

R.E. POLICY

This policy was formulated following the issue of the Revised Agreed Syllabus for Religious Education (March 2004). It also has due regard for the non-statutory guidance on RE issued by QCA in October 2004.

LEGAL REQUIREMENTS

The 1998 Education Reform Act provides the legal framework for the provision of RE. The law states:

- An Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of teachings and practices of other principal world religions represented in Britain.
- An Agreed Syllabus must be non-denominational and must not be designed to convert pupils or to urge a particular religion or religious belief on pupils. Teaching about denominations is not prohibited.
- Religious education should be taught to all pupils in full-time education except for those pupils whose parents exercise their parental right to withdraw their children from RE teaching.
- The Headteacher must ensure the provision of RE. The governing body or for LA maintained schools, the governing body and the LA must also exercise their functions in securing this provision.
- RE should be taught in accordance with an Agreed Syllabus.
- The Headteacher and governing body must ensure that sufficient time and resources are given to RE to meet statutory requirements.
- RE is required to be included, alongside the National Curriculum, in the basic curriculum. Religious Education has equal standing in relation to the National Curriculum subjects within the school curriculum.

TIME ALLOCATION

RE should be taught throughout the key stage and with sufficient curriculum time allocated to cover the Programme of Study, assumed to be not less than 5%.

(Agreed Syllabus 2004 : 3)

AIMS AND PURPOSE OF RELIGIOUS EDUCATION

The Agreed Syllabus 2014 states:

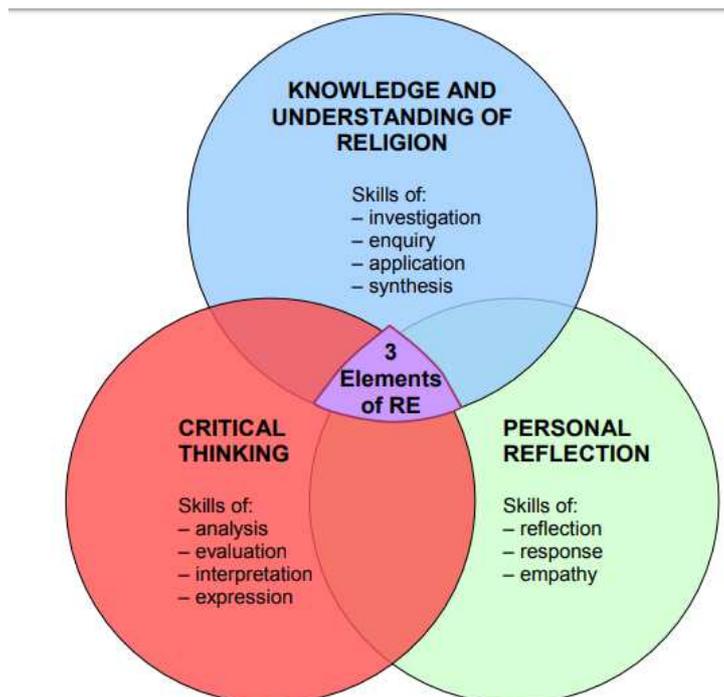
"RE contributes to the aims of the whole school curriculum and has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled."

" RE helps to promote the spiritual, moral, cultural, mental and physical development of pupils, and prepares them for the opportunities, responsibilities and experiences of later life."

Through RE pupils can develop skills e.g. discernment, critical thinking and reasoning. RE gives opportunities for pupils to listen to others, hear and analyse conflicting viewpoints and develop empathy and respect."

RE, therefore, contributes to the development of the following:

- Economic as pupils develop skills in RE for adult life, employment and lifelong learning
- Cultural as pupils develop understanding of how religious traditions contribute to the cultural heritage in all its diversity
- Social as pupils develop understanding of how religious identity and belonging are expressed, and consider their own participation in groups and communities
- Personal as pupils reflect on their own spiritual and moral ideas and those of others.



THE THREE ELEMENTS OF RELIGIOUS EDUCATION RE is based on:

- Knowledge and Understanding of Religion
- Critical Thinking
- Personal Reflection

These are interlinked and enable pupils to make good progress in RE.

Knowledge and Understanding of Religion

This is about what religion is and the impact it has for individuals and communities. It involves investigation of and enquiry into the nature of religion and belief through the four RE concepts:

- Belief
- Authority
- Expressions of Belief
- Impact of Belief

Pupils will develop their knowledge and understanding of individual religions and distinctive religious traditions, and apply this to considering ways in which religions are similar to and different from each other. Older students will be able to connect significant features of religion together in a coherent pattern. All pupils will enquire into ultimate questions and ethical issues through their study of religious traditions.

Critical Thinking

Critical thinking requires pupils to use reason to analyse and evaluate the claims that religions make. Through learning in this way pupils have the opportunity to give opinions, support their ideas with reason, consider alternative arguments, weigh up evidence and listen to and respond to the views of others, so developing the ability to articulate their own views and form their own opinions.

Critical thinking requires pupils to be open minded and to value different types of reasoning including intuition e.g. the many differing reasons why people might hold onto a religious faith.

Critical thinking in RE is accessible to pupils of all ages and can be formally assessed.

Pupils can demonstrate progress through the quality of their ability to analyse various viewpoints, explain or justify their opinion and evaluate the opinions of others. It is not the opinion itself which is assessable (e.g. some pupils may state opinions which affirm or deny religious faith; both are acceptable in the RE classroom) but the process of developing and justifying opinions. This is at the heart of Philosophy for Children.

Personal Reflection

This develops pupils' ability to reflect on religion in relation to their own beliefs, values and experiences and the influence of these on their daily life, attitudes and actions.

Personal evaluation is introspective, subjective and private. Pupils can make personal progress through reflection, empathy, developing respect and appreciation of others **but this should not be assessed**.

Example 1

Pupils learn about the story of Rama and Sita and how this tells Hindus that good triumphs over evil. Pupils are asked to think about other stories that illustrate this theme and events and experiences in their own lives when good triumphs over bad.

Example 2

Pupils are asked to think about times they may have acted to help others in the same way as in the story of The Good Samaritan.

To Note

- Knowledge and Understanding of Religion and Critical Thinking are assessable for all pupils (see The Key Focus of Learning on pages 28-29 which should be used in planning and assessment at each key stage).
- Personal Reflection should not be assessed.

THE STRUCTURE

Religious education is not compulsory in Nursery but becomes compulsory when pupils enter Reception.

At Reception and Key Stage 1 pupils are required to become familiar with three religions:

CORE:

Christianity

Buddhism

SUPPLEMENTARY:

One of the following -

Hinduism

Islam

Judaism

Sikhism

At Fulwell Infant School Academy we have chosen to study Judaism

At times, aspects of each religion will need to be taught separately to introduce pupils to the distinctive features of each religion. If appropriate content can be drawn from all three religions to illustrate a common dimension.

There are 2 Attainment Targets. They are of equal importance.

