

**RE at
Almond Hill Junior School
2024-2025**



Subject Intent Statement

At Almond Hill, children are taught in a range of ways including using visits and artefacts, about the 6 major world religions and other worldviews and are encouraged to make links about the things that unite us. Children cover all the areas in the Hertfordshire Agreed Syllabus of Religious Education. Their knowledge helps them to become more understanding and tolerant of others and helps them to identify intolerance. Children understand the beliefs and practices of themselves and others, they can consider in quiet reflection and can discuss ultimate questions from differing viewpoints.

Implementation

RE is taught weekly at Almond Hill. All children learn about Christianity plus at least one other religion or worldview per year group. This builds on what is taught at KS1 linking their learning on Christianity and that of Islam, linked in Y3. Each skill is part of a spiral curriculum so skills are revisited and built upon. We use the Hertfordshire Agreed Syllabus of Religious Education 2023-2028, and use the non-statutory guidance 'Religion for Today and Tomorrow' to help inform our planning. We use a range of teaching techniques and activities that may not result in a written outcome, including discussion, debate, quiet reflection and drama. Children have opportunities to go on visits and have visitors to speak to, and lessons build on this first-hand experience. Any child that follows a religion is able to build on and explore their faith whilst others consider what these ideas mean to them. Children are prompted to reflect on their current knowledge and links to their own lives.

Topics/Units Across the Key Stage **Y4-6 under review 2024-25 – topics may be changed**

| | Autumn | Spring | Summer |
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| 3 | Christian worship and symbols Islamic beliefs and practices Christmas | Religious communities and commitments Similarities between Christianity and Islam | What is right? What is fair? Ultimate questions |
| 4 | Symbols The importance of sharing food Worship in a Sikh home Christmas | Belonging and commitment Prayer Celebrations including Easter | Special books and sacred texts Morals and values |
| 5 | Jewish beliefs and practices Light as a symbol Hannukah and Advent | Celebrations related to key figures in Judaism and Christianity | Leaders in religious communities Creation stories and the ultimate questions they raise |
| 6 | Christian and Buddhist beliefs and practices Suffering Christmas | Expressing faith in art, drama and song The importance of Jesus | Ideas about God Human responsibility for the environment |

Progression of skills

| Area | Year 3 | Year 4 | Year 5 | Year 6 |
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| Beliefs and practices | Describe features of the different religions studied and begin to make connections including rituals, the way festivals are celebrated. Be able to explain the reasons behind some of these features | Describe and make connections between different features of the religions studied and discover more about the significance of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations | Describe, make connections and reflect on some religious views studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities | Describe, make connections and reflect upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations |
| Sources of wisdom | Describe and interpret a range of stories and artefacts. Be able to ask questions about them and why they might impact on individual believers | Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers | Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Recognising the impact on individual believers and developing an understanding of the impact on communities. | Investigate, interpret and respond to a range of stories, sacred writings and sources of wisdom and authority reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities |
| Symbols and actions | Give examples of how different beliefs and actions communicate meaning. Notice and begin to describe some similarities between communities | Explain how a range of beliefs, symbolic expressions and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities | Compare how and why a range of beliefs, expressions and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between communities. | Explore and describe beliefs, practices and symbols and their deeper meanings, in order to understand different ways of expressing meaning |
| Prayer, worship and reflection | Describe why and where people of faith connect to prayer and worship. Participate in periods of stillness and quiet thought and begin to express their reflections | Describe why and where people of faith connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections | Describe why and where people of faith connect to prayer, worship and sacred spaces. Participate in periods of stillness and quiet thought and where appropriate express personal reflections | Research and explore varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer, reflection, meditation and stillness |

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| Identity and belonging | Talk with others about how belonging to a faith community might help an individual. Discuss what a leader does, why and why they might help others | Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders | Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions about how leadership helps themselves others in their lives | Explore and describe the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and consider why belonging to a community may be valuable in their own lives |
| Ultimate questions | Respond to a range of 'how' and 'why' questions, and ask 'if' questions, about making sense of the world, expressing personal reflections | Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections | Present some views, including their own, in answer to questions about belonging and meaning | Discuss and present thoughtfully, through a range of media, their own and others' views and challenging questions about belonging, meaning, purpose and truth |
| Human responsibility and values | Discuss situations where people show and care for others, including in and across religious communities. Discuss the reasons why people do this. | Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility | Discuss understanding of how diverse communities can live together respectfully, naming important values that they share. Understand how religions shape responsibility for their followers. Link responsibility and values to the stories they know | Consider and apply ideas about ways in which diverse communities can live together for the well-being of all. Respond thoughtfully to ideas about values, respect and human responsibility |
| Justice and fairness | Consider and discuss questions on rules (in their lives and religious rules) including choices about what is right and wrong, just and fair | Consider and discuss questions on matters that are important in the world including choices about what is right and wrong | Ask and begin to answer challenging questions applying their own and others ideas about responsibility and what is right and wrong, (including in the context of religious rules and values) considering the possible effects of different choices. | 4Discuss and apply their own and others' ideas about ethical questions reflecting on ideas about what is right and wrong and what is just and fair |

Developments in RE at Almond Hill

At Almond Hill, we know that it is important to store facts in our long-term memories. We are developing our RE curriculum to allow us to remember more important facts so that we can apply these using the 8 skills from the Hertfordshire Agreed Syllabus. We will do this by taking part in recap quizzes each lesson and making sure that our curriculum is spiral and builds on our previous knowledge particularly when we study Christianity. We hope that these changes will allow us a greater and deeper understanding of all religions. The Y3 curriculum has been redeveloped during 2023-24 and Y4-6 will be redeveloped over the course of 2024-25.