

Religious Education

The current 2019 curriculum for schools in England and Wales states that "All schools are required to make provision for a daily act of collective worship and must teach Religious Education to pupils at every key stage;" an aim which Browney Academy envelops as a foundation by which to achieve above and beyond these expectations.

RE is an important curriculum subject. It is important in its own right and makes a unique contribution to the spiritual, moral, social and cultural development of pupils whilst supporting a wider community cohesion. The Government is keen to ensure all pupils receive high-quality RE.

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE makes important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others - individually, communally and cross-culturally.

Areas of Religious Education covered include the faiths of Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism (the six largest worldwide religions, based on individual numbers within the faiths), in order to encompass the culturally diverse experiences and population of our society today. Each half term, there will be a focus on one of these religions across the whole school, in order that we are working together in a methodical manner, providing a comprehensive learning walk through the needs of this subject from Reception to Year 6. The timetable for when to teach the outlooks and traditions of each faith has been organised to coincide with the major festivals of each Religion, alongside being colour-coded to coincide with the significant colours for each religion.

RE: Areas of study

Term	Area of study	Linked Festivals at this time of year
Autumn 1	Hinduism	Diwali
Autumn 2	Christianity	Advent / Christmas
Spring 1	Buddhism	Mgha Puja Day
Spring 2	Christianity	Lent / Easter
Summer 1	Judaism	Shavuot
Summer 2	Sikhism	Birthday of Guru Hargobind & Krishen
Summer 2	Islam	Ramadan

SMSC

SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC.

SMSC (previously PSHE) is the 'feeder subject' for Citizenship education, which helps to provide pupils with knowledge, skills and understanding, to prepare them to play a full and active part in society. In particular, Citizenship focuses pupils' awareness of how the United Kingdom is governed and how its laws are made and upheld. It prepares pupils to take their place in society as responsible citizens by providing them with the skills and knowledge to manage their money well and make sound financial decisions. Consequently, the teaching of Spiritual, Moral, Social and Cultural practices and the important role of British values have become key in ensuring excellence within this area of teaching; how well schools promote such values are now part of the Ofsted inspection process.

All schools must meet the requirements set out in section 78 of the Education Act 2002 and actively promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Academies such as our own must meet the SMSC standard that is set out in Part 2 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 (as amended in November 2014) within our activities and schemes of work.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development at Browney Academy. Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance. Aspects of SMSC can be developed through virtually all parts of the curriculum and infused within the day to day operation of our academy, in its behaviours and ethos, although some subjects and activities are likely to be more relevant than others. Expectations in all areas must be adjusted for the age and ability of pupils, including those with special needs.

Religious Education

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching will support the rule of English civil and criminal law and not teach anything that undermines it. If teaching about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