AT1 THE STUDY OF RELIGION

Learning about religions exploring and investigating religious practices, teachings and basic patterns in religion, such as beliefs, worship, deity, authority, commitment, recognising the variety, imagery and symbolism in religious language, recognising that distinctive religious traditions exist, manifested in communities of believers with a strong sense of history, possessing their own literature, rituals, celebrations and ceremonies, moral codes and values which promote a personal and community response affecting daily life and behaviour. We should help children to:

- Identify, name, describe and give accounts, in order to build a coherent picture of each religion studied.
- Explain the meanings of religious language, stories and symbolism
- Explain similarities and differences between and within religions.

AT2 REFLECTION ON RELIGION

Learning from religions developing a personal response to religion, relating it to personal life and experience, considering personal beliefs, values and

attitudes and the influence of this on daily life and behaviour, becoming aware of oneself and one's relationship with others and the personal qualities and responsibilities needed for being a member of a community, adopting a questioning approach to contemporary religious, moral, social and environmental issues and to aspects of life that raise ultimate and challenging questions such as suffering, good and evil and death; consideration of a spiritual dimension to life and a recognition that in many human beings the experience of life evokes a sense of mystery, awe and wonder about its origin and purpose. Learning from religion plays a vital role in promoting spiritual, moral, social and cultural development. We should help children to:

- Give an informed and considered response to religious and moral issues
- Reflect on what might be learnt from religions in the light of one's own beliefs and experience
- Identify and respond to questions of meaning within religions

The scheme of work to deliver AT1 and AT2 is contained in the Appendix to this policy.

CONCEPTS

Within the study of RE there are 5 concepts - belief, deity, authority, worship and commitment. Each concept conveys a fundamental idea, is distinctive but relates to other concepts and can be explored at different levels and depths.

BELIEF

Religious systems include beliefs about God, forgiveness, life after death, creation, good and evil.

DEITY

This is the concept of a power or being which can be experienced but which cannot be fully comprehended. It can be described in personal terms and evokes a response in worship, faith and commitment. Deity can be explored through language such as "Creator" and "Father".

AUTHORITY

Expressions of authority can be found in sacred literature, the teaching and example of religious leaders and moral codes which guide daily life and behaviour.

WORSHIP

Worship is a means of expressing beliefs, faith and commitment. Worship can be explored through the study of celebration, festival, ceremony, prayer, ritual, symbolism, language and places of worship.

COMMITMENT

A working definition of commitment might be "acting on principle" i.e. *I act this way because I believe* (Agreed Syllabus 2004 : 5)

A range of ideas is included in commitment - caring, duty, obligation, holding a set of moral values, dedication, discipleship, discipline, perseverance, protest, resistance to pressure and vocation. Commitment can be explored through exemplary figures, past and present, pilgrimage, charitable organisations, special clothing and food laws.

The Agreed Syllabus recognises:

"that there is a dark side to commitment, which may be expressed in fanaticism, manipulating others, terrorism and injustices"

(Agreed Syllabus 2004 : 5)

EVERY CHILD MATTERS

RE can make a positive contribution to all five dimensions of Every Child Matters.

Be Healthy

RE emphasises the promotion of pupils' self-worth and the importance of learning about religious beliefs and teachings on issues such as drug use and misuse, food and drink, medical ethics, relationships and sexuality and the impact of environmental issues on health.

Stay Safe

RE highlights the importance of developing good relationships and respecting differences between people. It encourages pupils by learning about diversity of religious and ethnic groups to reflect on relationships and the feelings, needs and concerns of themselves and others. RE enables pupils to learn about the destructive power and prejudice, racism, offending behaviour and bullying.

Enjoy and Achieve

RE is a subject with academic rigour and offers pupils the opportunity to achieve an externally credited qualification whilst at secondary school. Pupils of all ages should have the opportunity to learn about and learn from religion in a stimulating, challenging and enjoyable way.

RE offers opportunities for personal development as pupils consider their sense of self-worth, identity and belonging. RE contributes to pupils' spiritual development, provoking reflection on challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. Attitudes such as respect for all, appreciation and wonder and open-mindedness are encouraged.

Make a Positive Contribution

RE promotes respect for all, racial and inter-faith harmony. It contributes to the combating of prejudice and discrimination and contributes positively to the development of community cohesion and awareness of how inter-faith co-operation can support the pursuit of the common good. This Agreed Syllabus requires pupils to develop knowledge and understanding of religion in their own local community whilst considering their own contributions to local, national and global communities.

Achieve Social and Economic Well-Being

RE promotes pupils' social development as it presents opportunities for pupils to investigate social issues from religious perspectives and consider how religious beliefs might lead to particular actions and concerns. RE emphasises the importance of pupils learning about how religions respond to a variety of issues, including wealth and poverty, trade and aid, the right use of money, human rights, fairness, social justice. It gives pupils opportunities to reflect on these issues in relation to their own values and actions. Consideration of such issues helps to prepare pupils for adult life, employment and economic well-being.

INCLUSION

The Agreed Syllabus sets out expected levels of attainment at the end of Key Stage 1 but recognises there will be some pupils whose attainment is significantly above or below these levels. Through differentiation suitable learning challenges should be provided by the class teacher. Specialist equipment may be required for children with sensory and/or

physical difficulties. Pupils with emotional and behavioural difficulties may need specific short term goals and specific outcomes.

TEACHING METHODS

It is important to provide pupils with opportunities to be actively involved and participate in their learning

DIRECT EXPERIENCE

Visits - places of worship and religious interest; field study trips; environmental trails, art galleries and museums

Visitors - invitations to members of a faith community or denomination to talk, answer questions and be interviewed on specific topics; church leaders to talk about their work and role and to explain the significance of ceremony and worship.

Events - media coverage of religious events showing the local, national and worldwide impact of religion; the work of charitable organisations and people motivated by religious values; Remembrance Day, services of thanksgiving.

Artefacts - aspects of living religion used in the classroom for the pupils to observe and handle; to consider the beliefs behind the symbolism; to provide visible and tangible evidence of belief and practice which can motivate and excite the senses.

ENGAGING THE SENSES

Seeing - posters, photographs, video extracts, slides, icons, religious art, stained glass windows; appreciating the colour and vibrancy of religion

Hearing - temple bells, musical chants of Taize, Gregorian chants, Jewish canto music; evocative and stirring music

Smelling - incense, burning candles

Touching - artefacts

Tasting - festival foods

EXPRESSION

Music, Dance, Drama and Role Play - as expressions of belief and performed by the pupils to make use of the imagination and encourage creativity; class plays

Making - Festival foods and cards, artefacts, display, models, photographic exhibitions

Discussions - reporting interviews with visitors, giving views and responses, debate. Discussion of relevant and contemporary issues, feedback skills

Writing - creative writing, opinions board, report, writing prayers, poetry, projects, posters, lists, instructions, narrative and non-narrative

Silence and Reflections - periods of stillness and quiet, listening to others, expression of feelings and emotions, observing nature and the environment.

