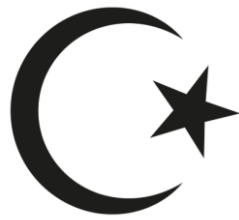
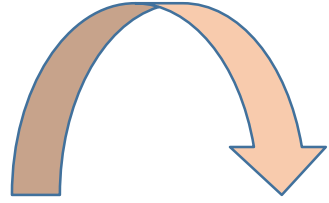
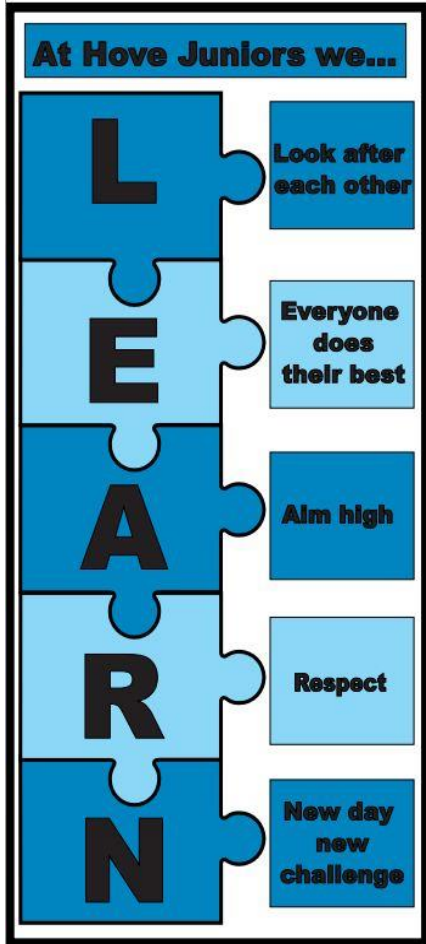
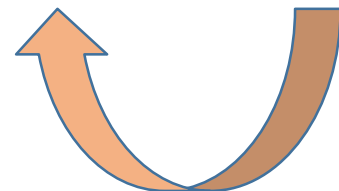


Religious Education Portfolio

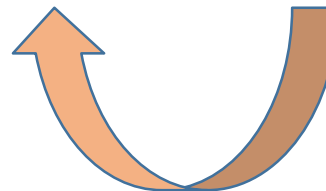
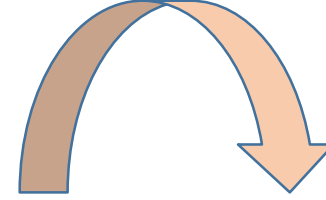




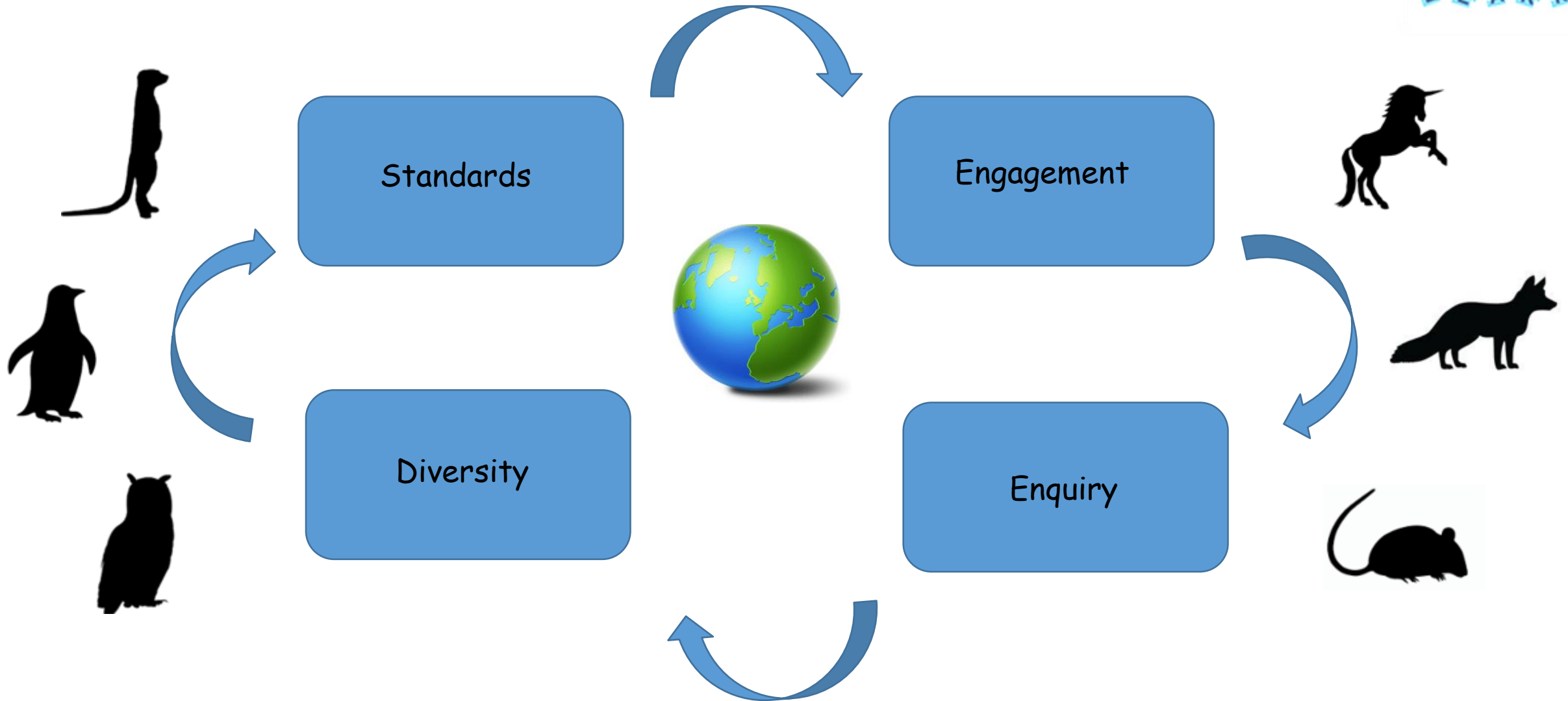
	Question
	Collaborate
	Reflect
	Take Risks
	Independence
	Perseverance



Our LEARNING CHARACTERISTICS support and define how the children become successful learners.