SMSC in Browney Academy

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Key	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity	THE CHRISTMAS STORY	LOOKING AFTER A BABY	ADVENT	BELIEFS	CHRISTMAS AROUND THE WORLD	THE MEANING OF FAITH
	Christmas <ul style="list-style-type: none"> ➢ What do Christians believe about the birth of Jesus? ➢ How can we show kindness in school? ➢ Preparing for the birth of a king 	Christmas <ul style="list-style-type: none"> ➢ Looking after a baby. ➢ The Advent wreath ➢ The Nativity; Gifts; Celebrations; Joy; Religious and secular Christmas messages ➢ The Christingle 	Advent <ul style="list-style-type: none"> ➢ Advent is a time for waiting. How do we feel when we have to wait? ➢ Christingle symbolises the life of Jesus. ➢ How does the church prepare for Christmas? 	Beliefs <ul style="list-style-type: none"> ➢ What do Christians believe about the birth of Jesus? ➢ Gospel stories Matthew 1:18-2:12 ➢ Luke 2 1:20 ➢ Important symbols of Christmas for Christians. 	Christmas around the world, <ul style="list-style-type: none"> ➢ Advent in the Christian calendar. ➢ Christians preparing for Jesus birth. ➢ The story of St Lucia. ➢ How is Christmas celebrated in Sweden? ➢ Compare Christmas celebrations around the world. 	The meaning of faith <ul style="list-style-type: none"> ➢ Brainstorm – What is religion? ➢ What is personality? How can this help make a person individual? ➢ What is a soul? What do Christians believe? ➢ To understand the meaning of faith.
	EASTER A SPECIAL TIME FOR CHRISTIANS	CHRISTIAN FESTIVAL OF EASTER	LENT	HOLY WEEK AND EASTER	PENTECOST	SUNDAY
	Easter a special time for Christians. <ul style="list-style-type: none"> ➢ The Easter Story. ➢ Is Easter a happy or sad time for Christians? ➢ Signs and symbols of Easter ➢ When do we feel happy or sad?. 	Christian festival of Easter. <ul style="list-style-type: none"> ➢ What happened in the garden of Gethsemane? ➢ Good Friday ➢ How did Jesus' friends feel? ➢ Would you betray your friend if you felt frightened? ➢ Easter Sunday in church: feelings, colours. 	Lent <ul style="list-style-type: none"> ➢ Ash Wednesday; ➢ Forgiveness; The 40 days of Lent; ➢ The crucifixion; The resurrection ➢ Prayers; ➢ Colours of the church seasons; 	Holy Week and Easter <ul style="list-style-type: none"> ➢ Palm Sunday; ➢ The story of the Last Supper; The Eucharist ➢ The crucifixion of Jesus; The cross; The Resurrection of Jesus; ➢ Easter garden; Belief; Eggs; ➢ Easter celebrations 	Pentecost <ul style="list-style-type: none"> ➢ The Ascension; ➢ Pentecost; The fruits of the spirit; ➢ The sheild of the Trinity; The body of the church; ➢ Communities; Baptism; Faith in action; ➢ Saints 	Sunday <ul style="list-style-type: none"> ➢ What is God like in the Bible? ➢ Why do Christians worship? ➢ What is worship? ➢ Is Christianity just for Sunday? ➢ Faith in the UK; Is Sunday important to everyone?
Buddhism	ESALA PERAHERA	LOSAR	VESAK	KATHINA	DHARMA DAY	PARINIRVANA
	Esala Perahera <ul style="list-style-type: none"> ➢ Who was Buddha? ➢ Relics; The Temple of the Tooth; Sacred places ➢ Memories and rememberin# ➢ Esala Perahera celebrations; ➢ Comparing celebrations 	Losar <ul style="list-style-type: none"> ➢ Making a fresh start; New Year's resolutions ➢ Good luck; Tibetan prayer flags; Loving-kindness ➢ Offerings; The Losar shrine; ➢ The future; Cham dancing; ➢ Good and evil; Comparing different New Year traditions 	Vesak <ul style="list-style-type: none"> ➢ The story of the birth of Buddha ➢ The four sights; Mandalas; Impermanence ➢ Enlightenment; Keeping calm; Kindness ➢ The death of Buddha; ➢ The Tripitaka; ➢ Vesak celebrations 	Kathina <ul style="list-style-type: none"> ➢ The life of a Buddhist monk ➢ The Rains Retreat; ➢ The story of Kathina; ➢ Kathina celebrations; Generosity; The Dalai Lama ➢ Comparing the life of a Buddhist monk to a Christian monk 		Parinirvana <ul style="list-style-type: none"> ➢ The death of Buddha ➢ Impermanence; The Wheel of Life; ➢ Comparing beliefs about life after death; Funerals around the world; ➢ Change; Memorials and monuments; Stupas; What could you be remembered for?