Information Technology - presentation of work, research using CD-ROM and databases, internet, intranet.

SYMBOLISM

Literature - story (both religious and non-religious), myths, parables, legends, sagas, novels, sacred writings, psalms, hymns; imagery in religious language, the language of prayer, liturgy, vows, creeds, technical terms and other religious vocabulary.

The Arts - expression of religious beliefs, feelings and emotions in religious paintings, icons, music

Religious Symbols - graphics, badges, flags, colours, gestures in ritual and in worship.

CROSS CURRICULAR LINKS

SPIRITUAL MORAL SOCIAL AND CULTURAL DEVELOPMENT

RE provides opportunities for:

Spiritual development - through helping pupils to consider and respond to questions of meaning and purpose in life and questions about the nature of values in human society e.g. considering their own beliefs and values, responding to their world with awe and wonder, expressing their thought creatively.

Moral development - through helping pupils to develop their sense of identity and belonging, preparing them for life as citizens in a plural society e.g. learning about different religious communities and how they work together, exploring events (ceremonies and festivals) which bring communities together.

Cultural development - through fostering pupils' awareness and understanding of a range of beliefs, practices and values in their own society and in the wider world. Through exploring issues within and between faiths, developing their understanding of the cultural contexts within which they live e.g. exploring religious traditions within their own community and how they shape people's lives, using the arts as a stimulus, representing work in various artistic forms.

Children will have the opportunity to explore stories about right and wrong, rules and laws, belonging and develop a respect for different religious beliefs.

NUMERACY

Data representation in various forms, interpretation of data from surveys
Dates and their significance in various religions

SCIENCE

Topics related to light, colour, sound, seasonal changes, creation, the natural world, ourselves and perception of being human.

HISTORY

The development of Christianity in the North East, placing religious traditions in their historical context, using artefacts as a primary source

GEOGRAPHY

Discussion of environmental issues and work related to responsibility for the natural world, responses of awe and wonder to natural features, visits to sites of interest combining RE with history or geography e.g. Durham Cathedral.

MUSIC/ART

Exploring religious symbolism and imagery in works of art and music, colour and design in religious artefacts and buildings, feelings evoked in inspirational art and music in religious traditions

DT

The importance of shape and design in religious buildings, making models, cards, books 3D displays using a variety of materials

PE

Dances from different religious traditions and cultures, reflecting on values surrounding competition including "winning at all costs"

RE and ICT

RE provides opportunities for pupils to use and develop their information and communication technology (ICT) skills by enabling pupils to:

- Make appropriate use of the internet, CD-Rom sources and e-mail to find out about, analyse and evaluate different aspects of beliefs, teachings and practices and their impact on individuals, communities and cultures.
- Use e-mail to communicate and exchange information with and build up respect for people from different religious backgrounds, cultures and countries.

- Use writing-support and concept-mapping software to organise thoughts and communicate knowledge and understanding of religious traditions.
- Use equipment such as digital cameras and digital video to bring authentic images into the classroom to support discussion and reflection.
- Use equipment such as whiteboard to annotate religious material such as stories, hymns and prayers, in order to analyse and evaluate different aspects of religious beliefs and practices.

KEY SKILLS

RE promotes the development of:

Communication:

- Discussion
- Reflection about spiritual, moral, social and cultural issues
- Use of specific religious words - church, synagogue
- Use of specific terms - places of worship, artefacts
- Patterns of language - sacred writings, prayers

Co-operation with others:

- Taking some responsibility for the welfare of others in the community
- Taking responsibility for oneself and choices made

Problem Solving:

- Facing difficult decisions and making choices

Thinking skills:

- Locating and collecting relevant information
- Giving reasons for opinions and actions, using precise language to explain thinking
- Enquiry skills - asking relevant questions
- Creative thinking skills - generating ideas, imagination
- Evaluation skills - evaluating information, having confidence in their judgements

Financial capability:

- RE deals with the issues of value and use of personal property, including money. This includes the work of charities

Enterprise education:

- How and why humans work for themselves and others

Education for sustainable development

- How we care for each other, the environment and the use we make of the world's resources.

RE and Community Cohesion

Schools have a vital role to play in building a fair, tolerant and open society and in giving children the skills, knowledge and opportunities to learn about those of different cultures, ethnic, religious or non-religious backgrounds. This important role is recognised in the new duty on schools to promote community cohesion. RE teaching is one way through which schools can contribute to a more cohesive society by providing pupils with a better understanding of their own beliefs and values, how they relate these to those of others and how they themselves relate to those who believe differently.

What is community cohesion?

Community cohesion is about working towards a society in which:

- There is a common vision and sense of belonging by all communities
- The diversity of people's backgrounds is appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and are developed in the workplace, schools and the wider community.

Community from school's perspective

The term 'community' has a number of dimensions including:

- The school community - the pupils, their families, the staff and governing body and community use of the school's facilities and services.
- The community within which the school is located, including the city and local authority area.
- The UK community - all schools are by definition part of this community.
- The global community - formed by EU and international links

The role of schools in promoting community cohesion

All schools, whatever the mix of pupils they serve, are responsible for equipping those pupils to live and thrive alongside people from many different backgrounds. In addition, our school strives to:

- Provide opportunities for interaction between pupils from different backgrounds
- Consider how aspects of our work already support integration and community harmony and where a more explicit focus would be appropriate.
- Promote community cohesion through the Every Child Matters outcomes.
- Invite members of faith communities, where appropriate, to offer knowledge and understanding of religious beliefs and practices, raising multi-cultural and multi-racial awareness.

CURRICULUM MANAGEMENT

The subject leader will:

- Be familiar with the requirements of the Agreed Syllabus
- Lead any policy development in consultation with the headteacher and whole staff.
- Prepare guidance and the Scheme of Work for RE
- Review, monitor and evaluate provision and practice of RE to assist in school self review procedures and work with teachers to set individual pupils, class year group targets
- Contribute to the School Improvement Plan, including short and long term targets and funding issues
- Ensure professional staff development in RE
- Keep up to date with new developments and resources
- Act as a consultant and give support to non-specialist teachers
- Promote and help staff to arrange visits and visitors to the classroom
- Prepare statements about RE for parents and governors as required
- Promote displays of pupils' work in RE
- Devise appropriate procedures for assessment, recording and reporting pupils' work in line with school policy
- Ensure good liaison with partner schools

Recording, Assessment and Reporting

Assessment tasks, based on half termly units of work provide staff with evidence of pupil progress and support teaching and learning.

Staff should not however, not all aspects of learning from religion (AT2) are assessable or measurable. It would be intrusive to try to assess the

personal views, attitudes or emotions of pupils. It is possible however, to begin to assess how well they are developing the skills of responding and evaluating. The steps in this process are described in the eight level scale for RE in the statutory section of the syllabus and reproduced in the appendix. The appendix also includes the relevant P levels for those children whose attainment is below National Curriculum levels.

