuss the value of salvation to Christians

Communicate

WALT describe my own responses to the concept of salvation

Apply

WALT explain how responses to salvation affect the lives of different people



Key Vocabulary:

Hell, suffering, saved, protected, belief, faith, resurrection, crucifixion, redemption, sin, evil, hope, promise, Moses, Noah

Start

RELIGIOUS EDUCATION



Year 6 - Summer 1

Theme / Unit: Humanism

Key Concept: River of Life

Contextualise

WALT understand how the *River of Life* relates to Humanist beliefs

Enquire

WALT investigate the concept of *River of Life*

Evaluate

WALT discuss the value of the *River of Life* concept to Humanists

Communicate

WALT share our own *River of Life* in a meaningful way

Apply

WALT discuss important events in our lives so far



Key Vocabulary:

Humanism, Humanist, human existence, humanity, journey, beliefs, values, morals, atoms, genes, afterlife, agnostic, atheist

Start

RELIGIOUS EDUCATION



Year 6 - Summer 2

Theme / Unit: Jesus through art

Key Concept: Agape

(Love)

Contextualise

WALT identify how love is expressed by Christians

Enquire

WALT investigate different meanings of love

Evaluate

WALT explain the value of God and Jesus' love for Christians

Communicate

WALT express a personal response to the concept of love

Apply

WALT investigate how responses to love can affect our lives and the lives of others



Key Vocabulary:

unconditional, divine, enduring, romantic, relationship, fatherly, reciprocal, transcendent, scripture, sacrifice

Start