



The Northaw Curriculum

Religious education

Therefore do not let anyone judge you by what you eat or drink, or with regard to a religious festival, a New Moon celebration or a Sabbath day.

Colossians 2:16
New International Version

At Northaw, we aim to follow the statutory national curriculum, guidance on relationships and health education, and framework for the early years foundation stage, and the Church of England statement of entitlement through The Northaw Curriculum, which comprises all learning and other experiences, the hidden curriculum, that we plan for our pupils. Programmes of study are enhanced by added value, learning sequences and progression frameworks.

At Northaw, we see pupils as discoverers, exploring subjects. The core subjects are English, mathematics and science. The other foundation subjects are art and design, computing, design and technology, languages (French), geography, history, music; personal, social, health and economic education (including relationships education), physical education and religious education. They build on the areas of learning and development in the early years foundation stage. The prime areas are communication and language, physical development, and personal, social and emotional development. The specific areas are literacy, mathematics, understanding the world, and expressive arts and design.

At Northaw, we are committed to providing an ambitious, inclusive, broad and balanced curriculum rooted in Christian values that endows every child with the knowledge and cultural capital, skills, understanding and vocabulary to fulfil their potential while nurturing well-being, and prepares them for citizenship, future learning and employment, and lifelong faith. Equally designed to meet the needs of pupils whose attainment is significantly above the expected standard, the particularly disadvantaged and those with SEND, our curriculum is demanding, setting suitable challenges and overcoming would-be barriers to achieve the best possible outcomes consistently for all. Building on our Christian vision, The Northaw Curriculum affords space for a deepening spiritual awareness, the development of moral attitudes and a strengthened sense of community. Coherently sequenced, our curriculum frees teachers to deliver clear, engaging lessons, adapted when necessary to address both gaps and misconceptions, and promote appropriate discussion in environments focused on pupils who produce high-quality work and are supported to retain content and acquire mastery. Phonics and reading are prioritised, allowing pupils to access the full education offer; opportunities to develop fluency in mathematics and English across the curriculum bolstered by enhanced learning powers (the 6Rs) lead to success in life. Integrated with our curriculum, daily acts of collective worship are occasions for personal reflection, communal growth and further exploration of life's big questions, sitting alongside academic progress.

Purpose of study

The Hertfordshire Agreed Syllabus enables schools to achieve high quality RE for all. Teaching needs to provide pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews, which guide people through life. RE aims to enable pupils to become religiously, theologically and philosophically literate so they can engage in life in an increasingly diverse religious and secular society. It is not about telling pupils what views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.

Added value

At Northaw, religious education enables every child to flourish and live life in all its fullness. It helps educate for dignity and respect encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person. Although the latest version of the Hertfordshire Agreed Syllabus for Religious Education closely informs our pedagogical thinking, we have greater freedom in devising coverage than other maintained schools, and focus on understanding Christianity, exploring religions and non-religious worldviews, and thematic studies while developing spirituality and multi-disciplinary approaches (philosophy, sociology and theology). The first lesson each half term allows pupils to reflect on our faith-based values. We are working towards at least one member of staff having religious education qualifications or receiving specialist training, and all staff teaching religious education having access to subject specific professional development. Key questions generated each lesson are recorded on yellow flash cards, placed in the class knowledge jar and used for systematically practising recall. Ofsted's research review series and subject report series have informed our practice in this area.

Aims

The Northaw Curriculum for religious education aims to ensure that all pupils:

- know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning
- express ideas and insights about the nature of beliefs, values and practices and their impact on the identity of individuals and communities locally, nationally and globally
- recognise and explore similarities and differences which exist within and between religious and non-religious worldviews
- express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into and responding to spiritual, philosophical, moral and ethical issues
- engage with the questions and responses offered by religions and worldviews concerning ultimate questions and human responsibility
- develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion.

Early years foundation stage – nursery and reception

Understanding the world

People, culture and communities

Children at the expected level of development will:

- know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

Children in nursery will be learning to:	Examples of how we support this:
Continue developing positive attitudes about the differences between people.	<p>Ensure that resources reflect the diversity of life in modern Britain.</p> <p>Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p> <p>Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types.</p> <p>Celebrate and value cultural, religious and community events and experiences.</p> <p>Help children to learn each other's names, modelling correct pronunciation.</p>

Children in reception will be learning to:	Examples of how we support this:
Understand that some places are special to members of their community.	<p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.</p> <p>Take children to places of worship and places of local importance to the community.</p> <p>Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.</p>
Recognise that people have different beliefs and celebrate special times in different ways.	Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.

Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.

