



Aspire to Greatness

# R.E. in st Stephen's School!



# Context of the School

- 12 classes including nursery
- 30% FSM and serves 2 of the most deprived wards in Preston
- 49% EAL
- Faith based context – church, new mosque, Sikh Gurdwara, Hindu temple and Buddhist community in the area. Faith communities supportive of one another.
- Controlled C of E school with a distinctively Christian character
- 322 pupils – 1 and half form entry





# R.E. Curriculum



The school teaches Christianity units from the Diocesan Syllabus and units from the Lancashire Agreed Syllabus so that the children receive teaching about faiths within the area as well as learn more of Christian beliefs and traditions.

There are 3 enrichment days (around Festival times) within the year which enable the school's predominant faith communities to deepen the children's understanding of Christianity, Hinduism and Islam. Around these days the school invites members of the community to lead workshops and there are enriching activities for the children.

Visits to places of faith take place throughout the year and we organise a visiting speaker or visit for each unit of work in R.E.



# Lower Junior work on Hinduism

Autumn Term Enrichment Day for the whole school – Diwali. The Hinduism units are explored amidst the whole school celebrations where children experience the awe and wonder within communities. In Lower Juniors, they learned more about the meaning of dharma, the Raksha Bandhan festival and faith in families.



# Why is family an important part of Hindu Life?

The specific knowledge and skills from this unit are shared with pupils at the start of the unit so that they know what they will learn. Over the course of the several weeks, children develop greater understanding of key concepts and learn new vocabulary.

The image shows an open book with two pages. The top page is a curriculum assessment ladder titled 'LKS2 R.E. Cycle A Assessment Ladder Autumn 1'. It lists various learning objectives and has checkboxes for 'I know' and 'I can' sections, with a 'Teacher' column for marking. The bottom page is a learning objective card titled 'What duties do I have towards other people?' with a central box asking 'Why is family an important part of Hindu life?' and surrounding text about shared human experiences and living religious traditions.

LKS2 R.E. Cycle A Assessment Ladder Autumn 1	
The important bits to know and do:	
<b>I know:</b>	Teacher
the importance of duty and commitment to many religions	✓
that following dharma (religious duty) is an important part of Hindu life	✓
what our 'duties' as human beings are	✓
why Hindus might celebrate Raksha Bandhan	✓
<b>I can:</b>	Teacher
Identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?)	✓
Describe how and why Hindus might celebrate Raksha Bandhan	✓
suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family	✓
discuss who or what they follow – and why	✓
reflect on their own duties – to themselves, to their families, to their communities	✓
Identify sources of authority and inspiration	✓

**What duties do I have towards other people?**  
Do all people have duties?  
What are our duties to one another?  
Children will learn about the festival of Raksha Bandhan and how festival traditions are a reminder of family ties and responsibilities.  
Children will explore the concept of duty within Hinduism – religious duties, duty to society and duty to the family.  
**Why is family an important part of Hindu life?**  
They will consider family members in the story of Rama and Sita and what this might teach Hindus about roles and duties in the family.  
They should also investigate how worshipping in the home might bring the family together and be a reminder of the duty to lead a moral life.  
Why is family so important to many humans?  
What responsibilities do family members have towards one another?  
What rights and responsibilities do I have in my family?




# Knowledge Organisers are good reference tools for the language and key knowledge children are taught within the unit

Georgia  
Year 2  
RE

## Year 3 and 4 Knowledge Organiser for Hindu dharma

### Why is family an important part of Hindu Life?

Truth Is Eternal	Dharma	Reincarnation	Moksha
Hindus are encouraged to learn.	Dharma means to do the right thing with good behaviour.	Hindus believe a soul cannot be destroyed, so when a Hindu dies, their soul enters a new living being.	Moksha is the ultimate goal. It happens when a soul stops being reincarnated and is reunited with Brahman.




### The Story of Rama and Sita


In the story King Dasharatha keeps his promise to his wife.

Rama obeys his father, Sita goes into exile with her husband, Lakshman is the loyal brother - Hanuman is not a family member, but represents the idea of devotion to God.

The Hindu's learn from the story that as humans our duties change during the course of our lives.



The Hindu festival of Raksha Bandhan, or Rakhi, celebrates the bond between brothers and sisters. It is celebrated on the day of the full moon, usually in the middle of August.



What makes a family a family?  
What are the different roles and responsibilities that family members have?  
How do families develop the individual person and the community?  
What behaviours and values might

Key vocabulary

Duty - A moral obligation      dharma - underlying right behaviour and social order.

Rama - Rama is an incarnation of Vishnu, God of Protection

Sita - She is the consort of the god Rama.      Raksha Bandhan- Hindu festival

Most Hindus follow the path of love. This takes the form of devotion or worship at a shrine. The home acts as a centre for Hindu family life and so in almost every Hindu home there will be a small shrine with pictures or statues of one or more gods or goddesses to which the family will offer puja (worship).

