

Religious Education At Alexandra Park



Alexandra Park Junior School





Religious Education At Alexandra Park

Disciplinary Knowledge: is the 'ways of knowing' - which enables pupils to understand and use some of the methods and techniques used to engage with the content.

Substantive Knowledge: is the content we teach about various religious and non-religious traditions.

Personal Knowledge: pupils build an awareness of their own presuppositions and values which enables pupils to better understand and interrogate their own position.



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.



Intent long term



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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)	Year 4 (Green must be taught)	Upper KS2: 5 (Green must be taught)	Upper KS2: Year 6 (Green must be taught)
L2.1 What do Jewish people believe and how do they live?	L2.7 What does it mean to live in a Hindu community today?	U2.1 Values: What matters most to Humanists?	U2.7 How does faith enable resilience?
L2.2 What do different people believe about worshipping God?	L2.8 Why do some people think Jesus is inspirational? Salvation, sacrifice, inspiration	U2.2 How do Christians celebrate Christmas around the world?	U2.8 Christmas in the Gospels: Why do Christians believe that Jesus is the Messiah? [Incarnation]
L2.3 Why do people pray?	L2.9 What are the deeper meanings of the festivals?	U2.3 What are the different ways to worship? What are the differences and similarities between religions?	U2.9 How and why do some people inspire others?
L2.4 What kind of world did Jesus want? Why?	L2.10 Why do Christians call the day Jesus died 'Good Friday'?	U2.4: Keeping the 5 Pillars of Islam: How do Muslim beliefs make a difference to their way of living?	U2.10 Is it better to express your religion in arts and architecture or in charity and generosity?
L2.5 How do festivals and family life show what matters to Jewish people?	L2.11 What can we learn from religions about temptation, right and wrong?	U2.5 Christian Aid, Islamic relief and non-religious charities - can charity change the world? Why does faith make a difference?	U2.11 What does religion look like in Oldham? What will make our community a more respectful place?
L2.6 What does it mean to be a Christian in Britain today?	L2.12 What helps Hindu people as they try to be good? U	U2.6 What is a pilgrim? Does a pilgrimage have to be a place of worship?	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.



Progression of Knowledge and skills

- Each unit starts with a baseline assessment.
- The children are introduced to the subject based vocabulary (which is progressive) 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 where the children will add what they have discovered so it is easily identifiable.
- End of unit assessments are used to inform both teachers and parents reports.

SUBJECT: Religious Education		Year 4
TOPIC: What are the deeper meanings of festivals?		
Anchor Words	Goldilocks Words	Step-on Words
		
<i>Aum</i> <i>Rangoli</i> <i>Holy Week</i> <i>Celebration</i> <i>Festival</i> <i>Diwali</i> <i>Eid-yl-Fitr</i> <i>Passover</i> <i>Palm Sunday</i> <i>Good Friday</i> <i>Easter Sunday</i>	<i>Murtis</i> <i>Vaisakhi</i> <i>Sacrifice</i> <i>Mortality</i>	<i>Rangoli</i> <i>Reincarnation</i> <i>Penitence</i>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">What are the deeper meanings of festivals?</div>		

Intent - retrieval



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Each thematic unit starts with three retrieval questions. The reasons for this practice of recalling facts, concepts and thinking from memory is to enhance learning which strengthens the connections. This practice also support addressing misconceptions. These will ensure that pupils will 'learn more and remember more.'

