

**EVERY  
CHILD**

Belonging  
Nurture  
Safety



**EVERY  
CHANCE**

Opportunities  
Inclusive  
Adapt

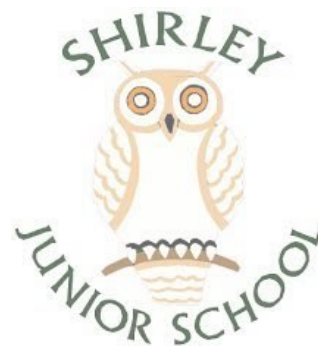


**EVERY  
DAY**

Understanding  
Consistent  
Ambitious



**RE**  
at Shirley  
Junior School



**KINDNESS.**  
**RESPECT.**  
**INTEGRITY.**



# VISION

As a Shirley RE Inquirer, I will first consider my own experience and that of others I know. I will then explore key concepts through different religions, noting similarities and differences, and discern why these concepts hold significance for those living a religious life. Finally, I will consider how this new understanding might affect my own behaviours or beliefs.

At Shirley, we believe RE plays a vital role in promoting understanding, respect and tolerance between people of different faiths and those with none.

# RE pedagogy

```
graph TD; Inquire --> Contextualise; Contextualise --> Evaluate; Evaluate --> Communicate; Communicate --> Apply; Apply --> Inquire;
```

