



RE At Newton Hill School



Religious Education at Newton Hill Community School provides a contemporary study of religion, preparing children for later life. It provides children with the 'big questions' about different religions and provides them with the confidence and knowledge to have open conversations about these in the classroom.

The main aims of the RE curriculum are that children gain an understanding of a range of religions and world views so that they can not only describe and explain their practices, but also investigate and respond to some of the bigger questions posed. The RE curriculum should provide opportunities for children to self-evaluate their own identity, beliefs and feelings of belonging and be able to have an open dialogue about these with others.

At Newton Hill Community School, we follow the Wakefield Agreed Syllabus for teaching RE.

In the Foundation Stage children will encounter Christianity and other faiths through discussing and experiencing a variety of celebrations and festivals from different religions. They will also learn about their growing sense of self, their own community and their place within it. Children's learning will follow the 'Knowledge and Understanding Of The World' strand of the curriculum as well as asking key questions such as;

- Where Do We Belong?
- Which Times Are Special And Why?
- Which People Are Special And Why?
- Which Stories Are Special And Why?
- Which Places Are Special And Why?
- What Is Special About Our World And Why?

In Key Stage One children will learn about Christians, Muslims or Jewish people.

Key Stage One's units of work include learning through these key questions;

- What Does It Mean To Belong To A Faith Community?
- How And Why Do We Celebrate Special And Sacred Times?
- Who Is Christian/Muslim/Jewish And What Do They Believe?
- What Makes Some Places Sacred?
- How Should We Care For Others And The World, And Why Does It Matter?
- How Can We Learn From Sacred Books?

In Key Stage Two children will learn about Christians, Muslims, Hindus and Jewish people.

In Lower Key Stage Two, their units of work include learning through these key questions;

- What Does It Mean To Be A Christian/Hindu In Britain Today?
- What Do Different People Believe About God?
- Why Are Festivals Important To Religious Communities?
- Why Do People Pray?
- Why Is The Bible So Important For Christians Today?
- What Can We Learn From Religions About Deciding What Is Right And Wrong?
- Why Is Jesus Inspiring To Some People?
- Why Do Some People Think That Life Is Like A Journey And What Significant Experiences Mark This?

In Upper Key Stage Two, their units of work include learning through these key questions;

- Why Do Some People Think God Exists?
- If God Is Everywhere, Why Go To A Place Of Worship?
- What Would Jesus Do?
- What Does It Mean To Be A Muslim In Britain Today?
- Is It Better To Express Your Beliefs In Arts and Architecture Or In Charity And Generosity?
- What Difference Does It Make To Believe In Ahimsa, Grace And/Or Ummah?
- What Matters Most To Christians and Humanists?
- What Do Religions Say To Us When Life Gets Hard?

The table below shows how children's skills progress throughout the years at Newton Hill Community School.

Newton Hill Community School Progression Steps

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thinking About Religion And Belief	Recognise that people have different beliefs and celebrate special times in different ways.	Recall features of religious, spiritual and moral stories and other forms of religious expression. Recognise and name features of religions and beliefs.	Retell religious, spiritual and moral stories Identify how religion and belief is expressed in different ways. Identify similarities and differences in features of religions and beliefs	Make links between beliefs, stories and practices. Identify the impacts of beliefs and practices on people's lives. Identify similarities and differences between religions and beliefs.	Comment on connections between questions, beliefs, values and practices. Describe the impact of beliefs and practices on individuals, groups and communities. Describe similarities and differences within and between religions and beliefs.	Explain connections between questions, beliefs, values and practices in different belief systems. Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. Explain how and why differences in belief are expressed.	Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world. Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.

