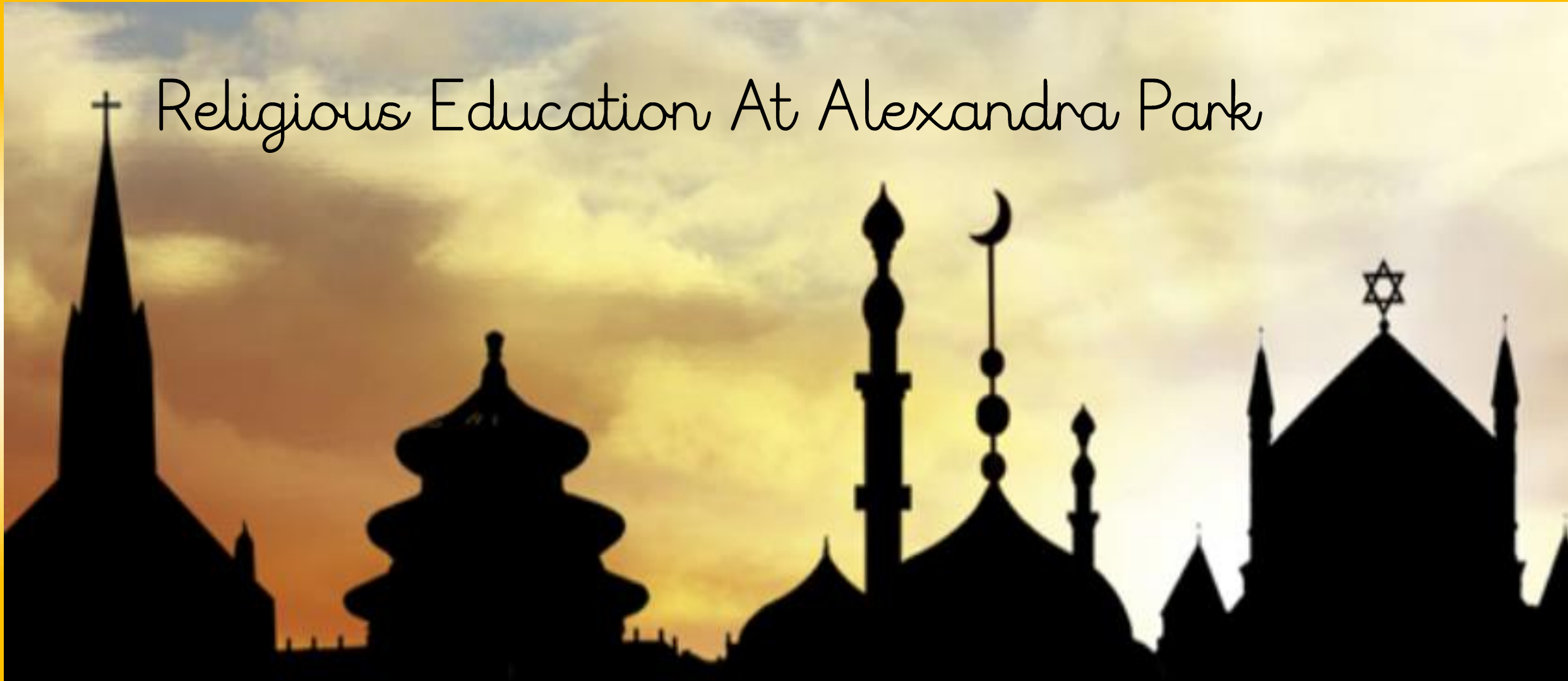




*Alexandra Park Junior School*

# ✝ Religious Education At Alexandra Park





# Religious Education At Alexandra Park

**Disciplinary Knowledge:** is taken from the Oldham agreed syllabus, which is driven by disciplinary questions.

**Substantive Knowledge:** the curriculum and units are adapted to suit the needs of each year group and the teachers research which is the best way to do this.

**Personal Knowledge:** is applied throughout where the children can reflect and make links.

# Intent



At Alexandra Park, we believe that it is vital for all our pupils to learn from and about religion so that they can understand the world around them. We believe that Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development.

*Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection.*

We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area and religious visitors.



# Implementation



Alexandra Park Junior School

Religious Education is unique in the school curriculum in that it is neither a core nor a foundation subject, however the Guidance released in 2010 views it as an important curriculum subject. Alexandra Park shares this view and has adopted the Oldham Agreed Syllabus as the chosen approach to content and context.

In order to deliver the aims and expected standards of the Oldham Agreed Syllabus, it is expected that Key Stage 2 will allocate, 6 hours, per half term as well as weekly class worship sessions. Over their time at Alexandra Park, we aim to give children a broad and balanced experience of the world's main religions as detailed below:

7-11 year old, Christianity, Hinduism, Judaism, Islam and possibly additionally another religion or worldview represented in the school.

Non-religious perspectives on belief and spirituality is studied, Humanism is a visible example of a UK based non-religious worldview.

The beliefs and religions of children represented in the class, school and local community, including non-religious worldviews, should form a part of individual classes learning.

# Implementation



Alexandra Park Junior School

At Alexandra Park, we aim to offer the following experiences and enrichment opportunities as a part of the Religious Education syllabus:

- \* Handling artefacts
- \* Exploring sacred texts
- \* Drama to express feelings and ideas
- \* Responding to images, games, stories, art, music and dance
- \* Meeting visitors from local religious communities
- \* Making visits to religious places of worship where possible, and where not, making use of videos and the internet
- \* Taking part in whole school events- (multi-faith days, school performances)
- \* Participating in moments of quiet reflection
- \* Using ICT to further explore religion and belief globally
- \* Comparing religions and worldviews through discussion
- \* Debating and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these

# Implementation



Alexandra Park Junior School

## RE in KS2: Programme of Study

What do pupils get out of RE at this key stage?

Pupils will extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will be introduced to an extended range of sources and subject specific vocabulary. They will be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils will learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Teaching of RE in Key Stage 2 is set on a three-unit structure. These are compulsory units with a baseline assessment and end of unit.

The compulsory units follow the theme of worship and celebration.



# Implementation



Alexandra Park Junior School

They will study Christianity, Islam, Judaism and Hinduism (as a minimum) across the Key Stage.

The path across is worship and celebrations.

Year 3 (Green must be taught)

L2.1 What do Jewish people believe and how do they live?

L2.2 What do different people believe about worshipping God?

L2.3 Why do people pray?

L2.4 What kind of world did Jesus want? Why?

L2.5 How do festivals and family life show what matters to Jewish people?

L2.6 What does it mean to be a Christian in Britain today?

Year 4 (Green must be taught)

L2.7 What does it mean to live in a Hindu community today?

L2.8 Why do some people think Jesus is inspirational? Salvation, sacrifice, inspiration

L2.9 What are the deeper meanings of the festivals?

L2.10 Why do Christians call the day Jesus died 'Good Friday'?

L2.11 What can we learn from religions about temptation, right and wrong?

L2.12 What helps Hindu people as they try to be good? U

Upper KS2: 5 (Green must be taught)

U2.1 Values: What matters most to Humanists?

U2.2 How do Christians celebrate Christmas around the world?

U2.3 What are the different ways to worship? What are the differences and similarities between religions?

U2.4: Keeping the 5 Pillars of Islam: How do Muslim beliefs make a difference to their way of living?

U2.5 Christian Aid, Islamic relief and non-religious charities - can charity change the world? Why does faith make a difference?

U2.6 What is a pilgrim? Does a pilgrimage have to be a place of worship?

Upper KS2: Year 6 (Green must be taught)

U2.7 How does faith enable resilience?

U2.8 Christmas in the Gospels: Why do Christians believe that Jesus is the Messiah? [Incarnation]

U2.9 How and why do some people inspire others?

U2.10 Is it better to express your religion in arts and architecture or in charity and generosity?

U2.11 What does religion look like in Oldham? What will make our community a more respectful place?