## Retrieval and responses to key questions

What examples of Dharma can you see in the story of Rama & Sita?

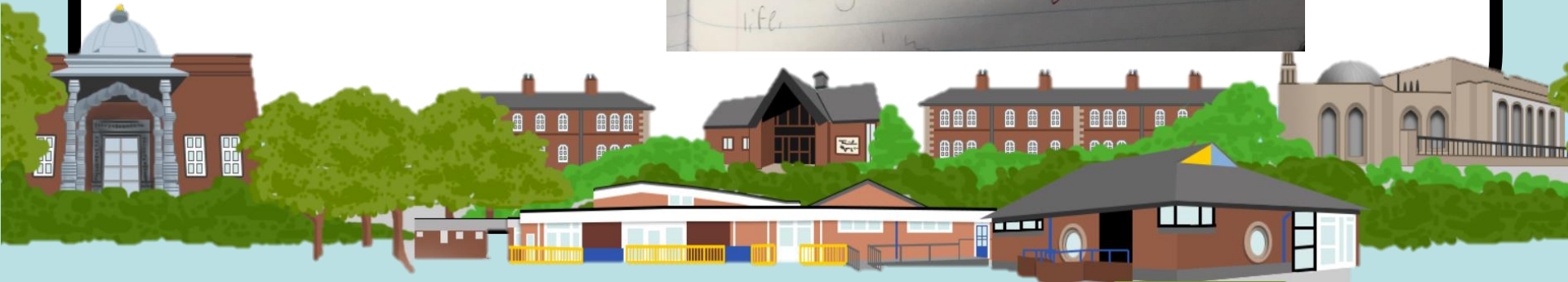
Rama's dharma was to: protect Sita, save his wife ✓  
Sita's dharma was to: Be a helpful person, be kind. ✓  
The Monkey army's dharma was to: fight good over evil ✓  
Hanuman: to help Rama ✓

The Ramayana (the story of Rama and Sita) is popular with all ages – why might different Hindus take different messages from the story?

It teaches you to be helpful ✓  
It teaches you to fight good over evil ✓  
It teaches you to have a kind heart ✓  
It teaches you to help those in need. ✓

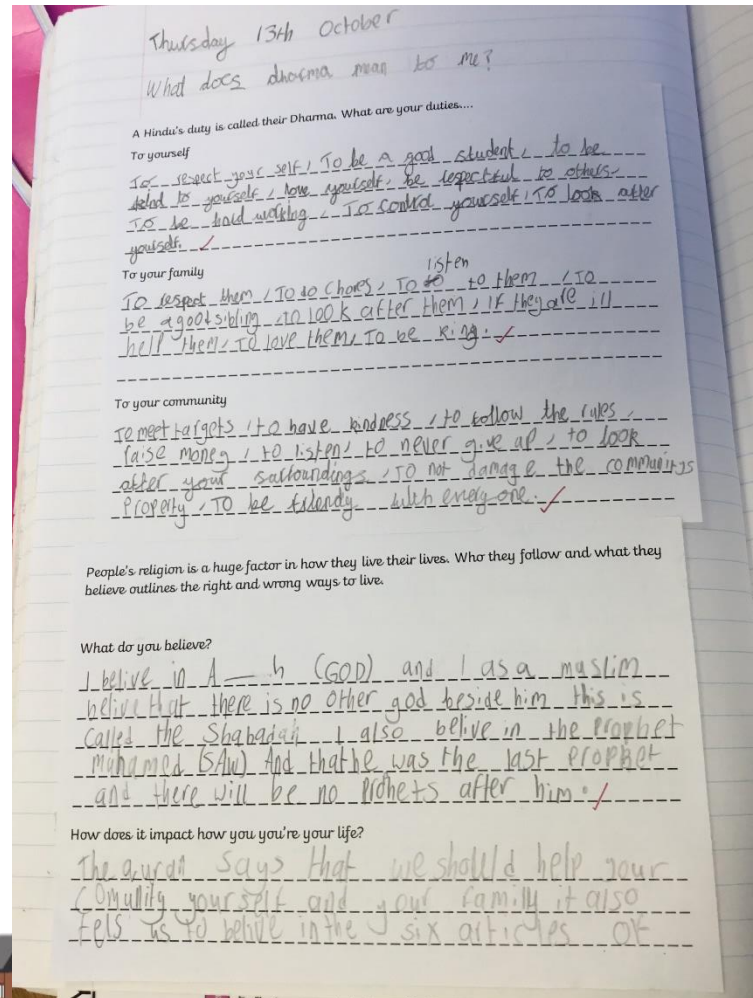
What happens if you don't follow your Dharma?