Curriculum Drivers:



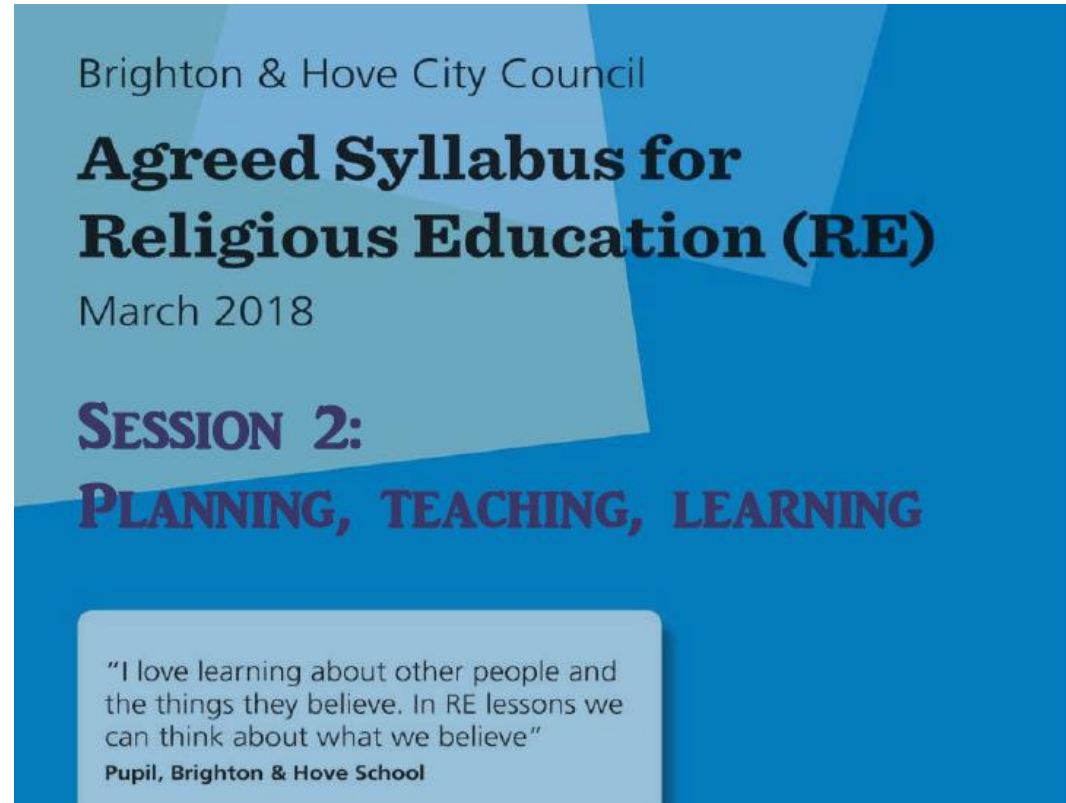
Religious Education at Hove Juniors



Statement of Intent:

At Hove Junior School we think it's vital that every young person learns about the different religions that are in the UK today. We hope to equip our young people with knowledge, understanding and skills so that they can develop their own ideas and understand the different beliefs held in our diverse community. Throughout their time at Hove Junior School, the children enjoy learning about different belief systems: Buddhism, Christianity, Hinduism, Humanism, Islam, Judaism and Sikhism. Religious Education is taught for the equivalent of an hour a week and we follow the Brighton and Hove Agreed Syllabus for RE. Each unit of work follows an enquiry based approach where the children are initially introduced to a new unit of work, perhaps through a piece of text, a religious object or a work of art. The children are encouraged to ask questions. This is followed by exploring and learning about an aspect of belief and about how beliefs make a difference to how people live their lives. In each unit children are encouraged to develop their own responses and ideas, while gaining insights into both local and global religious and non-religious communities. Our teaching of RE is developed in line with the New Local Agreed RE Syllabus and is monitored through book looks, planning checks and pupil voice interviews.

At Hove Junior school we follow the New Brighton and Hove Agreed RE Syllabus



Religious Education is set by each local education authority. The Brighton and Hove Standing Advisory Council for Religious Education(SACRE) launched their new Agreed Syllabus for Religious Education in March 2018. Each teaching union is represented on the SACRE and we currently have one of our RE subject leaders representing their union which means we keep abreast of new developments in RE.



Implementing the New Agreed syllabus

September 2018 – Whole school staff meeting to introduce the new RE syllabus to all teachers

October 2018- Report to Governors on implementation of the new RE syllabus

November 2018 – Up-dated RE page on school website so parents are informed of which units of work are covered each term

Autumn 2019 – Completion of the new planning and implementation of regular training for HLTA's by R.E. specialist teacher.



New Curriculum Overview 2019/20

	Yr3	Yr4	Yr5	Yr6
Intro	What does our religious and cultural community look like? (dress)	What does our religious community look like? (local buildings)	What does our religious community look like? (Map of our locality and symbols)	What does our religious community look like? (B&H census figures)
Week 1				
Autumn 1	Why is Jesus inspiring to some people?	What makes an Inspirational person? (Mother Teresa, the Queen, Malala Yousafzai, Rosa Parks, Bear Gryls ML King)	What does it mean to be a Hindu in Britain today?	What can we learn from religions about deciding what is right and wrong?
Autumn 2	What does having faith mean for different people?		Why are festivals important to religious communities? (Diwali, Hanukkah Christmas and winter solstice)	Why do some people believe God exists? (including own beliefs)
	Christmas 1 week	Christmas 1 week	Christmas 1 week	Christmas around the world 1 week
Spring 1	Why do people pray?	What symbols, songs and sacred objects are important to religions? (including religious dress)	What difference does it make to believe in ahimsa, grace and Ummah?	What does it mean to be a Humanist today?
Spring 2	What does it mean to be Christian in Britain today?	Why are sacred texts so important for religions today? (Torah, Bible, Qur'an)	What does it mean to be a Buddhist in Britain today?	What matters most to Christians and Humanists?
	Easter x2 weeks	Easter x2 weeks	Easter x2 weeks	Easter x2 weeks
Summer 1	What is it like to be a Muslim in Britain today? (life of Muhammad/ the Islamic community)	Why do some people think life is a journey and what significant experiences mark this?	What do different people believe about God?	Is it better to express your beliefs in art, architecture or in charity and generosity?
Summer 2	Why do people go to scared places? (Hajj)	What are places of worship and what happens in them? (including religious community	What do different religions believe about how the world began? (creation and stewardship)	

