



Heatherside Junior School – Religious Education

INTENT

At Heatherside Junior School, we are committed to fostering confident, independent, and valued learners through our Religious Education (RE) curriculum. We follow the Living Difference IV syllabus, the agreed framework for RE in Hampshire. As children progress through each unit, they develop key learning skills, which include **communicating, applying, inquiring, contextualising, and evaluating**. Over their time at Heatherside, children explore Christianity, Judaism, and Islam, with a particular focus on Sikhism through a special RE day each year. They also revisit Hinduism, a key focus of our link Infant School and Buddhism. They also engage in discussions about key religious festivals and events during assemblies. All of this enables them to gain a deeper understanding of religious beliefs, practices and world views.

We encourage children to ask questions, share personal experiences, and respect the diverse beliefs of others. By examining the different ways people view the world through the lens of religion, children will develop a greater respect for diversity while recognising common values shared across faiths. They will build confidence in expressing their views, take responsibility for understanding different perspectives, and become more independent thinkers in their journey of religious learning.

IMPLEMENTATION

- Planning follows the structure of the Living Difference IV Syllabus and incorporates resources from HIAS to ensure a broad, engaging, and thoughtful RE experience.
- Units of learning are carefully sequenced to build on prior knowledge including from our link Infant School and develop key concepts progressively over time.
- Through a clear teaching cycle, children are supported to understand the key skills of each lesson, enabling them to develop both their knowledge and understanding of religious concepts.
- Children use their personal experiences as a starting point for learning and engage in religious contexts, communicating and evaluating what they have learned with respect for the beliefs of others.
- In Years 3 and 4, the emphasis is on '**describing**' religious concepts, while in Years 5 and 6, it shifts to '**explaining**' these concepts. Learning intentions are structured to support children in developing these skills.
- A wide range of resources are used to captivate children's interest, including Active Inspire notebooks, video clips, Bible story animations, first-hand peer experiences, photographs, and religious artefacts.
- Enrichment opportunities, such as visits to local places of worship, visitors to school, and links with our local church, provide further opportunities for learning.
- The learning outcomes vary from; written work, discussion, drama to art activities to help bring religious stories and concepts to life.

IMPACT

Children at Heatherside Junior School will emerge as confident, respectful, and inquisitive learners. They will have developed the independence to ask thoughtful questions, engage in meaningful discussions, and share their experiences with respect for diverse viewpoints. Through their religious education, children will recognise and appreciate the different beliefs people hold, while confidently articulating the main beliefs and practices of the religions they have studied. They will take responsibility for their own learning and be valued contributors to a respectful and open community.

Heatherside Junior School RE Learning Journey

Start here

Year 3

Sukkot -
Thanking

Angels -
Christmas

RE Day -
The
Gurus

Symbolic
Food

Symbols
-Trees

Symbols
- Easter

Prayer -
Communication

Year 4

Christian Miracle
Stories

Symbol Hannukah

Identity - RE
Day Baisakhi

Raksha Bandan
Protection

Neighbour -
Christianity

Sacred Text
- The Torah

Passover
and Moses

Year 5

Belonging -
Islam

Faith - The
Annunciation

RE Day - How
do Gurus show
wisdom?

Community
- Umma in
Islam

Ritual - The
Paschal Candle

Interpretation -
The two birth
narratives

The Messages
of Jesus -
Parables

Year 6

Sacred
Places

Stories of
Justice

RE Day -
Service in the
Sikhi faith

Muhammad and
the Quran

Easter - What
happened next?