<p>What is the name of the Muslim place of worship?</p>	<p>The Muslim place of worship is called a mosque.</p>
<p>What is the name of the Christian holy book?</p>	<p>church cathedral or chapel</p>
<p>What do Jewish men wear on their heads?</p>	<p>Jewish men wear a kippah.</p>
<p>What is the festival of Jews?</p>	<p>Hol is the festival when Jews mark the beginning of spring.</p>
<p>What does the word faith mean?</p>	<p>This is a personal opinion.</p>

<p>What is the place of worship for Christians?</p>	<p>Church</p>
<p>Which holy book do Christians use?</p>	<p>Bible</p>
<p>Can you pray at home?</p>	<p>Yes</p>

Implementation



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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/cross curricular

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



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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 - inclusivity

Religious Education can make a significant contribution to inclusion, particularly in its focus on promoting respect for all. The Oldham syllabus contains many references to the role of RE in challenging stereotypical views and appreciating, positively, differences in others. The syllabus enables all pupils to consider the impact of people's beliefs on their own actions and lifestyle. The syllabus also highlights the importance of religions and beliefs and how religious education can develop pupils' self-esteem.

Implementation - inclusivity

We teach a lively, stimulating RE curriculum which has 'Writing it down', low on the priority list. Progression of both knowledge and skills across the Key Stage is secured through verbal activities and role play. When written work is appropriate, it is accessible to all. RE is a reflective subject, encouraging children to develop their understanding through games, discussions, practical activities and songs. The aim of the curriculum is that children leave us as fully functioning, well rounded young adults respective of all worldwide views.

Implementation -The Spiritual, Moral, Social and Cultural Development of Pupils in RE

Religious Education plays a crucial role in the development of the spiritual, moral, social and cultural development of pupils.

Learning opportunities include:



RE enables spiritual development by giving pupils opportunities to explore how beliefs have an impact on life, encouraging pupils to explore what it means to be human for themselves and in their relationships with others. RE asks big questions about the meaning and purpose of life, giving pupils space for their own thoughts, ideas and concerns.



RE enables moral development by exploring and responding to issues of right and wrong, good and evil. Learners are increasingly able to make good judgements and decisions. They recognise that all humans have rights and responsibilities and explore how religious belief can have an impact on moral behaviour.



RE enables social development through exploring the nature of religious communities, and by promoting the skills that help pupils relate to others for the wellbeing of all. Learners explore values and virtues such as respect for all people, living things, the environment and property. RE explores fundamental questions about the nature of people and society.



RE enables cultural development through raising awareness and developing understanding and appreciation of different cultures, religions and beliefs in our society today. Pupils can develop well informed and open minded attitudes to cultural diversity and an appreciation of the cultures of others, for example through the arts, literature, music, sport, food, travel or fashion.



Sequence of teaching



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In each planning sequence there must be:

- Speaking and listening/shared experience//hook so that no pupils are disadvantaged by their lack of experience of the world. **This can sit at different points within the sequence to best build on childrens knowledge and experiences of their own community and the world.**
- Vocabulary development so that children have an opportunity to share their vocabulary ideas and collect words/phrases from others to apply in their own language development.. This allows the teacher to address where vocabulary is used inappropriately e.g to understand when to use language appropriately to prevent discrimination to others. **This can be moved around the beginning of the sequence. Vocabulary development is ongoing and continuous.**

* There will be opportunities to develop pupils' vocabulary and knowledge of the key features of topics through modelling opportunities. It is expected that teachers use inclusive teaching strategies that increase pupil participation especially ensuring that the most vulnerable pupils are actively participating in the sessions), that these sessions are adapted to ensure that the modelling is closely linked to ensure that children are using vocabulary appropriately and in the correct context.. **The children are given the opportunity to practice and use the taught vocabulary to ensure new vocabulary is embedded.**

Sequence of teaching



Alexandra Park Junior School

In each planning sequence there must be:

- Opportunities to share learning in order to create purposeful own experiences. This can be in any form that encourages a celebration of success, an opportunity to perform, opportunity to present their work in different ways and opportunities to verbalise newly acquired subject specific/technical vocabulary. For example, art work, models, group presentations, presenting artefacts and peer group discussions.

