



RE at Bomere Heath

At Bomere Heath CE Primary School, we are proud of our Christian values (love, hope and respect) and links to the Church. We are keen to ensure that pupils gain a rich and deep knowledge and understanding of multiple religions in order to enable them to develop their understanding of the place of religion and non-religion within the world, and grow into confident adults that thrive as part of a multi-faith society.

As a Church of England School, the explicit teaching of Christianity units makes up 63% of our R.E. curriculum. Teachers use the Understanding Christianity resources to teach these aspects, which provides a thorough journey through the Bible and the teachings of Jesus.

Aim of this work:

To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts

To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians

To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

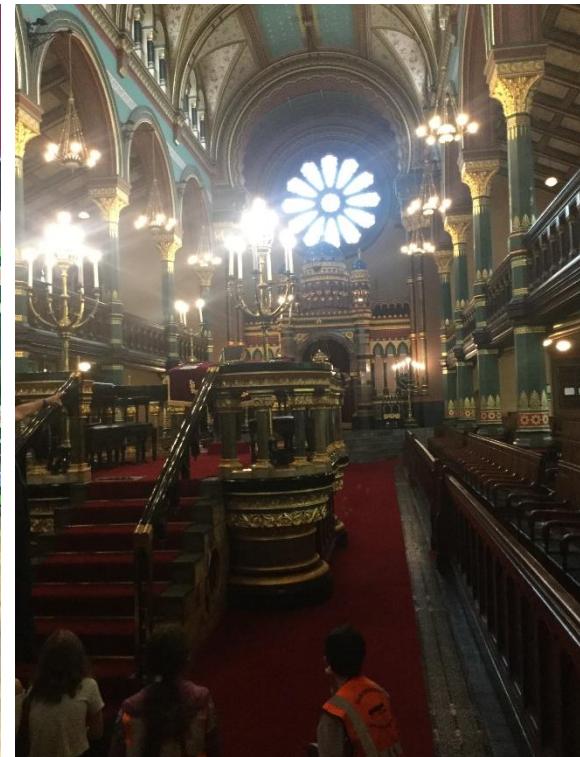
To see the core concepts explained, please click here: <http://www.understandingchristianity.org.uk/the-project/the-core-concept/>

The remaining 37% of our curriculum is made up from the exploration of other faiths along with multi-faith units which allow the children to explore a concept or worldview across multiple religions. In EYFS and Key Stage One, children also complete units about Judaism and Islam alongside Christianity in order to develop their understanding of monotheistic religions and establish an understanding of the elements these faiths share, as well as those that make them different to each other. In Key Stage Two, children's learning is extended to allow them to understand the concept of polytheistic religions along with a more focused look at non-religious worldviews. As such, children's learning additionally covers Hinduism, Buddhism and Humanism as well as building further on their knowledge of the faiths covered in Key Stage One. In order to teach these faiths, we use resources from the Lichfield Diocesan Board of Education and R.E. Today.

The key purpose of all the materials we use in the teaching of our R.E. is to support pupils in developing their understanding of worldviews and religions, as a contribution to their understanding of the world and their own experience within it. We do this by integrating pupils' developing understanding of significant theological concepts with their own self-understanding and understanding of the world.

At Bomere Heath we pride ourselves on our inclusive approach to curriculum delivery, and when appropriate we adapt our lessons and use of teaching resources in order to meet the individual needs of all learners. In order to assess children's development of R.E. knowledge and understanding, teachers assess formatively through each lesson and through the use of the key questions which are also used to focus teaching.

Throughout all of our R.E. teaching, we are keen to make the learning relevant and real to the children. Throughout their time at Bomere Heath, children have the opportunities to visit our local church, Holy Trinity Leaton, Shrewsbury Abbey and Lichfield Cathedral as well as visiting the Anglican and Catholic Cathedrals and a Synagogue in Liverpool during the fantastic Liverpool residential in Year 4. We also welcome visitors from a number of faiths and worldviews as part of our R.E. lessons, and children have had their learning experiences enhanced through visits from Imam Sohayb from Craven Arms Mosque, Rev. Hannah Lins from Leaton Church and a practising Buddhist Leader from the local Buddhist Centre.