New Curriculum Overview 2019/20

Year 3/4

	Yr3	Yr4
Intro Week 1	What does our religious and cultural community look like? (dress)	What does our religious community look like? (local buildings)
Autumn 1	Why is Jesus inspiring to some people?	What makes an Inspirational person? (Mother Teresa, the Queen, Malala Yousafzai, Rosa Parks, Bear Grylls, ML King)
Autumn 2	What does having faith mean for different people?	
	Christmas 1 week	Christmas 1 week
Spring 1	Why do people pray?	What symbols, songs and sacred objects are important to religions? (including religious dress)
Spring 2	What does it mean to be Christian in Britain today?	Why are sacred texts so important for religions today? (Torah, Bible, Qur'an)
	Easter x2 weeks	Easter x2 weeks
Summer 1	What is it like to be a Muslim in Britain today? (life of Muhammad/ the Islamic community)	Why do some people think life is a journey and what significant experiences mark this?
Summer 2	Why do people go to sacred places? (Haji)	What are places of worship and what happens in them? (including religious community leaders)
	<p><u>Making sense of beliefs</u> Identify beliefs, describe them simply, give examples, suggest meanings</p> <p><u>Understanding the impacts:</u> Give examples of what difference it makes to follow a religion</p> <p><u>Making connections:</u> Think, talk and ask questions about religion and belief for themselves</p>	<p><u>Making sense of beliefs</u> Describe beliefs and concepts, connecting them to texts, suggesting examples and meanings.</p> <p><u>Understanding the impacts:</u> Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship.</p> <p><u>Making connections:</u> Suggest answers to questions, including their own ideas, about the differences religion makes to life.</p>

New Curriculum Overview 2019/20

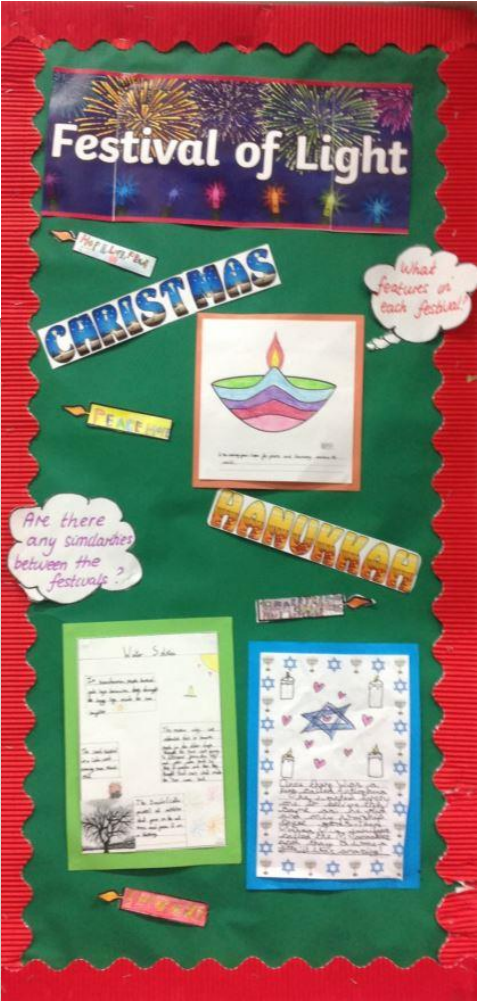
Year 5/6

Yr5	Yr6
What does our religious community look like? (Map of our locality and symbols)	What does our religious community look like? (B&H census figures)
What does it mean to be a Hindu in Britain today?	What can we learn from religions about deciding what is right and wrong?
Why are festivals important to religious communities? (Diwali, Hanukkah, Christmas and winter solstice)	Why do some people believe God exists? (including own beliefs)
Christmas 1 week	Christmas around the world 1 week
What difference does it make to believe in ahimsa, grace and Ummah?	What does it mean to be a Humanist today?
What does it mean to be a Buddhist in Britain today?	What matters most to Christians and Humanists?
Easter x2 weeks	Easter x2 weeks
What do different people believe about God?	Is it better to express your beliefs in art, architecture or in charity and generosity?
What do different religions believe about how the world began? (creation and stewardship)	
<p><u>Making sense of beliefs</u> Describe beliefs and concepts, connecting them to texts, suggesting examples and meanings.</p> <p><u>Understanding the impacts:</u> Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship.</p> <p><u>Making connections:</u> Suggest answers to questions, including their own ideas, about the differences religion makes to life.</p>	<p><u>Making sense of beliefs</u> Explain and give meanings for core texts and beliefs, comparing different ideas.</p> <p><u>Understanding the impacts:</u> Use evidence and examples to show how and why beliefs make a difference to life.</p> <p><u>Making connections:</u> Connect their own reflections and views to the religions and beliefs they study, developing insights.</p>

- It is our aim to enhance Religious Education at Hove Juniors by using a wide range of religious artefacts, inviting visitors from different faiths into school and by visiting our local places of worship.

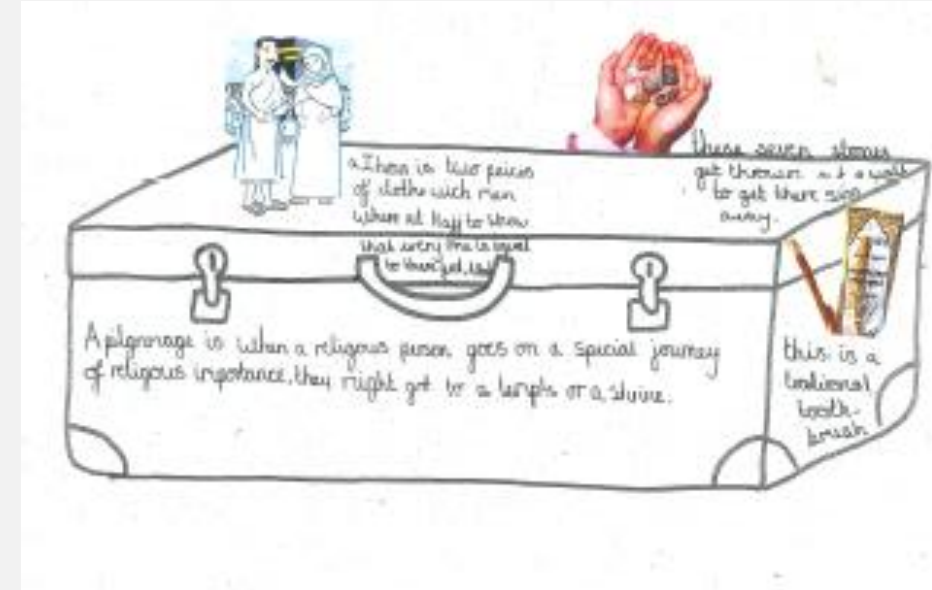


The children at Hove Junior School are passionate about Religious Education. Their curiosity and enthusiasm shines through during their lessons.