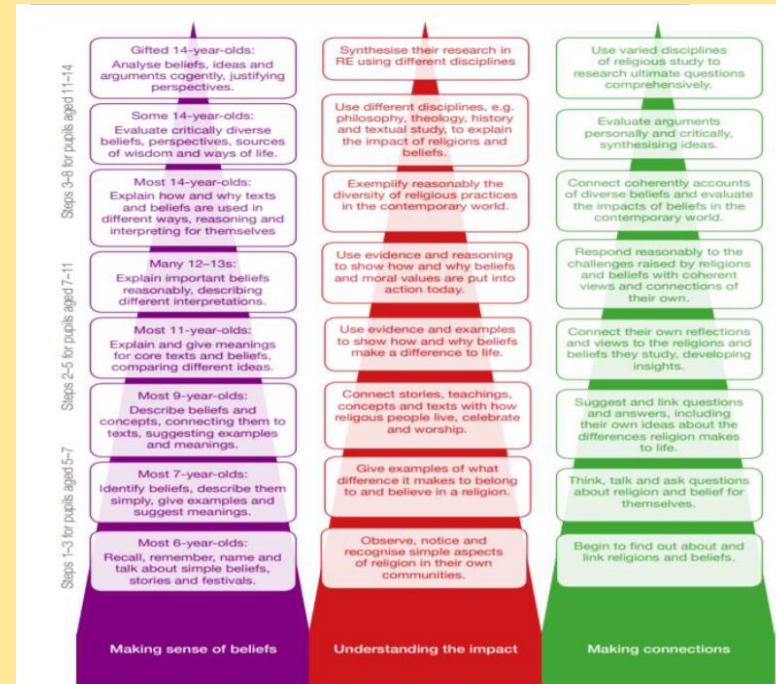
U2.12 If God is everywhere, why go to a place of worship?

\*Green is what must be taught, and blue are the units that can be linked together.



## Impact

We aim for all pupils to achieve statutory end of phase outcomes - Each of the three elements of the teaching and learning approach are important, and pupils should make progress in all of them. Each unit provides learning outcomes specific to each question, leading to these end-of-phase outcomes. Teachers will recognise that this approach balances skills with core knowledge. The outcomes are woven into every aspect of the planning, teaching, learning and assessment of this syllabus.







# Impact - Term assessment

Each unit starts with a baseline assessment.

First, the children are induced to the subject based vocabulary and the enquiry question. Each child then answers said question, in pencil, with what they understand. This question is revisited at the end of the unit, using another colour. End of unit assessments are used to inform our assessment of RE.

The judgement of the teacher about the child's achievements, this is an important factor and is used in conjunction with the end of unit assessment.

The purpose of the assessment is to assess the children's working knowledge and understanding of the unit. This will support the planning for the next unit of planning. Children's progress is reported to parents in the end of year reports.

Teachers moderate across the year.

SUBJECT: Religious Education		Year 4
TOPIC: What are the deeper meanings of festivals?		
Anchor Words	Goldilocks Words	Step-on Words
		
Aum Rangoli Holy Week Celebration Festival Diwali Eid-ul-Fitr Passover Palm Sunday Good Friday Easter Sunday	Murti Vaisakhi Sacrifice Mortality	Rangoli Reincarnation Penitence
<div>What are the deeper meanings of festivals?</div>		



# Impact - Term assessment

End of unit assessments are used to inform our assessment of RE.  
The judgement of the teacher about the child's achievements is the most important factor and is used in conjunction with the end of unit assessment.

The purpose of the assessment is to assess the children's working knowledge and understanding of the unit. This will support the planning for the next unit of planning.  
Children's progress is reported to parents in the end of year reports.  
Teachers moderate across the year.

Teacher judgment based on end of unit assessment and about the child's achievements within RE.  
Judges made:

Band 3 - Year 3  
Band 4 - Year 4  
Band 5 - Year 5  
Band 6 - Year 6

Child has been part of session: Red (Working towards)  
Active, blue (Achieved)  
Lead session, made links unprompted, yellow (mastered)

Band 3 (4 statements)

I can recognise features of religious life and practice

I can recognise some religious symbols and words

I can identify aspects of their own experience and feelings, in the religious material studied



# Impact - Term assessment

## Band 3 (4 statements)

I can recognise features of religious life and practice

I can recognise some religious symbols and words

I can identify aspects of their own experience and feelings, in the religious material studied

## Band 4 (5 statements)

I can identify some religious beliefs, teachings and practices and know that some characteristic of more than one religion

I can suggest meaning in religious symbols, languages and stories

I can respond sensitively to others' experiences, feelings, values and concerns, including those with a faith, particularly in relation to matters of right and wrong

I realise that some questions which cause people to wonder are difficult to answer

## Band 5 (5 statements)

I can make links between these and the way in which religions express themselves

I can compare aspects of my own experiences and ideas about questions which are difficult to answer with those of others

I can identify what influences my life

I can make links between values and commitments, including religious ones, and my own attitudes or behaviour

## Band 6 (7 statements)

I can show understanding of what belonging to a religion involves

I can show how religious beliefs, ideas and feelings can be expressed in a variety of forms, they can give meaning for some symbols, stories and language, using technical terminology

I can ask questions and suggest answers from my own and others' experiences

I can ask questions and suggest answers about the significant experiences of key figures

I can ask questions and suggest answers about the puzzling aspects of life

I can ask questions about the moral and religious understanding of why certain things are held to be right or wrong

# Impact

At the time of writing all children were taking part in RE session.

## **Inclusion and the Parental Right of Withdrawal from RE**

Oldham SACRE recognises that parents have a legal right to withdraw pupils from RE. This RE syllabus is open, plural and educational in its aims, and is suitable for all pupils, so we seek to minimise the exercise of the right of withdrawal. In particular, we do not support selective withdrawal, holding that the 'conscience clause' of withdrawal from RE was made law to protect the rights of parents to nurture children in their own faith. For this reason, we recommend schools consider putting a notice like this in their prospectus and on their website, so that parents understand and support school policy on inclusive RE when they choose the school.

'Religious Education is plural, open and inclusive, and suitable for all pupils. It is an educational subject in which children learn to understand their own beliefs and those of others. RE does not seek to influence pupils' views in support of any particular religion or worldview. Any parent considering withdrawing a pupil from RE should contact the school to arrange a meeting to discuss the issue, and suggest alternative work from their own religion / worldview for their child. The school, in line with SACRE policy, does not support selective withdrawals from parts of the RE Syllabus.'

# Main objectives



## Progression of Knowledge and skills

Religious Education PROGRESSION OF KNOWLEDGE AND SKILLS 2021/22

STRAND Taken from Oldham SACRE	KS1	KS2
Making Sense of beliefs  Understanding the impact  Making connections	<p>Element 1: Making sense of beliefs. Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation.</p> <p>Element 2: Understanding the impact. Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world; appreciating and appraising different ways of life and ways of expressing meaning.</p> <p>Element 3: Making connections Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied, and consider how these ideas might challenge their own thinking; and discerning possible connections between the ideas and pupils' own lives and ways of understanding the world; expressing critical responses and personal reflections.</p>	<p>Lower KS2</p> <ul style="list-style-type: none"> <li>Identify and describe the core beliefs and concepts studied</li> <li>Make clear links between texts/sources of wisdom and authority and the core concepts studied</li> <li>Offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers</li> <li>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Describe how people show their</li> </ul>

\*I can ask questions about different religious beliefs and lifestyles, respecting others' faiths.

\*I can identify the impact religion has on believer's lifestyles.

\*I can make links between values and commitments, and my own attitudes and behaviour.

*L2.7 What does it mean to live in a Hindu community today?*

*L2.10 Why do Christians call the day Jesus died 'Good Friday'?*

*L2.11 What can we learn from religions about temptation, right and wrong?*

\*I can use developing religious vocabulary to describe sources, authorities, practices, beliefs, lifestyles, ideas, feelings and experiences.

\*I can understand the impact of religion on people's lifestyles.

\*I can suggest answers to questions of sacredness, identity, belonging, meaning, purpose, truth, values and commitments.

\*I can make links between faiths, and describe some similarities and differences both within and between religions.

\*I can understand what inspires and influences others and myself.

\*I know how to ask appropriate questions about religious beliefs and lifestyles.

\*I understand the values and commitments, of my own and others' attitudes and behaviour.

\*I know that similarities and differences illustrate distinctive beliefs within and between religions.

\*I can understand the sources and arguments explaining different answers from different traditions to ultimate questions.

*U2.7 How does faith enable resilience?*

*U2.9 How and why do some people inspire others?*

*U2.10 Is it better to express your religion in arts and architecture or in charity and generosity?*

\*I can understand the impact of religion and belief upon individual, communities and societies.

\*I can use religious vocabulary to explain religions and beliefs and beliefs, explaining reasons for diversity within and between them.

\*I can express insight into my own and others' views on questions of sacredness, identity and belonging.

\*I can understand the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.

