

Wood End First School

Religious Education Policy



2012

WOOD END COUNTY FIRST SCHOOL
RELIGIOUS EDUCATION POLICY

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WOOD END COUNTY FIRST SCHOOL

RELIGIOUS EDUCATION POLICY

AIMS

The aims of Religious Education in this school are:

- to develop awareness of other people, cultures and beliefs.
- to develop respect for the environment and themselves.
- to encourage spiritual awareness.
- to foster a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of mankind.

THE AIMS OF RELIGIOUS EDUCATION

The following aims of religious education have been agreed by Milton Keynes's Agreed Syllabus Conference.

Religious education should help pupils to:

Learn about religions by

- Acquiring and developing knowledge and understanding of Christianity and other principal religions represented in Great Britain
- Developing an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

Learning from religion by

- Developing a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions
- Developing the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions represented in Great Britain
- Enhancing their spiritual, moral, social and cultural development by:
 - Developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them
 - Responding to such questions with reference to the teachings and practices of religions and to their understanding and experience
 - Reflecting on their own beliefs, values and experiences in the light of their study.

OBJECTIVES/PRINCIPLES

- to provide general education in Religion for all children whatever their background but parents are responsible for their children's religious practice and the degree to which they bring up their children in any faith.
- Religion has a specific meaning in terms of accepted beliefs and practices. There is also a broader meaning outside organised religions that considers issues such as:
 - i) what does it mean to be human?
 - ii) relationships with others and the natural world
 - iii) origins, purposes and destiny of life.
- All children should know about world faiths in order to understand and respect them. All children in Britain should know about the Christian religion because of its prominence in our culture.
- Religious Education involves concepts, skills and attitudes, many of which are common to the arts, humanities, sciences and social sciences. Religious Education should still have its own place in the curriculum of the first school.
- The beliefs of teachers provide an important resource in the teaching of RE. In preparation and teaching, these beliefs should not dominate or be hidden. Teachers should talk about their own beliefs as well as being sensitive to the beliefs of others and from this are likely to gain the respect of the pupils.

RELIGIOUS EDUCATION AND THE NATIONAL CURRICULUM

Under the 1944 and 1988 Acts, parents have the right to withdraw their children from Religious Education and/or Collective Worship. At Wood End School, these parents are invited to talk to the Headteacher before a decision is made and, at this meeting, she emphasises the nature of our Religious Education - developing a respect for all religions and beliefs.

All children take part in Religious Education weekly in the classroom. This may take the form of discussion, stories, written work or artwork. There is a daily act of worship which provides an opportunity to reflect on the day's theme and includes a short prayer and a song. Visitors including those from local churches are invited to take assemblies and the reception class join us when appropriate. Christianity is the predominant religion that, by law, we must study but we also consider that it is important to educate the children in the beliefs of other religions. Where there are children in school who practise these religions, they are used as a resource and help us to understand more about the religions of others. Other topics that arise in our Religious

Education syllabus are the importance of belonging to groups and families, how to treat others with kindness and respect and the wonder and beauty of the natural world. All parents have the right to withdraw their children from all or part of the religious education and collective worship provided. Those children who are withdrawn are expected to bring work to do and are supervised by an adult. Parents who are concerned about their children studying this area of the curriculum should discuss it with the Headteacher.

Teachers also have the right to withdraw from Religious Education and Acts of Worship on religious grounds. If required, teachers can discuss this with the Headteacher.

The Education Reform Act 1988 states that Religious Education, like the rest of the curriculum, should

- be broad and balanced
- promote the spiritual, moral, cultural, mental and physical development of pupils at school and of society
- prepare pupils for the opportunities and responsibilities of adult life.

LINKS ACROSS THE CURRICULUM

There will obviously be many links between Religious Education and other areas of the curriculum. These provide useful opportunities to make the study units meaningful to the children. These are some ideas of the cross-curricular aspects of R.E.:

- Family, school rules and community, their own class group, relationships, behaviour(PSHE)
- Order and pattern in nature, seasonal change, the power of nature (Science/Art)
- Meaning of assembly songs (Music)
- Stories and discussions/having a point of view/listening and speaking (English)

Exploring the feelings of awe, wonder and mystery of the world through (Music, Poetry, Art and Drama)

RE obviously has a very strong link with the spiritual and moral development of children.

