

# *Religious Education at The Mill Academy*

Reviewed May 2020  
Barnsley Agreed Syllabus



# *Religious Education at The Mill Academy*

## **Religious Education Curriculum Statement**

**“Peace cannot be kept by force; it can only be achieved by understanding”  
Albert Einstein**

At the Mill Academy we believe that RE has an important part to play in promoting the spiritual, moral, social, cultural and intellectual development of our pupils. They will gain a greater understanding of themselves and a more sympathetic awareness of the needs of others.

This enables pupils to be better equipped to cope with the responsibilities and experiences of adult life. To promote the ideas of our school vision we believe that education in RE should be a child centred, exciting journey.

Children will learn to understand the world and their place in it, know that all members of the school community show respect and tolerance for others and develop a better cultural awareness.



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## Six Key questions

### **Question 1**

Why are these words special?  
Sacred books

### **Question 2**

Why are some places special?  
Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages

### **Question 3**

How can faith contribute to Community Cohesion?  
Beliefs, ethics, family traditions and faith in the community

### **Question 4**

Why are some times special?  
Festivals and families

### **Question 5**

What can be learned from the lives of significant people of faith?  
Role models

### **Question 6**

How do I and others feel about life and the universe around us?  
Ultimate questions

# Religious Education at The Mill Academy

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Aut	All About Me/Ourselves, Harvest, Diwali, Christmas	<b>Christianity</b> Why are some times special Q 4	<b>Christianity/Islam</b> Why are these words special ? Q1	<b>Christianity</b> How can faith contribute to Community Cohesion?Q3	<b>Judaism</b> Why are some times special? Q4	<b>Christianity</b> How can faith contribute to Community Cohesion?Q3	<b>Sikhism</b> What can be learnt from the lives of significant people of faith? Q5
Aut	Harvest/Diwali/Christmas	Diwali Festival of Light/Christmas		Harvest/Christmas	Hannukah	Harvest/Christmas	Guru Nanaks Birthday
Spr	Chinese New Year , Easter	<b>Christianity</b> Why are some places special Q 2	<b>Christianity/Islam</b> - How can faith contribute to Community Cohesion?Q3	<b>The way of the Buddha</b> Why are these words special?Q1	<b>Christianity</b> What can be learnt from the lives of significant people of faith? Q5	<b>Christianity</b> Why are some times special? Q4	<b>Christianity</b> How do I and others feel about life and the universe around us? Q6
Spr	Chinese New Year/ Easter	Easter		Nirvana Day	Easter	Baisakhi- Harvest Festival	Easter
Sum	Other Countries and Cultures around the World	<b>Hinduism</b> What can be learnt from the lives of significant people of faith?Q5	<b>Christianity</b> How do I and others feel about life and the universe around us? Q6	<b>The Way of the Buddha</b> Why are some places special? Q2	<b>Judaism</b> How do I and others feel about life and the universe around us? Q6	<b>Islam</b> Why are some places special? Q2	<b>Sikhism</b> Why are some words special? Q1 Guru Granth Sahib
	Summer	Ratha Yatra- Festival of the Chariots		Vesak - Buddha Day	Tisha B'av	Pentecost and Ascension	

# *Religious Education at The Mill Academy*

## **EYFS- Programme of Study**

The EYFS of education begins from birth. Children may go to a number of settings during the EYFS from a child minder setting to a part-time or full time day care/educational setting. The last year of the EYFS is usually described as the R/F2 year, since most pupils are admitted to the reception class of an infant or primary school at some point during that year.

Religious education (RE) is statutory for 'all registered pupils at a school'. This includes all pupils registered on the school roll in reception classes (F2) but not those in nursery classes (F1) in maintained schools or in playgroups/child minder settings.

Although RE is not a legal requirement for much of the foundation stage, it forms a very valuable part of the educational experience of children throughout the key stage.

Experiences in Early Years should lay the foundations for future learning through the programmes of study in Key Stage 1.

The Curriculum Guidance for the EYFS (statutory from September 2008) sets out the expectations of what children should learn to meet the Early Learning Goals.

RE can contribute to all six areas of learning but most specifically in relation to the following:

Personal, social and emotional development ☐ Communication, language and literacy ☐

Knowledge and understanding of the world ☐ Creative development

The Barnsley Local Agreed Syllabus indicates how RE can contribute to the Early Learning Goals (refer to section 4.4) and illustrates how this may be achieved (refer to section 5.2).

It is recognised that young children's learning cannot be compartmentalised and that the starting point for children's learning should begin with the child, and should build on past experience, including experiences children bring from home.

# Religious Education at The Mill Academy

## 3.4 Programme of Study for Key Stage 1

Throughout Key Stage 1 pupils explore the Christian faith and at least one other principal religion.

They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion for

believers, especially for children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging. Key Stage 1 emphasises exploration: finding out about religion and oneself.