## Inquire

**What does this concept mean in everyday life?** Make sure there is the opportunity for th

## Contextualise

**What does this concept mean in religion?**

## Evaluate

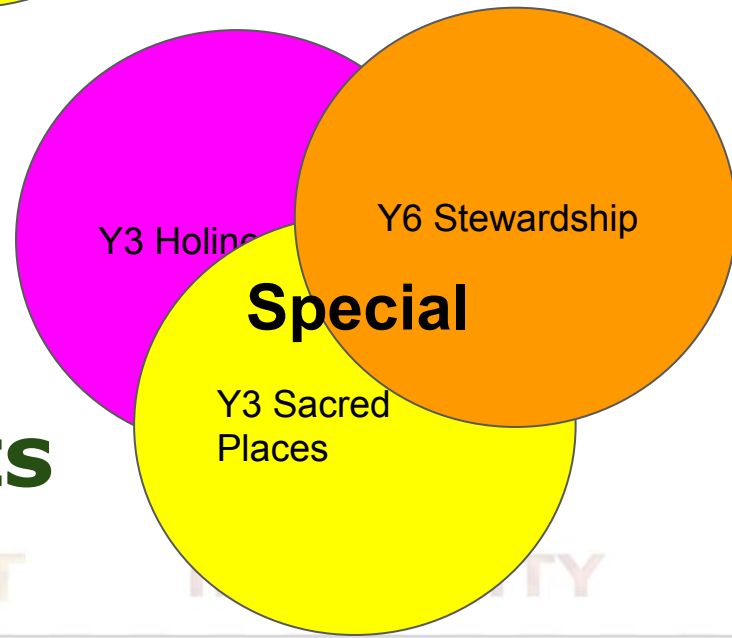
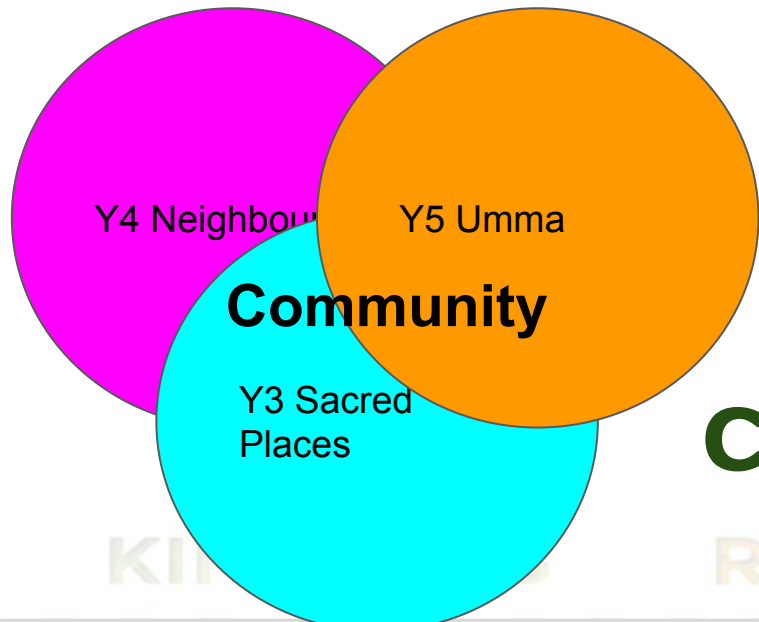
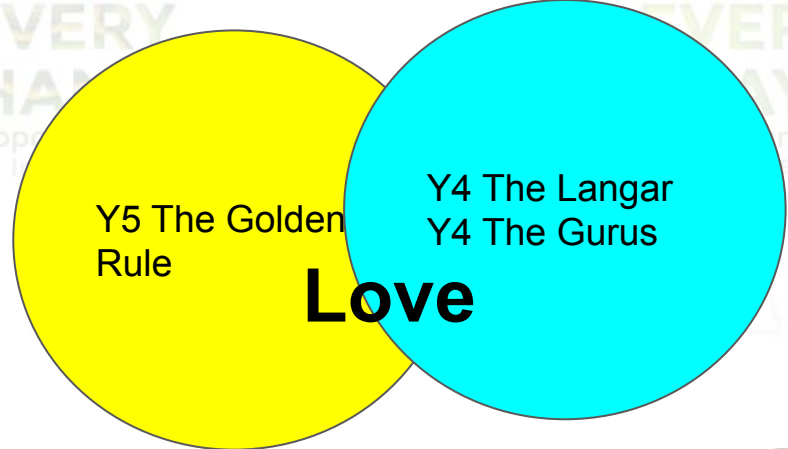
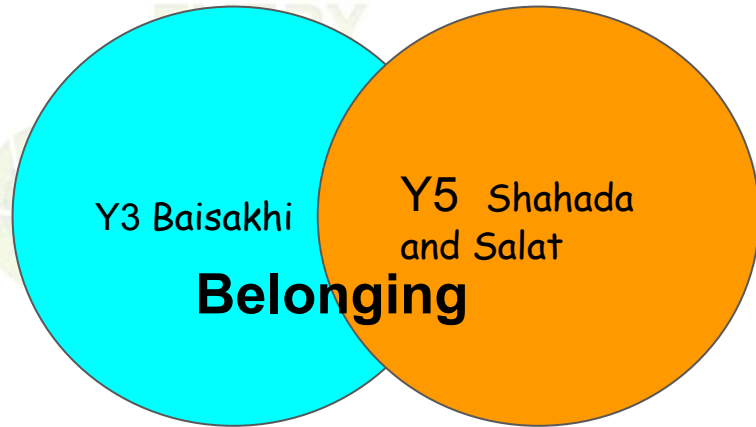
**Why is this concept important to those living a religious life?**  
**What are/might be the issues?**

## Communicate

**What do you know/think about this concept?**  
**How does it make you feel?**  
**What might you enjoy/not enjoy? Why?**