ORGANISATION AND MANAGEMENT/CURRICULUM PLANNING

Resources used to aid planning are:

- Milton Keynes Agreed Syllabus for Religious Education 2011.
- QCA Religious Education Scheme of work.

See Curriculum Overview (Staff T-Drive) for the study units for each year group. Year 1+2 have a trip to a place of worship during the Summer term included in their work. Teachers are encouraged to invite visiting speakers when appropriate.

Using the Overview each class teacher has the responsibility to plan the Religious Education Learning for their class.

There is no specified time to be spent teaching Religious Education but 5% is recommended by the RE Council of England and Wales and the Bucks Standing Advisory Council for Religious Education (SACRE). At Wood End School each year group teacher is expected to plan RE for one hour a week, in the Foundation Stage RE will be taught as part of 'Knowledge and Understanding of the World'. The Curriculum is planned using the 7 point planning process outlined in the MK Agreed Syllabus (2011). Each unit of work is enquiry-based, and links the central ideas of 'Believing', 'Behaving' and 'Belonging'. The themes are addressed through the concept of key questions.

TEACHING AND LEARNING STRATEGIES

The nature of this subject and the age of first school children will, in the main, mean that Religious Education is experienced through stories and discussion and, for the younger children, will mean very little of the work being recorded.

In the First School, these are some of the ways that Religious Education could be delivered:

- 1 Discussion arising from:
 - a) Topic work
 - b) Incidents in school
 - c) Speaker
 - d) Children's experiences
 - e) School rules
 - f) Assembly

- 2 Stories read in class or assembly. Some aspects of RE are planned in literacy lessons.
- 3 Songs - topic songs and assembly songs.
- 4 Visits/visiting speakers
- 5 Circle time

DIFFERENTIATION

Differentiation in RE will occur either through input, outcome or classroom organisation. Some ways of ensuring differentiation are:

Outcome

- All pupils are set same task with a variety of outcomes
- All pupils are set same task, some are given support
- Amount of work set is differentiated
- Way of recording is different, e.g. writing or drawing

Input

- Different task for each ability group
- Same core task with additional work for some
- Group work with each pupil given a role
- Individual programmes for pupils

Class organisation

- Time allocation greater for some
- Certain equipment or resources made available for some.

EQUAL OPPORTUNITIES

Religious Education is an entitlement for all pupils unless their parents have requested their exclusion. The foundations of Religious Education laid down in the first school should help pupils to be knowledgeable, tolerant adults in a multi-cultural society.

COLLECTIVE WORSHIP

In accordance with the Education Acts, an act of worship happens at Wood End School each day for all children in Key Stage 1 except those who have been withdrawn on their parents' wishes. In the school prospectus parents are asked to discuss the issue with the Headteacher if they are considering withdrawing their children from collective worship or religious education lessons. The Headteacher, in consultation with the *Governors*, oversees the content of the assemblies. The Headteacher is responsible for the assemblies. The aim of our collective worship is to help the children develop spiritually, morally and socially and to emphasise the community aspect of the school.

The Foundation Stage children join assembly at agreed times, this becomes more frequent towards the end of the year.

The children enter while listening to music, and sit in class lines. Notices are given where necessary including advertising events in school, commenting on behaviour and the success of the school teams or dinner tables. The exact format will vary and be planned by the person conducting the assembly.

On a Thursday, assembly songs for the week are practised and the meaning of the songs emphasised to the children.

There are two Christian places of worship within walking distance of Wood End School that can be visited - Christchurch, Stantonbury which is a modern ecumenical church and Great Linford Church which is Church of England and a very valuable historical resource because of its age (see appendix for contact names and other suggested places).

Visiting speakers should be chosen with care. They need to be able to relate to children and speak to them at their level. The teacher may well have to prepare the speaker and the children well, before this can take place. Speakers from particular religions should realise that this is not an opportunity to evangelise but a chance for the children to learn about and develop a respect for a particular faith.

We welcome groups to take assemblies and presently use the Bridge Builder Trust .

HEALTH AND SAFETY

Teachers should follow the Health and Safety Policy of the school when teaching Religious Education. Particular attention should be taken of this policy when taking the children on a visit outside school, the education visits co-ordinator and Headteacher should be consulted when planning a visit.