Sikhism	NAAM KARAN	ANAND KARAJ	GURU NANAK GURPURAB	VAISAKHI	GURU ARJAN GURPURAB	BANDI CHHOR DIVAS
	Naam Karan <ul style="list-style-type: none"> ➤ How are new babies welcomed? ➤ The Naam Karan ceremony; ➤ Sikh names The Guru Granth Sahib; ➤ Sikh families; Different families; ➤ Age and wisdom; Finding out about others 	Anand Karaj <ul style="list-style-type: none"> ➤ Why are weddings special? ➤ Promises; Vows; Finding out about Sikh wedding celebrations ➤ Working as one; Love; Attending a Sikh wedding; ➤ Rules in the gurdwara; ➤ Weddings from different faiths and traditions 	Guru Nanak Gurburab <ul style="list-style-type: none"> ➤ The beginning; of Sikhism; The story of Guru Hargobind and the Hindu princes ➤ Belief in action; The Gurdwara; The Langar; ➤ Equality and fairness; ➤ Serving others; Why do Sikhs remember Guru Nanak? 	Vaisakhi <ul style="list-style-type: none"> ➤ The formation of the Khalsa; Taking Amrit ➤ Comparing Amrit to Baptism or Bar/Batmitzvah ➤ The Five K's; What do Sikhs believe? ➤ Identity; Vaisakhi celebrations 	Guru Arjan Gurburab <ul style="list-style-type: none"> ➤ The Golden Temple; ➤ The golden rules of Sikhism; ➤ Sharing 10%; Charity in other faiths; ➤ The Guru Granth Sahib; ➤ The Mool Mantra; Sikh Kirtans; Words; ➤ The story of Guru Arjan and Emperor Jahangir; ➤ Martyrs; Celebrating Guru Arjan 	Bandi Chhor Divas <ul style="list-style-type: none"> ➤ Who was Guru Hargobind? ➤ Compare Guru Hargobind to other religious leader ➤ Fighting for freedom; ➤ Defending the weak; Defence; Bandi Chhor Divas celebrations ➤ Compare Bandi Chhor Divas to Diwali celebrations
Islam	MILAD UN NABI	JUMU'AH	THE HAJJ	EID UL-ADHA	RAMADAN AND EID AL-FITR	LAILAT AL MIRAJ
	Milad un Nabi <ul style="list-style-type: none"> ➤ Celebrating birthdays; ➤ Comparing Saudia Arabia to the UK; ➤ The birth of Muhammad ➤ Why is Muhammad so important to Muslims? ➤ Respecting other people's beliefs 	Jumu'ah <ul style="list-style-type: none"> ➤ The story of Bilal. ➤ What is a Muezzin? ➤ Prayer; Friday prayers ➤ Parts of a mosque; Places of worship; ➤ My special times 	The Hajj <ul style="list-style-type: none"> ➤ What is The Hajj? ➤ Items used during The Hajj. ➤ People's opinions of The Hajj. ➤ Hajj customs; Special journeys; ➤ The Five Pillars of Islam; ➤ Spiritual journeys and pilgrimages 	Eid ul-Adha <ul style="list-style-type: none"> ➤ The story of Ibrahim and Isma'il. ➤ Sacrafice; Eid ul-Adha celebrations; ➤ The importance of Eid ul-Adha to Muslims ➤ Zakat (charity); ➤ People who have made sacrafices; ➤ Comparing the stories of Ibrahim and Isma'il 	Ramadan and Eid al-Fitr <ul style="list-style-type: none"> ➤ When is Ramadan? ➤ The Hijri calendar; What happens during Ramadan? ➤ The Night of Power ➤ Reading the Qur'an; Why is Ramadan important to Muslims? ➤ Gratitude; Eid al-Fitr celebrations; ➤ Comparing celebrations 	Lailat al Miraj <ul style="list-style-type: none"> ➤ The Night Journey story ➤ Washing the heart clean. ➤ Prophets; Jannah (heaven); ➤ Speaking with Allah; Salat (prayer) ➤ Faith; Reactions to The Night Journey story; ➤ Why are sacred stories important to believers?
Judaism	PURIM	HANUKKAH	SHAVUOT	SHABBAT	PASSOVER	ROSH HASHANAH AND YOM KIPPUR
	Purim <ul style="list-style-type: none"> ➤ Special clothes; Clothes from other religions; ➤ The story of Esther; ➤ Mishloach Manot; Mitzvah; Gifts; ➤ Purim celebrations; ➤ Choices and decisions in sacred stories 	Hanukkah <ul style="list-style-type: none"> ➤ The story of Hanukkah; ➤ Kosher; The dreidel; ➤ Hannukah traditions; Miracles; ➤ Right and wrong; ➤ Cleaning, repairing and rebuilding; ➤ Comparing Hanukkah to Christmas 	Shavuot <ul style="list-style-type: none"> ➤ The synagogue; The Torah; ➤ The story of Moses and the Ten Commandments; ➤ Are the Ten Commandments used today? ➤ Kosher food laws; The story of Ruth and Naomi Rules; ➤ Bread as a symbol; Food; Harvests around the world 	Shabbat <ul style="list-style-type: none"> ➤ The creation story; ➤ Why do Jews celebrate Shabbat? ➤ The Shabbat table; Special meals at home ➤ Comparing weekend activities; Saying goodbye to Shabbat ➤ Rest; Responsibility for the natural world ➤ Special days of the week in other religions 	Passover <ul style="list-style-type: none"> ➤ Masters and slaves; The plagues of Egypt; ➤ Alternative explanations; The story of the Exodus; ➤ The Seder plate; Celebrating Passover; Freedom; ➤ Special times of the year; ➤ My special times; ➤ Does God care? 	Rosh Hashanah and Yom Kippur <ul style="list-style-type: none"> ➤ What is a sweet New Year? ➤ Days of Repentance; Saying sorry; ➤ Tashlich; Yom Kippur; ➤ Focusing on God; ➤ The synagogue; Special objects; Forgiveness; ➤ Reflection; ➤ The impact of Rosh Hashanah and Yom Kippur on believers
Hinduism	DIWALI	NAVRATRI	GANESH CHATURTHI	JANMASHTAMI	HOLI	KUMBH MELA
	Diwali <ul style="list-style-type: none"> ➤ The mandir; ➤ New beginnings; The story of Rama and Sita; Good v evil; ➤ Welcoming Lakshmi; Good luck, ➤ Diwali celebrations; comparing Diwali to other religious celebrations 	Navratri <ul style="list-style-type: none"> ➤ What is God like? ➤ Different Hindu gods; The story of Durga; ➤ Special clothes; ➤ Navratri puja thalis; Celebrations; Quiet time; Mantras; ➤ Is God like a mother? 	Ganesh Chaturthi <ul style="list-style-type: none"> ➤ The story of Ganesh; ➤ The Puja ceremony; ➤ Murtis (statues); Symbols of Ganesh; ➤ Obstacles; Starting something new ➤ The story of Ganesh and Kubera 	Janmashtami <ul style="list-style-type: none"> ➤ Hindu gods; ➤ The story of Krishna's birth; Krishna's life; 108 names for Krishna; ➤ Janmashtami celebrations; Role models; Hindu bhagans ➤ Music in other religions; What is your purpose? 	Holi <ul style="list-style-type: none"> ➤ The meaning of colour in Hinduism; ➤ The story of Holika; ➤ Krishna and Radha; Kathak dance; ➤ Playing with colours; Equality; ➤ Looking after nature; ➤ Need and want; Weddings; Happiness 	Kumbh Mela <ul style="list-style-type: none"> ➤ The story of the Churning of the Ocean of Milk; ➤ The four places of pilgrimage; ➤ What is Kumbh Mela?; ➤ Karma; Reincarnation; Moksha ➤ The Naga Sadhu; Devotion; ➤ The story of the Goddess Ganga; Pollution and conservation of the River Ganges