	<u>Foundation Stage</u>	<u>Key stage 1</u>	<u>Lower Key stage 2</u>	<u>Upper Key stage 2</u>
<u>Beliefs and teachings (from various religions)</u>	<p>Children can talk about how they and others show feelings. They can, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p> <p>Children can play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p>	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <ol style="list-style-type: none"> describe the main beliefs of a religion; describe the main festivals of a religion. 	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children can:</p> <ol style="list-style-type: none"> describe the key teachings and beliefs of a religion; begin to compare the main festivals of world religions; refer to religious figures and holy books. 	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities.</p> <p>Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children can:</p> <ol style="list-style-type: none"> recognise and explain how some teachings and beliefs are shared between religions; explain how religious beliefs can shape the lives of individuals and contribute to society.
<u>Rituals, ceremonies and lifestyles (from various religions)</u>	<p>Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children can talk about past and present events in their own lives and in the lives of family members. They begin to recall and name some of the main festivals associated with religions. They know that other children don't always enjoy the same things and are sensitive to this.</p>	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ol style="list-style-type: none"> recognise, name and describe religious artefacts, places and practices; explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; observe when practices and rituals are featured in more than one religion or lifestyle. 	<p>Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve.</p> <p>Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Children can:</p> <ol style="list-style-type: none"> identify religious artefacts and how they are involved in daily practices and rituals; describe religious buildings and how they are used; explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. 	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities.</p> <p>Children also explore the rituals and ceremonies which mark important points in life. Children will have the opportunity to explore non-religious ways of life.</p> <p>Children can:</p> <ol style="list-style-type: none"> explain practices and lifestyles associated with belonging to a faith; explain practices and lifestyles associated with belonging to a non-religious community; compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles;

	<p>Children know about similarities and differences between themselves and others, and among families, communities and traditions.</p>			<p>d. show an understanding of the role of a spiritual leader.</p>
<p><u>How beliefs are expressed</u></p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another.</p>	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories.</p> <p>Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. name religious symbols and the meaning of them; b. learn the name of important religious stories; c. retell religious stories and suggest meanings in the story. 	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children explore a range of beliefs, symbols and actions to express meaning.</p> <p>Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. begin to identify religious symbolism in different forms of art and communication; b. looking at holy texts and stories, explain meaning in a story; c. express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. 	<p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication.</p> <p>Children explore a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. explore religious symbolism in literature and the arts; b. explain some of the different ways individuals show their beliefs; c. share their opinion or express their own belief with respect and tolerance for others.
<p><u>Time to Reflect & Personal Growth</u></p>		<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. identify things that are important in their lives; b. ask questions about the puzzling aspects of life; c. understand that there are similarities and differences between people. 	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. understand that personal experiences and feelings can influence their attitudes and actions; b. offer suggestions about why religious and non-religious leaders and followers have acted the way they have; c. ask questions that have no agreed answers, and offer suggestions as answers to those questions; 	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views.</p> <p>Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. recognise and express feelings about their identities and beliefs; b. explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers;