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Non - negotiables



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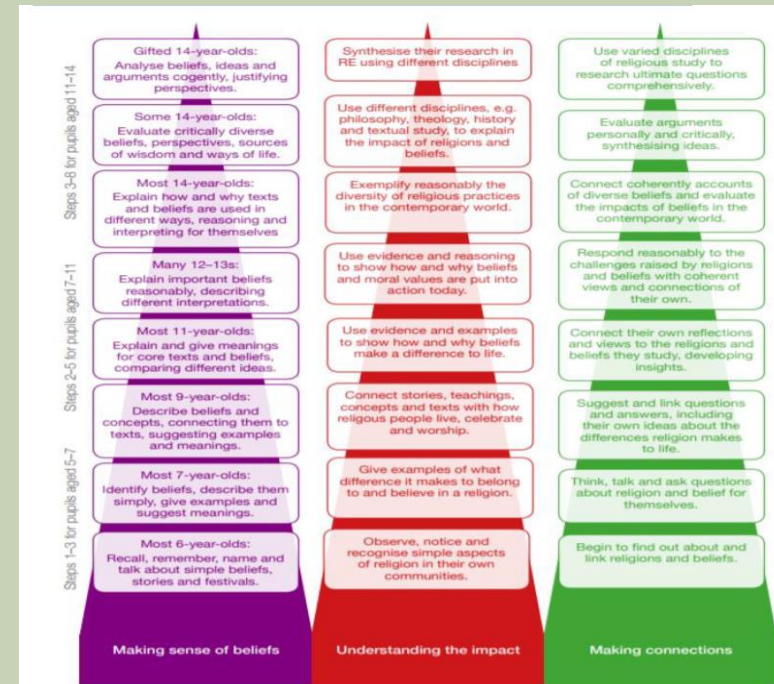
- *At the start of all RE units, the first session is books based using a knowledge mat.
- * At the start of all RE units a class retrieval must be completed.
- *Followed by, Vocabulary sheet using the word aware format. To be include on this also, is the key enquiry questions for the unit. The children will write what they know/understand by this in pencil, then revisit this enquiry question at the end of the unit – adding to what they know/ understand using another colour.
- *All lessons follow Oldham Religious Education agreed syllabus. This is a thinking, enquiry, creativity, response to RE. Children must have opportunities to develop and use these skills in all RE lessons.
- *All lesson must be evidenced either in topic books or class active learn book.
- *RE lessons in topic books must have a clear TLC, taken from the medium term planning. Expectation of standards are set the same as other lessons (English and Maths) All writing must follow the handwriting policy. All work marked and misconceptions addressed through either verbal feedback or RRI, which is stated on marking.
- *All lessons must have word aware to aid vocabulary development to support spoken language.
- *RE lesson in class active learn book must have a clear enquiry question along with how the children interacted with the session.
- *End of unit assessment must be evident in topic books, this follows the sequence of progress, with a clear TLC. When an end of unit assessment is a practical task, use alongside the active learn book with clear TLC and state Assessment task.

Impact



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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

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.

Impact - spotlight



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There is a clear expectation that all classes are making progress towards achieving age related expectations. All objectives used in TLC and S2S must be taken from Target Tracker to support accurate assessment and develop children's understanding of RE.

Progression of both knowledge and skills across the Key Stage secures pupils' understanding of the key objectives, as well as promoting independence. We believe that our writing curriculum lays solid foundations for our pupils to build on as they move in to Key Stage 3.

Impact will be measured through 'spotlights' three times a year which will include :-

- book scrutinies
- planning scrutinies
- learning walks
- lesson observations and pop-ins
 - staff and pupil voice
- data analysis (4 times a year)

Impact – examples of progress year 4

Salvation!
Christians believe Jesus (Son of God) was sent down by God to sacrifice himself. So Humans sins would go away.

Good Friday
Good Friday is the day that Jesus was crucified by the Romans. When Jesus died on this day Jesus said to God... Please forgive everyone and bring them back to life in heaven.

Easter Sunday
When Mary's first goes to check Jesus' tomb it is empty. But how! So then she looked behind her and saw JESUS. He was resurrected!

Related
Is your colour? Jesus' love sacrifice gives people HOPE that they will be allowed in PARADISE.