<p>Enquiring, Investigating And Interpreting</p>	<p>Understand that some places are special to members of their community.</p>	<p>Identify what they find interesting and puzzling in life.</p> <p>Recognise symbols and other forms of religious expression.</p>	<p>Recognise that some questions about life are difficult to answer.</p> <p>Ask questions about their own and others' feelings and experiences.</p> <p>Identify possible meanings for symbols and other forms of religious expression.</p>	<p>Investigate and connect features of religions and beliefs</p> <p>ask significant questions about religions and beliefs.</p> <p>Describe and suggest meanings for symbols and other forms of religious expression.</p>	<p>Gather, select, and organise ideas about religion and belief.</p> <p>Suggest answers to some questions raised by the study of religions and beliefs.</p> <p>Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.</p>	<p>Suggest lines of enquiry to address questions raised by the study of religions and beliefs.</p> <p>Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>Recognise and explain diversity within religious expression, using appropriate concepts</p>	<p>Identify the influences on, and distinguish between, different viewpoints within religions and beliefs.</p> <p>Interpret religions and beliefs from different perspectives.</p> <p>Interpret the significance and impact of different forms of religious and spiritual expression.</p>
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Beliefs And Teachings	Draw out common themes from religious stories such as kindness, bravery and talk about children's experiences with this theme.	Recount outlines of some religious stories.	Retell religious stories and identify some religious beliefs and teachings.	Describe some religious beliefs and teachings of religions studied, and their importance.	Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.	Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities	Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.
Practices And Lifestyle	To make connections between their family and other families and their lifestyles.	Recognise features of religious life and practice.	Identify some religious practices, and know that some are characteristic of more than one religion.	Describe how some features of religions studied are used or exemplified in festivals and practices.	Show understanding of the ways of belonging to religions and what these involve.	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.	Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
Expression And Language	To talk about familiar religious stories and make links to similar themes in their own experiences.	Recognise some religious symbols and words.	Suggest meanings in religious symbols, language and stories.	Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.	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.	Explain how some forms of religious expression are used differently by individuals and communities.	Compare the different ways in which people of faith communities express their faith.

Identity And Experience	To understand the concept of belonging.	Identify aspects of own experience and feelings, in religious material studied.	Respond sensitively to the experiences and feelings of others, including those with a faith,	Compare aspects of their own experiences and those of others, identifying what influences their lives.	Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers/	Make informed responses to questions of identity and experience in the light of their learning.	Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Meaning And Purpose	To take part in discussions about themes linking to religious stories.	Identify things they find interesting or puzzling, in religious materials studied.	Realise that some questions that cause people to wonder are difficult to answer.	Compare their own and other people's ideas about questions that are difficult to answer.	Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.	Make informed responses to questions of meaning and purpose in the light of their learning.	Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Values And Commitments	To explain things that are special to them.	Identify what is of value and concern to themselves, in religious material studied.	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.	Make links between values and commitments, including religious ones, and their own attitudes or behavior.	Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning they will use different techniques to reflect deeply.

At Newton Hill Community School, as well as our weekly RE lessons following the syllabus above, we also celebrate a range of festivals from a variety of religions throughout the year on specific themed days.

We use these festivals to make comparisons between different religions and their special days.

For example,

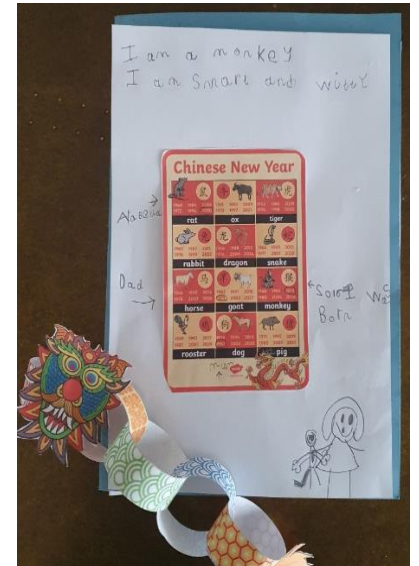
During Harvest Time we looked at how other religions celebrate Harvest and we learnt about the Jewish festival of Sukkot. We learnt how during Sukkot, Jewish people make a Sukkah out of wood or brick and decorate it with natural materials and this is where they will spend most of their time during this celebration. We worked in teams to design a Sukkah and then collected materials from our Wildlife Garden to decorate.



During Easter, we made connections to the Muslim celebrations of Ramadan and Eid. We looked at how Muslims prepared for and celebrated Eid and learnt that after feasting, food and drink is an important part of this celebration. We participated in this celebration by making our own Mango Lassi.



We also held a theme day across the school to celebrate Chinese New Year where all children participating in various activities including making Chinese lanterns and masks, writing their names in Chinese, retelling the Zodiac story and making and eating traditional Chinese food.



At Newton Hill Community School, our RE work is recorded in individual or class books.

Below are some examples of work from The Foundation Stage to Year 6.

The Foundation Stage



H brought in a poppy collage picture that she had made at home. "I made this poppy with Mummy and then she laminated it." I asked H if she knew about poppies and H said, "it's a flower we have to remember people in the war that died."



D was playing with his friends. They were having a conversation about it being ok to have more than one friend, to which a child said, "It's ok to have more than one friend but you can only marry one person." D responded by saying, "You can marry more than one person in other countries though."