			d. understand that there are similarities and differences between people and respect those differences.	c. explain why their answers may be different from someone else's and respond sensitively.
<u>Values (in their own and others lives)</u>		<p>Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children can:</p> <p>a. look at how values affect a community and individuals;</p> <p>b. explain how actions can affect other people;</p> <p>c. understand that they have their own choices to make and begin to understand the concept of morals.</p>	<p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Children can:</p> <p>a. make informed choices and understand the consequences of choices;</p> <p>b. describe how shared values in a community can affect behaviour and outcomes;</p> <p>c. discuss and give opinions on morals and values, including their own.</p>	<p>Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship.</p> <p>Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.</p> <p>Children can:</p> <p>a. explain why individuals and communities may have similar and differing values;</p> <p>b. show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences;</p> <p>c. express their own values while respecting the values of others.</p>
<u>Vocabulary – To build on and include vocabulary from previous year(s)</u>				
<u>Christianity</u>	<p>Jesus</p> <p>parable</p> <p>meaning</p> <p>truth</p> <p>Church</p> <p>Worship</p> <p>God</p> <p>Pray</p> <p>Prayer</p> <p>Service</p> <p>Parish</p> <p>Amen</p> <p>Hymn</p> <p>Vicar/rector</p> <p>Festival names</p>	<p>Religion</p> <p>God</p> <p>Belonging/belong</p> <p>Christening</p> <p>Sign</p> <p>Symbol</p> <p>Christian</p> <p>Bible</p> <p>Prayer</p> <p>ICTHYS – fish</p> <p>Cross</p> <p>Crucifix</p> <p>Rosary</p> <p>Epiphany</p> <p>symbolism</p>	<p>Celebration</p> <p>Christingle</p> <p>All Saints day</p> <p>Advent</p> <p>Annunciation</p> <p>bread</p> <p>wine</p> <p>sharing</p> <p>remembering</p> <p>mandate</p> <p>forgiveness</p> <p>symbol</p> <p>sacrifice</p> <p>chalice</p> <p>paten</p>	<p>Christingle</p> <p>Symbolism</p> <p>Sign</p> <p>Festival of light</p> <p>Light of the world</p> <p>Prophecy</p> <p>Guiding light</p> <p>Simeon</p> <p>Gospel – good news</p> <p>Matthew / Luke</p> <p>Bethlehem / Egypt /</p> <p>Nazareth / Judah</p> <p>Magi</p> <p>Nativity</p> <p>Prophecy</p>

	<p>Precious Unique Special Love Respect Thanksgiving Advent Wreath</p>	<p>sign light nativity scene star presents Wise Men Magi Herod Worship Collective worship Assembly Praise Prayer Psalm verses / readings Wonder Celebrate Jesus God Bible Pray Prayer God Amen Thank you Sorry Please Bethlehem Nazareth Jerusalem disciple miracle human unique baptism/ baptised healing Son of God incarnation divine</p>	<p>atonement prayer unity love service Passover communion sacrament Last Supper new commandment Eucharist mass represent metaphorically Maundy Thursday Host mission salvation value worth annunciation innocents massacre nativity symbolism belief icons halo salvation incarnation</p>	<p>Gospels: Matthew, Mark, Luke & John narrative account similarities / differences Josephus Tacitus Pliny Old / New Testament Disobedience Consequences Sin Prophecy Crucifixion Sacrifice Resurrection Salvation</p>
<p>Islam</p>	<p>Mohammed Islam</p>	<p>Allah Muhammad (pbuh*) (or Mohammad) Beautiful names Qur'an</p>	<p>adhan Arabic muezzin mihrab</p>	<p>Pillars of Islam Sawm Shahadah Zakah</p>

		Muslims Islam Arabic calligraphy	submission ka'bah wudu Jumm'ah iman Tawhid minaret ka'bah salah or salat minbar rak'ah	Salah/salat Wudu Id-ul-Adha Id-ul-Fitr Hajj Halal
Judaism	Purim Haman	Torah respect Mitzvot commandments Shabbat Covenant rest Shalom Challah work Havdalah Kippah Creation Spices Holy scroll Simchat Torah synagogue	Menorah Torah breastplate yad reform orthodox mezuzah Tenakh Ketuvim Nevi'im Shema tallit Ark bimah tallit tzitzit mitzvot minyan Ner Tamid (everlasting light) Hanukkah Menorah Hanukiah	Relationship kosher Chosen covenant Abraham Magen David Israel Esther Torah Tenakh Shema mezuzah Tefillin holocaust Bar Mitzvah Bat Mitzvah
Hinduism	Diwali Ramayana Rama Sita Diva	Hindu Brahman Deity Murti Diwali Holi Brahma Vishnu Shiva Krishna	Mandir Murti Trimurti: Brahma; Vishnu; Shiva Arti Puja Aum Vedas Bindi Tilak Mara	Moksha Karma Reincarnation samsara avatar Krishna Rama Vedas Ramayana Mahabharata