ASSESSMENT, RECORDING AND REPORTING

At the end of each unit the teacher assesses each child's knowledge and skills against the level descriptors (see Appendix 4). At the end of the academic year the teacher records the National Curriculum level for each pupil. Each parent receives an Annual Report in July, which records their child's attainment in R.E.

ROLE OF THE CO-ORDINATOR

- 1 To formulate the Religious Education policy in co-operation with other staff.
- 2 Keep under review the Religious Education policy, and advise on future needs in this curriculum area.
- 3 To oversee the implementation of the policy.
- 4 To oversee the ordering of books, equipment, etc and organise the resources within the school.
- 5 To liaise with staff, governors, parents and other agencies where necessary.
- 6 To keep abreast of current thinking by attending courses, reading and sharing with other staff all significant developments.

RESOURCES

Appropriate documents and books for teacher's reference are kept in the staffroom. Also in the staffroom are Religious Education magazines bought by the school with useful classroom activities and posters. Books that are at the children's level can be found in the school library and the classrooms. Labelled resource boxes for each faith community are stored in the resources room. See Appendices 1 to 3.

MONITORING AND EVALUATION

Religious Education work should be evaluated each half term by each teacher on the back of their planning sheet. The Religious Education policy will be reviewed by staff and amendments made by the Religious Education co-ordinator every two years. The organisation and success of collective worship will be evaluated at the end of each year.

REVIEW DATE

Spring 2012

Next review date Spring 2014

STORIES AND RELIGIOUS EDUCATION - SELECT BIBLIOGRAPHY

SELF AND IDENTITY

Frederick, Leo Lionni, Picture Knight
The Velveteen Rabbit, Margery Williams, Heinemann, 0824981758
Ferdinand, Mungo Leaf, Puffin
Where the Wild Things Are, Maurice Sendak, Puffin, 0001034200
The Black Sheep, Elizabeth Heck/Sita Jucker, Spindlewood
Two Can Toucan, David McKee, Random Century, 0099476401
Nini at Carnival, Errol Lloyd, Bodley Head, 01405057484
Arthur, Amanda Graham/Dona Gynell, Spindlewood, 0947212108
Who am I? Richard Watson, Picture Corgi, 0460062522
Jo Jo the Melon Donkey, Michael Morpurgo, MMB? Andre Deutsch
Fish is Fish, Leo Lionni, Picture Puffin, 0140500910
Crumble the Christmas Cat, Catherine Stock, MacDonald
What a Mess, Frank Muir, Benn, 0713628928
Dai and the Stolen Goods, Avril Rowlands, Hillside

SPECIAL PLACES, SPECIAL THINGS

The Gift, John Prater, Puffin, 0370306694
Dogger, Shirley Hughes, Puffin, 009992790X
The Best Present, Holly Keller, Julia Macrae, 0744517117
The Legend of the Blue Bonnet, Tonie de Paola, Methuen
Dinosaurs and All That Rubbish, Michael Foreman, Picture Puffin 014055260X
Oi, Get off our train, John Burningham, Jonathan Cape
The Dancing Tigers, R Hoban, and D Gentleman, Jonathan Cape 0099750201
Wilfrid Gordon McDonald Partridge, Mem Fox, Picture Puffin, 0140505865
When Willy Went to the Wedding, Judith Kerr, Picture Lions
Stig of the dump, Clive King, Puffin 0140364501
The Patchwork Quilt, Valerie Flournay, Puffin 0140506411
Our best stories, Ann Pilling, Knight 034040857X
The Class cupboard and Fairy Tales, Terry Jones, Puffin
The Kitchen Madonna, Rumer Godden, MacMillan
Babylon, Jill Paton Walsh, Andre Deutsch 0099880806

AWE AND WONDER

The Snowman, Raymond Briggs, Picture Puffin, 0241132495
Where are you going Emma? Jeanne Titherington, Julie Macrae

Something is going to happen, Charlotte Zolotow, Collins
Out and About, Shirley Hughes, Walker
The Song of the Nightingale (St Francis), Fiona French, Blackie
Isn't it a beautify Meadow?, Wold Harranth, OUP 0234721464
My side of the mountain, Jean George, Puffin 0099213311
The midnight fox, Betsy Byars, Puffin 0140370331
Charlotte's Web, E B White, Puffin 0140364498