S enjoyed the Indian food tasting and discussed what he enjoyed the most out of poppadum's, plain naan, samosas and bhajis.

Year 1



Monday 9th November 2020

L.O - To order the parts of the Christmas story



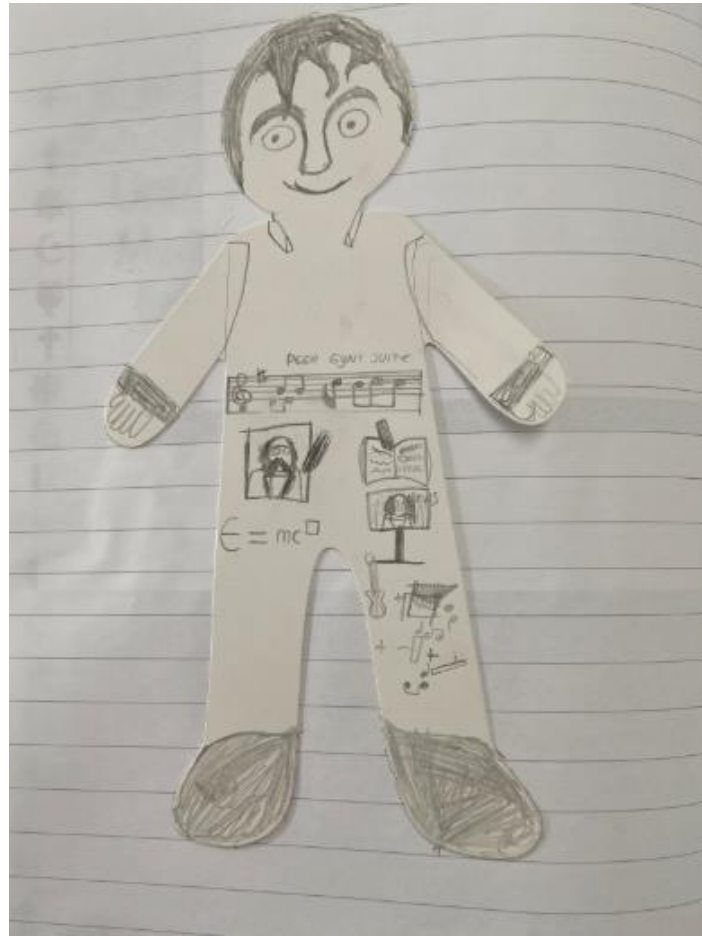
I like the donkey.



We created lion
and dragon dances



Year 2



18.03.21

In our RE lesson today, we looked at some logos and discussed that they are 'symbols of belonging'. For example, the yellow 'M' belongs to McDonald's. We then looked at Christian symbols of belonging such as the cross and the fish. We listened to The Parable of the Lost Coin and discussed what made us happy both about the story and in our lives.

The story made me happy because
it is about love.

Playing
Red Ball 3 makes
me very happy


Year 3

LO: Describe what happens during Holy Communion and why it is celebrated by most Christians.

How and what do different Christians celebrate Holy Communion.

Draw and describe what happens at Holy Communion.