Children are encouraged to explore texts and artefacts through effective enquiry skills.

- What is this?
- Where can you buy it?
- How much does it cost?
- What does it mean?
- What is it used for?
- Who is it used by?
- When is it used?
- What does it mean for a believer?
- How does it make the person who is using it feel?
- What do I understand about Hajj?



Year 3

STANDARDS

1ALT identify inspirational people



Name: Ralph Cohen MacLaine
Who they are: My great grandfather.
What they did to inspire you: He has been awarded an Knighthood.

Mr. Shappard

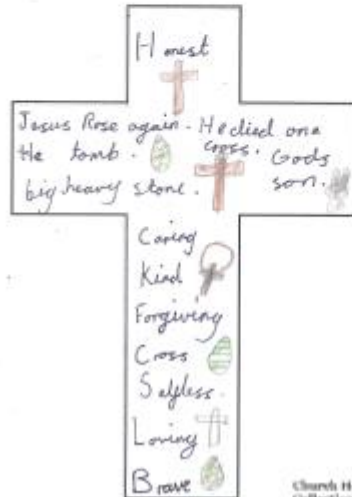
1ALT understand how religious stories affect people's lives.

Mr. Shappard

- He came back to life
- He got crucified
- Good Friday was the day he died
- At the cave his followers saw an angel who gave a message.
- Easter Sunday is when he came alive.
- He spent seven weeks alive seeing his followers.

22.10.19

continued



Church History Collection 1

1ALT understand why Jesus is inspirational

JESUS



Name: Jesus
Who they are: According to the Bible, Jesus is the son of God.
What he has done that's inspiring: He forgives, He helps others, He helped people. He is friendly.



Year 4

STANDARDS



Tuesday 21st May 2019

Bar Mitzvas and Bat Mitzvas
How do Jewish people mark becoming an adult?

Bat Mitzvas

It is a girl who has turned 12. She is responsible for her own decisions and actions. When 12, she has the rights of a Jewish woman.



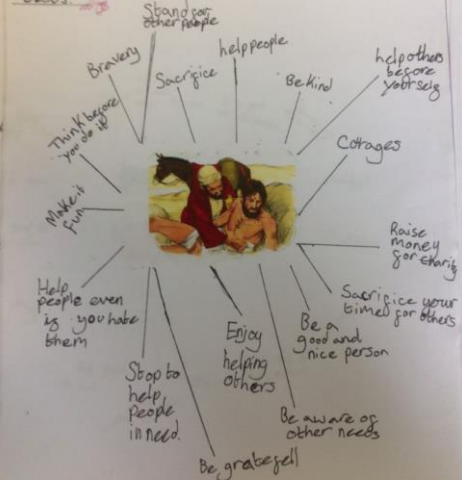
It means 'son of commandment'. It is a Jewish boy who has reached the age of 13. When 13, he has the rights of a Jewish man.

Getting ready for the ceremony
Lead the prayers in the synagogue
Read the Torah using a special chant
Raise money for a chosen charity
Give a speech about the Torah to show what they have learned.



The ceremony
There is now a party to celebrate, but the ceremony is still the most important part. They have to sing a part of the Torah where they were born.

We are exploring what the bible said about Jesus.



One of his orders was to wreck all the temples, including the holy one. Most people followed his rules, but one man named Judah Maccabee decided to fight for his religion. He and his brothers, who were so skilled fighters, decided to create an army.

Tuesday 7th May 2019

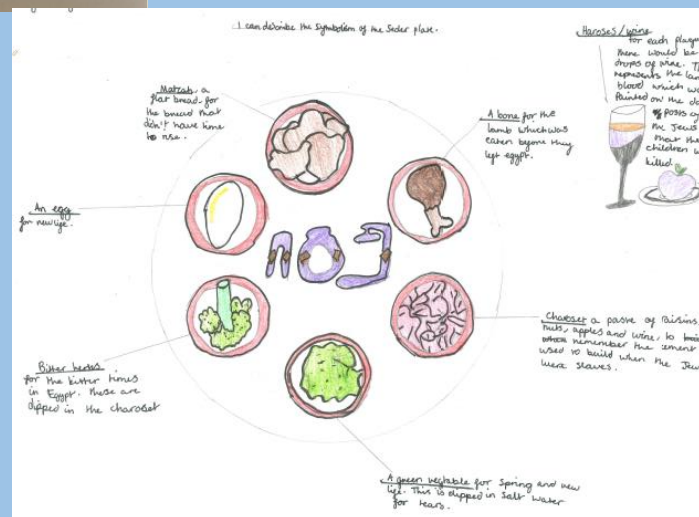
What is the importance of Baptism to Christians?
What happens at Baptism?

People come to church to see the baby. It is an initiation ceremony. Prayers (long ones) are said. Cross sign is made on the babies. It's done with holy water from the font.

Why is being baptised important to Christians?

Jesus was baptised by John the Baptist. By doing this, they get committed to Jesus and Christianity.

You have understood my points.



about how religions help others

17/09/19




Today we learned about how religions support others through hospices and charitable work. We re-enacted a story about saving a single starfish using drama. We then delved further into its meaning by asking questions, to the children in role, about each characters thinking, actions and decisions within the story.