\*I can use examples to express insight into world issues.

\* Give examples of how people use stories, texts and teachings to guide their beliefs and actions

\* Give examples of ways in which believers put their beliefs into practice

\* Think, talk and ask questions about whether the ideas they have been studying have something to say to them

\* Give a good reason for the views they have and the connections they make

beliefs in how they worship and in the ways they live

\* Identify some differences in how people put their beliefs into practice

\* Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live

\* Make links between some of the between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.

\*Make clear connections between what people believe and how they live, individually and in communities

\*Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. In different communities, denominations or cultures

\*Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. Believers and atheists)

\*Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently.

\*Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

*L2.1 What do Jewish people believe and how do they live?*

*L2.2 What do different people believe about worshipping God?*

*L2.3 Why do people pray?*

\*I can use religious vocabulary (as set out in knowledge mat) to describe some key features of religions.

\*I can begin to find out compare and contrast similarities and differences in christian, Muslim Jewish and Hindu pray.

\*I can identify the impact religion has on believer's lifestyle.

*U2.1 Values: What matters most to Humanists?*

*U2.3 What are the different ways to worship? What are the differences and similarities between religions?*

*U2.4: Keeping the 5 Pillars of Islam: How do Muslim beliefs make a difference to their way of living?*

\*I can use relevant religious vocabulary to explain the impact of beliefs upon individuals and communities.

\*I can suggest answers to questions of sacredness, identity, belonging, meaning purpose truth values and commitments relating them to their own and others' lives.

\*I can express what inspires me, expressing my own and others views on the challenges of belonging to a religion.

\*I can use examples to express insight to relationships between beliefs and authority teachings.

CONSOLIDATION

Revisit Christianity and Islam

Revisit Christianity, Islam, Hinduism and Judaism





## Our Next Steps

- Project knowledge mats, are used to build on vocabulary across the school, threading language into the curriculum, ensuing children have a full understanding of the meaning and can apply to their own vocabulary.
- To use and understand RE language. (Subject based)
- To thread and link RE throughout the project.








Alexandra Park Junior School

# RE - Vocabulary across school.

Year 3	Year 4	Year 5	Year 6
Star of David	Dharma	Love	Faith
Torah	Ugriy	Forgiveness	Resilience
Shabbat	Digie	Peace	Suffering
Maswah	Puja	Honesty	Hope
Menorah	Ura	prayer	Life
Chanukah	Art	worship	Death
Kosher	Morje	friendship	After-life
Challah	Shogee	honesty	Alman
Seder plate	Holy Week	integrity	Samara
Matzah	Salvation	love for the truth	Makha
Kippah	Sacrifice	personal	Brahman
Trinity - Father, Son and Holy Spirit	Inspiration	responsibility	Advent
Allah	Celebration	reciprocity	Messiah
Trimurti	Festival	atheism	Christ
Brahma (creator)	Dwali	choice	Saviour
Vishnu (preserver)	Eid-ul-Fitr	good and bad	Incarnation
Shiva	Passover	right and wrong	Inspiration
Calligraphy	Vaisakhi	morality	Jesus
Ugriy	Rogit	values	Discipline
The Gaygry Mantra	Penance	consequences	Belief
Sarah	Mortality	Advent	Faith
Ayur Veda	Sacrifice	Lilla Jyogitex	God
Possessions	Reincarnation	Syehogitex	Art
Qualities	Sin	Orthodox	Zakat
Jesus	Holy Week	Maga	Syayy
Disciples	Prayer-worship	Allah	Makha
'Fishes of People'	Palm Sunday	Haji	Hij
Rosh Hashanah	Good Friday	Pillar	Prophet
Shofar	Easter Sunday	Imam	Imam
Jyghit	Hope	Syehogitex	Minaret
Yom Kippur	Joy	prophet	Musazin
Passah/Passover	Sadness	Salah	Ugriy
Talmud	Templation	Mineat	Qur'an
Sacred	Serpent	Zabiy	Ganges
Charity	Punishment	Musazin	Louder
	Promise		Basilica

Community	Behave	Syayy	Zakat
Belief	Grateful	Ugriy	Sacred
God	Karma	Makha	Mosque
Worship	Dharma	Qur'an	Mandir
Christian	Samara	Almsgiving	Synagogue
Christianity	Makha	Zakat	
Church	Brahman	Ugriy	
Bible	Alman	Generosity	
Crucifix	Makha	charity	
Priest/Vicar	Reincarnation	friendship	
	Pythagoras	justice	
	Art	stewardship	
	Karma	fundraising	
	Ugriy	fairness	
		being empowered	
		emergency aid	
		development	
		Pilgrims	
		Pilgrimage Journey	
		Pillar	
		Syehogitex	
		Salah	
		Zakat	
		Syayy	
		Makha	
		Hij	
		Prophet	
		Imam	
		Minaret	
		Musazin	
		Ugriy	
		Qur'an	
		Ganges	
		Louder	
		Basilica	

SUBJECT: Religious Education		Year 3
TOPIC:		
Anchor Words	Goldilocks Words	Step-on Words
		
Star of David Torah Seder plate Kippah Yom Kippur Passah/Passover  Allah  Jesus Disciples God Worship Church Bible Crucifix Priest/Vicar  Christian Christianity  Charity	Shabbat Maswah Menorah Chanukah Kosher Challah Matzah Shofar Rosh Hashanah  Trinity - Father, Son and Holy Spirit  Calligraphy Qualities  Brahma (creator) Vishnu (preserver) Shiva Trimurti	Talmud  Father of People  The Gaygry Mantra



# Displays



*Alexandra Park Junior School*



This is RE at Alexandra Park .....



Alexandra Park Junior School

# Displays - What RE looks like.

What RE looks like at Alexandra Park:

Alex Park school is part of a community, we teach children the importance of caring, being part of the community.

Look on our website to see how we are out and about in the community being kind.

Taking part in whole school celebrations as well as days to remember.

We provide class worship every day (At the end of the school day within class) including whole school celebration assembly. We link with each class' celebrations and achievements, ongoing topic, sharing thoughts and learning.

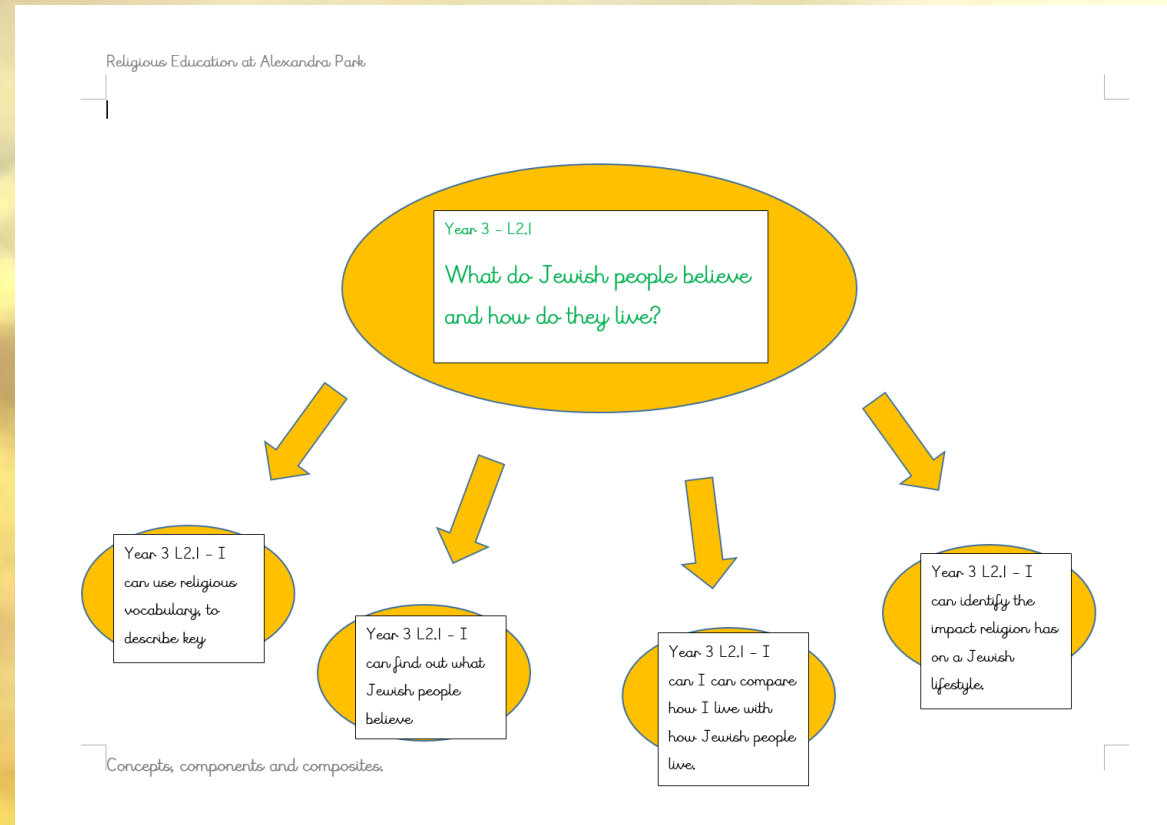
Our next steps to ensure we have a full coverage of RE.