Altar of bread



Candle

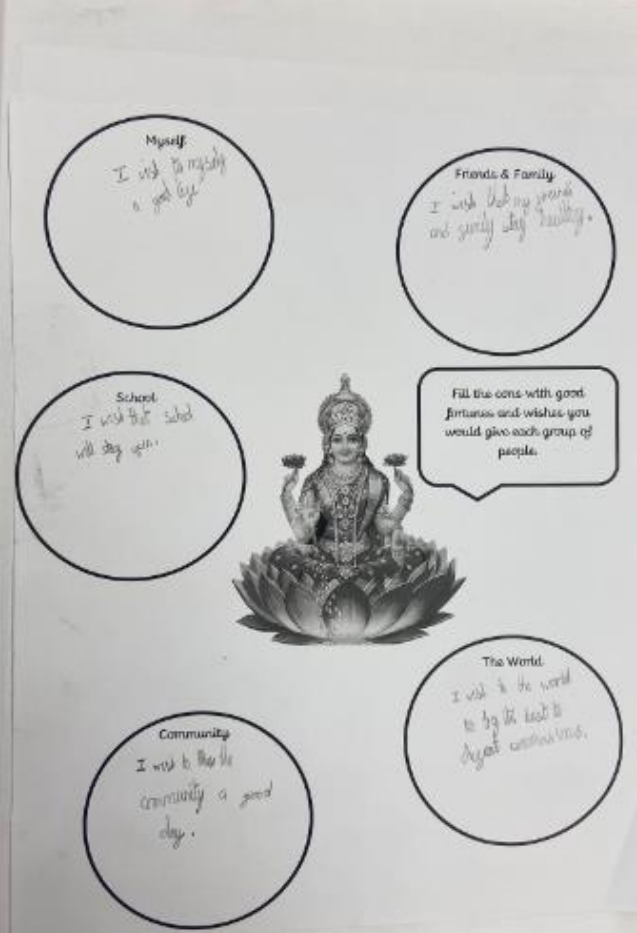
Altar of bread

cup of wine

A thing that we bring to create a small

The Red wine Represents Jesus blood because blood is red and it would be disgusting to drink real blood. The bread represents Jesus's body. you will dip the bread in the cup that is full with red wine.

Tuesday 13th October 2020



Myself
I wish to myself a good life.

Friends & Family
I wish that my friends and family stay healthy.

School
I wish that school will stay open.

Community
I wish to the community a good day.

The World
I wish to the world to be the best to great everywhere.

Fill the cones with good fortunes and wishes you would give each group of people.

Year 4

Wednesday 23rd September 2020

How Do Christians Show Their Beliefs In Church?

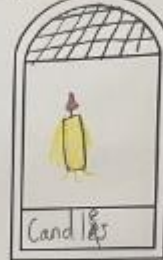
1. Imagine you are peering through the local church window.
Draw in the windows what you think you might see at different times in the day.



A Sunday Morning



A Weekday Morning



A Weekday Evening

2. Read the church's Newsletter and make a list of different activities that happen throughout the week. Give an explanation of why you think the church does these activities.
3. Read these quotes from the bible. Do you think any of these link to the activities that happen in church each week? Draw a picture of an activity that you think links to one of these quotes and write the quote underneath.

'And don't forget to do Good and share with those in need.'

Jesus said, 'Whenever you eat bread and drink wine remember me.'

'I will sing to the Lord all my life; I will sing praise to my God as long as I live.'

'Your word is a lamp to guide my feet and a light for my path.'

'Then Jesus told his disciples a parable to show them that they should always pray and not give up.'

Nibble and Natter

I think the church does a nibble and natter because they care about the community and they want people to meet up and have fun together.

Wednesday Friends - Keep Fit

I think the church does a Keep Fit because they want people to feel good about their mental health and their physical health.

I am arguing that the true meaning of Christmas is not lost.