TRANSORMATION AND CHANGE

Chicken and Egg, B Watts, Black
Tadpole and Frog, B Watts, Black
The Very Hungry Caterpillar, E Carle, Puffin 0241003008
Our House on the Hill, P Dupasquier, Picture Puffin
Joseph's Yard, C Keeping, OUP
Pumpkin, Pumpkin, J Titherington, Picture Piper
Charlotte's Web, E B White Puffin, 0140364498

STORIES AND RELIGIOUS EDUCATION - SELECT BIBLIOGRAPH

RELATIONSHIPS

Dogger, Shirley Hughes, Picture Lion, 0856562255
John Brown, Rose and the Midnight Cat, Jenny Wagner, Picture Puffin, 0670807907
My Old Grandad, W Harranth, Oxford
Grandpa, John Burningham, Cape, 0721414761
A Dog for Ben, Jean Richardson and Joanna Carey, Picture Puffin
Stories for the Very Young, Sally Grindley, Kingfisher, 0862724309
The Two Giants, Michael Foreman, Hodder and Stoughton
Clair's New Baby Brother, Nigel Snell, Hamish Hamnilton, 024111196X
The Patchwork Cat, Valerie Flournoy, Bodley Head/Picture Puffin
I am Adopted, Susan Lapsley, Bodley Head
I Hate My Sister! Wayne Jackman and Terry McKenna, Firefly
My Brother Got Lost, Wayne Jackman and Terry McKenna, Firefly
Our New Baby, Wayne Jackman and Terry McKenna, Firefly
The Babysitter, Wayne Jackman and Terry McKenna, Firefly
Rosalie (caring for a dog), Joan Hewett, Viking Kestrel
Peter's chair, Ezra Jack Keats, Bodley Head 0370007905

DEATH

Badger's Parting Gifts, Susan Varley, Picture Lion
The Tenth Good Thinkg about Barney, Judith Viorst, Collins
Nana Upstairs, Nana Downstairs, Tomie Da Paola, Methuen

Grandpa, John Burningham, Johathan Cape, 0721414761
Fred, Posy Simmonds, Picture Puffin, 0140509658
Remembering Mum, Ginny Perkins and Leon Morris, A&C Black 0713633816
Grandpa's Slide Show, Deborah Gould, Viking Kestrel
Goodbye Max, Holly Keller, Walker, 074451455X

FEAR

Tom Visits the Dentist, Niget Snell, Hamish Hamilton, 0241111897
Sally Ann in the Snow, Petronella Breinburg, Bodley Head
The Story about Ping, Margorie Flack and Durt Wiese, Bodley Head 0099294214
Boxed In, Vyanne Samuels, Random Century, 0330312627
Two Terrible Frights, Jim Aylesworth, Viking Kestrel 0140508651

Suggested Biblical stories for Key Stage One:

Noah's Ark, Gen 6:10-9:17
David and Goliath, 1 Sam 17
The nativity story, Mt 1-2; Lk 1-2:40
Jesus as a boy in the temple, Lk 2:41-52
Call of the disciples, Lk 5:1-11; Mt 4:18-22; Mk1:16-20; Jn 1:40-42
The story of Zacchaeus, Lk 19:1-10
Parable of the good Samaritan, Lk 10:30-37
Parable of the prodigal son, Lk 15:11-32
Parable of the lost sheep, Lk 15:4-6; Mt 18:12-13
Feeding of the five thousand, Lk 9:12-17; Mt 14:15-21; Mk 6:35-44; Jn 6:5-13
Healing of the ten lepers, Lk 17:11-19
The Easter story, Mt 26-28; Mk 14-16; Lk 22-24; Jn 18-21

Suggested Biblical stories for Key Stage Two:

The stories for Key Stage One plus
The Creation, Gen 1-2

Extracts from the stories of the following characters:

Abraham, Gen 11-25
Isaac, Gen 17-35
Jacob, Gen 25-49
Joseph, Gen 30-50

Moses, Ex 2 - Dt 34
Joshua, Ex 17 - Jos 24
Gideon, Jud 6-8
Samson, Jud 13-16
Ruth, Rt 1-4
Samuel, 1 Sam 1-25
David, 1 Sam 16 - 2 Sam 23
Solomon, I Ki 1-11
Elijah, 1Ki 17-19
Elisha, 2 Ki 5
Nehemiah, Neh 1-13
Esther, Est 1-10
Peter, Gospels, Acts 1-15
Stephen, Acts 6-7
Paul, Acts 7-28