## Apply

**How does/could/might this concept affect you/your family (now and when you are older)?**



# Key Concepts

# Disciplinary knowledge progression

Skills	R	1	2	3	4	5	6
<b>Communicate</b>		Talk about their own responses to their experiences of the concepts explored.	Describe in simple terms their responses to their experiences of the concepts studied.	Begin to express creatively as well as <u>describe own</u> responses to the human experience of the concepts studied.	Express creatively as well as describe own responses to the human experience of the concepts studied.	Begin to respond creatively and begin to <u>explain own</u> response to the human experience of the concepts studied.	Respond creatively and begin to <u>explain own</u> response to the human experience of the concepts studied.
<b>Apply</b>		Identify how their responses relate to events in their own lives.	Identify simple examples of how their responses relate to their own lives and those of others.	Begin to recognise and describe examples of how their responses are, or can be, applied in their own lives and the lives of others.	Recognise and describe examples of how their responses are, or can be, applied in their own lives and the lives of others.	Begin to explain examples of how their responses are, or can be, applied in their own lives and the lives of others.	Explain examples of how their responses are, or can be, applied in their own lives and the lives of others.
<b>Enquire</b>		Identify and talk about key concepts that are common to all people.	Describe in simple terms key concepts explored that are common to all people and identify and talk about concepts that are common to many religions.	Begin to accurately describe what has been taught about the concept	Accurately describe what has been taught about the concept	Begin to accurately explain key concepts that are common to all people as well as those that are common to many religions and describe some key concepts that are particular to specific religions studied.	Accurately explain key concepts that are common to all people as well as those that are common to many religions and describe some key concepts that are particular to specific religions studied.
<b>Contextualise</b>		Recognise that the concept is expressed in the way of life of the people studied.	Simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.	Begin to accurately describe some variations in ways in which the concept is shown in the lives of people encountered and studied.	Accurately describe some variations in ways in which the concept is shown in the lives of people encountered and studied.	Begin to accurately explain the way the concepts in the traditions encountered and studied impact the lives of those in the traditions with examples.	Accurately explain the way the concepts in the traditions encountered and studied impact the lives of those in the traditions with examples.
<b>Evaluate</b>		Evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.	Evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and through dialogue with others recognise an issue raised.	Begin to discern and describe the value of the concepts by describing their value to people living a religious life and through dialogue with others can recognise, identify and describe some issues raised. <u>Discern</u> possible value of our lives and communities.	Discern and describe the value of the concepts by describing their value to people living a religious life and through dialogue with others can recognise, identify and describe some issues raised. <u>Discern</u> possible value of our lives and communities.	Begin to discern the value of the concepts by explaining their value to people living a religious life by drawing on examples. Dialogue with others will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise. <u>Discern</u> possible value of our lives and communities.	Discern the value of the concepts by explaining their value to people living a religious life by drawing on examples. Dialogue with others will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise. <u>Discern</u> possible value of our lives and communities.

KINDNESS

RESPECT

INTEGRITY

# Overview

	Y3	Y4	Y5	Y6
Autumn 1	<b>Concept: Symbolism B</b> Context: <b>Hindu</b> and <b>Christian</b> Light as a symbol in Christenings and Diwali <i>light, dark, baptism, Diwali, candle, symbol, hope</i>	<b>Concept: Wisdom (Love)</b> Context: <b>Sikh</b> The Gurus	<b>Concept: Belonging</b> Context: <b>Muslim</b> Shahada and Salat	<b>Concept: Ritual B</b> Context: <b>Muslim</b> Wudu, Eid al Fitr, Eid al Adha
Autumn 2	<b>Concept: Holiness (Special)</b> Context: <b>Christian</b> , <b>The Madonna and Child</b> <i>annunciation, devotion, Mary, angel, Dalai Lama, Madonna, God</i>	<b>Concept: Ceremonies A</b> Context: <b>Christian</b> Advent wreaths <i>celebration, Advent, hope, peace, joy, repentance, love, forgiveness</i>	<b>Concept: Prophetic Gifts C</b> Context: <b>Christian</b> Gifts from The Magi <i>gold, frankincense, myrrh, prophecy, king, priest, death, Magi</i>	<b>Concept: Incarnation C</b> Context: <b>Christian</b> An extraordinary baby
Spring 1	<b>Concept: Identity A (Belonging)</b> Context: <b>Sikh</b> <b>Baisakhi</b>	<b>Concept: Service (Love)</b> Context: <b>Sikh</b> The Langar	<b>Concept: Remembering (change of concept) A</b> Context: <b>Muslim</b> Shabbat <i>Shabbat, Kiddush, Menorah, Sabbath, Torah, Hebrew, wine</i>	<b>Concept: Stewardship (Special)</b> Context: <b>Muslim</b> and native American cultures Looking after God's creation <i>creation, guardian, earth, responsibility, native American, steward, Qur'an</i>
Spring 2	<b>Concept: Changing Emotions</b> Context: <b>Christian</b> Holy Week <i>triumph, despair, hope, Holy Week, Jesus, crucifixion, sadness, resurrection</i>	<b>Concept: Symbolism B</b> Context: <b>Christian</b> Paschal candle at Easter <i>Paschal candle, represent, Easter, symbol, resurrection, light, darkness, sin</i>	<b>Concept: Resurrection C</b> Context: <b>Christian</b> The Empty Cross <i>empty cross, crucifix, symbolism, tomb, ritual, death, risen</i>	<b>Concept: Sacrifice A</b> Context: <b>Christian</b> Jesus' sacrifice <i>crucifixion, death, Saviour, Holy Week, conflict, trust</i>
Summer 1	<b>Concept: Divine Miracles B</b> Context: <b>Christian</b> Miracles of Jesus <i>Divine, Bible, miracle, trick, witness, impossible, parable, magic</i>	<b>Concept: Neighbour (Community)</b> Context: <b>Christian</b> Making choices	<b>Concept: Umma (Community)</b> Context: <b>Muslim</b> Hajj and Zakat	
Summer 2	<b>Concept: Sacred Places (Special and Community)</b> Context: Across all religions (inc <b>Sikh</b> ) Respect of sacred places <i>Special, church, synagogue, respect, Gurdwara, Vihara, place of worship, building</i>	<b>Concept: Enlightenment C</b> Context: <b>Buddhist</b> The story of Buddha and the lotus flower <i>Buddha, lotus flower, Siddhartha, spiritual, noble truths, Wesek</i>	<b>Concept: The Golden Rule (Love)</b> Context: <b>Humanism</b> Moral standards	<b>Concept: The River of Life C</b> Context: <b>Humanism</b> What happens after death and a person's legacy.