Early years foundation stage programme of study

Pupils should be taught to:

Beliefs and practices

- share their own beliefs, ideas and values and listen to and reflect on those of others in the class and beyond

Sources of wisdom

- listen and respond to a range of stories that engage them, including faith stories, fables, some prayers, reflections and wise sayings

Symbols and actions

- directly experience religion, its symbols and actions
- engage with artefacts, people and places
- explore local places of importance, including at least one place of significance for a religious family
- share their own experiences of places which are important to them

Prayer, worship and reflection

- learn about key figures in their own lives and key members of a local religious group
- listen and respond to visitors from faith communities
- talk about prayer and worship and experience times of quiet and stillness

Identity and belonging

- explore how people know that they belong to a family and other groups, including religious groups

Ultimate questions

- experience aspects of the natural world, using their imagination and curiosity about life and develop their appreciation and wonder of the world in which they live
- ask questions that are philosophically challenging and consider answers

Human responsibility and values

- explore some of the ways in which people express care and concern for each other and the importance of this for relationships
- develop an awareness of their own values and those of others

Justice and fairness

- understand what is right and wrong and why

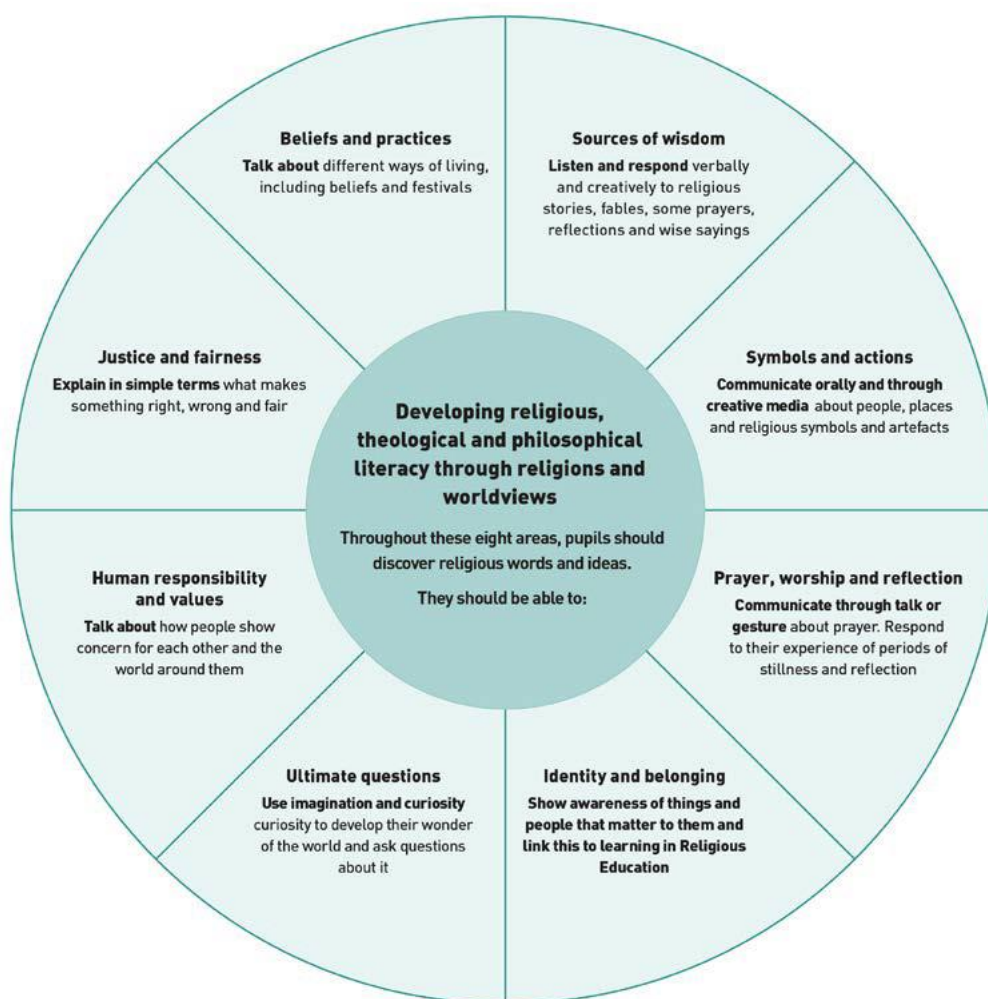
- consider the consequences of their words and actions for themselves and others.