		<p>Rama Lakshmi Saraswati Hanuman Ganesha (or Ganapati) Namkaran Mandir Aum/om</p>	<p>Worship Raksha Bandhan Rakhi Charanamrita parsad Brahmin Bhajans Diwali Rangoli pattern Symbol Lakshmi</p>	<p>Upanishads Bhagavad Gita Samskara Mendhi Upanayana Vivaha Antyeshti Dharma Atman Ahimsa</p>
<p>Buddhism</p>				<p>Prince Siddattha Gautama (or Siddhartha Gautma) Buddha Wheel of life Enlightenment temple Meditation shrine Nirvana Rebirth Four Noble Truths Eightfold Path</p>

Bomere Heath Religious Education Rolling Programme

September 2022 Onwards

2022/23 is Year A

Main Belief Systems

Key Stage One – Christianity, Judaism, Islam

Key Stage Two – Christianity, Judaism, Islam, Hinduism, Humanism

Year A (and Year C for KS2)

Class	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Pimhill	F5: Which Places are Special and Why? RE Today	Why do Christians Perform Nativity Plays at Christmas? UC	1.7 Who is Jewish and how do they live? RE Today	Why do Christians put a Cross in an Easter Garden? UC	How do we Celebrate Special Times? RE Today	Who did Jesus Spend Time with? G
Haughmond	1.8 What makes some places sacred to believers? RE Today	What are Festivals and why do we have them? LDBE	1.7 Who is Jewish and how do they live? RE Today	1.10 What does it mean to belong to a faith community? RE Today	Who made the World? UC	1.9 How should we care for others and the world and why does it matter? RE Today
Grinshill	What do Hindus Believe that God is like? RE Today	What is the Trinity? UC	What is it like to follow God? UC	Why do Christians call the day Jesus died 'Good Friday'? UC	What do Christians Learn from the Creation Story? UC	L2.9 How do festivals and worship show what matters to a Muslim? RE Today
Stiperstones	What does it mean to be a Hindu in Britain today? RE Today	What is the Trinity? (Digging Deeper) UC	What is it like to follow God? (Digging Deeper) UC	Why do Christians call the day Jesus died 'Good Friday'? UC	What do Christians Learn from the Creation Story? (Digging Deeper) UC	U2.8 What does it mean to be a Muslim in Britain today? UC

				Friday'? (Digging Deeper) UC	UC	RE Today
Wrekin	Why do Hindus try to be Good? RE Today	Was Jesus the Messiah? UC	What does it Mean if God is Holy and Loving? UC	What did Jesus do to Save Human Beings? UC	What Kind of King is Jesus? UC	U2.12 How does Faith Help People when Life gets Hard? RE Today

Year B (And Year D for KS2)

Class	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Pimhill	F4: Being Special: Where do We Belong? UC	Who Travelled to Bethlehem? G	1.6 Who is Muslim and how do they live? <i>Part One</i> RE Today	Why does Easter Matter to Christians? UC	Why is the word 'God' so Important to Christians? UC	F6: Which Stories are Special and Why? RE Today
Haughmond	What is the Good News that Jesus brings? UC	Why does Christmas Matter to Christians? UC	1.6 Who is Muslim and how do they live? <i>Part One</i> RE Today	Why does Easter Matter to Christians? (Digging Deeper) UC	1.6 Who is Muslim and how do they live? <i>Part Two</i> RE Today	What do Christians believe God is Like? UC
Grinshill	What is the Trinity? UC	L2.11 How and why do people mark the significant events of life? RE Today	What kind of World did Jesus want? UC	L2.12 How and why do people try to make the world a better place? RE Today	When Jesus left, what was the Impact of Pentecost? UC	L2.10 How do festivals and family life show what matters to Jews? RE Today
Stiperstones	What is the Worldwide Church? LD BE	Why is Light an Important Sign at Christmas? Guildford	What Kind of World did Jesus want? (Digging Deeper) UC	Is Life like a Journey? LD BE	When Jesus left, what was the Impact of Pentecost? (Digging Deeper) UC	U2.9 Why is the Torah so important to Jewish people? RE Today

Wrekin	What would Jesus do? UC	U.2.11 Why do Some People Believe in God and some people not? RE Today	U2.10 What Matters most to Humanists and Christians? RE Today	What Difference does the Resurrection make for Christians? UC	How can Following God Bring Freedom and Justice? UC	Creation & Science: Conflicting or Complementary? UC
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