DEALING WITH DIFFICULT SITUATIONS

Pupils can at times ask difficult questions or make personal disclosures.

Examples of this are:

- Asking questions to which religions have no answer e.g. was Jesus the Son of God?
- Asking questions that raise difficult philosophical or theological issues e.g. why does God allow people to suffer?
- Asking what the teacher believes e.g. Do you believe in God?
- Making disclosures that reveal personal faith commitments e.g. I believe the bible is the absolute word of God.
- Making disclosures that are personal e.g. my gran died yesterday.
- Making inappropriate value judgements on the faith of other people e.g. people who believe that are stupid.

Such situations may be difficult to deal with for one or more reasons:

- They may cause upset or offence to other pupils
- They may expose the pupil to upsetting comments
- They may reveal misunderstandings that seem in need of correction
- There may be no straightforward answer to the questions
- They may reveal an inability to cope with a difference of opinion
- They may be embarrassing
- There may not be time to deal with them
- The teacher may not have the training or knowledge needed to deal with them

Teachers will need to use their professional judgement and sensitivity in dealing with such situations but the following guidelines may help:

- Encourage the use of 'owning and grounding' language such as 'in my opinion' or 'some Christians would say'. This allows belief statements to be made without everyone feeling they have to agree.
- Treat the question or incident as a positive rather than a negative event wherever possible. Remember that it is the way the incident

is dealt with and how the class response is managed that matters most.

- Affirm the importance of the pupil's contribution, even if you don't agree with it, with phrases such as 'I've often wondered about that too', 'You're not the only one who doesn't know the answer to that'.
- Help pupils to understand that diversity of opinion and the existence of unanswerable questions are aspects of life that we all have to learn to live with
- Encourage an awareness of diversity without undermining the pupil's own beliefs.
- Encourage a 'let's explore this together' approach where the teacher is a participant, not simply an expert
- Encourage further exploration by suggesting that there are other people that the pupils could ask e.g. faith community leaders or places where they may find the answer e.g. library resources
- Correct factual misinformation, wherever possible, without confrontation, but always respect the right of pupils, their families and the members of the communities to which they belong to hold their own beliefs.
- In the case of personal disclosure (such as the death of a family member) the prime need may be for comfort rather than an abstract discussion of any concepts involved. If necessary set the class an activity that provides time to attend to the pupil or allows the pupil some personal space.
- Aim to keep the pupil pondering, rather than giving closed answers that seem clear cut when the issue is anything but clear cut e.g. 'What do you think?' 'What would happen if?'
- Be as honest as possible without being ruthless. For example it does not help to tell a pupil that granddad has gone to heaven if the teacher does not believe that or it would be offensive to the pupil. In such circumstances as these a teacher should not normally challenge a pupil's belief.
- Let a discussion develop if it is being taken seriously by the class but have a quiet or reflective technique ready to provide a suitable close to the discussion e.g. a change to make a private diary entry or to make a personal resolution based on the lesson
- Never intrude on a pupil's personal life. There should always be the freedom to remain silent in a lesson. Teaching the whole class rather than in small groups may reduce the risk of pupils being exposed to such intrusions.
- Establish ground rules with the class for discussions

- If a difficult issue arises, which is impossible to handle properly, return to it later when it can be dealt with in a more considered way

APPENDICES

CURRICULUM PLAN
LEVELS OF ATTAINMENT
P LEVELS

LEARNING EXPERIENCES:
CHRISTIANITY (CORE RELIGION)
BUDDHISM (CORE RELIGION)
JUDAISM (SUPPLEMENTARY RELIGION)

USEFUL WEBSITES

USING ARTEFACTS

CURRICULUM PLAN

	AUTUMN	CHRISTMAS	SPRING	EASTER	SUMMER
RECEPTION	<p>What does it mean to belong to Christianity? (Worship, Commitment)</p> <ul style="list-style-type: none"> ▪ Baptism - belonging ▪ Weddings - promise and commitment ▪ Christian way of living based on the two commandments Jesus taught ▪ Christian values 	<p>Why was Jesus seen as the Special Baby? (Deity, Authority)</p> <ul style="list-style-type: none"> ▪ Jesus as special to God and Christians as illustrated in the Christmas stories ▪ Key features in the life of Jesus (birth) 	<p>What can stories tell us? (Authority)</p> <ul style="list-style-type: none"> ▪ Stories from the Bible - mainly Old Testament 	<p>What symbols of new life can we see? (Worship)</p> <ul style="list-style-type: none"> ▪ Celebration: Easter, Customs special food, symbols 	<p>How do we care for our world? (Deity, Commitment)</p> <ul style="list-style-type: none"> ▪ The natural world; God as responsible for Creation (Genesis 1 and 2) ▪ Responsibility of human beings to care for the world ▪ Christian values - sharing

	AUTUMN	CHRISTMAS	SPRING	EASTER	SUMMER
YEAR 1	<p>What do Christians believe about God? (Deity)</p> <ul style="list-style-type: none"> ▪ Descriptions of God: Loving parent, Creator ▪ God as loving, caring, kind, having authority <p>Why is the Bible special to (Christians) (Authority)</p> <ul style="list-style-type: none"> ▪ The Bible as a special book 	<p>What is the importance of light at Christmas? (Worship, Deity)</p> <ul style="list-style-type: none"> ▪ Celebration: Christmas symbols ▪ Jesus as special to God as illustrated in the Christmas story 	<p>Why do Christians believe Jesus is special? (Authority, Commitment)</p> <ul style="list-style-type: none"> ▪ Stories about Jesus as a healer and teacher ▪ Christian values 	<p>Why are symbols important at Easter? (Worship)</p> <ul style="list-style-type: none"> ▪ Symbols, artefacts in worship ▪ Celebration - Easter 	<p>How is the Buddha special to Buddhists? (Authority)</p> <ul style="list-style-type: none"> ▪ Stories about the life and work of Siddhatta Guatama <p>Why did the Buddha leave home?</p> <ul style="list-style-type: none"> ▪ Wesak ▪ Life and work of Siddhatta Guatama ▪ Values of loving - kindness compassion etc.