Early years foundation stage learning sequence

Autumn	Spring	Summer
Understanding Christianity – God/Creation (Why is the word ‘God’ so important for Christians?)	Bible stories – Noah’s Ark	Bible stories – Jonah and the Whale
Why and how do Christians celebrate Christmas?	Hindu stories – Rama and Sita	Sikh stories – The Milk and the Jasmine Flower or Duni Chand and the Silver Needle
<i>The Bishop’s Harvest Appeal (the first week in October)</i>	Christian ceremonies – Christenings (compare with Muslim rituals)	Christian ceremonies – Weddings (compare with Jewish rituals)
	Why and how do Christians celebrate Easter?	Understanding Christianity – God/Creation (How can we care for our wonderful world?)

In the early years foundation stage, religious education is taught discreetly. As a church school, most of our focus is Christianity; however, we also cover other principal religions and worldviews. Religious education is timetabled for at least 45 minutes every week. Progress is logged on Tapestry. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

Early years foundation stage progression framework



By the end of EYFS the religiously, theologically and philosophically literate pupil should:

Share their family traditions and the joy of celebrations, beginning to explore those of other belief communities. Respond, through talk, gesture and play about religious stories, objects, people and practices. Use some basic religious vocabulary and use their imagination and curiosity to develop their interest in the world around them. Ask questions about the meaning and importance of what they are learning.

Parents and carers have the right to withdraw their child from RE. They might exercise this right by speaking with the headteacher.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1 – years 1 and 2

Key stage 1 programme of study

Pupils should be taught to:

Beliefs and practices

- recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them

Sources of wisdom

- retell and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come

Symbols and actions

- recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities

Prayer, worship and reflection

- respond to and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection mean to a religious community

Identity and belonging

- notice and talk about how groups express their identity and belonging
- listen to and talk with people including leaders who belong to a faith community about how their commitment affects their lives

Ultimate questions

- explore questions about belonging, meaning and truth so that they can express their own ideas and opinions

Human responsibility and values

- respond to stories and real-life examples of how and why people show care and concern for humanity and the world

Justice and fairness


- reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others.

Key stage 1 learning sequence

	Autumn	Spring	Summer
Year A	<p>Understanding Spirituality – Reasoning</p> <p>What is spirituality? – thinking about our beliefs How do we develop our spirituality at school? – collective worship, RE, reflection areas, values, 6Rs What are the 6Rs? What does reasoning mean? – the process of thinking about things in a logical way What does the Bible teach about reasoning? – ‘Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock.’ (Matthew 7:24) Where is the artwork showing this? How might your design look?</p> <p>What do religions and worldviews teach about people and animals? (see Briefing Notes)</p> <p>Understanding Christianity – Incarnation (Why does Christmas matter to Christians?)</p> <p><i>The Bishop’s Harvest Appeal (the first week in October)</i></p>	<p>Foundations of Christianity (see separate document)</p>	<p>Exploring Religions – Judaism</p> <p>History and belief: What is Judaism? How did Judaism begin? The Temple The Messiah What are the Tanakh and Talmud? What are the mitzvot? What is a synagogue? Why do Jews pray?</p> <p>Judaism in the modern world: What is Shabbat? Jewish festivals Birth, Bar Mitzvah and Bat Mitzvah Marriage, funerals and mourning The value of human life A persecuted people Jewish responses to the Holocaust What is Zionism?</p>
Year B	<p>Understanding Spirituality – Reflection</p> <p>What is spirituality? – thinking about our beliefs How do we develop our spirituality at school? – collective worship, RE, reflection areas, values, 6Rs What are the 6Rs? What does reflection mean? – careful thought about something What does the Bible teach about reflection? – So the Lord God banished him from the Garden of Eden to work the ground from which he had been taken. (Genesis 3:23) Where is the artwork showing this? How might your design look?</p> <p>Foundations of Christianity (see separate document)</p> <p><i>The Bishop’s Harvest Appeal (the first week in October)</i></p>	<p>Understanding Christianity – Gospel (What is the good news Jesus brings?)</p> <p>What do religions and worldviews teach about right and wrong? (see plan from RE Today & Briefing Notes)</p>	<p>Exploring Religions – Islam</p> <p>History and belief: What is Islam? How did Islam begin? How did Islam rise to influence? Why did Islam split? What is the Qur’an? What do Muslims believe about God? Who are the prophets in Islam? What do Muslims believe happens when we die?</p> <p>Islam in the modern world: The Five Pillars Prayer and the mosque Ramadan and Eid ul-Fitr What happens on hajj? Sunni and Shi’a Islam What should women wear? What is jihad? Islam in Britain</p>

As a church school, most of our focus is Christianity; however, we also cover other principal religions and worldviews, specifically Islam and Judaism in key stage 1. Religious education is timetabled for at least 90 minutes every week. Lessons are recorded both in exercise books and on Seesaw. Summative assessment is completed at the end of each year with