You will have bad luck ✓ bad karma ✓ and you will be unhappy. It is called Adharma. You will also have a shorter life.



# Going Deeper into the values within Hinduism

Children should be exposed to the teachings of other faiths and reflect on their own beliefs – seeking connections





# Long Term assessment in each phase

An end of phase assessment enables teachers to identify which pupils are meeting the expectations for R.E. This is the criteria used to assess pupils knowledge and understanding.

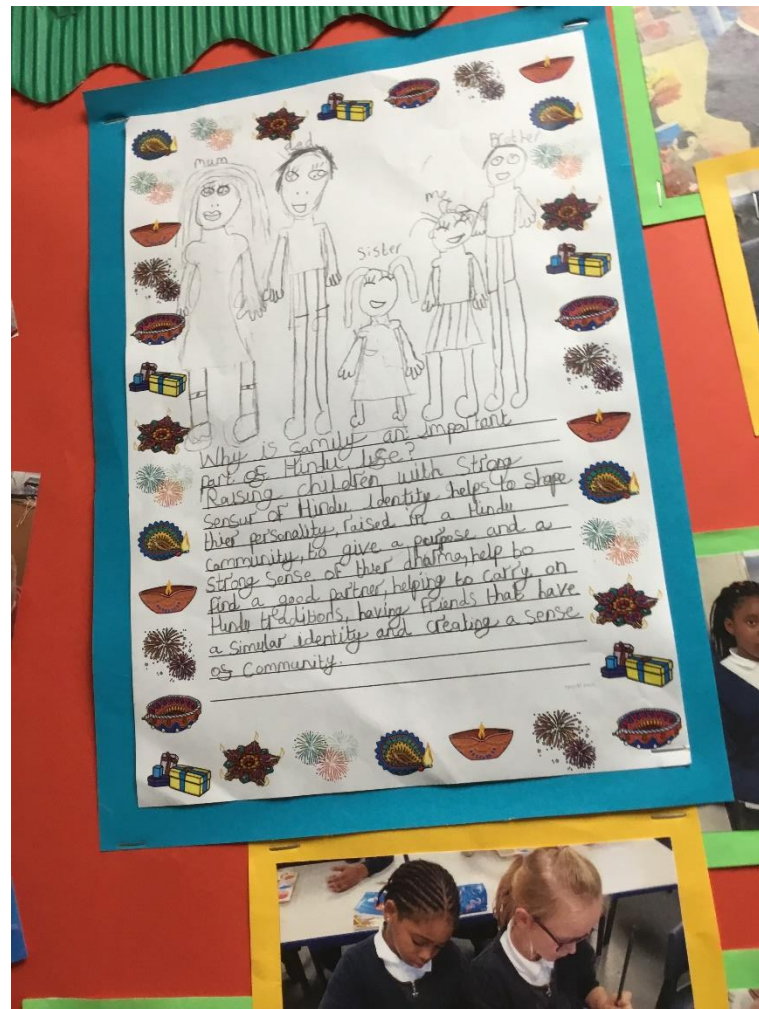
As there are 45 pupils on entry, we assess pupils over 2 years in each phase