	AUTUMN	CHRISTMAS	SPRING	EASTER	SUMMER
YEAR 2	<p>How do Jewish people express beliefs in their home life? (Worship)</p> <ul style="list-style-type: none"> ▪ Jewish home 	<p>Why are gifts given at Christmas? (Deity, Commitment)</p> <ul style="list-style-type: none"> ▪ Jesus as special to God ▪ Key features in life of Jesus (birth) ▪ Christian values: caring, love, charity 	<p>What can we learn from visiting a church? (Worship)</p> <ul style="list-style-type: none"> ▪ The church building is a place of worship ▪ Ways in which people worship ▪ Pilgrimage 	<p>What can we learn from visiting a church at Easter? (Worship, Belief)</p> <ul style="list-style-type: none"> ▪ The church building as a place of worship; symbols, artefacts ▪ Celebration: Easter ▪ Ways in which people worship 	<p>How do Buddhists Express their beliefs in practice? (Commitment)</p> <ul style="list-style-type: none"> ▪ Values ▪ Natural world ▪ The whole community <p>How do Buddhists worship at home? (Worship)</p> <ul style="list-style-type: none"> ▪ Importance of reflection and meditation ▪ Buddhist home, shrine ▪ Aids to worship

Expected Levels of attainment in RE (Grid Form)

	AT1 Learning about religions Knowledge and understanding of			AT2 Learning from religions Response, evaluation and application of questions of:		
Level	Beliefs and teachings: <i>(What people believe)</i>	Practices and lifestyles <i>(what people do)</i>	Expression and language <i>(how people express themselves)</i>	Identity and experience <i>(making sense of who we are)</i>	Meaning and purpose <i>(making sense of life)</i>	Values and commitment <i>(making sense of right/wrong)</i>
	Pupils	Pupils	Pupils	Pupils	Pupils	Pupils
1	Recount outlines of some religious stories	Recognise features of religious life and practice	Recognise some religious symbols and words	Identify aspects of own experience and feelings, in religious material studied	Identify things they find interesting or puzzling, in religious material studied	Identify what is of value and concern to themselves, in the religious material studied
2	Retell religious stories and identify some religious beliefs and teachings	Identify some religious practices and know that some are characteristic of more than one religion	Suggest meanings in religious symbols, language and stories	Respond sensitively to the experiences and feelings of others, including those with a faith	Realise that some questions that cause people to wonder are difficult to answer	Respond sensitively to the values and concerns of others, including those of a faith, in relation to matters of right and wrong
3	Describe some religious beliefs and teachings of religions studied and their importance	Describe how some features of religions studied are used or exemplified in festivals and practices	Make links between religious symbols, language and stories and the beliefs or ideas that underlie them	Compare aspects of their own experiences and those of others; identifying what influences their lives	Compare their own and other people's ideas about questions that are difficult to answer	Make links between values and commitments, including religious ones and their attitudes or behaviour
4	Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features and making some comparisons between religions	Show understanding of the ways of what belonging to a religion involves.	Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language	Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers	Ask questions about puzzling aspects of life and experiences and suggest answer, making reference to the teaching of religions studied	Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues
5	Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities	Explain how some forms of religious expression are used differently by individuals and communities	Make informed responses to questions of identity and experience in the light of their learning	Make informed responses to questions of meaning and purpose in the light of their learning	Make informed responses to people's values and commitments (including religious ones) in the light of their learning

Expected levels of attainment in RE (Grid Form) - continued

	Use their knowledge and understanding to explain the principal beliefs and teachings of religions studied in the context of different groupings, denominations and traditions	Use their knowledge and understanding to explain what it means to belong to a faith community in the context of different groups, denominations and traditions within religions studied	Use their knowledge and understanding to explain how religious beliefs and ideas can be expressed in a variety of forms, using technical terminology correctly	Respond to the teachings and experience of inspirational people by relating these to their own and others' lives	Respond to religious perspectives on questions of meaning and purpose by relating them to their own and others' lives	Respond to religious perspectives on a range of contemporary moral issues by relating these to their own and others' lives
	Relate religious beliefs and teachings to their historical and cultural contexts	Relate religious practices and lifestyles to their historical and cultural contexts	Relate the forms of religious expressions, including texts, figurative language and symbolism to their historical and cultural contexts	Evaluate religious and other view on human identity and experience, using appropriate evidence and examples	Evaluate religious and other views on questions of meaning and purpose, using appropriate evidence and examples	Evaluate religious and other views on values and commitments, using appropriate evidence and examples
	Analyse and account for the varying influence of religious beliefs and teachings on individuals, communities and society, using appropriate evidence and examples	Analyse and account for different views of religious practices and lifestyles, using appropriate evidence and examples	Analyse and account for different interpretations of religious expression in texts, figurative language and symbolism, using appropriate evidence and examples	Give an informed and well-argued account of their own and other's views on human identity and experience in the light of different religious views and other views and feelings	Give an informed and well-argued account of their own and others' views on questions of meaning and purpose in the light of different religious views and other views and feelings	Give an informed and well-argued account of their own and other's values on commitments in the light of different religious and other views on contemporary moral issues
	Distinguish and investigate different interpretations of the nature of religious beliefs and teaching, giving a balanced analysis of their sources, validity and significance	Distinguish and investigate different interpretations of the importance for believers of religious practices and lifestyles and of the issues raised by their diversity within a plural society	Distinguish and investigate different interpretations of the meaning of language in religion in the light of philosophical questions about its status and function	Place religious, non-religious and their own views of human identity and experience within a comprehensive religious and philosophical context and make independent, well-informed and reasoned judgements about their significance	Place religious, non-religious and their own views of the nature of reality within a comprehensive religious and philosophical context and make independent, well-informed and reasoned judgements about their significance	Place religious and ethic theories concerning contemporary moral issues within a comprehensive religious and philosophical context and make independent, well-informed and reasoned judgements about their significance

Examples to illustrate expected levels of attainment in RE

AT1 Learning about religions
Knowledge and understanding of

AT2 Learning from religions
Response, evaluation and application of:

Level	Beliefs and teachings <i>(what people believe)</i>	Practices and lifestyles <i>(what people do)</i>	Expression and language <i>(how people express themselves)</i>	Identity and experience <i>(making sense of who we are)</i>	Meaning and purpose <i>(making sense of life)</i>	Values and commitment <i>(making sense of right and wrong)</i>
	Pupils	Pupils	Pupils	Pupils	Pupils	Pupils
1	Talk about the ideas e.g. in the parable of the Lost Sheep, the story of the Monkey King	Recognise that a church is a place of worship for Christians	Recognise the cross, the lotus and the importance of celebration	Identify ways in which they sometimes feel special	Ask why religious people wear special clothes	Talk about what giving presents means at Christmas
2	Know that Christians believe in God as, for examples, do Jews	Know that Christians and Buddhists pray regularly	Say why Christians often think of God as Father	Talk sensitively about prayer	Talk about occasions when people are upset or sad and shy	Talk sensitively about religious rules on stealing, lying etc
3	Describe how the Buddha searched for truth and that what he taught affects how Buddhists live	Describe how stories about important people in religion are used in festivals and practices	Know why the cross is a symbol of Christianity	Talk about people and events they admire and lie and why	Compare their own ideas with those of other people on why God cannot be seen	Talk about their behaviour and how it relates to what religious people think it ought to be like
4	Know about and explain Christian belief in God and how this is reflected in prayer and worship	Understand how Hindus practice their faith at home and in the community and that there are similarities with how Christians practice their faith	Explain how and why the meanings of the creation stories in Genesis have been interpreted differently	Evaluate religious, non-religious and their own views on 'right to die' using appropriate evidence and examples	Evaluate religious, non-religious and their own views on the origin and purpose of the universe, using appropriate evidence and examples	Evaluate religious, non-religious and their own views on third world debt using appropriate evidence and examples