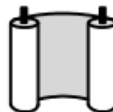
Wesak
Enlightenment

Rites of Passage

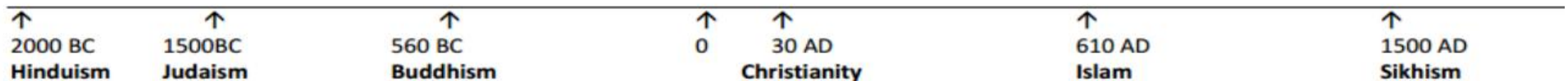
Forward to

Golden Threads - Belonging Special Love Community

Heatherside Juniors RE Knowledge Organiser

World Religion	 Christianity	 Buddhism	 Sikhi	 Judaism	 Islam	 Hinduism			
Name of follower	 Christian	 Buddhist	 Sikh	 Jew	 Muslim	 Hindu			
Place of worship	 Church	 Vihara	 Gurdwara	 Synagogue	 Mosque	 Mandir			
Sacred text	 Bible	 Tripitaka	 Guru Granth Sahib	 Torah	 Qur'an	 Vedas			
Important person / founder / God	 God	 Jesus Christ	 Buddha	 Guru Nanak	 G-d	 Abraham	Allah Allah	 Mohammad (pbuh)	 Brahma Vishnu Shiva Trimurti

Timeline of religions (all dates approximate)



Heatherside Junior School RE Progression of Skills

Through the teaching of RE, children will develop a mastery of the following skills linked into the cycle of inquiry:

- **Communicate** - children will be introduced to a concept and will be invited to share their experiences in different ways.
- **Apply** - they will become aware of the experience of others, starting with others in their own classes.
- **Inquire** - children will engage with the dimensions, manifestations, words and concepts of religious traditions and practices.
- **Contextualise** - children will be able to put the concept into the context of one or two religions so that children understand the lived experience of what it means to live a life with a religious or other orientation.
- **Evaluate** - this is where children will begin to discern value in two ways. First, they understand how people are affected by living within the concepts studied. Second, they will begin to discern how the material encountered might matter in their own lives.

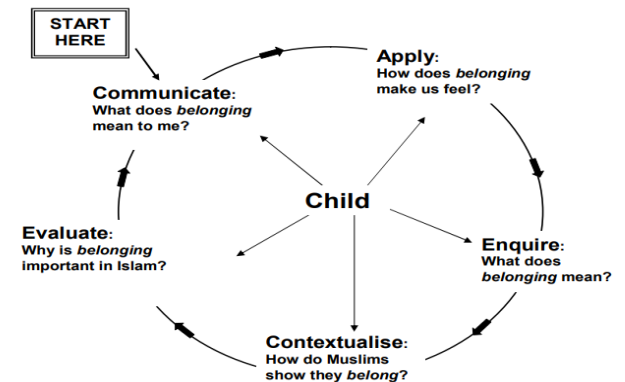
Develop knowledge of the characteristic features of rituals, practices, ideas, attitudes and beliefs of men, women and children in the following religions -

- Christianity
- Islam
- Judaism
- Sikhism
- Hinduism
- Buddhism

Develop an understanding of the following through looking at a variety of concepts (by following the cycle of inquiry and through assemblies):

- Religious rituals
- Religious celebrations and ceremonies
- Religious traditions and stories
- Religious beliefs
- Places of Worship

Living Difference Cycle of Enquiry Model



Example of a Cycle of Enquiry from Year 5

Golden Threads

In RE there are four golden threads that we will look at multiple times while you are at junior school.

Belonging
Special
Love
Community

These words are important in RE as they overlap in lots of the topics we cover. Try to think how these words can be applied to the units we cover.

Heatherside Junior School Progression of Skills for Religious Education - Disciplinary Skills