Other notes:
Palm Sunday: Jesus welcomed himself in Jerusalem everyone waved leaves and shouted HOSANNA.
Maundy Thursday: Jesus came to his last supper with his disciples. One of them betrayed him and he would DIE!
Blood SPLAT
Egg: a symbol of an unborn chick.



R.E. 18.10.23 Holi

Holi is the festival of colour. Let's look at the story behind Holi.



Diwali



One of the biggest festivals that Hindu people celebrate is Diwali - The festival of light.



Diwali

Class 6 enacting the stories behind the festivals of Diwali and Holi



Holi

I really enjoyed the visit to the temple. I saw how people prayed and the different Gods.

R.E. 19.10.23 - Visit to Oldam Hindu temple

Did you know Hindu worship cows? They think cows are the gods' sisters. Cows are kept in peace and what is meant yesterday in the temple is that they go to temple to pray.

I visited the temple last week because we learned about which gods have different powers and the gods were very fascinating about them.

Labels and Images:
 - garland
 - lotus
 - Brahma
 - Krishna
 - conch
 - prayer beads
 - Aum
 - mandir
 - pooja thali
 - Lakshmi
 - diva lamp
 - Vishnu
 - Ganesh
 - gods

How do different religions worship God?

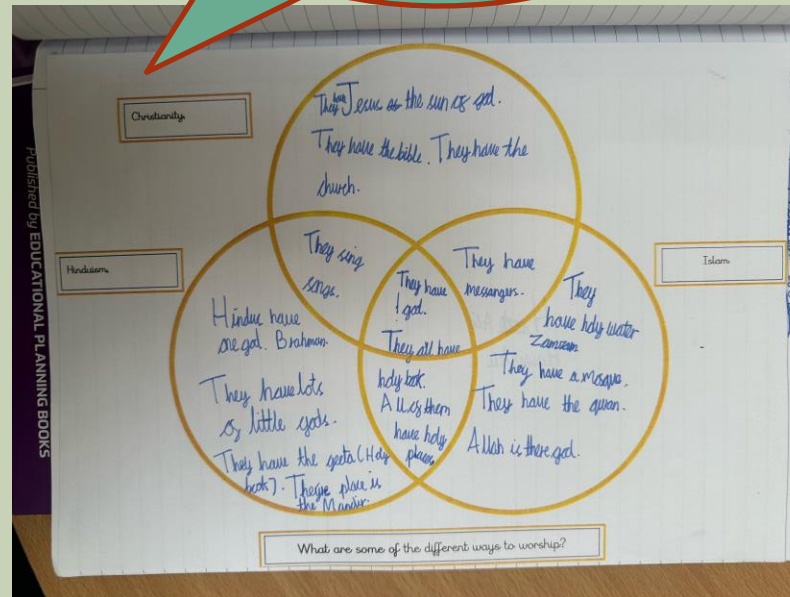
Christianity	Islam	Hinduism
<ul style="list-style-type: none"> church bedtime sing in church thank god ask for forgiveness 	<ul style="list-style-type: none"> Allah mosque 5 times a day callas ad big black robe 	<ul style="list-style-type: none"> Mandir Different Gods Shrine at home Temple Vishnu Ganesh

Impact – examples of progress year 5

It was nice to learn more about my own religion and how it compares with other religions.

Monday 3rd June 2024
The 5 pillars of Islam

- 1. Shahadah**
There is no god but Allah and Muhammad (please be upon him) is the messenger of Allah.
- 2. Salah**
It is an obligatory series of prayers prescribed for every Muslim towards the Kaba in Mecca.
- 3. Zakah**
It is an annual task for all Muslims to aid poor people in the community. They have to pay 2.5% of their money.
- 4. Sawm**
Sawm is the act of fasting.
- 5. Hajj**
Hajj is a pilgrimage made to all Muslims to complete.