# Year 3 -

Year 3 – L2.1  
Composites  
with I can components.  
(Use these to inform lesson  
starting points)





RE looks like...

# Year 3


TLC- CAN I DISCUSS WHAT IS PRECIOUS TO ME?

Task three: Children to draw their 'what is precious to them' and label it.

TLC- CAN I DISCUSS WHAT IS PRECIOUS TO ME?


Steps to success:

- I can say what the word precious means.
- I can discuss what is precious to me.
- I can explain why something precious to me.



TLC- CAN I DISCUSS WHAT IS PRECIOUS TO ME?

Task one: What does the word precious mean?



Year 3: RE Judaism Knowledge Mat

Subject Specific Vocabulary	Interesting information	Sticky Knowledge about Judaism
<p><b>Shabbat</b> A word placed on the door frame.</p> <p>Used on Shabbat and during festivals.</p> <p><b>Star of David</b> The symbol of the Jewish people.</p> <p><b>Shema</b> The first verse of the Shema prayer.</p> <p><b>Shema Yisrael</b> The first verse of the Shema prayer.</p>	<p><b>Shema Yisrael</b> The first verse of the Shema prayer.</p> <p><b>Shema Yisrael</b> The first verse of the Shema prayer.</p> <p><b>Shema Yisrael</b> The first verse of the Shema prayer.</p> <p><b>Shema Yisrael</b> The first verse of the Shema prayer.</p> <p><b>Shema Yisrael</b> The first verse of the Shema prayer.</p>	<p><b>Shema Yisrael</b> The first verse of the Shema prayer.</p> <p><b>Shema Yisrael</b> The first verse of the Shema prayer.</p> <p><b>Shema Yisrael</b> The first verse of the Shema prayer.</p> <p><b>Shema Yisrael</b> The first verse of the Shema prayer.</p> <p><b>Shema Yisrael</b> The first verse of the Shema prayer.</p>

## Unit L2.1

Question: What do Jewish people believe and how do they live?

Skills: Investigate, Describe, compare and contrast

Can you compare your own home life / Jewish home life?

Spot connections.

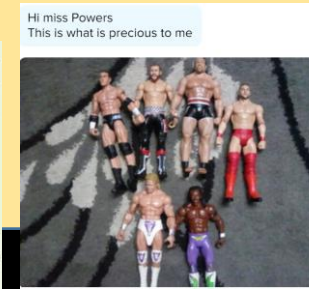
Venn Diagrams.

TLC- CAN I DISCUSS WHAT IS PRECIOUS TO ME?

Task two : Think about, what is precious to you? What special time do you have to remember?

Why is it important?

\*Discuss as a class.




Like Comment

Miss Powers  
Teacher  
12 hours ago

Wow! thank you for sharing what is precious to you. What would you pick if you had to pick just one?

Hafsa Ahmed  
Miss Powers  
Teacher  
a few seconds ago

Thank you for sharing.

Write a comment...

RE looks like...

# Year 3



Alexandra Park Junior School



## Year 3: RE Mixed Faith Knowledge Mat

Subject Specific Vocabulary	Faith at Home	Interesting poems and stories	Sticky Knowledge about Mixed Faith
Moses	Faith is shown in different ways through symbols, actions, music, words and scriptures.	Who In the heat of the day in the green of the forest Who in the heat of the day in the green of the forest Who in the heat of the day in the green of the forest	The Night of Power - Laylat-ul-Qadr - is considered to be the most night in the Islamic calendar. This was the night when the first verses of the Holy Quran were revealed to the Prophet Muhammad (PBUH) by Angel Jibril. This night falls within the last 10 days of Ramadan. It is widely believed to be the 27th day of the Holy month. This is a night of great remembrance and worship to Allah (SWT)
Quran	☆	Om	Om
Faith	✝	Moses and the Burning Bush (Exodus 3:1-15)	God is represented in different ways Om - art Muslims - calligraphy Hindu - symbols
Belief	✝	Thinking Task	The 99 names of Allah
Worship	✝	How do people show/express encounters with God? How does that help believers to understand God's relationship with people?	In the Hindu religion, the concept of the cosmos is personified by a tree of desire, namely the Trimurti. The Trimurti or tree is also referred to as Brahma - which stands for Brahman the creator, Vishnu the preserver and Shiva the destroyer. The three represent the aspects of human existence: birth, life and death. Although there are many depictions of the Trimurti, often they have three heads branching from one neck, each facing in a different direction.
Bible	✝	How do people show their belief in how they worship?	Religion uses all the senses in worship what people see, touch, taste, smell, hear
Calligraphy	✝	How do people express trust and faith in our everyday lives?	Sometimes faith is 'all in the mind' people don't always have signs and deliberately shut senses listening for the over-sense
Encounter	✝	Can you tell me about something you have heard about something you see but have heard about (importance for Muslims)	
Trimurti	✝		

## Unit L2.2

Question: What do different people believe about worshipping God?

Skills: Explain, Summarise, Compare and Contrast

Assessment:

As a class discussion encourage children to reflect on pupils' own questions and ideas about God and worship in the light of their learning.

Individually children to write their own poem with each line starting

God is ....



## Year 3 - Assessment

End of unit assessments are used to inform our assessment of RE.

The judgement of the teacher about the child's achievements is the most important factor and is used in conjunction with the end of unit assessment.

The purpose of the assessment is to assess the children's knowledge and understanding of the unit. This will support the planning for the next unit.

Children's progress is reported to parents in the end of year reports.

Teachers moderate across the year.

Unit Assessment:  
What do Jewish people believe and how do they live?

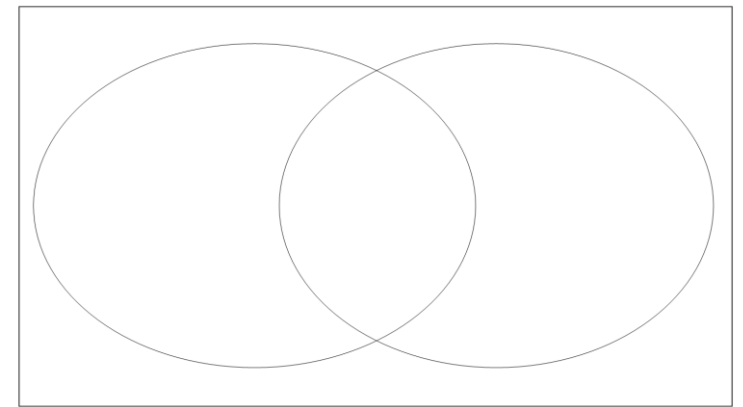
Can you compare your own home life / Jewish home life?

Spot connections.

Venn Diagrams.

Year 3: RE Judaism Knowledge Mat		
Subject Specific Vocabulary	Interesting sub-topics	Sticky Knowledge about Judaism
<p><b>Shabbat</b> A word placed on the doorposts.</p> <p>Used on Shabbat and during festivals.</p> <p><b>Star of David</b></p> <p><b>Food</b> Food is an important part of Jewish life.</p> <p><b>Shabbat</b> A day of spiritual renewal and rest, starting at sunset on Friday evening and ending at sunrise on Saturday.</p> <p><b>Torah</b> The first five books of the Bible.</p>	<p><b>Shabbat</b> A day of spiritual renewal and rest, starting at sunset on Friday evening and ending at sunrise on Saturday.</p> <p><b>Torah</b> The first five books of the Bible.</p> <p><b>Shema</b> The first verse of the Shema prayer.</p> <p><b>Shema Yisrael</b> The first verse of the Shema prayer.</p> <p><b>Shema Yisrael</b> The first verse of the Shema prayer.</p>	<p><b>Shema</b> The first verse of the Shema prayer.</p> <p><b>Shema Yisrael</b> The first verse of the Shema prayer.</p> <p><b>Shema Yisrael</b> The first verse of the Shema prayer.</p>

Jewish Faith Assessment Year: 3  
ILC: Can I compare my home life with a Jewish home life.