– end of EYFS, KS1, Lower KS2 and Upper KS2

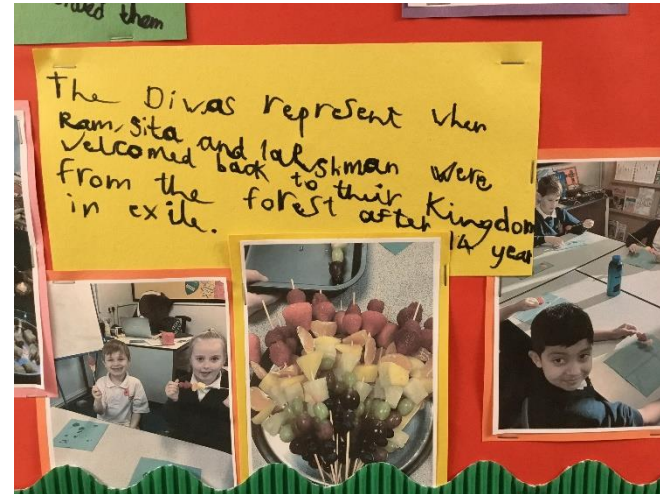
End of LKS2 Expectations		Substantive knowledge (content and concepts)	Disciplinary knowledge (methods) and personal knowledge
Beliefs and Practices	Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked	Know that Raksha Bandan celebrates siblings and has significance to Hindus at a stage of life.	Relate Raksha Bandan to other ceremonies and asks why the ceremony is important
Sources of Wisdom	Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers	Know the story of Diwali, Christmas and Easter using the names of characters and places, understanding the relevance of each character to the story.	Explore artefacts in Hinduism, Christianity, Sikhism and Islam, questioning their purpose and meaning to the believer.
Symbols and Action	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities	Know the greetings in each faith – the Lord be with you; Salamu-alaikum, namaste, shalom	Recognise forgiveness in the easter story and explain its relevance. Explore the meaning of Equality in Sikhism and relate to its importance.
Prayer Worship and Reflection	Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections	Know that people go to the church, temple, gurdwara and mosque to pray and to worship and name key words involved in prayer and worship.	Explore prayer practice in Hinduism, Christianity and Islam explaining why prayer is important and how it connects humans to God.
Identity and Belonging	Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders	Know the names – Vicar, Curate, Imam, Pujari, Rabbi and know how they lead worship and share messages of the faith.	Reflect on the value of respect in leadership and what this looks like. Know why trust in leaders is important/
Ultimate Questions	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections	Know the creation, passover and Easter stories, naming characters and deepening and understanding of God in these stories.	Reflect on forgiveness in the easter story. Why are commandments and rules important in religions?
Human Responsibility and Values	Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility	Know that we share values of generosity, equality, duty, respect, thankfulness across faiths	Explore how we can help others and develop courageous advocacy and a sense of duty towards others.
Justice and Fairness	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong	Know the words justice, equality and fairness and identify these in Christianity, Hinduism, Islamic and Sikhism traditions.	Use the word justice and ask questions about how the faiths teach what is right and what is wrong.
To know and use this vocabulary		<b>Dharma, Salvation, Palm Sunday, Holy Week, Advent, salah, Mihrab, Messiah, Guru Granth Sahib, Guru, Imam, Vicar, Hanukkah, Rabbi, Qu'ran, Salvation, altar, pulpit, equality, advent, commandment, sacrifice.</b>	
<b>Working Towards</b>		<b>Working at (overall)</b>	<b>Exceeding</b>



Reflections during Diwali after the a visiting speaker talked about the importance of Hindu tradition in families.



# Celebrating Diwali Together



# Whole School Celebration

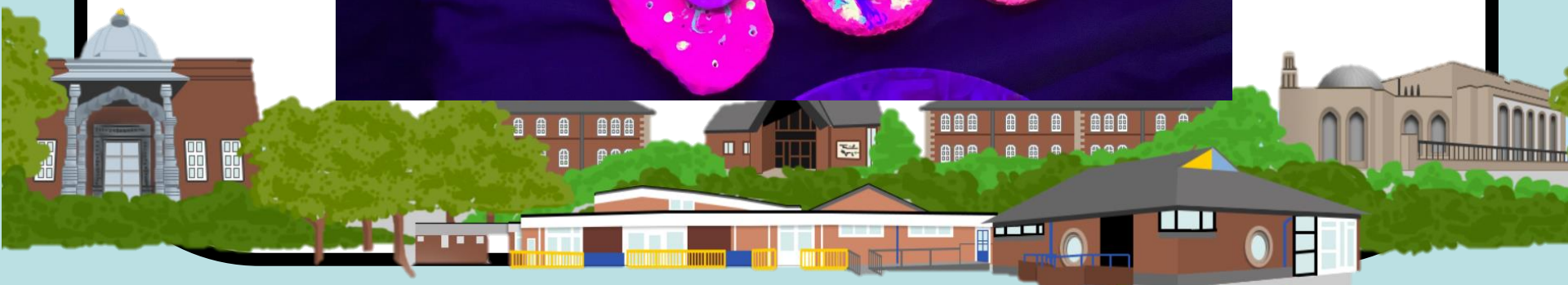
In 2022 each class made a vegetarian dish for display in the school hall. This food was made from traditional Indian recipes and was shared amongst the community at the end of the school day.

**Govardhan Puja** also known as Annakut or Annakoot (meaning a “mountain of food”), is a Hindu festival in which devotees worship Govardhan Hill and prepare and offer a large variety of vegetarian food to Krishna as a mark of gratitude.





## R.E. through Art and D.T.



# Visitors who enrich understanding of what it means to have a faith



The use of quality texts to introduce new language and to know story structures and characters within other faiths.





# Long Term Goals

- Children develop a sense of celebration and coming together of community
- They deepen their understanding of values within the faith and hear from those who live out their faith in their daily lives
- Children develop a sense of awe and wonder, they are exposed to one another's beliefs and traditions and, as a result, discriminatory language is very rare in school
- Pupils have a good understanding of faith and are able to use 3 tier language to describe the beliefs of others.
- Pupils respect difference and the faith traditions of others.



# Finally...

From the mouth of babes, words from Y6 pupils:

“Our school learns about the other cultures and faiths. It helps us to understand others”.

“It doesn’t make us uncomfortable to learn about other faiths”.

“My last school taught R.E. with worksheets and slides. This school lets you meet real people to find out more.”

“Meeting people and visits are the best way to learn about faith and it is interesting”.