Starfish story

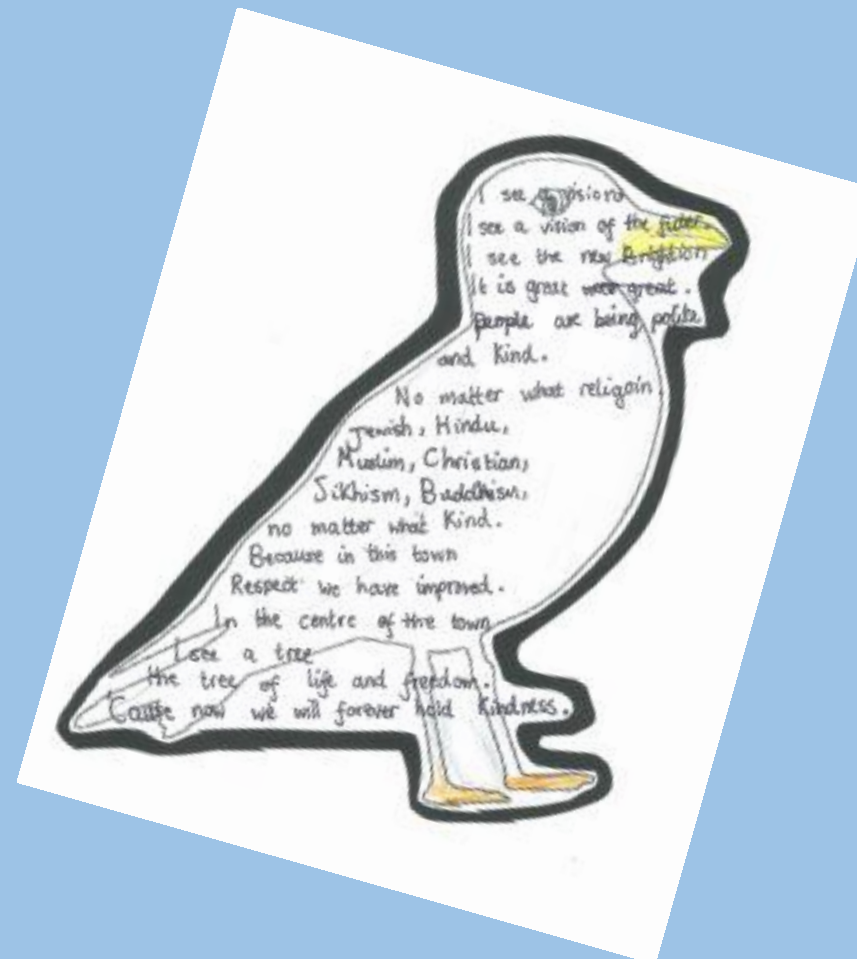
One day two men were walking along a beach, which was covered in starfish. The starfish had been washed up by the sea and could not get back to the water. One man picked up a starfish and walked to the edge of the sea to put it back. 'Why bother?' asked his friend. 'It won't make any difference- they will all die when the sun gets hot.' The man looked down at the starfish he was holding. 'It will make a difference to this one,' he said, and he threw the starfish into the sea.

Year 4 children read St John's prophecy from Revelations then wrote their own visions for a diverse Brighton and Hove.

Saint John wrote this in the Bible.

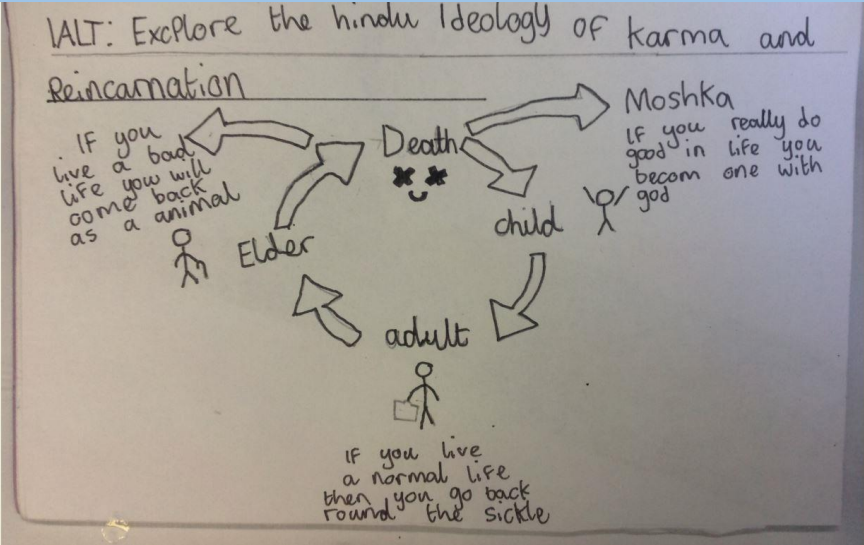


"I saw a vision
I saw a vision of the future
I saw the new Jerusalem coming down
to Earth from Heaven, pure like a
diamond, clear like a crystal
Gates of gold, open to all
I saw the River of Life
Flowing out of the city
And in the centre of the city
I saw the Tree of Life
And every leaf on the tree was for the
healing of the nations.
There was no crying there. Every tear
was wiped away."
(Simplified from Revelation 20-22)



Year 5

STANDARDS



AHIMSA

Ahimsa means non-violence. Most Hindu are vegetarian because they want non-violence to animals to. Cows are sacred animals because Krishna huds cows

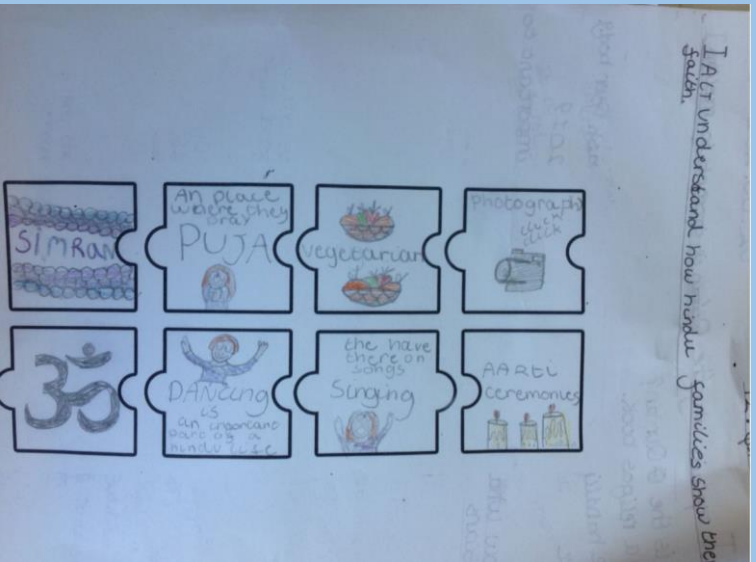


I can describe the annunciation and I understand that angels are messengers of God