	Year 3	Year 4	Year 5	Year 6
Communicate	Children can express creatively and begin to describe their responses to their own experiences of the concepts introduced	Children can express creatively as well as describe their responses to their own experiences of the concepts introduced.	Children are beginning to respond creatively as well as beginning to explain their responses to their own experience in response to concepts explored.	Children can respond creatively as well as explain their responses to their own experience in response to concepts explored.
Apply	Children can recognise and begin to describe how their responses relate to events in their own lives.	Children can recognise and describe how their responses relate to events in their own lives.	Children are beginning to explain some examples of how their responses relate to events in their own and other people's lives.	Children can explain some examples of how their responses relate to events in their own and other people's lives.
Inquire	Children can begin to accurately describe what has been taught about the meaning of concepts and how these are common to most people. (A and B concepts)	Children can accurately describe what has been taught about the meaning of concepts and how these are common to most people. (A and B concepts)	Children are starting to accurately explain meanings of concepts/words in traditions encountered and studied. (A and B concepts. Children can also describe some concepts related to a specific religious study C concepts)	Children can accurately explain meanings of concepts/words in traditions encountered and studied. (A and B concepts. Children can also describe some concepts related to a specific religious study C concepts)
Contextualise	Children can begin to accurately describe some variations in ways in which the concept is shown in the lives of people encountered and studied.	Children can accurately describe some variations in ways in which the concept is shown in the lives of people encountered and studied.	Children are starting to accurately explain the way the concepts/words in the traditions encountered and studied, impact the lives of those in the traditions with some examples.	Children can accurately explain the way the concepts/words in the traditions encountered and studied, impact the lives of those in the traditions with examples.
Evaluate	Children can identify and begin to describe something of value of the concept in the lives in those living in the traditions encountered and studied as well as recognising some of the issues this might raise.	Children can identify and describe something of value of the concept in the lives in those living in the traditions encountered and studied as well as recognising some of the issues this might raise.	Children can identify the value of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise.	Children can identify the value of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise. They also can identify possible value in the concepts/words for their own lives and communities

Heatherside Junior School Progression of Skills - Substantive Knowledge and Long-Term Plan

YEAR 3

Topic	Sukkot	Angels	Prayer	Symbol of the Cross - Including trip to Fleet Methodist Christianity	Trees	Symbolic Food	The Gurus R.E Day
Main focus Religion	Judaism	Christianity	Christianity & Judaism		Trees as a Symbol	Christianity & Judaism	Sikhism
Golden Thread	SPECIAL	SPECIAL	BELONGING	LOVE		COMMUNITY	SPECIAL
Concept	Concept A: Thanking	Concept B: Angels	Concept A: Communication	Concept: Sacrifice	Concept A: Symbol	Concept B: Symbol	Concept: Special people
Substantive Knowledge	Step 1 creatively express and describe their own responses to rituals in their experience Step 2 describe how their responses to rituals can be applied to others' lives. Step 3 describe the meaning of ritual Step 4 describe the rituals practised by Jews during Sukkot Step 5 discern the significance of ritual by describing the value of the Sukkot rituals for Jews and by reflecting on this for themselves.	Step 1 describe their own responses to angels. Step 2 describe examples of how their responses to angels can be applied to their and others' lives. Step 3 describe the meaning of angels. Step 4 describe how angels are used in the stories of the birth of Jesus. Step 5 evaluate the importance of angels by describing their value to Christians and by identifying an issue raised.	Step 1 describe the meaning of communication Step 2 describe how and why Christians and Jews communicate with God through prayer Step 3 Evaluate the importance of prayer to Christians and Jews Step 4 describe their own response to the idea of communication Step 5 describe how communication affects their life and the lives of others	Step 1 Children can accurately describe what a symbol is. Step 2 Children can accurately describe how different crosses have different meanings. Step 3 Children can discern and describe the value of a symbol to Christians and the possible value for themselves and others Step 4 Children can express creatively as well as describe a personal response to the concept of a symbol.	Step 1 express creatively as well as describe their own response to trees as symbols Step 2 recognise and describe examples of when the tree symbol is used/is useful Step 3 accurately describe what the word symbol means Step 4 accurately describe how the symbol of a tree is used in Christianity Step 5 discern and describe the value of a tree as a symbol to Christians and the	Step 1 Recap Describe what people mean by "symbol" Step 2 Describe particular foods which are important to Christians and Jews Step 3 Evaluate the importance of symbolic foods by saying how people might feel if they were unable to obtain the foods Step 4 Describe their experiences of eating and sharing symbolic foods Step 5 Describe how eating symbolic foods	Step 1 talk about their own response to the concept of specialness in relation to clothes Step 2 identify simple examples of how and why clothes can be special to themselves and others Step 3 identify and talk about the meaning of specialness Step 4 recognise ways in which the 5 Ks are special to Sikhs Step 5 talk about the value of these

				Step 5 Children can recognize and describe how the concept can be applied in their own and others' lives.	possible value to themselves and their communities	affects their own and others' lives	special clothes to Sikhs.
Assessment Focus	Contextualise To begin to describe the ways in which Jewish people thank God and celebrate during Sukkot.	Inquire To begin to describe the possible roles, characters and origins of angels, with reference to the Christmas story.	Evaluate To begin to describe why prayer and communication with God is important to religious believers by studying prayers which are central to Christian and Jewish worship.	Communicate To begin to describe their own responses to the idea of changing emotions.	Apply	Evaluate To begin to describe celebrations which are symbolic for Christians (Holy Communion) and Jews (Shabbat meal) and the symbolism of the food which is involved in these occasions.	Inquire To begin to describe how the Sikh Gurus are special.