SUBJECT: Religious Education Year 5 U2.3
TOPIC: What are some of the different ways to worship? What are the similarities and differences between religions?

Anchor Words	Goldilocks Words	Step-on Words
Love Forgiveness Peace Honesty prayer honest choice right and wrong values Prayer worship Generosity charity justice fairness kindness	morality responsibility integrity friendship consequences being empowered emergency aid Pilgrimage Journey Project	Maga Granges Lourdes Basilica

Hindu's pray in the temple. They sing hymns. Muslims pray 5 times a day (Salat). Muslims learn to read verses the Quran.

Christians sing hymns. People can pray anywhere as they go to the church to pray. Reading the Holy Bible.

Hindus go to the Mandir - temple - to pray. Hindus go to the river Ganges to bathe, Hindus believe their sins will wash away.

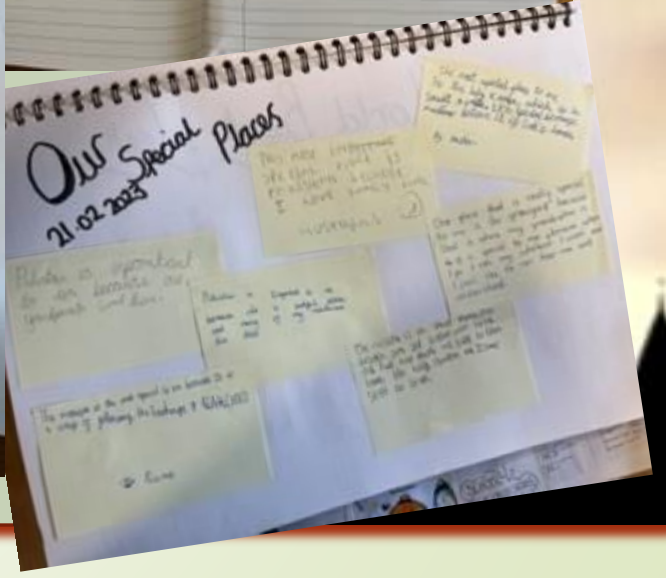
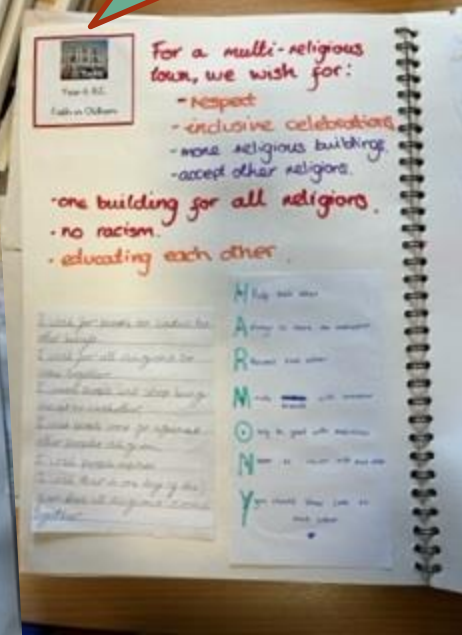
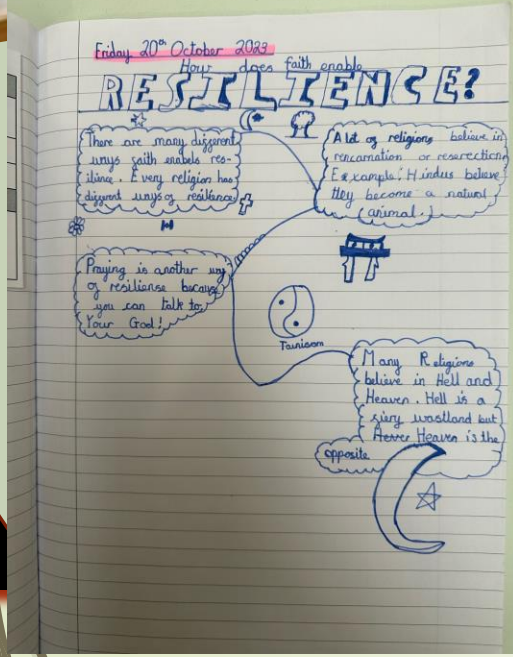
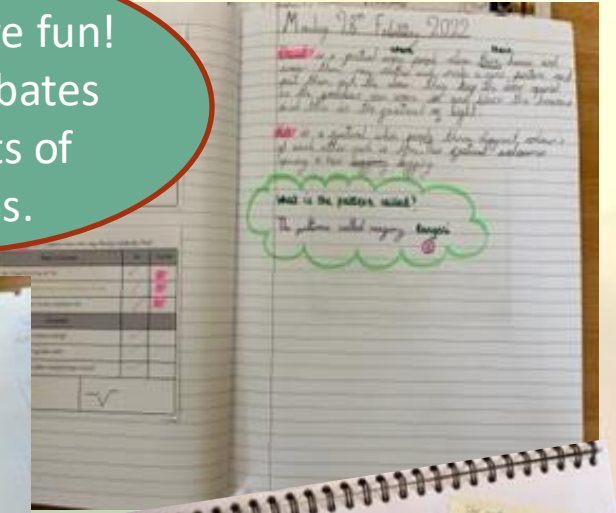
What are some of the different ways to worship?