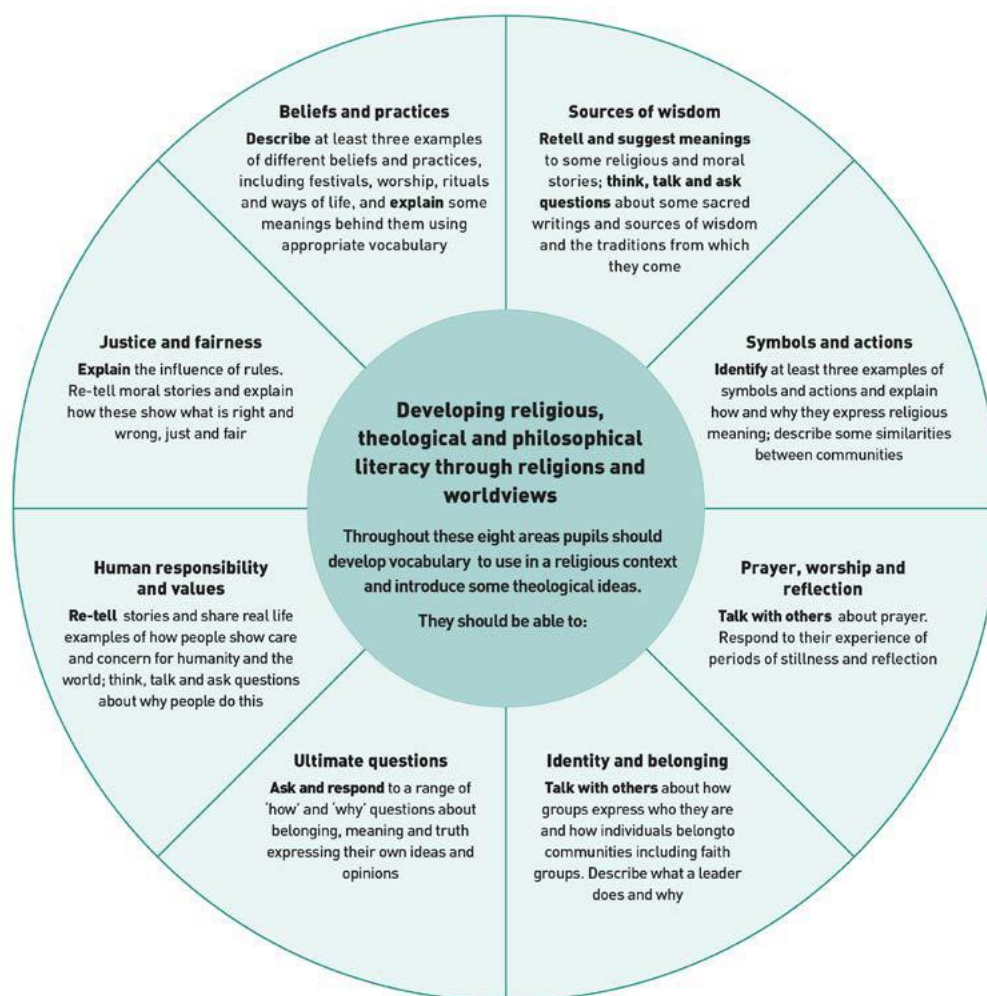
pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.


Northaw CE Primary School

Foundations of Christianity

		Starting Points	OT Bible Stories	NT Bible Stories	Church History	Christmas and Easter	Beliefs and Practices	Rites of Passage	People and Places	Christianity Today	Inspired by Faith
KS1	Year A	What is RE? – learning about religions and non-religious worldviews What religions do we learn about? – Judaism, Islam, Hinduism, Sikhism and Buddhism Why do we study Christianity more than any other religion? – church school What is Christianity? – the religion that is based on the teachings of Jesus Christ and the belief that he was the son of God	What is the Bible? Adam and Eve	Jesus forgives and heals a paralysed man	How did Christianity begin?	Easter – revise the story of Easter with focus on Lent	Jesus	Birth	Priests (visit Rev Chris)	How many Christians live around the world? Is the UK a Christian country?	Martin Luther King Jr
	Year B		What is the Bible? Abraham tested	Jesus calms the storm	What was life like for the Early Church?	Christmas – revise the story of Christmas with focus on Advent	Symbols of Christianity, e.g. cross, crucifix and ichthus	Adult Baptism and Confirmation	Churches (visit Rev Chris)	The Church of England and the Anglican Communion	Mother Teresa
LKS2	Year A	What is Christianity? – the religion that is based on the teachings of Jesus Christ and the belief that he was the son of God	What is the Bible? Joseph's dreams	What are parables? The parable of the good Samaritan	Constantine and the Council of Nicaea	Easter – revise the story of Easter with focus on Holy Week	The Trinity	Marriage	Bishops, e.g. Bishop of Hertford	Other denominations of Christianity, e.g. Quakers, Amish and Charismatic	C S Lewis
	Year B		What is the Bible? Moses and the burning bush	What are parables? The parable of the lost son	The Great Schism and the Catholic Church	Christmas – revise the story of Christmas with focus on Nativity	Love and forgiveness	Ordination – the act or ceremony of making somebody a priest	Cathedrals, e.g. St Albans Cathedral	Women leaders	Eric Liddell
UKS2	Year A	What is Christianity? – the religion that is based on the teachings of Jesus Christ and the belief that he was the son of God	What is the Bible? David and Goliath	What are parables? The parable of the lost sheep	Who is the Pope?	Easter – revise the story of Easter with focus on Pentecost	Prayer	Death	Pilgrims and pilgrimage, e.g. Canterbury, Rome and Lourdes	The crusades and slavery	Corrie Ten Boom
	Year B		What is the Bible? Daniel in the den of lions	What are parables? The parable of the unmerciful servant	The Reformation and the Salvation Army	Christmas – revise the story of Christmas with focus on Epiphany	The Eucharist	Life after death	Jerusalem and the Holy Land	The persecution of Christians	Desmond Tutu