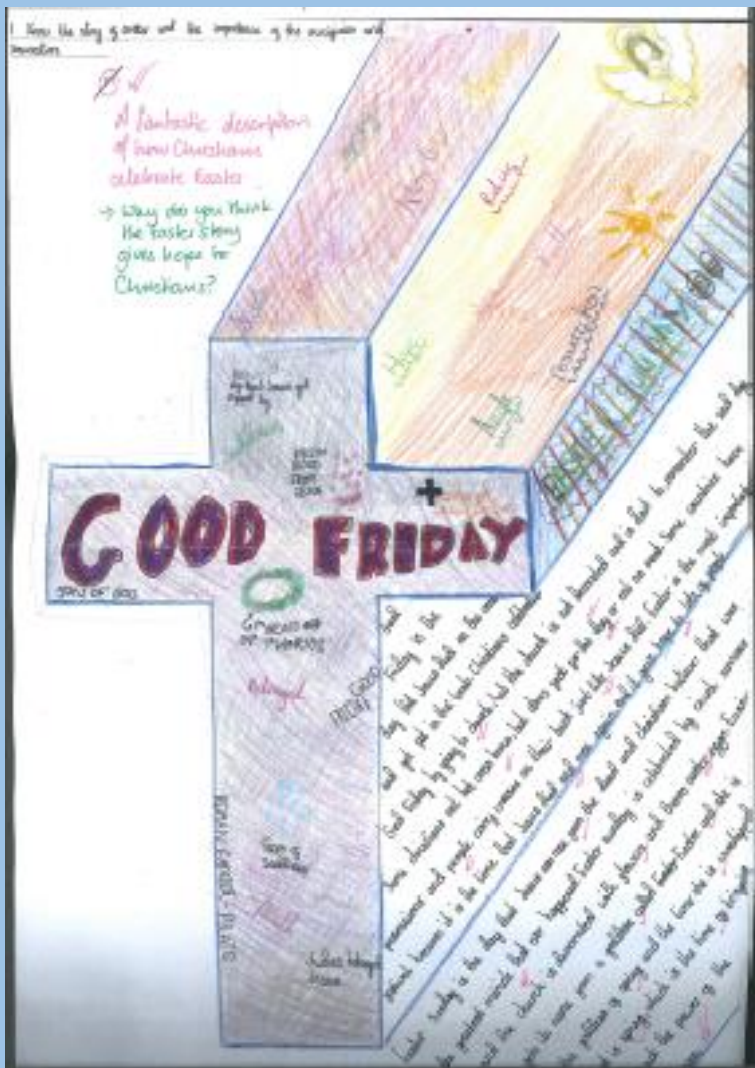
The Annunciation

In this picture, Mary is sitting by a tattered bed with thin sheets covering her hands. A glowing light appears by the side of Mary, lighting the room with a warm shine. This light may be seen as the angel. The angel, Gabriel, is delivering a message to Mary; how she is going to have a baby and must call it Jesus. This was a gift from God. In the Annunciation means a message from God, delivered by an angel. This is also the title of this scene?

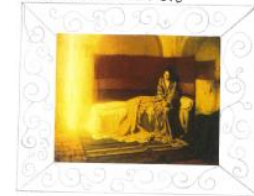


understand how Hindu families show their faith



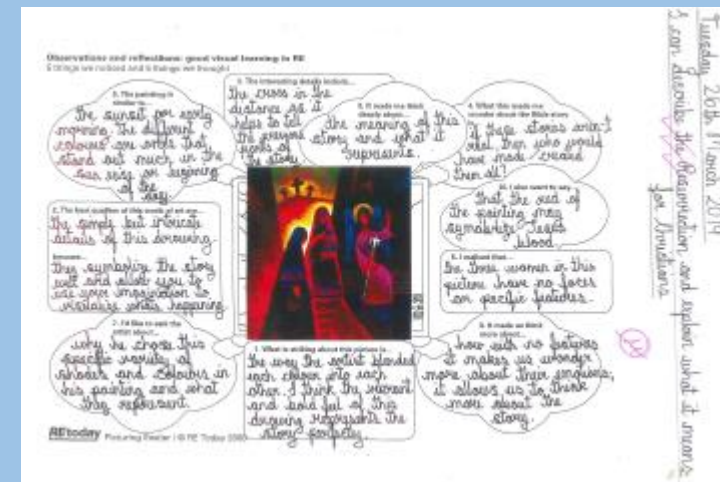
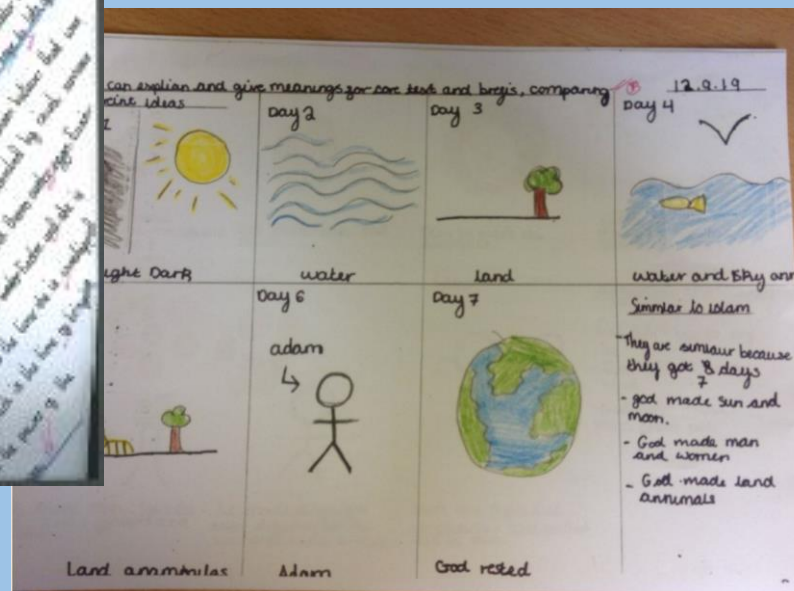


The Annunciation



In this picture, Mary is sitting by a tattered bed with thin sheets covering her hands. A glowing light appears by the side of Mary, lighting the room with chamber shine. This light may be seen as the angel. The angel, Gabriel, is delivering a message to Mary; how she is going to have a baby and must call it Jesus. This was a gift from God.

In the ~~the~~ Annunciation means a message from God, delivered by an angel. This is also the title of this scene.



Our year 6 children have enjoyed exploring our new unit on Humanism

week 1

What do these words mean?

Theist

Can you give some examples?