Parable of the good shepherd, Jn 10:1-21
Parable of the unforgiving servant, Mt 18:23-34
Parable of the sower, Mt 13:3-8; Mk 4:3-8; Lk 8:5-8
Parable of the houses on the rock and the sand, Mt 7:24-27; Lk 6:47-49
Parable of the talents, Mt 25:14-30; Lk 19:12-27
The story of the widow's mite, Mk 12:41-44; Lk 21:1-4

Hindu stories:

The story of Rama and Sita (Diwali), Tinderbox assembly box pages 100-102

STORIES FROM THE RELIGIOUS TRADITIONS

CHRISTIANITY:

What the Bible Tells Us, (series), Bible Society
Bible Stories for Today: The New Testament, J Priestley, Pergamon
Bible Stories for Today: The Old Testament, J Priestley, Pergamon
Children's Bible Story Book, Jennifer Rees-Larcombe, Marshall Pickering
The Lost Sheep, N Butterworth and M Inkpen, Marshall Pickering, 0551012773
The Two Sons, N Butterworth and M Inkpen, Marshall Pickering, 0551012803
The Precious Pearl, N Butterworth and M Inkpen, Marshall Pickering, 0551012781
The House on the Rock, N Butterworth and M Inkpen, Marshall Pickering, 055101297X
Grandma's Favourite, Peter C Heaslip, Methuen
The Christmas Pageant, Tomie da Paola, Picture Lion
The Nativity, Julie Vivas, Cambridge
The Worst Kids in the World, B Robinson, Beaver Paperback, 00099427400

Easter, J Pienkowski, Picture Puffin, 0140544860
The Story of the Creation, Jane Ray, Orchard Books, 1852132817
The Story of Creation, Stephanie Jeffs, Scripture Union
Noah's Ark, Jane Ray, Orchard Books, 185213206X
The Story of Christmas, Jane Ray, Orchard Books, 1852132809
A Baby in Bethlehem, Sally Owen, Scripture Union
The Little Christ Child and the Spiders, Jan Peters, Macdonald
Saint Nicholas, Regine Schindler and Brother Kenneth, St Paul Publications
The Fox's Story - Jesus is Born, N Butterworth and M Inkpen, Marshall Pickering

HINDUISM:

Seasons of Splendour, M Jaffrey, Puffin, 1857933648
Slaying of the Dragon, A Deutsch, Deutsch
The Indian Story Book, R Singh, Heinemann
The Story of Prince Ram, R Singh, BBC
Three Indian Princesses, J Gavin, Methuen, 0416131123

JUDAISM:

Stories from the Jewish World, Sybil Sheridan, Macdonald
Just Enough is Plenty, Barbara Goldin, Heinemann
Jewish Tales, Leo Paulac, JEB

ISLAM:

Kauser at Home, June Jones, Blackie
Shakoor is Born, June Jones, Blackie
Praying with Anni, June Jones, Blackie
Going to Mosque School, June Jones, Blackie
Ramandan and Eid-ul-Fitr, June Jones, Blackie
A Happy Time at Eid-ul-Adha, June Jones, Blackie
Stories from the Muslim World, Huda Khattab, Macdonald
The Life of Muhammad, Maryan Davies, Wayland

SIKHISM:

Stories from the Sikh World, R J Singh, Macdonald

Guru Nanak and the Sikh Gurus, Ranjit Arora, Wayland

Bobbi's New Year, J Solomon, Hamish Hamilton

PLACES TO VISIT & RESOURCES

PLACES TO VISIT

- 1 Christchurch, Stantonbury Campus, Stantonbury, MILTON KEYNES

Contact: Vicar (01908 315627)

- 2 Great Linford Church, Great Linford, MILTON KEYNES

Contact: 01908 611152
01908 605892

- 3 Church of Christ the Cornerstone, City Church, Saxon Gate West, CENTRAL MILTON KEYNES, MK9 2ES

Contact: 01908 237777

- 4 Granby Mosque, Peveral Drive, MILTON KEYNES

Contact: 01908 677311 or Mobile 07925644450

- 5 Nipponzan Myohoji Buddhist Temple and Peace Pagoda, Willen, MILTON KEYNES

Contact: 01908 663652

- 5 New Bradwell Mosque, New Bradwell, Milton Keynes
Contacts General Secretary Mr & Mrs Habib 675725
Hamaz 221202