Key stage 1 progression framework



By the end of KS1 the religiously, theologically and philosophically literate pupil should:

Notice and respond sensitively to some similarities between different religions. Explore and develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief. Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities. Reflect on and respond to some of the big questions about life, such as 'why do we celebrate certain things?'

Parents and carers have the right to withdraw their child from RE. They might exercise this right by speaking with the headteacher.

Key stage 2 – years 3 to 6

Key stage 2 programme of study

Pupils should be taught to:

Beliefs and practices

- describe, make connections and reflect upon different features of the religions and worldview 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

- 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

- explore and describe beliefs, practices and symbols and their deeper meanings, in order to understand different ways of expressing meaning

Prayer, worship and reflection

- 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

Identity and belonging

- 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

- 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

- 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

- discuss 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.

Lower key stage 2 learning sequence

	Autumn	Spring	Summer
Year A	<p>Understanding Spirituality – Resilience</p> <p>What is spirituality? – thinking about our beliefs How do we develop our spirituality at school? – collective worship, RE, reflection areas, values, 6Rs What are the 6Rs? What does resilience mean? – the ability of people or things to recover quickly after something unpleasant What does the Bible teach about resilience? – He waited seven more days and again sent out the dove from the ark. (Genesis 8:10) Where is the artwork showing this? How might your design look?</p> <p>What do religions and worldviews teach about environmental issues? (see Briefing Notes)</p> <p>Understanding Christianity – Creation/Fall (What do Christians learn from the creation story?)</p> <p><i>The Bishop’s Harvest Appeal (the first week in October)</i></p>	<p>Foundations of Christianity (see separate document)</p>	<p>Exploring Religions – Hinduism</p> <p>History and belief: What is Hinduism? Hindu gods and goddesses How do Hindus use symbols? Sacred texts Karma, samsara and moksha Dharma What is yoga? Extraordinary individuals</p> <p>Hinduism in the modern world: Forms and places of worship Places of pilgrimage Hindu festivals What is the caste system? Hindu attitudes to violence Do Hindus believe in gender equality? What are Hindu attitudes to the environment? Hinduism in world culture</p>
Year B	<p>Understanding Spirituality – Resourcefulness</p> <p>What is spirituality? – thinking about our beliefs How do we develop our spirituality at school? – collective worship, RE, reflection areas, values, 6Rs What are the 6Rs? What does resourcefulness mean? – the quality of being good at finding ways of doing things and solving problems What does the Bible teach about resourcefulness? – When they had all had enough to eat, he said to his disciples, ‘Gather the pieces that are left over. Let nothing be wasted.’ (John 6:12) Where is the artwork showing this? How might your design look?</p> <p>Foundations of Christianity (see separate document)</p> <p><i>The Bishop’s Harvest Appeal (the first week in October)</i></p>	<p>Understanding Christianity – People of God (What is it like to follow God?)</p> <p>What do religions and worldviews teach about war and peace? (see plan from RE Today, Hinduism – Hindu attitudes to violence & Sikhism – What do Sikhs believe about war?)</p>	<p>Exploring Religions – Sikhism</p> <p>History and belief: How did Sikhism begin? How did Nanak spread his message? Who are the Ten Gurus? Angad to Arjan Who are the Ten Gurus? Hargobind to Gobind Singh Guru Gobind Singh and the Khalsa What are the Five Ks? What is the Guru Granth Sahib? What do Sikhs believe about God?</p> <p>Sikhism in the modern world: What do Sikhs believe happens after death? What is a gurdwara? What is the langar? How do Sikhs serve others? The Golden Temple of Amritsar Sikh festivals What do Sikhs believe about war? Sikhism in the UK</p>