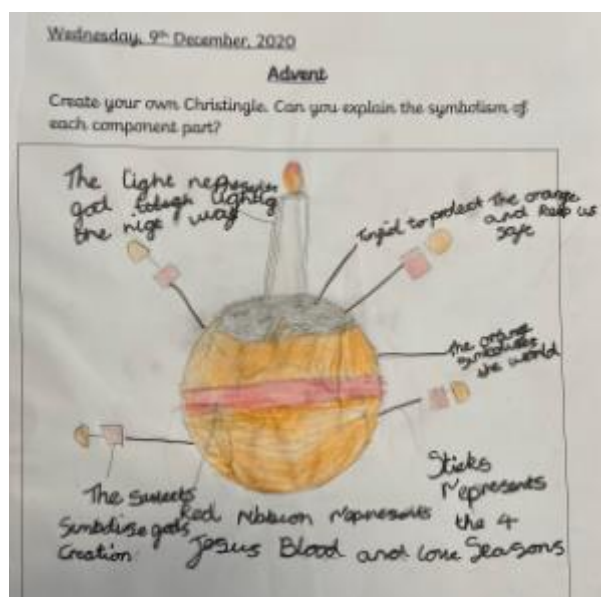
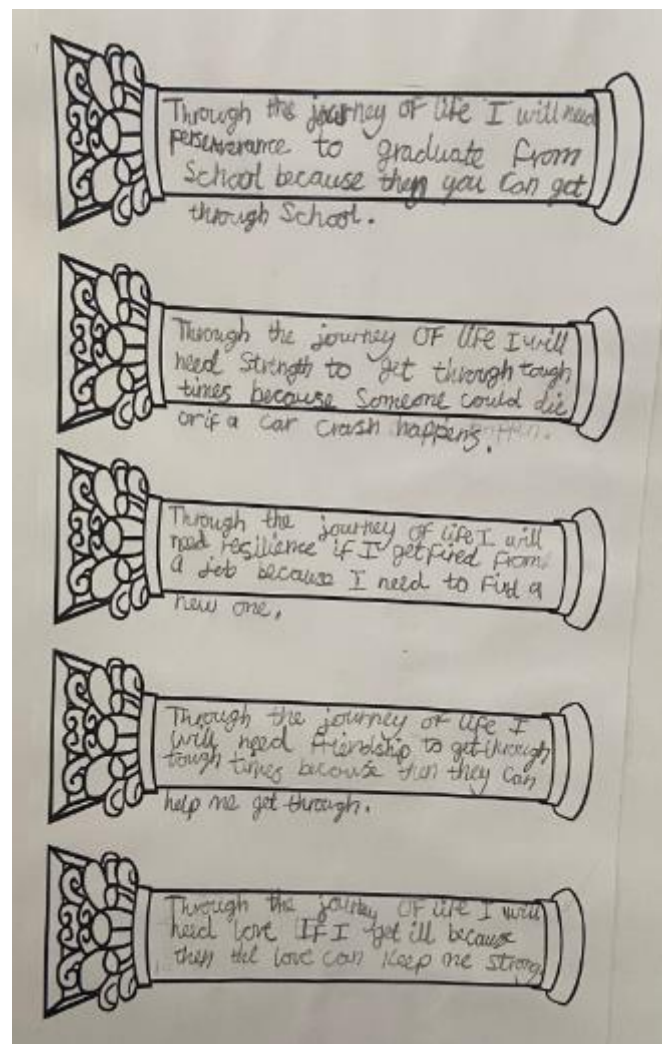
Gifts	Give to Family + Friends + Poor people.	Giving small gifts
Services at Church	Free good for poor.	Carol singing for kids.
Spreading love through social media	Does anyone want any gifts buying if can't afford to give gifts.	Who wants christmas dinner at my house? #free christmas dinner
Community events	Santa visiting for free no need to pay.	
Christians keep the true meaning	Spending time with family.	Goal idea!

Unit:	The True Meaning of Christmas
Lesson:	3
Lesson Objective:	To debate whether we have lost the true meaning of Christmas.
Wednesday 16th December 2020	
The True Meaning Of Christmas	
To provide reasons for a debate about whether we have lost the true meaning of Christmas.	

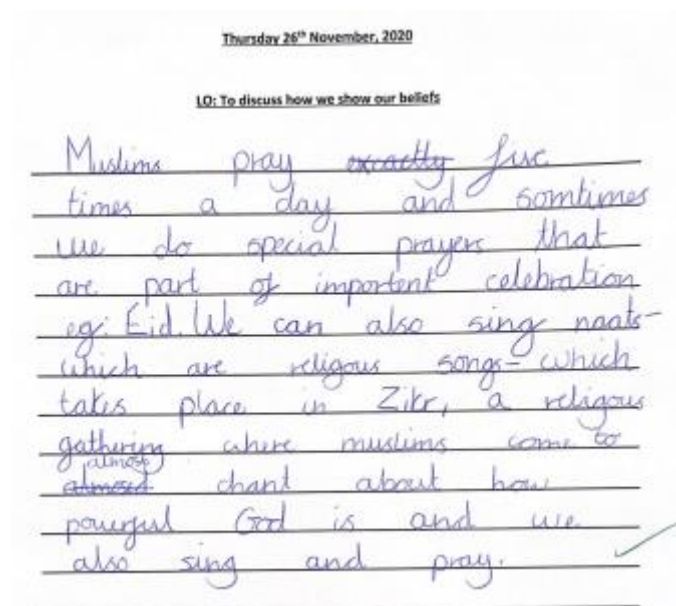
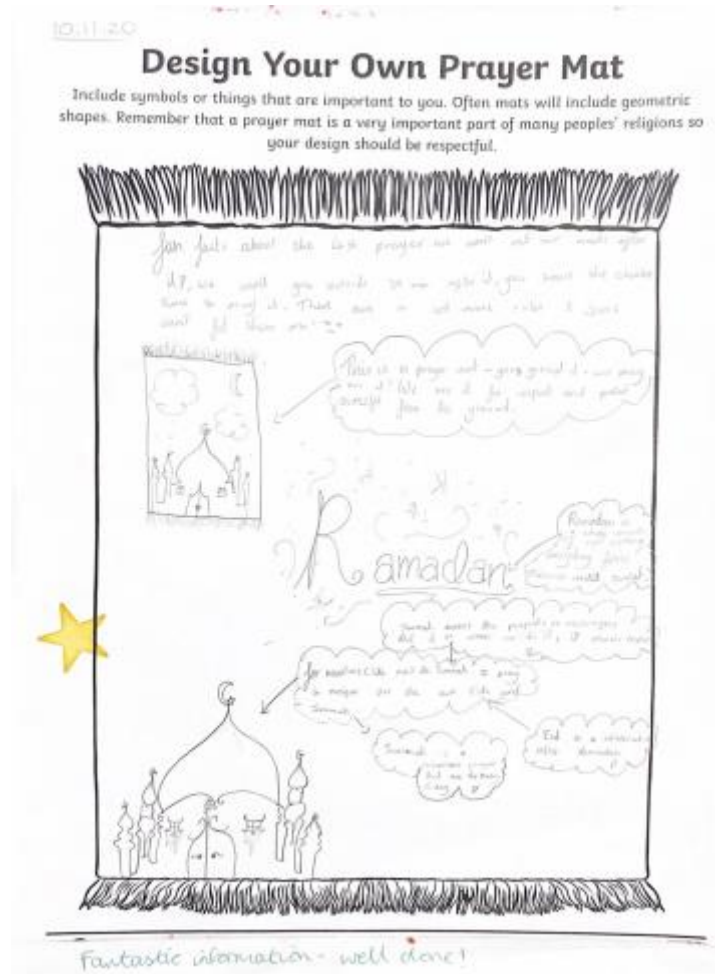
Unit:	Why are festivals important to religious communities?
Lesson:	4
Lesson Objective:	Give simple reasons why Jesus was crucified.
Wednesday 17th March 2021	
What Does The Crucifixion of Jesus Mean To Christians?	
Discussion and role play of the trial and crucifixion of Jesus.	