RE RESOURCE BOOKS

Ousedale School, The Grove, NEWPORT PAGNELL
Contact: Head of RE 01908 210203
Project collections can be arranged from Milton Keynes School Library Service
Contact: 01908 647612

RESOURCES AT WOOD END SCHOOL

Documents - Head's office
 MK Agreed Syllabus for Religious Education 2011
 QCA Scheme of work for RE

Resource Boxes - Staffroom and Resources Room

Gifts and Giftbringers	The Environment
Explaining questions	Leaders
Bridges	Symbols
Barriers	Hinduism
Planning Assemblies	Christianity
Christmas/Easter	Hinduism
Time	Christianity
Light	Buddhism
Me and my Communities	Sikhism
Special books	Judaism
	Islam
Various copies of RE Today	
Equality and Diversity in Milton Keynes	
Various copies of Look Hear	

Children's books (Library/classroom)

I am a Rastafarian	Jenny Wood:
I am a Jew	Rastafarian
I am Greek Orthodox	Muslim
Hindu	The First Christmas
I am a Sikh	Sikh
Jewish	Buddhist
I am a Hindu	David and Goliath
Stories Jesus told	The house on the rock
Lion Stories	The First Christmas
	Noah and the Great Flood
	The story of the lost sheep
	Guru Narak
	People Jesus met
	The Jews leave Egypt
	Stories Jesus told
	Moses on the Mountain

Jesus gives the people food

Me Too books	The birth of the Buddha
	David and Goliath
	No tree for Christmas
	Out on a limb
	Don't rock the boat
	Get lost little brother

Posters (Poster cabinet)

New testament pack	200/220	Black
Old testament pack	200/220	"
Christmas Dinner	200	"
Father Christmas and the children	200	"
Festivals	290	"
Sikh Wedding	290	"
Festivals/religious buildings	290	"
Happy Id - different languages	290	"
Birthday Candles - light	535	Pink
Christmas Lights	535	"

NB: Many other posters may be appropriate for example when talking about the wonders and beauty of the world or people who help us. Please refer to poster list in class resource file.

Artefacts (RE box in resources room cupboard)

Christianity collection:

- Palm crosses
- Cross with risen Christ :
- Crucifix
- Nativity finger puppets
- Nativity figures for display :

Jewish Collection

- Kippah
- Hanukiah Candlestick
- Torah Scroll
- Mezuzah (enlarged printed version of scroll)
- Mezuzah case x4
- Seder plate

Sikh Collection

- Turban
- Pattka (cloth worn under turban)
- Salia (slide/grip for hair & turban)
- Mala 108 prayer beads
- Sikh Flag
- Kara (Bangle)
- Kanyha (Comb)
- Onkar badge
- Sikh Symbols (worn around neck)
- Kirpan (knife)
- Kacchera (shorts)

Islam/Muslim Collection

- Prayer mat and compass
- Collection of scarves and hats to wear when visiting a mosque

Box of Chinese new year resources

Resource Box

- Books
 - Judaism in Words & Pictures Sarah Thorley
 - Sikhism in words & pictures Sarah Thorley
 - Christianity in words & pictures Sarah Thorley
 - The children's illustrated Bible
 - The Koran
 - Rainbow Good news Bible
 - The teaching of Buddha
 - Festivals
 - Bhagarad - Gita
 - Hanwhan
 - The Jewish world
 - Judaism
 - The Torah

Charts

Religious Artifacts posters
Celebration Calendar
Festivals - a resource pack
Folens photopack - Sikhism
Special places and books
Symbols of faith
Dreidles and games

- Video's Joseph
The Nativity

Resource File

Guide to Sikh artefacts collection
Guide to Jewish artefacts collection
SCAA Glossary of terms
Photos of Christchurch
Photos of St. Andrews Church
Photos of Mosque visit
Hanukkah information
Children's worksheets of Christchurch
Pictures of Rama and Sita and Ravana
Explaining Christianity Magazine
Eid/Divali and Hanukkah cards
Divali info
Rangoli patterns
Rama and Sita

Attainment target 1: Learning about religion

Level 1

Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.

Level 2

Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.

Level 3

Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

Attainment target 2: Learning from religion

Level 1

Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.

Level 2

Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others.

Level 3

Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour