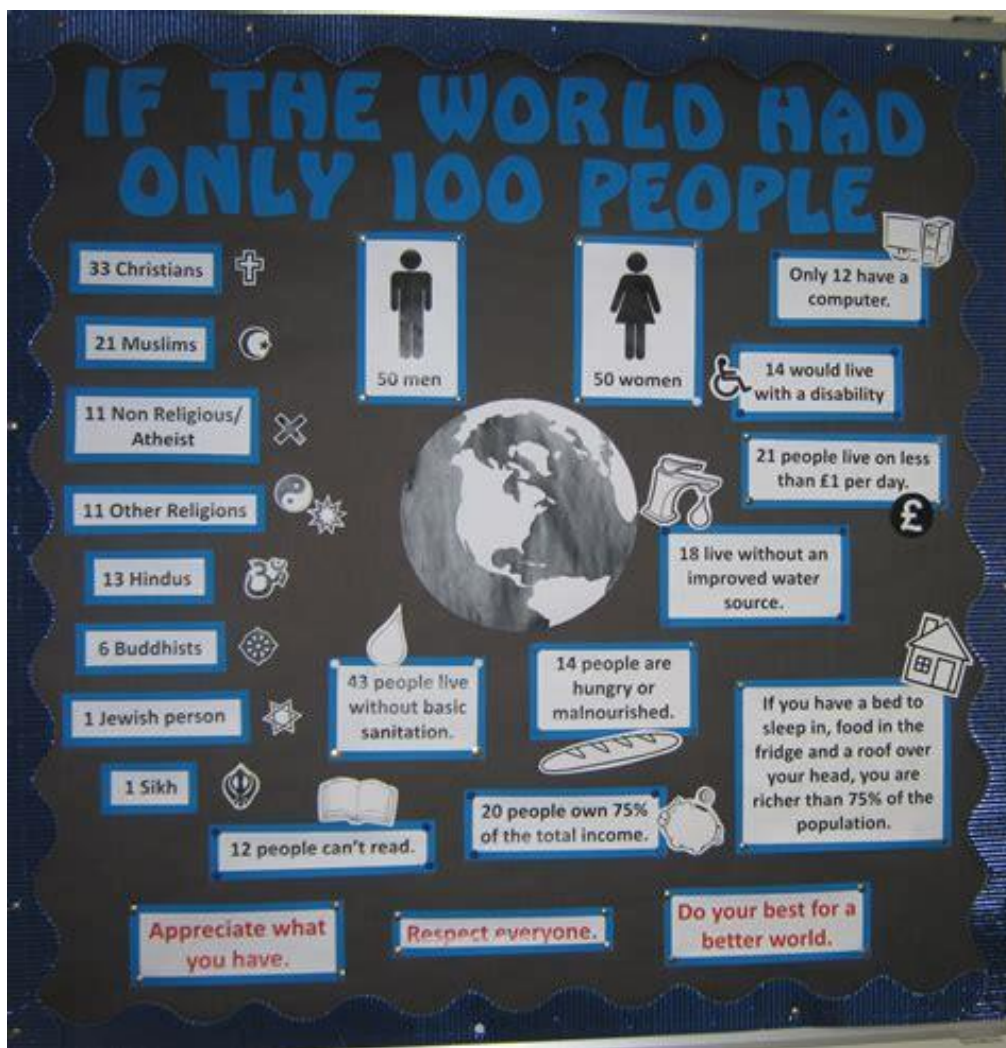


# Religious Education at The Elms Primary School



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## Intent

At The Elms Primary School, we believe that the teaching of Religious Education (RE) is crucial to enhance an individual's spiritual, moral, social and cultural development. To understand the world in which we live in, RE is vital to helping support children to develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs. With the range of new knowledge and skills and imbedded each year, we aim to develop a range of knowledge and skills that can be transferred into daily life and offer benefit through out future education. It is hoped, that with the proper knowledge and understanding, the world of tomorrow will be a more open minded and tolerant.

## Implementation

At The Elms Primary School, we:

- Strive to develop an understanding of the importance of and love for RE and all that it entails in our pupils
- Provide a broad, balanced and differentiated primary RE curriculum that is accessible to all
- Ensure the progressive development of concepts, knowledge and skills takes place

We use the Oxfordshire Agreed Syllabus for Religious Education 2015 - 2020 with the guidance from Jigsaw's Discovery RE scheme to ensure rich and broad coverage and Reverend Paul Walker's support (All Saints' Church, Faringdon). The skills are taught several times in different contexts to imbed a deep understanding within the children. Each year group teaches Christianity and one other world religion as well as references to non-religious viewpoints. The children's understanding of Christianity is deepened each year through conceptual enquiry and skills are practised through a range of religions. The religions that are currently taught at The Elms Primary School are Christianity, Sikhism and Judaism as well as Hinduism and Islam.