P Levels for RE

AT1 - Learning about religions Knowledge and Understanding of:			
Level	Beliefs & teachings (what people believe)	Practices & lifestyles (what people do)	Expression and language (how people express themselves)
P4	Show some awareness that particular religious stories are linked with particular books, pictures, signs or symbols; can listen to and respond to familiar stories e.g. by being involved in drama activities	Demonstrate an awareness of cause and effect for familiar religious objects and activities e.g. observing lighting a candle	Show interest in religious artefacts, rhymes, songs, other music, colours, food, textures, chants, prayers, dance
P5	Show curiosity about the content of stories at a simple level and may answer basic questions about the story; derive some meaning from the stories	Can match, with help, objects and pictures; can group or sort sets of objects or pictures by characteristics	Match objects to pictures and symbols; select a few familiar words, signs or symbols.
P6	Can listen and respond to stories and prayers etc by being involved in drama activities	Can select and recognise key objects and pictures in the religious topic	Can select and recognise several familiar religious materials, symbols, signs, spoken words, music, artefacts etc; can copy simple patterns or sequences
P7	Can listen to and follow stories, messages, instructions, prayers	Can sort key objects and pictures, choosing which artefacts are relevant to the topic e.g. infant baptism	Can begin to use and/or understand religious language as relevant to the topic, using phrases and statements to recount events and experiences
P8	Can listen attentively to religious stories and sequence main events, with support	Can take part in a role play with confidence in some of the religious festivals and ceremonies e.g. Divali, wedding	Can use/follow a growing religious vocabulary to describe what they have learned; can begin to associate sounds, smells, textures, colours etc. with religious activity e.g. call to prayer, incense, clothes

Expected Levels of Attainment in RE in the Agreed Syllabus

1	Recount outlines of some religious stories	Recognise features of religious life and practice	Recognise some religious symbols and words
2	Retell religious stories and identify some religious beliefs and teachings	Identify some religious practices and know that some are characteristic of more than one religion	Suggest meanings in religious symbols, language and stories
3	Describe some religious beliefs and teachings of religions studied and their importance	Describe how some features of religions studied are used or exemplified in festivals and practices	Make links between religious symbols, language and stories and the beliefs or ideas that underlie them

P Levels for RE

AT2 - Learning about religions			
Response, evaluation & application of questions of:			
Level	Identify and experience <i>(making sense of who we are)</i>	Meaning and purpose <i>(making sense of life)</i>	Values and commitments <i>(making sense of)right & wrong)</i>
P4	Communicate by making representational sound and/or looking e.g. when handling artefacts and responding to religious songs, rhymes, music, being involved in drama activities	Is able to follow simple instructions in familiar situations which contain one key word, sign, symbol; show an understanding of names of familiar objects e.g. religious artefacts	Show some positive awareness of others
P5	Communicate choices about the artefacts, songs, music, sensory materials	Can begin to produce some meaningful print, sounds, signs or symbols associated with artefacts and stories	Experience stories which contain values such as right and wrong
P6	Can ask and/or respond to simple questions about information and communicate simple ideas, events, stories to others	Is able to respond, through emotions, to a variety of religious stimulus	Is able to attend to and respond positively to others demonstrating an understanding of simple questions about religious stories, events or experiences
P7	Can communicate ideas, adding information from their own experience	Can respond (by showing interest in their preferred mode of communication) to a variety of religious stimulus	Can contribute appropriately, one-to-one an in small group situations, including in role-play
P8	Can compare religious material directly with their own experience e.g. what do we eat?	Can use pictures, symbols, words, music, stories, songs, poems etc to communicate meaning, for example, in relation to awe and wonder	Can begin to become familiar with values in stories and the ways that religious people live

Expected Levels of Attainment in RE in the Agreed Syllabus

1	Identify aspects of own experience and feelings in religious materials	Identify things they find interesting or puzzling in religious materials studied	Identify what is of value and concern to themselves, in religious materials studied
2	Respond sensitively to the experiences and feelings of others, including those with a faith	Realise that some questions that cause people to wonder are difficult to answer	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong
3	Compare aspects of their own experiences and those of others, identifying what influences their lives	Compare their own ideas and other people's ideas about questions that are difficult to answer	Make links between values and commitments, including religious ones and their own attitude or behaviour

KEY STAGE 1 AND FOUNDATION STAGE (RECEPTION)

Christianity (Core)

CONCEPT BELIEF

About:

- God and the Natural World (DEITY)
- The special nature of Jesus (AUTHORITY; DEITY)
- Ways of Living and Values (COMMITMENT)

WORSHIP

- The church building as a place of worship; symbols, artefacts in worship; people with a special role, e.g. vicar, minister, priest; special clothes; Sunday as a special day.
- Ceremony: baptism - belonging; weddings - promise and commitment (special words and customs)
- Celebration: Christmas, Easter - festivals that mark important events in Jesus' life. Customs, special food, symbols e.g. star, cross, paschal candle
- Ways in which people worship e.g. words and actions, prayer, praise

DEITY

- Descriptions of God: Loving Parent, Creator shown in pictures, stories, poems
- God as loving, caring, kind, having authority
- The Natural World: God as responsible for Creation (Genesis 1 and 2), responsibility of human beings to care for the world as exemplified by e.g. the life and work of St Francis of Assisi
- Jesus: as special to God and Christians as illustrated in the Christmas and Easter stories - a first step towards understanding beliefs and ideas such as revelation and incarnation

AUTHORITY

- Key features in Jesus' life: birth (Christmas); death (Good Friday); resurrection (Easter)
- Stories about Jesus as a healer and teacher (miracles; parables)
- The Bible as a special book, that is different from other books and is treated with respect



KEY QUESTIONS

- Why do Christians believe Jesus is special?
- What does it mean to belong in Christianity?
- What do Christians believe about God?
- How do Christians care for others?
- Why is the Bible special to Christians?
- Why did Jesus tell stories?
- What can we learn from visiting a church?