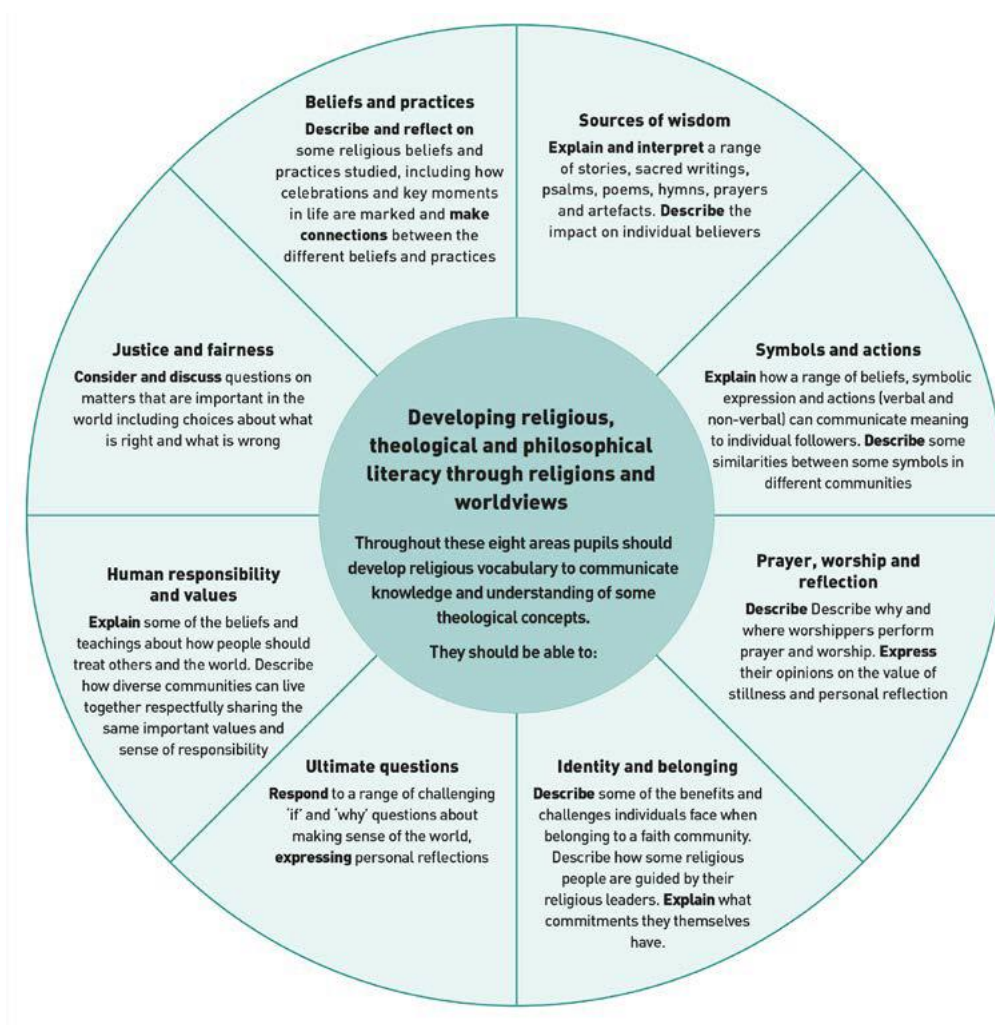
As a church school, most of our focus is Christianity; however, we also cover other principal religions and worldviews, specifically Hinduism and Sikhism in lower key stage 2. Religious education is timetabled for at least 90 minutes every week. Lessons are recorded in exercise books. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