YEAR 4

Topic Main focus Religion Golden Thread	Christian Miracle Stories Christianity SPECIAL	Hannukah Judaism	Passover and Moses Judaism COMMUNITY	Sacred Text Judaism BELONGING	Who is my neighbour? Christianity COMMUNITY	Raksha Bandan Hinduism LOVE <i>(New for 25)</i>	Identity - Baisakhi R.E Day Sikhism BELONGING
Concept	Concept C: Jesus as Divine	Concept B: Identity	Concept A: Freedom	Concept C: Authority and the Torah	Concept A: Neighbour	Concept: Protection	Concept: Identity
Substantive Knowledge	Step 1 recognise and discuss ideas about the concept of divine Step 2 describe in simple terms some of the beliefs Christians have about Jesus with reference to appropriate stories. Step 3 Describe the value of the concept to Christians. Step 4 Describe their own ideas about the concept Step 5 Describe how the concept of "Divine" might have a role in peoples' lives.	Step 1 accurately explain the meaning of identity Step 2 accurately explain how the features of the festival of Hannukah reinforce the Jewish sense of identity Step 3 discern the value of identity for Jewish people and the possible value for themselves and their communities Step 4 respond creatively as well Step 5 explain some examples of how responses to identity	Step 1 express creatively as well as describe their own responses and feelings to the concept of freedom Step 2 recognise and describe how their responses to freedom can be affected by different circumstances Step 3 accurately describe the meaning of freedom Step 4 accurately describe how freedom is expressed in Judaism Step 5 discern and describe the value of	Step 1. respond creatively and describe their own response(s) to authority in their experience Step 2 recognise and describe how their responses to authority relate to events in their own lives and sometimes other people's lives Step 3 accurately describe what has been taught about meaning of the concept authority Step 4. accurately describe some variations in ways in which the concept	Step 1: Children can accurately describe the concept of <i>neighbour</i>. Step 2: Children can accurately describe how <i>neighbour</i> is contextualised within Christianity. Step 3: Children can discern and describe the value of <i>neighbour</i> to Christians. Discern and describe the possible value for their own lives & communities. Step 4: Children express creatively as well as describe their	Step 1. Children can express creatively as well as describe a personal response to the concept of protection. Step 2. Children can recognize and describe how the concept can be applied in their own and others' lives. Step 3. Children can accurately describe what protection means. Step 4. Children can accurately describe how protection is expressed by Hindus in the festival of Raksha Bandhan.	Step 1 describe the meaning of identity Step 2 describe how Sikhs express their identity during the Baisakhi celebrations Step 3 describe the value of identity to Sikhs and describe an issue raised Step 4 describe their own response to identity Step 5 describe examples of how

		affect theirs and others' lives.	freedom to Jewish people and the possible value for themselves and their communities	authority is shown in the lives of people living in the Jewish traditions regarding the status of instructions for life in the Torah Step 5. discern and describe the value of authority for people living in the Jewish traditions. Discern and describe value of authority in their own lives and communities.	responses to <i>neighbour</i> . Step 5: Children recognise and describe how their responses to <i>neighbour</i> can be applied in their own lives and the lives of others.	Step 5. Children can discern and describe the value, for Hindus, of celebrating protection.	their response to identity affects their own and others' lives.
Assessment Focus	Contextualise Accurately describe some of the beliefs Christians have about Jesus, based upon the miracle stories.	Apply Explain some examples of how responses to identity affect theirs and others' lives.	Inquire Accurately describe the meaning of <i>Freedom</i> with reference to the Jewish experience and the festival of Passover.	Evaluate To discern and describe why it is important for religious believers to feel that their sacred text holds authority for them.	Apply To recognise and describe how their response to neighbour can be applied to their lives and the lives of others.	Inquire To accurately describe what protection means.	Communicate Express creatively how they show their own identity, after discussing how the 5Ks show a Sikh's identity.