# Year 3 - Assessment

End of unit assessments are used to inform our assessment of RE. (L2.1-6)

**Unit Assessment:**  
What do different  
people believe  
about  
worshipping  
God?

As a class discussion encourage children to reflect on pupils' own questions and ideas about God and worship in the light of their learning.

Individually children to write their own poem with each line starting  
God is .....

**Unit Assessment:**  
Why do people  
pray?

**Design a Prayer room : applying learning to our multi-faith schools and society**

Ask pupils to design prayer rooms for believers from the religions studied to use. They might imagine it is for an airport or shopping centre or hospital used by Christian, Jews, Hindus and Muslims and by non-religious people, for reflection. What special features would the room need in order for everyone to be able to use it?

**Unit Assessment:**  
Design an ideal  
world

**Design YOUR Ideal World**

**Design Jesus' Ideal World**

Compare and Contrast  
Similarities  
Differences

**Unit Assessment:**  
How do festivals  
and family life  
show what  
matters to Jewish  
people?

Begin with a discussion about what family ritual pupils have in their lives. Ask are they special to you? Do you value them? Next make connections with the way Jewish family life and festivals encourage a reflective approach.

Activity: Children to draw a family ritual (in detail) and write a detailed paragraph about why it is important to them? Why it is special? Why they value it? Complete this activity by asking children to write a paragraph which makes a connection with the way a Jewish family religious ritual is similar. (for SEND or LA children, CT talk about the above and scribe)

**Unit Assessment:**  
What does it  
mean to be a  
Christian in  
Britain today?

Children to write about Christians and their lives.  
Children to create a poster about how Christians lives look today.  
Show children an image of inside the church and ask them to label artefacts and important parts of the church.  
Draw what could be happening in a sacred place.



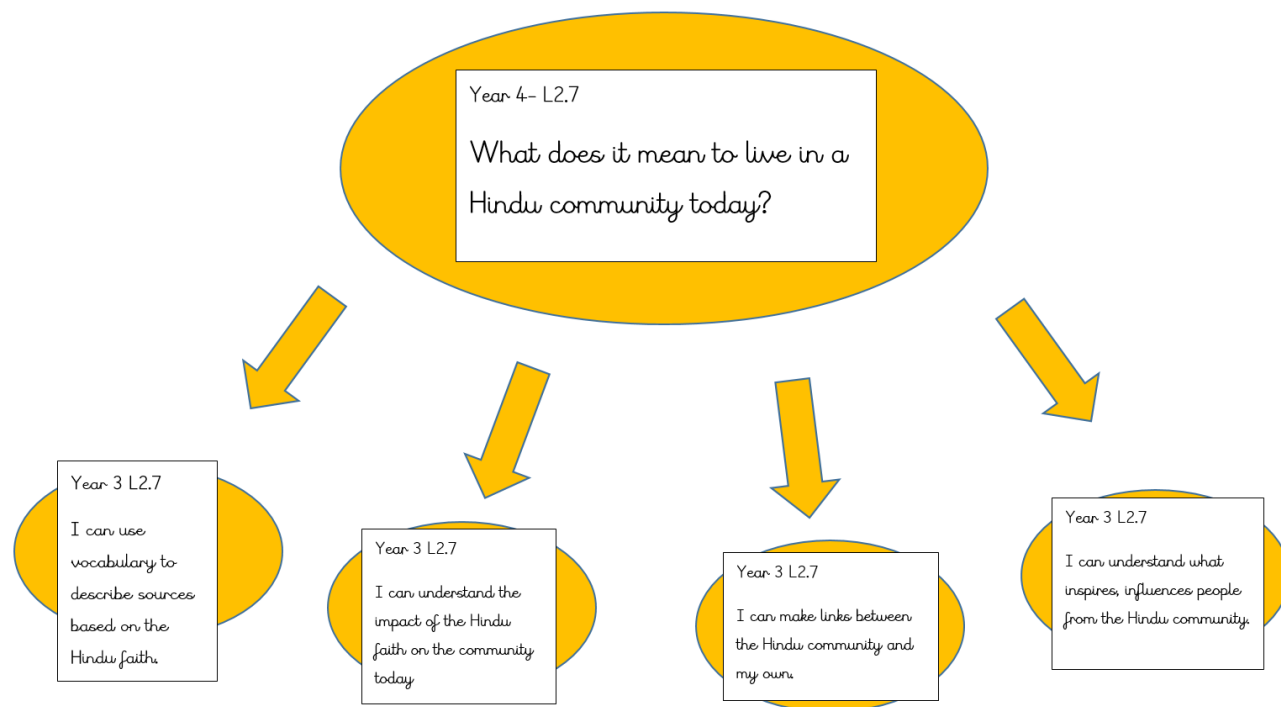


Alexandra Park Junior School

Year 4 -

Composites  
with I can components.  
(Use these to inform lesson starting  
points)

Religious Education at Alexandra Park



Concepts, components and composites.



*RE looks like...*



## Unit L2.7

Question: What does it mean to live in a Hindu community

What it looks like in year four:

Assessment:











use artwork for a presentation to show the understanding of key terminology in groups  
people's work together produce posters that explain the meaning of Deva Aarti Roshan  
and Mandir. research using carefully selected websites such as artwork such as a large  
Deva Aarti tray Indian instruments Mandir outline or pictures of gods and goddesses could  
be used using paint colours work tissue paper data and fabric explanations disaster  
planning groups and added to the posters.

Question: What does it mean to live in a Hindu community today?

## Assessment:

use artwork for a presentation to show the understanding of key terminology in groups people's work together produce posters that explain the meaning of Deva Aarti Roshan and Mandir. research using carefully selected websites such as artwork such as a large Deva Aarti tray Indian instruments Mandir outline or pictures of gods and goddesses could be used using paint colours work tissue paper data and fabric explanations disaster planning groups and added to the posters.



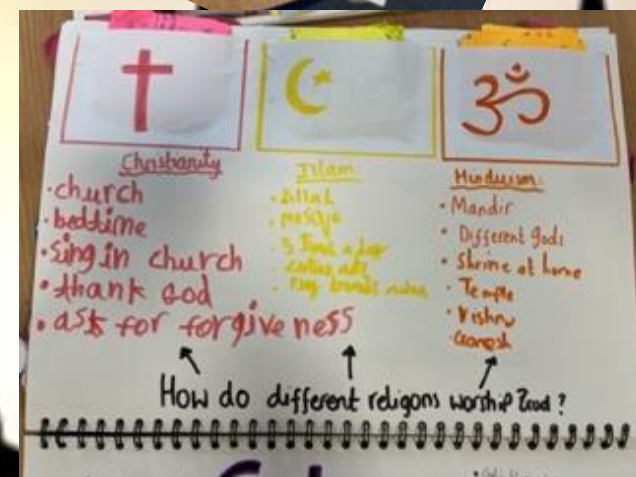
Year 4: RE Hinduism Knowledge Mat			
Subject Specific Vocabulary	Talks at Home	Interesting Stories	Sticky Knowledge about Hinduism
<b>Names</b> Janshree Janshree Janshree	<b>Talks at Home</b> Pops singing the Pops 	<b>Second Story</b> 	<b>Hinduism</b> Hinduism is a religion that people in India follow. It is one of the oldest religions in the world. There are many different gods and goddesses in Hinduism. People who follow Hinduism are called Hindus.
<b>Muslims</b> Muslims	<b>At Home</b> Mum singing the Pops 	<b>Third Story</b> 	<b>Hinduism</b> Hinduism is a religion that people in India follow. It is one of the oldest religions in the world. There are many different gods and goddesses in Hinduism. People who follow Hinduism are called Hindus.
<b>At Home</b> Mum singing the Pops 	<b>At Home</b> Mum singing the Pops 	<b>Fourth Story</b> 	<b>Hinduism</b> Hinduism is a religion that people in India follow. It is one of the oldest religions in the world. There are many different gods and goddesses in Hinduism. People who follow Hinduism are called Hindus.
<b>At Home</b> Mum singing the Pops 	<b>At Home</b> Mum singing the Pops 	<b>Fifth Story</b> 	<b>Hinduism</b> Hinduism is a religion that people in India follow. It is one of the oldest religions in the world. There are many different gods and goddesses in Hinduism. People who follow Hinduism are called Hindus.