 Northaw CE Primary School

Foundations of Christianity

		Starting Points	OT Bible Stories	NT Bible Stories	Church History	Christmas and Easter	Beliefs and Practices	Rites of Passage	People and Places	Christianity Today	Inspired by Faith
KS1	Year A	What is RE? – learning about religions and non-religious worldviews. What religions do we learn about? – Judaism, Islam, Hinduism, Sikhism and Buddhism Why do we study Christianity more than any other religion? – church school What is Christianity? – the religion that is based on the teachings of Jesus Christ and the belief that he was the son of God	What is the Bible? Adam and Eve	Jesus forgives and heals a paralysed man	How did Christianity begin?	Easter – revise the story of Easter with focus on Lent	Jesus	Birth	Priests (visit Rev Chris)	How many Christians live around the world? Is the UK a Christian country?	Martin Luther King Jr
	Year B		What is the Bible? Abraham tested	Jesus calms the storm	What was life like for the Early Church?	Christmas – revise the story of Christmas with focus on Advent	Symbols of Christianity, e.g. cross, crucifix and ichthus	Adult Baptism and Confirmation	Churches (visit Rev Chris)	The Church of England and the Anglican Communion	Mother Teresa
LKS2	Year A		What is the Bible? Joseph's dreams	What are parables? The parable of the good Samaritan	Constantine and the Council of Nicea	Easter – revise the story of Easter with focus on Holy Week	The Trinity	Marriage	Bishops, e.g. Bishop of Hertford	Other denominations of Christianity, e.g. Quakers, Amish and Charismatic	C S Lewis
	Year B		What is the Bible? Moses and the burning bush	What are parables? The parable of the lost son	The Great Schism and the Catholic Church	Christmas – revise the story of Christmas with focus on Nativity	Love and forgiveness	Ordination – the act or ceremony of making somebody a priest	Cathedrals, e.g. St Albans Cathedral	Women leaders	Eric Liddell
UKS2	Year A		What is the Bible? David and Goliath	What are parables? The parable of the lost sheep	Who is the Pope?	Easter – revise the story of Easter with focus on Pentecost	Prayer	Death	Pilgrims and pilgrimage, e.g. Canterbury, Rome and Lourdes	The crusades and slavery	Corrie Ten Boom
	Year B		What is the Bible? Daniel in the den of lions	What are parables? The parable of the unmerciful servant	The Reformation and the Salvation Army	Christmas – revise the story of Christmas with focus on Epiphany	The Eucharist	Life after death	Jerusalem and the Holy Land	The persecution of Christians	Desmond Tutu

Lower key stage 2 progression framework



By the end of Lower KS2 the religiously, theologically and philosophically literate pupil should:

Reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary. Examine the different views and shared ideas about religious experience in religions and worldviews. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging. Explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions. Consider and discuss important issues and moral choices.


Parents and carers have the right to withdraw their child from RE. They might exercise this right by speaking with the headteacher.

Upper key stage 2 learning sequence

	Autumn	Spring	Summer
Year A	<p>Understanding Spirituality – Respect</p> <p>What is spirituality? – thinking about our beliefs How do we develop our spirituality at school? – collective worship, RE, reflection areas, values, 6Rs What are the 6Rs? What does respect mean? – polite behaviour towards somebody that you think is important What does the Bible teach about respect? – Then Jesus came from Galilee to the Jordan to be baptised by John. (Matthew 3:13) Where is the artwork showing this? How might your design look?</p> <p>What do religions and worldviews teach about caring for the planet? (see Briefing Notes)</p> <p>Understanding Christianity – Salvation (What did Jesus do to save human beings?)</p> <p><i>The Bishop’s Harvest Appeal (the first week in October)</i></p>	<p>Foundations of Christianity (see separate document)</p>	<p>Exploring Religions – Buddhism</p> <p>History and belief: What is Buddhism? The early life of Siddhartha Gautama The Four Sights and the Great Departure The path to enlightenment The Four Noble Truths The Eightfold Path What is the Sangha? The spread of Buddhism</p> <p>Buddhism in the modern world: What are the schools of Buddhism? What is Tibetan Buddhism? Buddhist meditation Buddhist art Buddhist festivals Places of pilgrimage Inspirational leaders Buddhism in the UK</p>
Year B	<p>Understanding Spirituality – Responsibility</p> <p>What is spirituality? – thinking about our beliefs How do we develop our spirituality at school? – collective worship, RE, reflection areas, values, 6Rs What are the 6Rs? What does responsibility mean? – a duty to take care of something What does the Bible teach about responsibility? – ‘Raise your staff and stretch out your hand over the sea to divide the water so that the Israelites can go through the sea on dry ground.’ (Exodus 14:16) Where is the artwork showing this? How might your design look?</p> <p>Foundations of Christianity (see separate document)</p> <p><i>The Bishop’s Harvest Appeal (the first week in October)</i></p>	<p>Understanding Christianity – Kingdom of God (What kind of king is Jesus?)</p> <p>What do religions and worldviews teach about suffering? (see plan from RE Today & Briefing Notes)</p>	<p>Non-Religious Worldviews – Atheism, Agnosticism and Humanism (see Understanding Humanism, Exploring Non-Religious Worldviews & Living Without God)</p>

As a church school, most of our focus is Christianity; however, we also cover other principal religions and worldviews, specifically Buddhism and Humanism in upper key stage 2. Religious education is timetabled for at least 90 minutes every week. Lessons are recorded in exercise books. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard (PRE), working towards the