### Learning about religion: (AT1)

#### Pupils should be taught to:

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| <ul style="list-style-type: none"> <li>a Explore a range of religious stories and sacred writings, and talk about their meanings. They will find out about 'special words' from holy books.</li> <li>b Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. They will find out about special times, places of worship and some religious artefacts.</li> <li>c Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.</li> </ul> | <ul style="list-style-type: none"> <li>d Take note of some stories of faith leaders. They will find out how leaders can inspire us or teach us.</li> <li>e Explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses. They will find out how people express their faith or beliefs.</li> <li>f Identify and suggest meanings for religious symbols and begin to use a range of religious words. They will find out about why there are places of worship and how people express their faith with symbols.</li> </ul> |
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### Learning from religion: (AT2)

#### Pupils should be taught to:

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| <ul style="list-style-type: none"> <li>a Reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness. They will find out about how different people see the world.</li> <li>b Ask and respond imaginatively to puzzling questions, communicating their ideas. They will find out about big questions, and feelings and thoughts that go with them.</li> <li>c Identify what matters to them and others, including those with religious commitments, and communicate their responses. They will find out about how beliefs make a difference, and about faith in the local area.</li> </ul> | <ul style="list-style-type: none"> <li>d Reflect on how spiritual and moral values relate to their own values and behaviour, recognising that religious teachings and ideas make a difference to individuals, families and the local community. They will find out about their own responses to questions about life.</li> </ul> |
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#### Key Stage 1:

##### Breadth of study

During Key Stage 1 pupils should be taught the knowledge, skills and understanding through the following religions and beliefs, themes, experiences and opportunities:

##### Religions and beliefs

- a Christian faith
- b at least one other principal religion
- c a religious community with a significant local presence, where appropriate
- d a secular point of view, where appropriate

##### Themes

- e **Believing:** what people believe about God, humanity and the natural world
- f **Story:** how and why some stories are sacred and important in religion
- g **Celebrations:** how and why celebrations are important in religion
- h **Symbols:** how and why symbols express religious meaning
- i **Leaders and teachers:** figures who have an influence on others locally, nationally and globally in religion
- j **Belonging:** where and how people belong and why belonging is important
- k **Myself:** who I am and my uniqueness as a person in a family and community

##### Experiences and opportunities

- l Visiting places of worship with a focus on symbols and feelings, and listening to and responding to visitors from local faith communities
- m Using all their senses in developing their knowledge, skills and understanding, and developing their creative talents and imagination through art, music, dance, drama and times of quiet reflection
- n Sharing their own beliefs, ideas and values and talking about their feelings and experiences
- o Beginning to use ICT to explore religious beliefs and practices in the local and wider community

# Religious Education at The Mill Academy

## 3.5 Programme of Study for Key Stage 2

Throughout Key Stage 2 pupils learn about the Christian faith and at least two of the other principal religions, recognising the impact of religion locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between faiths

and the importance of dialogues between religions. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education. Key Stage 2 emphasises handling questions and making connections and links between religions and oneself.

## Key Stage 2: Knowledge, Skills and Understanding

### Learning about religion: (AT1)

#### Pupils should be taught to:

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| <p>a Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. They make connections between sacred texts and religion today.</p> <p>b Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings. They handle questions about links between different religious beliefs, practices and ways of life.</p> <p>c Identify and begin to describe the similarities and differences within and between religions. Then make connections between different religious beliefs, festivals, worship and communities.</p> <p>d Investigate the significance of religion in the local, national and global communities. They handle questions about where faith is seen in the local community and the wider world.</p> | <p>e Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them. They handle questions about how people express their faith.</p> <p>f Describe and begin to understand religious and other responses to ultimate and ethical questions. They make links between life's big questions and the varied answers people suggest.</p> <p>g Use specialist vocabulary in communicating their knowledge and understanding. They connect the words they are learning to topics like sacred text, festivals or founders and leaders.</p> <p>h Use and understand information about religions from a range of sources. They connect up what they learn in RE with the wider world.</p> |
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### Learning from religion: (AT2)

#### Pupils should be taught to:

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| <p>a Reflect on what it means to belong to a faith community, communicating their own and others' responses. They make connections about belonging.</p> <p>b Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. They learn to handle questions about their commitments and those of others.</p> <p>c Discuss their own and others' views of religious truth and belief, expressing their own ideas. They learn to handle questions about life and the universe around them.</p> | <p>d Reflect on ideas of right and wrong and their own and others' responses to them. They make simple connections between beliefs and behaviour.</p> <p>e Reflect on sources of inspiration in their own and others' lives. They make links between their own 'heroes' and key spiritual leaders.</p> |
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# Religious Education at The Mill Academy

## Key Stage 2:

### Breadth of study

During Key Stage 2 pupils should be taught the knowledge, skills and understanding through the following religions and beliefs, themes, experiences and opportunities:

### Religions and beliefs

- a Christian faith
- b at least two other principal religions
- c a religious community with a significant local presence, where appropriate
- d a secular point of view, where appropriate

### Themes

- e **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives
- f **Teachings and authority:** what sacred texts and other sources say about God, the world and human life
- g **Worship, pilgrimage and sacred places:** where, how and why people worship, including worship at some particular sites
- h **The journey of life and death:** why some occasions are sacred to believers, and what people think about life after death
- i **Symbols and religious expression:** how religious and spiritual ideas are expressed
- j **Inspirational people:** figures from whom believers find inspiration
- k **Religion and the individual:** what is expected of a person in following a religion
- l **Religion, family and community:** how religious families and communities practise their faith, and the contribution this makes to local life

### m Beliefs in action in the world:

how religions respond to global issues of human rights, fairness, social justice and the importance of the environment

### Experiences and opportunities

- n Encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community
- o Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others
- p Considering a range of human experiences and feelings
- q Expressing and communicating their own and others' insights into life and its origin, purpose and meaning, through the creative and expressive arts, and ICT
- r Developing the use of ICT, particularly in enhancing pupils' awareness of religions globally