KINDNESS

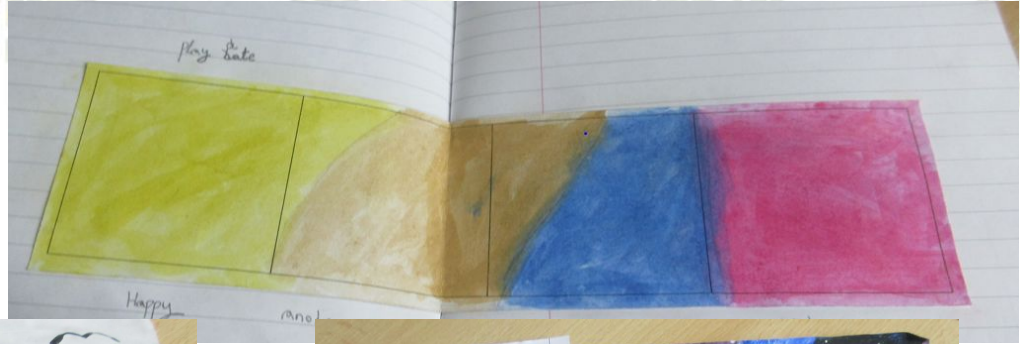
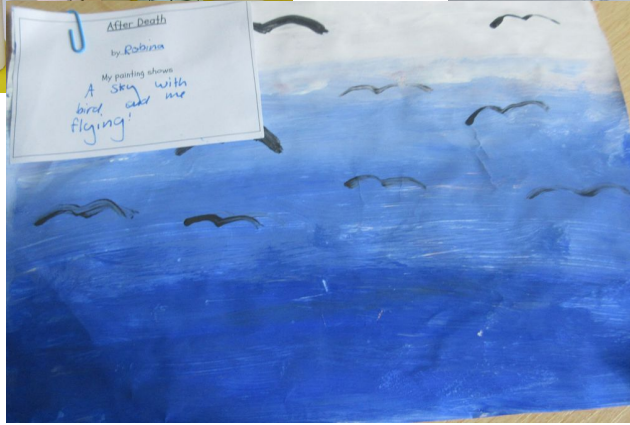
RESPECT

INTEGRITY





# Outcomes/celebration



KINDNESS

RESPECT

INTEGRITY