 Alexandra Park Junior School

Year 4 -







# Year 4 - Assessment

End of unit assessments are used to inform our assessment of RE. (L2.7-12)

<b>Unit Assessment:</b> What does it mean to live in a Hindu community in Britain today?	use artwork for a presentation to show the understanding of key terminology in groups people's work together produce posters that explain the meaning of Deva Aarti Roshan and Mandir. research using carefully selected websites such as artwork such as a large Deva Aarti tray Indian instruments Mandir outline or pictures of gods and goddesses could be used using paint colours work tissue paper data and fabric explanations disaster planning groups and added to the posters.		
<b>Unit Assessment:</b> Why do some people think that Jesus is inspirational?	Create a piece of artwork to depict how people think Jesus is inspirational. This may include a picture montage of his life, quotes from the bible, words and symbols.  Useful resource: Jesus - His Importance to Believers ( Developing Primary RE- RE Today)	<b>Unit Assessment:</b> What can we learn from religions about temptation, right and wrong?	Work in small groups, give each group a saying to use as a title from Christian or Islamic scripture: 'Be kind to one another' 'Do not steal' 'Love your enemies and do good to those who pick on you' 'Adam's children are the limbs of one another' 'If two parties start a fight , then make peace between them'  Ask them to create two scenes, one in which temptation is resisted and the other where someone gives way. Perform and discuss the issues raised. Relate this to forgiveness.  Ask the children to write a structured piece or create a film clip at the end of this unit. What did you do? What did you learn? What do Christians think? What does Islam teach? Are the two religions mostly similar or mostly different?
<b>Unit Assessment:</b> What are the deeper meanings of festivals?	Create a reflection as either a <b>knowledge mat</b> <a href="http://www.bengeo.herts.sch.uk/page/?title=Religious+Education&amp;pid=134">http://www.bengeo.herts.sch.uk/page/?title=Religious+Education&amp;pid=134</a> or a short film about what has been learnt for each festival.		
<b>Unit Assessment:</b> Why do Christians call the day Jesus died 'Good Friday'?	Reflect on the unit question: <b>why do Christians call the day Jesus died 'Good Friday'?</b> Christians think that Jesus rose from death so Friday was not the end, and he opened up a way to heaven too, which Christians say is good news for all.  Create a short film to answer the question focusing on the learning within the unit.	<b>Unit Assessment:</b> What helps Hindu people as they try to be good?	Through a Philosophy for Children session: Consider the value of the idea of karma and reincarnation: what difference would it make to the way people live if everything they did carried good or bad karma. This would affect future rebirths. If no-one escapes from this law of justice, how does that change how we view injustice now? How might different people respond to this idea, including non-religious responses and how might the children respond themselves. What difference would it make to how they live? Why?

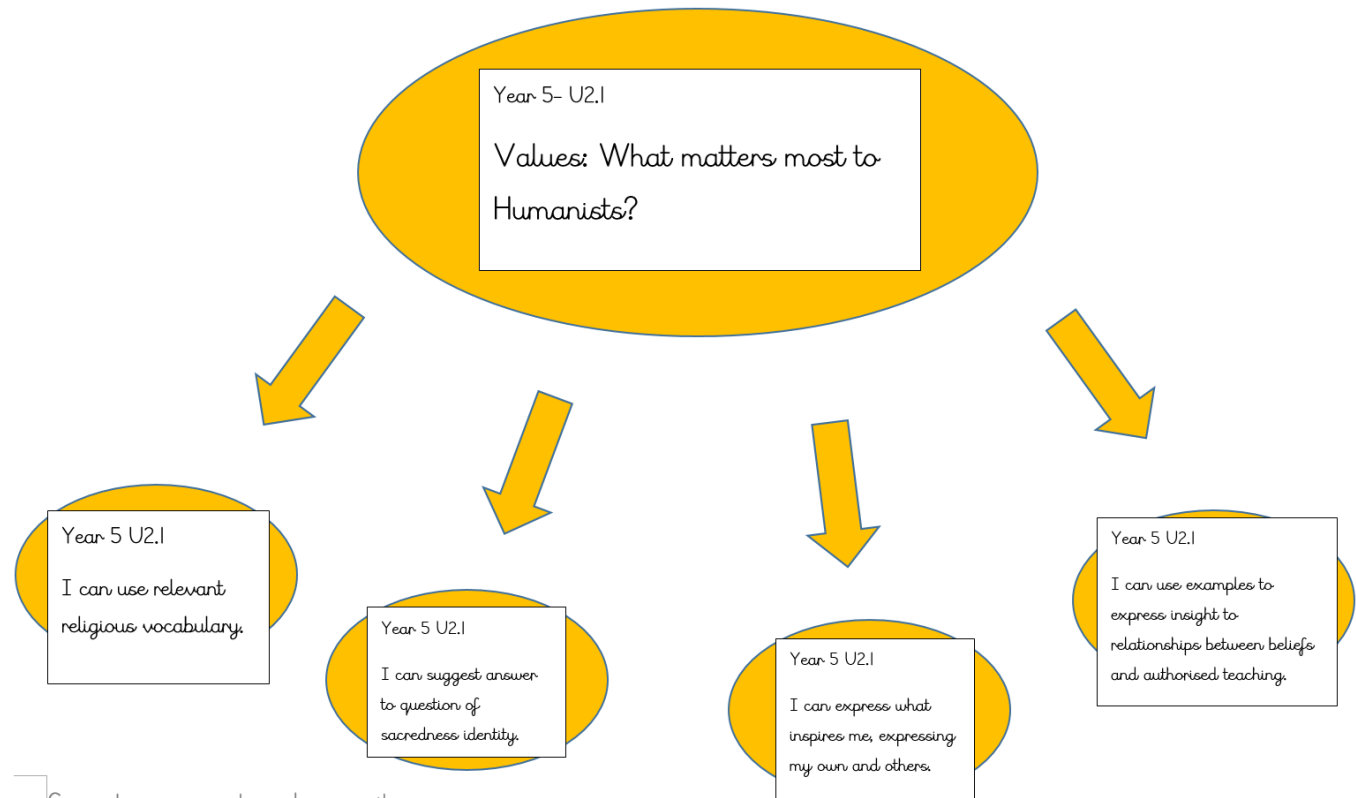


Alexandra Park Junior School

## Year 5 -

Composites  
with I can components.  
(Use these to inform lesson starting  
points)  
Non – compulsory units. These units  
are taught through School/ class  
worship.

Religious Education at Alexandra Park



Concepts, components and composites.

RE looks like...



Alexandra Park Junior School

Year 5



### Year 5: RE Humanists Knowledge Mat

Subject Topics / Vocabulary	Quotes	Interesting Stories	Key Knowledge about Humanists
Humanists Good/Kind Authentic			Humanism is one of the most visible non-religious groups in the UK. Humanists are the modern representatives of a philosophical tradition, dating back to ancient Greek thinkers.
Morals Values Beliefs Experiences Truths			A humanist, trade to the scientific method when it comes to understanding how the universe works and rejects the idea of the supernatural (and is therefore an atheist or agnostic) makes their ethical decisions based on reason, empathy and a concern for human beings and other sentient animals. Humanists believe that, in the absence of an afterlife and any discernible purpose to the universe, human beings can act to give their own lives meaning by seeking happiness in this life and helping others to do the same.
Humanity Kindness			Humanists must work out their own way of being good, without reference to any 'divine being' or ancient authority.
Phases Key Questions U2.1: values: what matters most to Humanists?			Humanists must work out their own way of being good, without reference to any 'divine being' or ancient authority.

## Unit U2.1

Question: Values: What matters most to Humanist?

Assessment:

### Making a code for living

Ask pupils – working alone or in a pair – to come up with 5-10 sentences that would make good rules for a happier world. A simpler version asks for 'a happier town'. They may re-use ideas from Christian and humanist sources, but should also add their own ideas and expression.

The 'Ten Commandments' were written on 'tablets of stone'. Give the pupils time and space to express their rules or ideas with dignity and high quality – whether through art, calligraphy or ICT.