LEARNING EXPERIENCES CHRISTIANITY : KS1

AT1 Pupils could:

- Visit a local church; look at churches on posters, video, photographs
- Invite the local vicar or minister to school: ask them to talk about their work and role
- Look at and talk about Christian symbols associated with worship, e.g. the cross, candles, prayer book, rosary beads, special clothes (vestments), colours related to the church year, stained glass windows
- Make up their own prayers or class prayer
- Look at the lectern, look at the Bible in a church; talk about why they are important
- Role play a baptism, wedding
- Listen to and read Christmas and Easter stories
- Look at and handle artefacts associated with Christmas and Easter
- Make festival food and look at festival symbols
- Make a Christmas/Easter display or tableaux or Easter garden
- Listen to stories which convey the themes of Christmas and Easter, e.g. love, peace, remembering

- Look at pictures, symbols, stories which depict God as parent, creator. Talk about what they mean.
- Talk about and discuss their own ideas about God

- Listen to stories, poems, psalms, sayings from the Bible
- Explore stories about creation in the Bible, in secular stories and in stories from living tribal religions

- Explore the life and work of St Francis of Assisi as an example of caring for animals and the natural world
- Make a display to illustrate the theme of "Loving Our Neighbour"
- Listen to stories of St Cuthbert
- Visit Durham Cathedral
- Find out about organisations which show care and concern e.g. Help the Aged
- Explore stories with the theme of good and evil or with a moral e.g. Aesop's Fables

AT2 Pupils could

- Share feelings about belonging to a group in and out of school and what belonging means
- Participate in periods of stillness and quiet reflection
- Talk about Sunday as a special day and how it may be a different day from others in the week
- Talk about celebration at home, birthdays and family celebrations, a new baby
- Talk about what they enjoy at Christmas and Easter
- Talk about gifts and giving and the values of Christmas e.g. peace, thinking of others, sharing
- Talk about signs of new life: Spring, beginnings

- Pose questions about life and living which puzzle them
- Recognise that some questions can be answered in different ways and sometimes there is more than one answer
- Share feelings related to experiences of awe, wonder, mystery

- Make a class book: "Our Special Book"

- Consider their own responses and attitudes to the natural world and the importance of caring for the environment
- Be involved in caring for the environment e.g. the school garden
- Discuss rules for a happy classroom and make a chart of their own ideas
- Think about their own behaviour: learn about themselves e.g. being honest, caring
- Consider people who help them at home and in school e.g., the crossing patrol person, teachers, the school policeman
- Think about how people show concerns for others
- Talk about and share thoughts about what they think is right and wrong

KEY STAGE 1 AND FOUNDATION STAGE (RECEPTION)

Buddhism (Core)

BELIEF

About:

- *The Buddha* (AUTHORITY)
- The Natural World as illustrated in traditional Buddhist stories (AUTHORITY, COMMITMENT)
- A Way of Living: relationships; the importance of compassion; respect for all living things (COMMITMENT)
- The *lotus* flower, the Wheel, The *Bodhi* Tree as symbols (WORSHIP)

WORSHIP

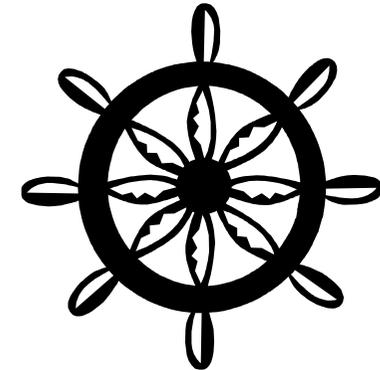
- The importance of reflection and meditation, peace and tranquillity
- Buddhist home shrine: *rupa* (Buddha image), incense, flowers, candles, water, food. The Buddha Image is not worshipped, it communicates values e.g., peace, tranquillity and compassion.
- Aids to worship, e.g. prayer wheels, prayer flags, *mandalas*, prayer beads
- *Wesak* a festival which celebrates the birth and enlightenment of the Buddha

AUTHORITY

- Stories about the life and work of *Siddattha Gotama* who gave up his wealth to search for truth and an answer to suffering and difficulties in life. How he reached perfection, that he was human and not a god
- Traditional stories including *jataka* tales (stories of previous incarnations of the Buddha) that demonstrate values

COMMITMENT

- Values of: loving-kindness, compassion, generosity, truth, patience, honesty
- The Natural World: humanity is in union with the natural world and the environment. No one should harm any living thing
- The Whole Community: made up of lay people, monks, nuns and priests. *Sangha*: how they follow the teachings and example of the Buddha; special clothing and customs.



KEY QUESTIONS

- Why is the Buddha special to Buddhists?
- Why did the Buddha leave home?
- How do Buddhists worship at home?
- How do Buddhists express their beliefs in practice?

AT1

Pupils could:

- Look at and handle artefacts, pictures of Buddha images
- Explore Buddhist symbols and talk about their meaning
- Look at Buddhist home shrine and discuss the meaning of the symbols

- Listen to or read stories about the life of Siddattha Gotama
- Listen to stories of how suffering can be eased e.g. The Buddha and Nalagri the Elephant, Kisa and the Mustard Seed
- Hear what the Buddha taught about the way people should treat one another

- Listen to Buddhist stories with a moral message
- Explore traditional stories about the national world. Make a display in words and pictures
- Talk about special clothing and customs associated with Buddhist monks
- Explore stories about living as a Buddhist
- Listen to stories about Buddhist values e.g. The Monkey King

AT2

Pupils could:

- Recognise and reflect on what is good in themselves. Make their own prayer wheels or prayer flags of kind thoughts.
- Recognise the importance of stillness, quiet and reflection.

- Talk about their ideas of a perfect person
- Think about what it would be like for a prince today to give up everything he owned
- Talk about how people show kindness to each other

- Think about the times when they may hurt others or animals, steal or tell lies and why it is believed these things are wrong.
- Reflect their thoughts about the natural world. Make a class Bodhi tree
- Discuss their own values for living in a community e.g. school.
- Agree a School Code

KEY STAGE 1 AND FOUNDATION STAGE (RECEPTION)
Judaism (Supplementary)

CONCEPT

BELIEF	<p>About:</p> <ul style="list-style-type: none"> ▪ God (DEITY; AUTHORITY) ▪ A way of Living; family life (WORSHIP, COMMITMENT) ▪ The <i>Torah</i> (AUTHORITY) 	 <p>KEY QUESTIONS</p> <ul style="list-style-type: none"> ▪ What do Jews believe about God? ▪ How do Jewish people express their beliefs in home life? ▪ How do Jewish people celebrate their beliefs in festivals?
WORSHIP	<ul style="list-style-type: none"> ▪ Jewish home: the <i>mezuzah</i>; <i>Shabbat</i> - the day of rest; Friday night meal; welcoming <i>Shabbat</i>, lighting candles; blessing the children; blessings with wine; challah ▪ Celebration: <i>Hannaukkah</i>; <i>Purim</i> ▪ The <i>menorah</i> symbol 	
DEITY	<ul style="list-style-type: none"> ▪ Jewish belief about God: ▪ God is One ▪ God is the Creator - Jewish belief about and attitudes to creation and the natural world, e.g. Children's tree planting ceremony (<i>Tu B'Shevat</i>) as an illustration of caring for the environment (created world) 	
AUTHORITY	<ul style="list-style-type: none"> ▪ The <i>Torah</i>; sacred scrolls; how they are treated with respect ▪ Stories and teaching from Jewish Scriptures 	
COMMITMENT	<ul style="list-style-type: none"> ▪ Values and ways of life as expressed in the Jewish home e.g. eating as a family, food laws, special clothes, the importance of the mother in bringing up children in the faith 	

RE WEBSITES

SITES FOR TEACHERS

<http://www.request.org.uk/>

<http://www.topmarks.co.uk/?Subject=25>

<http://resite.org.uk/>

http://www.hotcourses.com/pls/hot_school/sn_primary.page_pls_show_units?x=570704743702&p_subj_id=11