Atheist

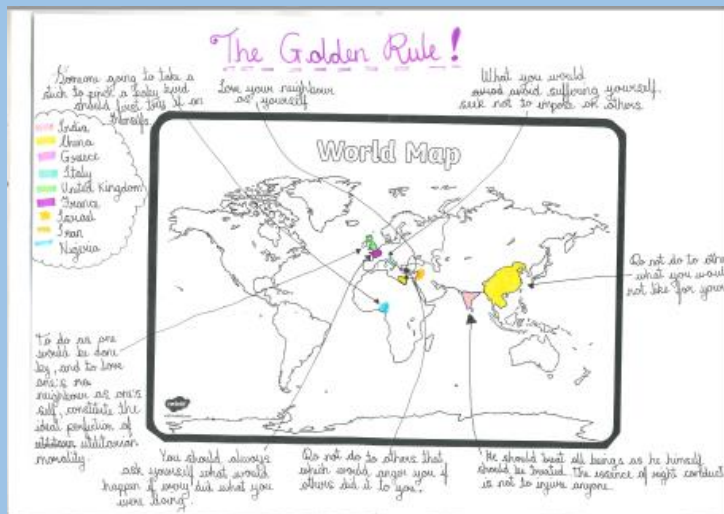
Agnostic

Humanist

Warm up :What are the tricky things to talk about in life?

What do different religions believe about life after death?

What do you think a Humanist might believe?



Jesus died on the cross. Christians believe that he was sacrificed for the good of humankind. Christians follow the teachings of Jesus as written in the Bible. Christians are **theists** because they believe in God and that Jesus was God on earth.



Humanists are **atheists** as they do not believe in a god or gods.

Greater Depth Opportunities



In what way is Gretta Vosper challenging society today. What ideas is she challenging? Is she an atheist or a humanist or a Christian?

Read the quotes from non religious and religious people

- * Which could be said by which group?
- * Which could be said by both groups?
- * Which of the statements do you agree with most? Why?
- * Which do you disagree with? Why?

Justify your reasons for categorising the statements in the way you have.

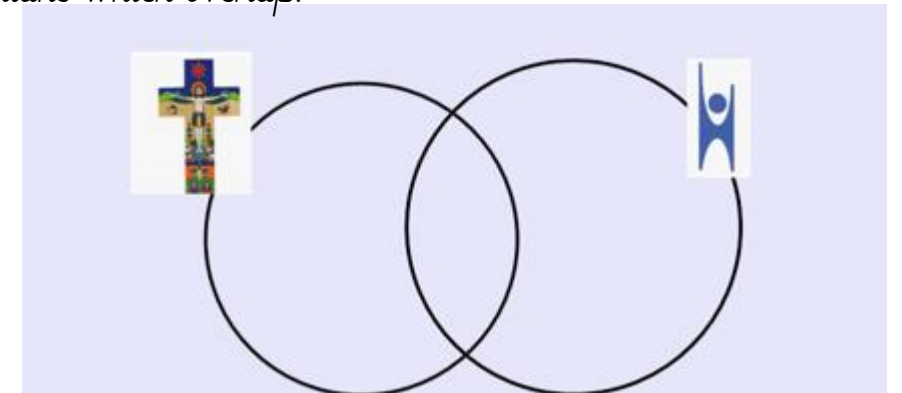


Is it right to send animals into space?



For	Against
Animals like monkeys have very simple body, brain and DNA structures to us.	This is cruel to make animals face the risk of dying.
Robots take time and work to build.	Why can't we send robots, if no human will take the risk?
Technology is better now, there's less risk of animal dying.	If technology is better we can go ourselves.
Animals are not as important as us.	Every life is equal.
The most important space discoveries are made by animals.	Humans can tell us what it's like up there, animals can't.
Animals are trained to survive.	Sometimes scientists don't plan a re-entry to the atmosphere.
Animals have survived.	Animals are only sent to space for our own benefit.
Animals have food and comfort, they don't mind it.	They don't have a choice.

Can you show, using a Venn diagram, any rules form Humanists and Christians which overlap?



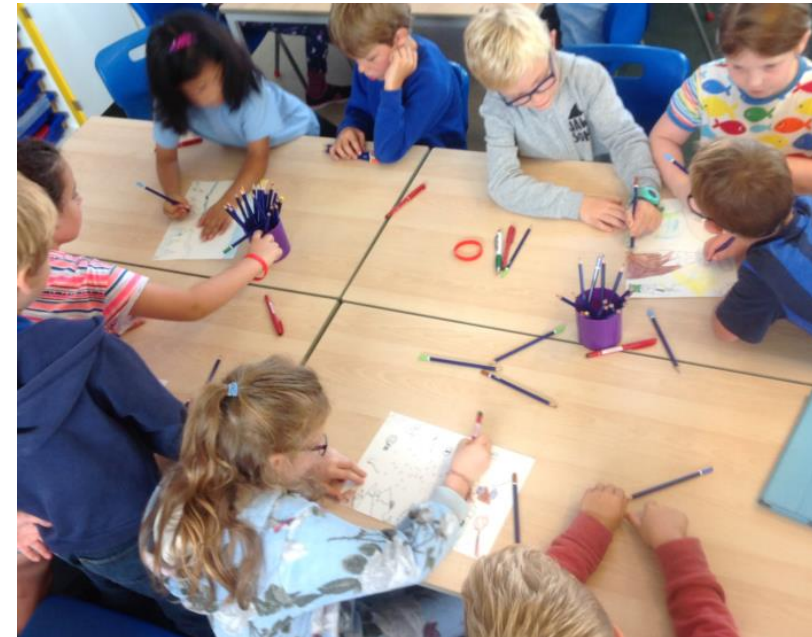
Curriculum links with RE during Arts Week



Hove Junior School Arts Week

An opportunity to explore learning through the arts, across the curriculum, whilst allowing focused teaching of key skills.

Theme: Shelter

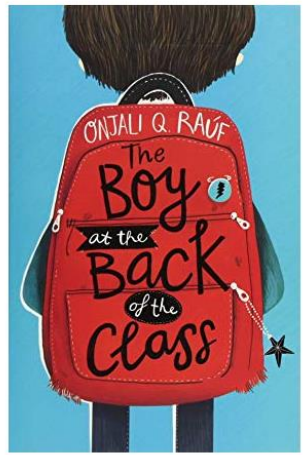


This year our Arts Week centred on the concept of shelter and linked with our PSHE work around refugees and sanctuary and our RE work around other cultures and beliefs.