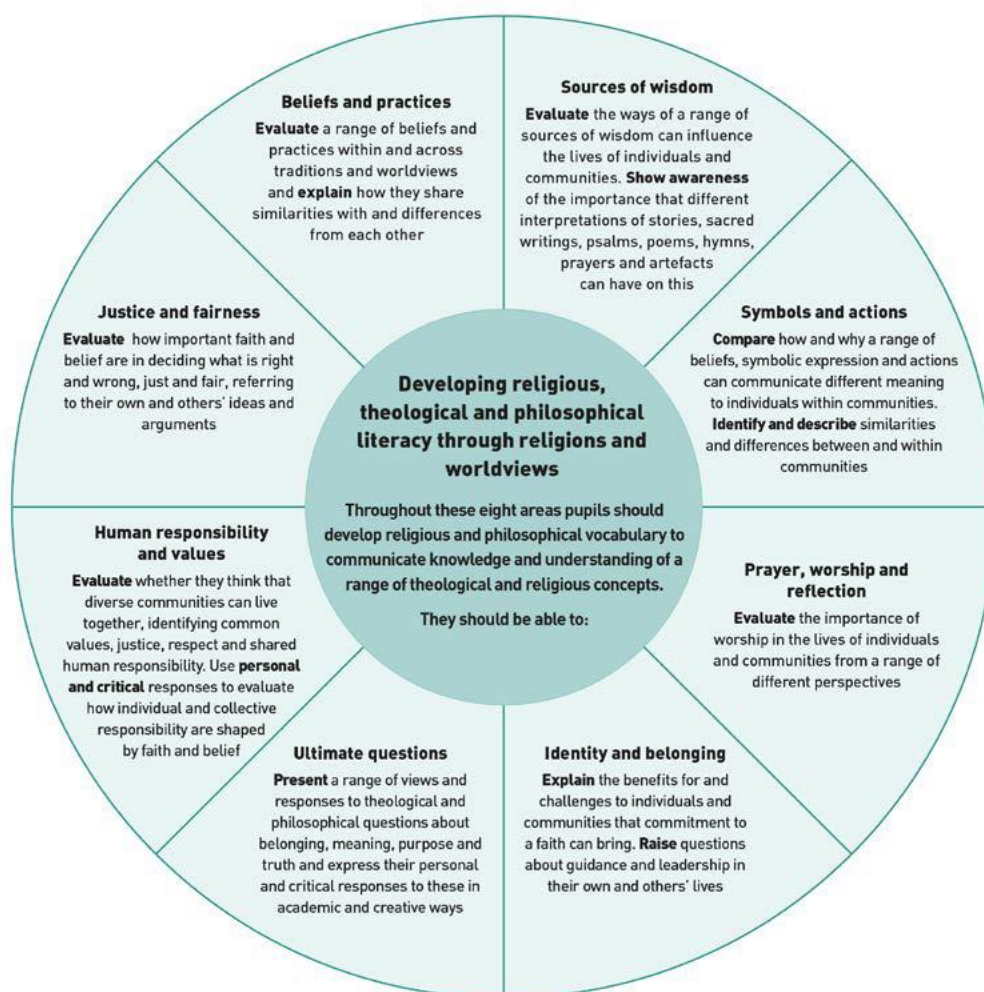
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 Northaw CE Primary School

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	Year B		What is the Bible? Abraham tested	Jesus calms the storm	What was life like for the Early Church?	Christmas – revise the story of Christmas with focus on Advent	Symbols of Christianity, e.g. cross, crucifix and ichthus	Adult Baptism and Confirmation	Churches (visit Rev Chris)	The Church of England and the Anglican Communion	Mother Teresa
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	Year B		What is the Bible? Daniel in the den of lions	What are parables? The parable of the unmerciful servant	The Reformation and the Salvation Army	Christmas – revise the story of Christmas with focus on Epiphany	The Eucharist	Life after death	Jerusalem and the Holy Land	The persecution of Christians	Desmond Tutu

Upper key stage 2 progression framework



By the end of Upper KS2 the religiously, theologically and philosophically literate pupil should:

Connect their knowledge and understanding of some religions and worldviews, reflecting on these, using specific religious vocabulary. Analyse different viewpoints within and between religions and beliefs. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion responding to diverse viewpoints about belonging, meaning and truth. Explore shared human responsibility and values through enquiry and experience and express personal reflections with increasing curiosity. Identify the importance of moral choices, selecting examples and giving reasons to support their ideas.

Parents and carers have the right to withdraw their child from RE. They might exercise this right by speaking with the headteacher.