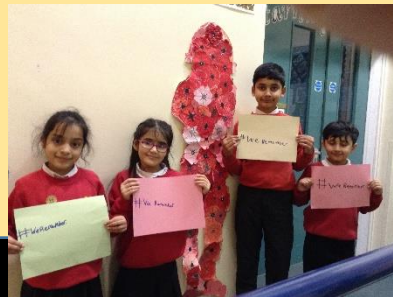






Alexandra Park Junior School

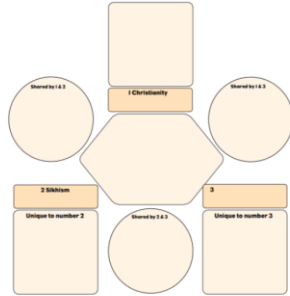
Year 5





# Year 5 - Assessment

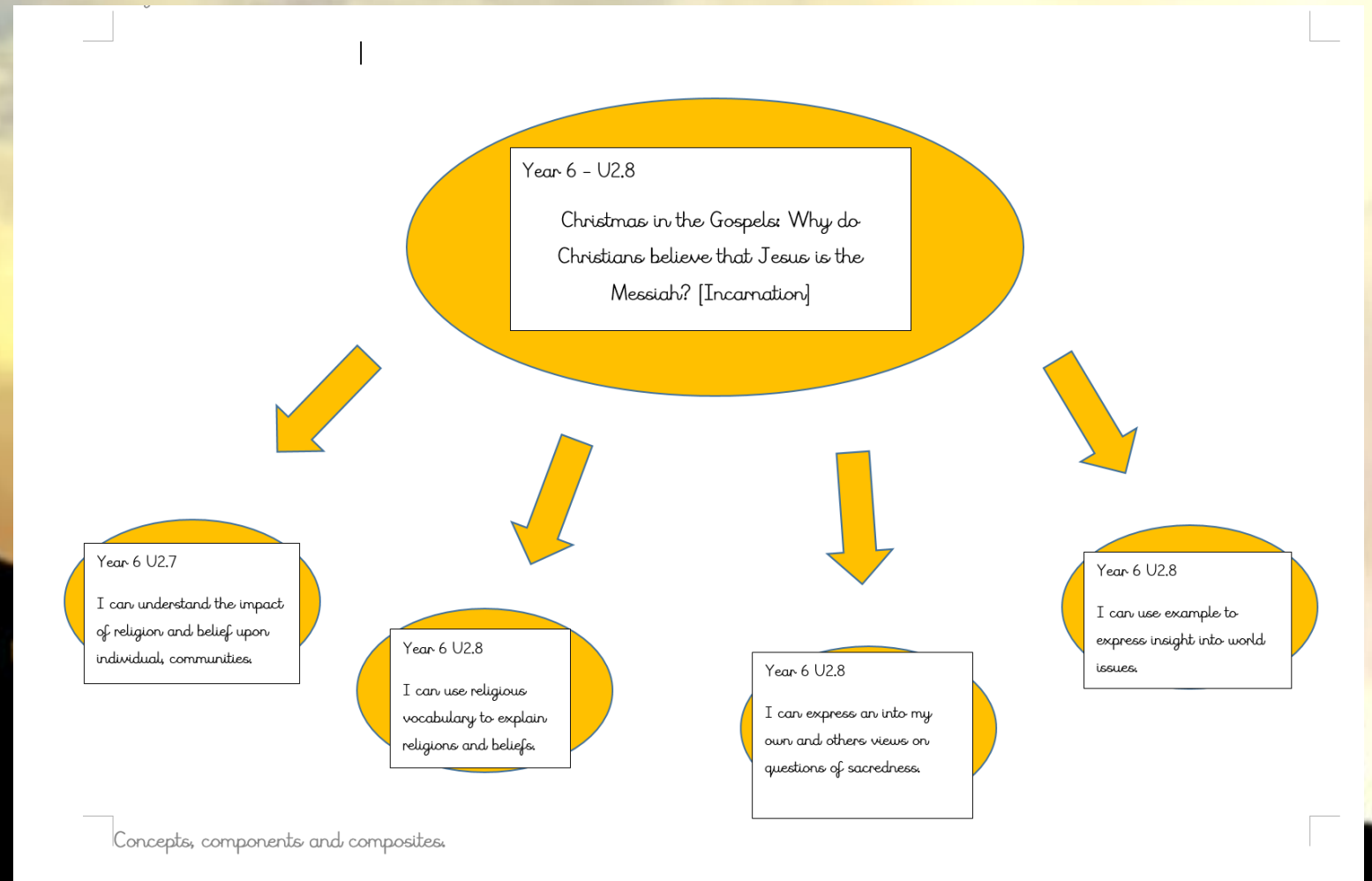
End of unit assessments are used to inform our assessment of RE. U2.1-6

<b>Unit Assessment:</b> Can we create a code for living that will help the world?	<b>Making a code for living</b> Ask pupils – working alone or in a pair – to come up with 5-10 sentences that would make good rules for a happier world. A simpler version asks for 'a happier town'. They may re-use ideas from Christian and humanist sources, but should also add their own ideas and expression.  The 'Ten Commandments' were written on 'tablets of stone'. Give the pupils time and space to express their rules or ideas with dignity and high quality – whether through art, calligraphy or ICT.	<b>Unit Assessment:</b> What are some of the different ways to worship? What are the similarities and differences between religions?	What are the similarities and differences between religions? Use a blank framework sheet to record the information.  
<b>Unit Assessment:</b> How do Christians celebrate Christmas around the world?	Design an Advent calendar/card/decoration which is half secular and half sacred. Explain the messages each gives. Debate: Should Christmas be banned for people who are non-Christian?		
<b>Unit Assessment:</b> Can I design a charity that would make a difference in the world?	<b>Pulling together their learning from this topic, ask children to design their own charity. They should think about:</b>  What it will be called Who it will help The charity's core values Where it will operate How it will fundraise What will make their charity different to any that have gone before  Children can make a leaflet/poster about their charity and present it to the class if there is sufficient time.	<b>Unit Assessment</b> What is a pilgrim? Does a pilgrimage have to be to a place of worship?	Make a poster explaining about Hajj Make a poster explaining how different religions use pilgrimage Children to write an explanation of what is the difference between an ordinary journey and a pilgrimage journey? What would it feel like to be a pilgrim? Create a piece of art work on a chosen religious pilgrimage.



## Year 6 -

Composites  
with I can components.  
(Use these to inform lesson starting  
points)  
Non – compulsory units. These units  
are taught through School/ class  
worship.



RE looks like...



Alexandra Park Junior School

Year 6

## Unit U2.7

Question: How does faith enable resilience

What it looks like in year six:





Assessment:

Children to create a:

- Poster
- Booklet, or
- Presentation

Entitled: 'How does religion help people when life gets hard?'

### Year 6: RE Mixed Faiths Knowledge Mat

Subject Specific Vocabulary	'Art of Heaven'	Story to read	Sticky Knowledge about Christian, Hindu and non-religious
Traditions Connections	Can you create your own image?	Story of Job from the Jewish and Christian faiths	Charity helps others in great difficulty. Difficulty can be man made or natural.
Suffering			Religion help people to live, even when times are tough, through prayer, giving sense of purpose, a guide to deciding what is right and wrong.
Reincarnation			Religion gives people a membership of community who care for each other.
Reincarnation Reincarnation			Christians believe in heaven that judgment is made by God.
Gratitude		<b>Thinking Task</b>	Hindus believe in Karma
Judgement		What matters most in your life? Can you create a list of the top five things and why they matter the most.	Hindus say that karma affect the reincarnation of the individual, atman, pinning it to samsara the cycle of death and rebirth, until it can escape (moksha) and be absorbed back to Brahman.
Heaven			
Karma	<b>Link/Clip</b>	Can gratitude actually increase happiness? Why/why not?	Humanism view: we live on in peoples memories and through our achievements but death is final.
Key Question U2.7 How does faith enable resilience? Can religion help when life gets hard? Christian, Hindu, non-religious	'Wonderful World' by Louis Armstrong	Both religious and non-religious people give to charity, why do they do that? Create a poster to encourage people to give to a charity.	Linked U2.7 How does faith enable resilience? Can religion help when life gets hard? Christian, Hindu, non-religious