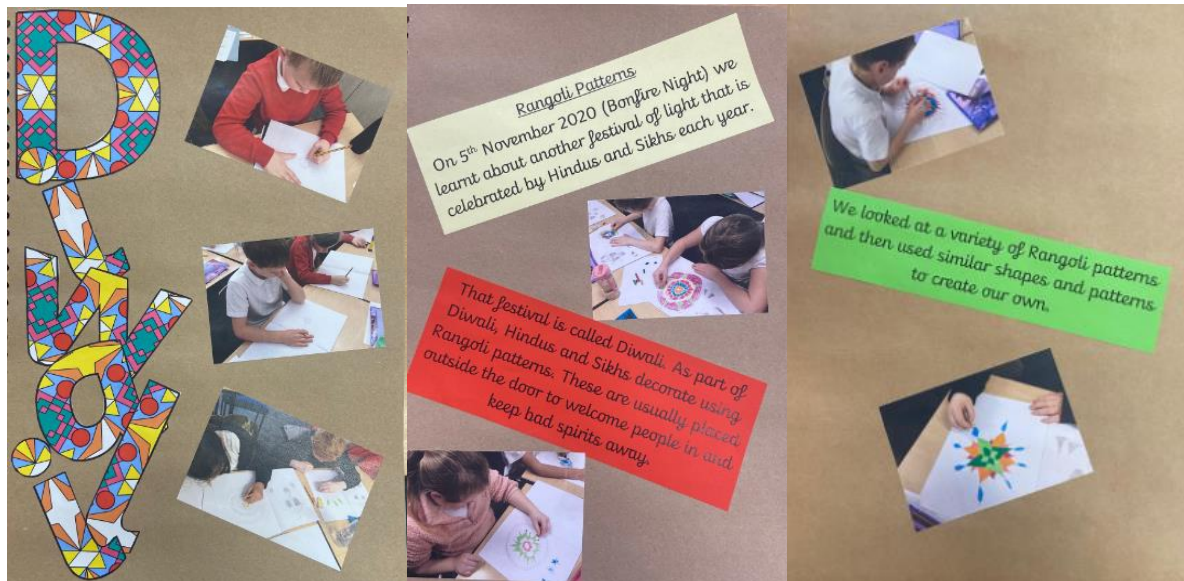
Year 5



Year 6



In addition to this, photographs, descriptions and examples of work are collated as a whole school into a display book which is available for all visitors to view at the main school reception.



SMSC, PSHE and RSE all play a valuable part in accompanying the teaching of RE at Newton Hill Community School. You can find out more about how these subjects are taught across school on their website pages.