<http://www.strath.ac.uk?Departments/SocialStudies/RE/Database/Graphics/Images.html>

<http://www.teachingideas.co.uk/index>

<http://re-xs.ucsm.ac.uk/>

<http://www.refuel.org.uk/index.html>

<http://www.primaryresources.co.uk/>

<http://www.strath.ac.uk?Departments//SocialStudies/RE/Database/>

<http://www.seeking-god.co.uk/id46.htm>

<http://www.cist.org/pv/pm/pp3001.htm>

<http://www.sin.org.uk/storyboard/>

<http://www.seriousd.com/clipart.htm>

<http://www.assemblies.org.uk/>

http://www.culham.info/cw/index_fsc.html

<http://www.schoolassemblies.btinternet.co.uk/scripcon.htm>

<http://www.nwlg.org/pages/resources/>

<http://www.teachernet.gov.uk/teachingandlearning/assemblies/>

<http://www.schoolassemblies.btinternet.co.uk/ideacont.htm>

http://www.spinnaker.org.uk/assembly_packs_index.htm

<http://www.reep.org/cw/index.html>

<http://www.teddfc.co.uk/school/home>

<http://www.http://smarteducation.canterbury.ac.uk/classroomresources/smartnb/primary/re/default.asp>

<http://www.client.canterbury.ac.uk/gii/re/resources/default.htm>

<http://www.lgfl.net/lgfl/leas/greenwich/accounts/subjects/ictteam/resources/courses/whiteboards/r.e/?verb=:list>

<http://www.brf.org.uk/index.asp?>

<http://www.brf.org.uk/pages/data.asp?layout=mainb2.htm&id=483>

<http://www.sermons4kids.com>

<http://www.jesusandkidz.com>

<http://www.mystory-mysong.com>

<http://www.rejesus.co.uk>

<http://www.coxhoe.durham.sch.uk/curriculum.htm>

SITES FOR PUPILS

<http://www.educhurch.org.uk/pupils/index.html>
http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/re/sacred_sites/index.htm
http://www.placesofworship.org.uk/virtual_tours.php
<http://www.tlfe.org.uk/re/stjames/default.htm>
<http://www.theway2go.org/content/chfeat01.htm>
<http://www.ourworld.compuserve.com/homepages/cphicks/tbctour.htm>
http://www.surreycmc.gov.uk/re/virtual_visits.htm
<http://www.atschool.eduweb.co.uk/sirrobhitch.suffolk/mosque/default.htm>
http://www.ngfl-cymru.org.uk/vtc/ngfl/re/m_parry_carmarthenshire/e_index_mosque_old.htm
http://www.surreycmc.gov.uk/re/virtual_visits.htm
<http://www.hitchams.suffolk.sch.uk/synagogue/index.htm>
<http://www.ngfl.ac.uk/rewelcometothegurdwara.htm>
<http://www.thegrid.org.uk/learning/re/pupil/sikh/index.shtml>
http://www.ngflcymru.org.uk/vtc/ngfl/re/m_parry_carmarthenshire/e_index_gurdwara_young.htm
<http://www.lgfl.net/lgfl/leas/harringey/web/%20section/ks2/re/links%20and%20resources/buddhist/>
http://www.dur.ac.uk/dla0www/c_tour/tour.html
<http://www.topmarks.co.uk/judaism/commandments/tencomms.htm>
http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/re/teddys_day_out/index.htm
http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/re/?_of_re/index.htm
http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/re/holy_texts/index.htm

Using Artefacts

Why Should I use Artefacts?

- Artefacts bring children into touch with the real thing - objects used by people in the course of practising their religion. This is particularly important for children who have no direct personal contact with religions.
- Artefacts arouse interest. Children are interested to know what they are, how they are used and why they are significant.
- When their interest is aroused they are more likely to remember the learning experience
- Artefacts give children the opportunity to be actively involved - handling, using, making them.
- Children begin to realise the important place symbolism has in religion since the significance of many artefacts is found not in the object itself but in its underlying meaning. It is therefore important we encourage the children to think about what they symbolise rather than fix their attention too firmly on the outward object.
- The exploration of artefacts from particular religions can help children understand those religions better
- Artefacts can be explored from all angles, whereas pictures show only one face of the object.

The end result should be that children understand what the religious artefact is, how it is used within the faith community and the value and importance it has for those who use it i.e. what it tells us about their beliefs.

How Should I Use Artefacts?

- After proper preparation Teachers must first discover for themselves as much as possible about the artefact and anticipate likely questions about it. They should know how to handle the artefact and if there are any sensitive issues involved.
- With respect We do not want to give offence to those whose religious artefacts we are handling. If the teacher treats religious artefacts with respect and explains that this is because these objects are important to the people who use them, it will encourage the children to be sensitive to what other people hold sacred. Children could be asked to think of something which is very precious to them and how they would feel if it was ridiculed or mistreated.
- In the same way as believers (where appropriate) This needs thought and sensitivity, with consideration given to the feelings of believers. Passover and Baptism for example are generally acceptable occasions to simulate. However, offerings at a shrine or Holy Communion are more sensitive and staff may not

feel these are appropriate. Generally, however, using the artefact in the same way as a believer helps children to develop empathy (standing in another person's shoes).

- Making links with children's experiences It is important to link the artefact with the pupil's own experiences so that they do not appear totally strange and irrelevant to them. For example, an altar, with everything set out beautifully and carefully can be compared to a table set out for a special meal.
- In displays A carefully arranged display can teach its own lesson and communicate atmosphere
- Individually Studying an individual artefact can reveal a lot, even something small like a Christian lapel badge of a dove or a cross
- In a feely bag this sparks interest and imagination
- Making use of them Making actual artefacts e.g. Jewish Simchat Torah flags to use them in a procession. Making artefacts encourages children to think about their meaning, such as what to put on a card for a religious festival
- Encouraging children to question For example, a rosary might lead to such questions as: is it a necklace? If not, what is it for? What is it made from? Does it have to be this size? Where does it come from? Can you buy them? Does it have a special number of beads? Why are there spaces between the beads? Why are they arranged in sections? Why does it have a cross hanging from it? Who are the mother and child in the picture?
- For problem solving An artefact can encourage research - what is it? What is it used for? What significance does it have for the believer?
- As a focus for explanations about a religion An artefact can be used to explain many different things about a religion
- As a focus for a theme across a number of religions For example a statue of Buddha could be a starting point for a study of founders of religions, the Jewish mezuzah for a study of sacred writings
- As a focus for religious questions of a more general nature For example the study of a Buddhist prayer wheel could raise questions about prayer in general
- As a stimulus to explore feelings Artefacts can help children to enter imaginatively into religious experiences. For example, candles and music can create a worshipful atmosphere
- Linked with other subjects e.g. technology and the arts
- For assessment and revision An artefact could be used to demonstrate understanding to consolidate knowledge.