Links to the Brighton Festival

LINKS TO REFUGEE WEEK

'You, me or those who came before'

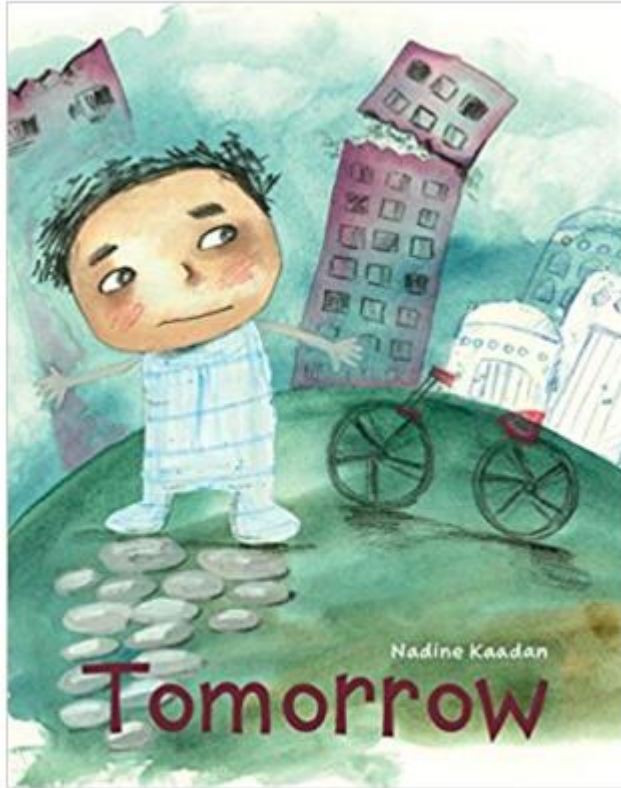


Sanctuary
A place offering
safety away
from danger

Brighton is a **City of Sanctuary** offering a home for refugees whose lives have been devastated by war or persecution.

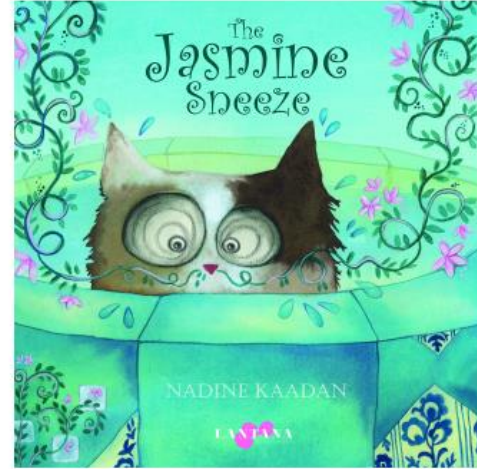
Lots of our schools are **Schools of Sanctuary**, who learn about refugees and are working hard to make everybody feel welcome and included in our community.


Nadine Kaadan



Since the age of 8, Nadine Kaadan hasn't stopped writing and illustrating children's books - she simply knew that it was her calling in life. She started distributing her first fairy tales to her 5th grade class mates, and 20 years later she is an award winning children's book author and illustrator, whose mission it is to spread reading culture in the Arab world, in a way that is inspired by Syria's rich heritage.

Nadine has published over 15 books in the Arab region with various publishers, and believes that children's books are the most creative and effective tool to convey interesting and relevant ideas to young readers. Her stories sometimes touch on delicate subjects like children with special needs, or like the current troubled situation in the Arab world, and other times they are just plain fun.





Yazan no longer went
to the park, and he no
longer saw his friend
who lived next door.

Everything around him
was changing.

That weekend, the hours
seemed so long with
nothing to do.

Yazan got out
of bed and
tried to keep
himself busy.

He drew a few
doodles.

He built a castle
out of pillows.

He even made 142
paper planes.

But he was
still BORED!

BORED!

BORED!

Dear reader,

Have you ever been stuck in the house when you're desperate to go outside? Unfortunately for Yazan, like many children in Syria, this is the reality of war, forcing him to stay at home because the streets are too dangerous to play in.

I wrote this story because I saw children like Yazan in my hometown of Damascus. Their lives were changing, and they couldn't understand why. All of a sudden, the Fridays that were supposed to mark our weekends became frightening instead of fun. Families were afraid to go outside and instead stayed home.

I noticed that my illustration style started changing. Where once I was drawn to dreamy tones, my palette became gloomy and dark. I felt the need to express what was happening around me so I decided to write this book.

Almost a decade later, the situation continues to worsen for Syrian children, especially those who are living away from their homes and who have missed years of school. Today, we wait for a time when "tomorrow" can be a better day for all Syrian children.

Nadine



'Quwa' (qu-wa) / power

'Quwa' is a common Arabic word used to express strength or power. You can use it to describe someone's strength physically or mentally. In Islam, it is understood that no one is more powerful than God.



'Shams' (shams) / sun

'Shams', meaning sun, has been used in a variety of contexts in the Arabic language. It is a common name for places because of the associated brightness and radiance of the sun. It has also been used to describe musicians, places and religious concepts or deities.



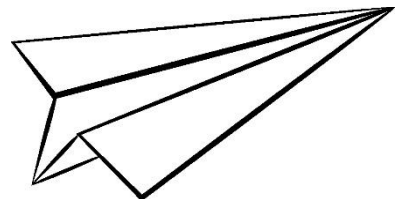


Nadine came to visit our Portland Road site and every child got the chance to meet the author and hear about the things that inspired her books and her experiences living in Syria.



This helped them to consider what shelter means to children who are seeking a safe place to make their new home whilst wanting to remember the beauty and family in the country they have left.

Paper Aeroplanes Project



Save Syria حفظ سورية

Help the poorer countries

We care مساعدة الدول الفقيرة
نحن نهتم

No bullies لا تخويف

We want to help نحن نريد المساعدة

We are Have Junior

School نحن هوف المدرسة
الاعدادية





Workshops with Dawn East from The Amazing Art Cart



- We asked the children to consider different dwellings and design a safe sustainable shelter. They had the chance to look at architectural models and drawings, some images of buildings made out of recycled materials, refugee housing and non permanent design structures like the summer pavilions at the serpentine in London.
- They were split into groups of 5 and given a pack of materials to work with. The aim of the project was to get the children collaborating by sharing materials and ideas and getting them to think in a 3-dimensional way. It was a problem-solving activity designed to get them thinking creatively focussing on the process.



