



Religious Education at Hove Junior School

At Hove Junior school Religious Education is taught for the equivalent of an hour a week. We follow the Brighton and Hove Agreed Syllabus for RE. Throughout their time at Hove Juniors, the children enjoy learning about different aspects of belief from Buddhism, Christianity, Hinduism, Humanism, Islam, Judaism and Sikhism. Each unit of work follows an enquiry based approach where the children learn about core beliefs, explain what religious writing and art means and examine how beliefs make a difference to how people live their lives. Children are encouraged to develop their own responses and ideas in lessons while gaining insights into both local and global religious and non-religious communities.

To enhance Religious Education at Hove Juniors, we may invite visitors from different faiths into school or visit local places of worship. If you feel you could contribute to our Religious Education learning journey please let us know

Our provision map details the enquiry units of work for each year group:

	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 can we learn from inspirational leaders? (Moses, Dalai lama, Guru Nanak, Mother Teresa, Christian church leader, Mata Amritanandamayi,	What do different religions believe about how the world began? (creation and stewardship)	What can we learn from religions about deciding what is right and wrong?
Autumn 2	What does having faith mean for different people?		What does it mean to be a Hindu in Britain today?	Why do some people believe God exists? (including own beliefs)
	Festivals of Light - Christmas	Festivals of light - Christmas and Hanukkah		
Spring 1	Why do people pray?	What symbols, songs and sacred objects are important to religions? (including religious dress)	Festivals of light - Diwali and Christmas	Festivals of light - Winter Solstice and Christmas
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, Guru Granth Sahib)	What difference does it make to believe in ahimsa, grace and Ummah?	What does it mean to be a Humanist today?
	Easter	Easter	Easter (4-6 weeks)	What matters most to Christians and Humanists?
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?	Easter (4 weeks)
Summer 2	Why do people go to sacred places? (Hajj)	What are places of worship and what happens in them? (including religious community leaders)	What does it mean to be a Buddhist in Britain today?	Is it better to express your beliefs in art, architecture or in charity and generosity?
	<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>	<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>