Worship is very important to many religions because they believe their god will answer their prayers.

Impact – examples of progress year 6



RE lessons are fun!
We have debates
and ask lots of
questions.



Impact – from year 3 to 6

Dear god

I thank you for an amazing school to learn and make lots of friends. I also thank you for a great family that love and care for me.


Ameen

Friday 15th December 2023

Cristiano!!

Ronaldo inspires me as he inspired me to play football!

Ronaldo inspires me as he has donated millions to Palestine and Morocco!



Ronaldo has always helped and donated to the needy or disabled.

Ronaldo inspired me as he donates blood every week.


Ronaldo inspired me as he gives millions and millions of pounds and he loves everyone.

I am inspired by Ronaldo because even if he gets fouled or lose he still gives respect!

Ronaldooooo!!

Tuesday 12th December 2023

Fact File

Full Name: <u>Juan Torres Jesus Christ</u>	Who were they? <u>Jesus made people believe in christianity and helped people understand more about christianity</u>
Date of Birth: <u>25th December</u>	Their life: <u>He was sent from god to Earth so he can lead people to the right path</u>
Place of Birth: <u>Jerusalem Bethlem of judia</u>	
Famous for: <u>He was and is famous for inspiring others with his 5th commandment: 1) Love God and you neighbor replace hate with love! 2) live the golden rule always forgive! 3) Have faith in Jesus Jesus communicate sincerely with god. freely forgive everyone.</u>	

Display – whole school

Under review

Display – in class



Every year group has an RE/PSHE display which displays the British values which is embedded through both these topics.

Each class has an PSHE/ RE display.

Prompts, word mats, vocabulary boards and shared learning is added throughout the teaching of a unit.

Children can then use this wall as reference to further develop their understanding.

Expectations and standards are set to the same high expectations throughout Alexandra Park.



Enrichment



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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.

Collective worship



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Every week, the faith group meets.
In class worship time they read faith stories to each class/year group.
At the end of assembly, the faith group lead the whole school in our saying, which the faith group created.

To learn to be happy and achieve our best,
Love the community,
Help each other,
Accomplish our goals
Be the best we can be!

Our next steps

- Project knowledge mats, are used to build on vocabulary across the school, threading language into the curriculum, ensuring children have a full understanding of the meaning and can apply to their own vocabulary. Sharing with parents beforehand builds on home school relationships.
- To use and understand RE language which the retrieval will support this. (Subject based)
- To thread and link RE throughout our topic and across the faiths by building upon teacher subject knowledge. E.g. Moses is in the Bible and Esa is in the Quran (knowledge based).