YEAR 5

Topic	What does it mean to be a Muslim today?	The Annunciation	What does it mean to be a Muslim today?	Ritual	Stories of Justice	Sacred Places	How do Gurus show wisdom?
Main focus Religion	Islam	Christianity	Islam	Christianity & Islam	Christianity, Islam & Judaism	Islam & Christianity	<u>R.E Day</u>
Golden Thread	BELONGING		COMMUNITY	SPECIAL		SPECIAL	Sikhism
Concept	Concept A: Belonging	Concept B: Faith	Concept C: Umma	Concept C: Ritual	Concept: Justice	Concept A Places of worship	Concept: Wisdom
Substantive Knowledge	Step 1 Communicate: express creatively as well as describe their response to the concept of belonging, from their own experience Step 2 Apply: recognise and describe how their responses to belonging relate to their own and others' lives Step 3 Inquire: accurately describe what it means to belong to something Step 4 Contextualise: accurately describe	Step 1 accurately describe the meaning of the term faith Step 2 accurately describe how the concept of faith is expressed in the birth narratives Step 3 Discern and describe the value of faith in this story for Christian. Discern the possible value of faith in their own lives and communities Step 4 Express creatively as well as describe a personal response to the concept of faith	Step 1 Communicate: respond creatively and explain their own response to community Step 2 Apply: explain examples of how their responses and ideas affect the way they behave in the communities they and others belong to Step 3 Inquire: accurately explain the meaning of Umma Step 4 Contextualise: accurately explain how aspects of Muslim practice and belief develop a sense of Umma Step	Step 1 Inquire: accurately explain the meaning of ritual Step 2 Contextualise: explain the significance of ritual during wudu and Eid-ul-Fitr to Muslims Step 3 Evaluate: discern the value of ritual by explaining the value to Muslims, and to themselves, identifying and explaining situations or issues that may arise in relation to ritual Step 4 Communicate: respond creatively and explain a personal	Step 1. Children can accurately explain what the concept of <i>justice</i> means. Step 2. Children can accurately explain how <i>justice</i> is significant in the stories of Jewish people, Christians and Muslims. Step 3. Children can discern the value of <i>justice</i> to Jewish people, Christians and Muslims and identify and discern the	Step 1 Pupils can explain what people mean by sacred Step 2 They can describe a sacred place and explain the features which make it sacred for believers Step 3 They can explain the value of sacred places to believers and to themselves Step 4 They can express a personal response to the concept of sacred by reflecting on whether there is a	Step 1 describe the concept of wisdom Step 2 describe how the Gurus show wisdom Step 3 describe the value of Gurus' wisdom to Sikhs Step 4 describe their response to wisdom in their experience Step 5 describe examples of how their response to wisdom relates to their own and others' lives.

	how Muslims show they belong Step 5 Evaluate: discern something of value by describing the importance of belonging to Muslims and to themselves.	Step 5 Recognise and describe examples of how faith might affect their own lives or the lives of others.	5 Evaluate: discern the value of the concept of Umma to Muslims, and the idea of community for themselves, identifying and explaining situations or issues that may arise.	response to ritual in their own experience Step 5 Apply: explain examples of how their responses and ideas affect the way they behave in the rituals they and others participate in.	possible value to themselves Step 4. Children can respond creatively as well as begin to explain their own response to <i>justice</i>. Step 5. Children can explain some examples of how <i>justice</i> can be applied in own and others' lives.	sacred place in their own lives Step 5 They can explain how sacred places can affect their own and others' lives	
Assessment Focus	Apply To begin to explain how belonging relates to events in their own and other people's lives.	Communicate Express creatively as well as describe a personal response to the concept of faith.	Evaluate Begin to explain how following the Five Pillars of Islam contributes to a sense of Umma (community) for Muslims.	Inquire To begin to explain what people mean by <i>Ritual</i>, with reference to the Paschal Candle ritual.	Evaluate To explain how justice is important in these stories, giving reasons to support your opinion.	Contextualise Accurately explain and contrast the features of places of worship (Christian and Muslim) which have a sense of sacredness for believers.	Apply To begin to explain with examples how their response to wisdom is related to their lives.