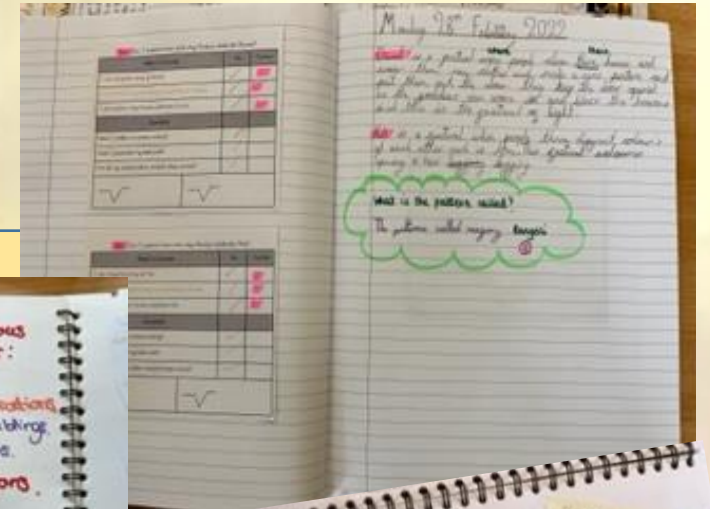
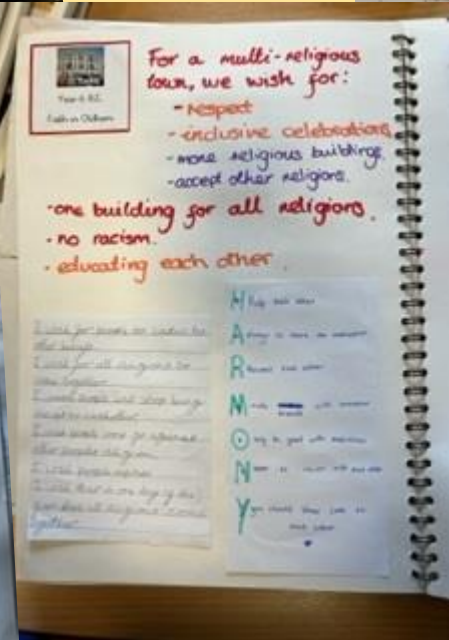


RE looks like....

Year 6



Alexandra Park Junior School







# Year 6 - Assessment

End of unit assessments are used to inform our assessment of RE. (U2.7-12)

<b>Unit Assessment:</b> How does faith enable resilience?	Children to create a: <ul style="list-style-type: none"><li>• Poster</li><li>• Booklet, or</li><li>• Presentation</li></ul> Entitled: 'How does religion help people when life gets hard?'	<b>Unit Assessment:</b> What does faith look like in Oldham?	P4C Question: What are the good things about living in a society of different cultures and religions?
<b>Unit Assessment:</b> Why do Christians believe that Jesus is the Messiah?	Ask the children to provide good reasons to this unit question and expand it further to 'Why do Christians believe the world needs a Saviour?' Obviously not everyone will agree that Jesus is a Saviour sent from God. Explore the non-religious response that humans need to sort the world out by themselves: how might humans heal division and bring peace? Reflect on ways in which the children may make a difference- P4C opportunities	<b>Unit Assessment:</b> If God is everywhere, must we go to a place of worship?	Hold a class debate –  'It would be better to always hold worship in the open air, so we don't need to build new holy buildings and can use the money for something else'  Children to generate ideas and offer suggestions for both sides of the debate. Finish with a class vote so see which side of the discussion children personally agree with.
<b>Unit Assessment</b> How and why do some people inspire others?	Make a passport of people who they have been inspired by giving reasons for their choices. Look at inspirational people (images) match to what they are known for. (Respect for no physical representations for Muslims)		
<b>Unit Assessment:</b> Is it better to express religion through arts and architecture or charity and generosity?	Split children into 2 groups (2 sides of a debate). Children are going to hold a whole-class debate to discuss which they feel has the greater impact: <b>Art</b> or <b>Charity</b> . Give children time in groups to formulate the basis for their debate and generate main points. Class teacher should facilitate discussion to ensure it stays on track and relevant. At the end ask children to vote for which side of the debate they agree with.		



*Alexandra Park Junior School*

## Whole School Celebrations

Whole school celebration through assemblies, celebrating gold work, attendance, spelling shed, TTrack star and sporting goals, as well as celebrate a range of faiths and belief's from around the world.

Class worship takes place within classrooms three times week. This is supported by the worship group.

# Worship group



*Alexandra Park Junior School*

Every week, faith group meets.

In class worship time they read faith stories to each class/year group.

At the end of assembly, faith group lead the whole school in our saying, which the faith group created.



## Whole School Celebrations



### Collective Acts of Worship Alexandra Park Junior School

#### Values and Vision

##### Our Vision

At Alexandra Park Junior School, we recognise that every child is a unique member of our school community. We are a happy school where every child is valued and encouraged to achieve their best, developing their full potential both academically, socially, emotionally, physically and spiritually. Respect and pride in themselves and others are at the heart of everything we do.

Our Vision is simple 'To Learn, Be Happy and Achieve our Best.'

##### A Policy Statement

##### Our Aim

Central to our school philosophy is the value of each child and the recognition of their uniqueness and worth in the world.

At Alexandra Park Primary School, we aim to provide a daily act of class worship, (these take place at the end of the school day) weekly Friday, lower (3 and 4) or higher (5 and 6) key stage celebrations, with whole school worship taking place every half term. Which is not particular to any religious denomination but seeks to meet the spiritual and moral needs of the whole child.

##### Objectives

Collective assemblies will enable us to:

- Share and reflect on ourselves and others
- Share and reflect on stories from different faiths
- Share and reflect on the natural and person made environment
- Share and reflect on special thoughts for the day/month/year.



### Methodology

Our daily special time enables us to:

- ensure we create a 'special' time each day by giving thought and reflecting through the choice of music to enable children to feel comfortable and calm.
- select an appropriate theme at the start of a term with our colleagues through which we can address the need for quiet reflection to enhance the child's spiritual and moral development.
- Support a child's own wish to pray through quiet, reflective time.
- Support children to ask questions through reflection time.

Determination was requested and granted in December 2020

Under Circular 14, paragraph 73 a Determination renewed is sought from Oldham SACRE every 5 years

##### Guidance for Assemblies at Alexandra Park Primary School

Each term a plan is set to meet the needs of the children and address any themes/issues that have arisen, so that we are meeting current needs. Responding to issues of importance as they arise throughout the year.

##### The Aims develop

\*moral and spiritual awareness.

\*Encourage a sense of self and others - friendships

\*Encourage a sense of community - membership/expectations

- our families



- our neighbours (link to playing safely)
- Oldham
- our mosque
- our school - share code of conduct

##### \*Celebrations

- Jewish New Year, Eid, Christmas

\*Our environment - care of energy and other resources

##### \*Keeping Safe

- 'don't touch' - medicines (link to those who help us -nurses etc)
- Fireworks (matches, lighters etc)

\*Encourage a sense of self and others - our feelings

- loneliness
- involving others
- bullying

##### \*Gifts from the natural world

- a pebble
- a leaf/flower
- rain/sun/sunshine/darkness

##### \*Being a Citizen

- membership/expectations
  - global issues - including respecting others race, cultures, and beliefs
  - being active citizens
- Achievements
- heroines and heroes
- celebrating individual able/disabled achievements across the



Globally/historically and recent  
E.g. adventures, sports people,  
Musicians, artists etc.  
Our own achievements

##### \*Keeping Safe

- Trust - what does it mean?
  - Talk to/share with those you trust
  - Stranger danger

All our school assemblies or acts of worship focus on the moral and spiritual.

Aspects our lives and other religions as appropriate, without the Christian acts of worship being the main focus.

##### Daily Arrangements End of day collect worship in class. (Varying times due to the needs of each class)

(Guidance is ten-minute sharing)

A story with a moral - having time to discuss and reflect.  
Pieces of music linked to well-being - time to discuss and reflect.  
Discuss and reflect on current celebrations linked to faiths - time to discuss and reflect on our celebrations.

##### Fortnightly Wednesday school worship

Alternative weeks 3/4 and 5/6 join together in an assembly with a member of Leadership Team to develop understanding of faith, social, moral and spiritual worship.

##### Weekly Friday Celebration assembly

Alternative weeks 3/4 and 5/6 join together in an assembly with Head teacher and Deputy head.

This assembly is an opportunity to share our achievements and involve children in sharing 'positives' about our school. Sing, dance and move together.

Evaluation process to be agreed collectively.

# Enrichment



*Alexandra Park Junior School*

Each year group is to visit a place or worship:

Year three, a synagogue.

Year four , a Hindu temple,

Year five , a mosque,

Year six, church.

Speakers and faith leaders are welcomed to support the children in their understanding of different faiths in the community.