LOVE TO CELEBRATE CURRICULUM COVERAGE

2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer	Summer
Reception	Hinduism	Christianity	Buddhism	Christianity	Judaism	Sikhism	Islam
	Diwali	The Christmas story	Where do Buddhists come from?	New Life	What do Jews believe?	The 5 k's of Sikhism.	What do Muslims believe?
Year 1	Hinduism	Christianity	Buddhism	Christianity	Judaism	Sikhism	Islam
	Diwali	Christmas	Esala Perahera	Easter a special time for Christians.	Purim	Naam Karan	Milad un Nabi
Year 2	Hinduism	Christianity	Buddhism	Christianity	Judaism	Sikhism	Islam
	Navratri	Looking after a baby	Losar	Christian festival of Easter	Hanukkah	Anand Karaj	Jumu'ah
Year 3	Hinduism	Christianity	Buddhism	Christianity	Judaism	Sikhism	Islam
	Ganesh Chaturthi	Advent	Vesak	Lent	Shavuot	Guru Nanak Gurpurab	The Hajj
Year 4	Hinduism	Christianity	Buddhism	Christianity	Judaism	Sikhism	Islam
	Janmashtami	Beliefs	Kathina	Holy Week and Easter	Shabbat	Vaisakhi	Eid ul-Adha
Year 5	Hinduism	Christianity	Buddhism	Christianity	Judaism	Sikhism	Islam
	Holi	Christmas around the world	Dharma day	Pentecost	Passover	Guru Arjan Gurpurab	Ramadan and Eid al-Fitr
Year 6	Hinduism	Christianity	Buddhism	Christianity	Judaism	Sikhism	Islam
	Kumbh Mela	The meaning of faith	Parinirvana	Sunday	Rosh Hashanah and Yom Kippur	Bandi Chhor Divas	Lailat al Miraj