YEAR 6

Topic	The messages of Jesus, parables.	Christmas: The two birth narratives	Muhammad and the Qur'an.	Easter, What happened next?	Wesak Buddhism	The Journey of Life	Service in the Sikhi faith
Main focus Religion	Christianity	Christianity	Islam	Christianity	BELONGING	Islam	R.E Day
Golden Thread	SPECIAL	LOVE	COMMUNITY		(New for 25)	SPECIAL	Sikhism
Concept	Concept A: Messages	Concept A: Interpretation	Concept B: Submission	Concept: Resurrection	Concept Enlightenment	Concept B: Rites of Passage	Concept: Service (sewa)
Substantive Knowledge	Step 1 explain the concept of messages and begin to consider what the message of Jesus was. Step 2 explain what Christians believe Jesus' messages are Step 3 explain the value of Jesus' messages to Christians and identify and describe some issues raised Step 4 express a personal response to messages in their own experience Step 5 explain examples of how	Step 1 They can express a personal response to the concept of interpretation Step 2 They can explain how the concept can be applied in their own and others' lives. Step 3 Pupils can explain what interpretation is. Step 4 They can explain how interpretation is relevant to the 2 gospel accounts of Jesus' birth	Step 1 describe/explain the meaning of submission for Muslims Step 2 describe/explain how submission is shown by Muslims Step 3 describe/explain the importance, or value, of submission for Muslims Step 4 describe/explain their own responses to the idea of submission in their lives	Step 1 Children can explain what people mean by resurrection. Step 2 Children can explain how resurrection is significant within the Easter story and how this is expressed through art. Step 3. Children can evaluate, by explaining, value of people's interpretations of resurrection Step 4 Children can explain their own response to the concept of	Step 1. accurately explain the concept of enlightenment Step 2. accurately explain how and why Buddhists celebrate enlightenment of the Buddha at Wesak Step 3. discern the value of enlightenment to Buddhists and explain how Buddha's revelations influence their lives Step 4. respond creatively as well as begin to explain their response to enlightenment	Step 1 Respond creatively and begin to explain their response to the concept of rites of passage and what events have been important in their journey of life so far. Step 2 Explain some examples of how the concept of life as a journey marked by rites of passage can be applied in their own and others' lives. Step 3 Accurately explain how important events are	Step 1 explain the concept of service Step 2 explain how service is shown in the Sikh religion Step 3 evaluate the concept of service by explaining its value Step 4 explain their own response to service Step 5 explain examples of how service is applied in their own live and that of others

	messages are significant in their own and others' lives and in different situations.	Step 5 They can evaluate, by explaining, the importance and relevance of interpretation in the birth narratives to Christians	Step 5 provide and discuss examples of how submission affects their lives and the lives of others.	resurrection through painting Step 5 Children can explain people will have different ideas about the concept of resurrection.	Step 5. explain some examples of how moments of enlightenment relate to their own or other people's lives.	marked in religion by rites of passage. Step 4 Accurately explain the meaning of the Muslim naming ceremony and the Hajj. Step 5 Discern the value of rites of passage to believers and the possible value for their own lives and communities.	
Assessment Focus	Communicate Respond creatively as well as begin to explain a message which they personally feel is important for the world and choose a way to communicate it effectively.	Contextualise To accurately explain the meaning of interpretation with reference to the two gospel versions of the Nativity story.	Evaluate Explain why the idea of "submission" to Allah is important in Islam, with reference to the revelation of the Qur'an to Muhammad.	Evaluate Explain the importance of the resurrection and the symbol of the empty cross for Christian.	Inquire To accurately explain the concept of enlightenment.	Apply Consider how and why Rites of Passage (Religious and non-religious) are important to the people who mark them.	Communicate Respond creatively and explain the meaning of service.