Through the decision of the teachers, as a year group, RE is taught, mainly in weekly lessons or sometimes in longer sessions less frequently. Each year group been given two RE Knowledge Organisers. These are presented to each pupil at the start of a topic to support them with retaining information and to enable them to see how their knowledge is progressing, and these are kept with the children throughout their time in The Elms Primary School to be built upon in subsequent year groups.

There is time, at the start of each term, for children to inform the teacher of their prior knowledge on a given religion and suggest aspects that they would like to further enquire about. This knowledge then alters the planning and resourcing that needs to be completed by the teacher. Then, at the end of that unit of work, children can discuss and record what they now know in comparison from the beginning of the term and where next they need to go to further improve their learning.

## **Impact**

This approach to teaching RE will impact in the pupils at The Elms Primary School retaining their knowledge and skills and being able to use them in their daily life. As they progress through the school years, and this knowledge and skills are built upon them, children will be more proactive in noticing when people around them, both near and far, are being treated as equals and when they are not. In a long term sense, children will be able to stand up for those, even if on a very small scale, who made need protecting from those who display a lack of misunderstanding and fear of the unknown. Children will be confident and accepting of all people.

# Knowledge organisers

These will include:

- The name of the religion covered
- Brief introduction to the holy festivals and customs
- Pictures of key symbols and places of worship
- Key religious terminology for the topic and definitions

Annotated Synagogue with the Jewish symbol

Brief look at the Passover (Pesach) festival and customs


**Inside a synagogue**


**BIMAH** – this is a reading desk where the scrolls are read from during a service


**STAR OF DAVID** – usually above the front door

**ARK** – This is holiest object in the synagogue. It holds the Torah scrolls and is at the front


**THE TORAH**  
תורה







**Kippah**



**TORAH SCROLLS** – the Jewish holy book. People read from it during a service


**FEMALE SECTION** – women sit in seats at the back of the synagogue, so all focus can be on prayer

**TABLETS** – tablet shaped boards which represent the ten commandments, given to Moses by God

**Judaism**


**Passover**

**The Seder Plate**



The Seder is a Jewish meal that has been eaten for thousands of years during the Pesach or Passover festival. It is eaten to remember the Jewish enslavement in Egypt and the quick escape led by Moses.

**Passover (Pesach in Hebrew)** is one of the most important festivals in the Jewish year. At this time Jewish people remember how the children of Israel left slavery behind them when they were led out of Egypt by **Moses** over 3000 years ago. The story can be found in the Book of Exodus, Chapter 12 in the Hebrew Bible (the Torah).





**Kosher**

Jews decide whether the food is **kosher**. This means that the **Torah** (first 5 books of the Bible) allows Jews to eat it. If it is not allowed it is called **treif**.

**The Kosher Food Laws**

- Meat must come from an animal with split hooves and eats grass (chews the cud).
- Fish must have fins and scales so no shellfish.
- Birds must be farmed like chicken and turkey.
- Animals must be killed with a single cut to the throat and the meat must be free of blood.
- Meat and milk products must not be eaten together.





**OTHER KOSHER RULES:**

- Dairy & meat cannot be mixed together during the same meal.
- There is a waiting period (between 18 hours, according to customs) after eating meat before eating dairy.
- Fish may be eaten with or after meat.
- Flies, though not in kosher, & may be eaten at both meat & dairy meals, as it must meat if meat be prepared and served with separate utensils.

**Key Vocabulary**

<b>Star of David</b>	<i>The Jewish symbol, named after the Jewish King David.</i>
<b>Torah</b>	<i>Jewish holy book is written in the language of Hebrew.</i>
<b>Shabbat</b>	<i>The most important holy day on the Jewish calendar.</i>
<b>Hanukkah</b>	<i>A Jewish festival that runs for eight days in December in which a special candle is lit each night.</i>
<b>Rabbi</b>	<i>A Jewish holy man who takes the service in a Synagogue.</i>
<b>Passover</b>	<i>A Jewish holiday that celebrates the escape of the ancient Hebrews from Egypt.</i>
<b>Synagogue</b>	<i>Jewish place of worship.</i>

Introduction to the Kosher rules in relation to food.

Key vocabulary glossary

# KS2 Enquiring into experience and beliefs

[Top](#)

*How do religious and other beliefs, traditions and practices make a difference in people's lives?*

**Throughout Key Stage 2**, pupils explore key questions through conceptual enquiry into Christianity whilst also drawing from Hinduism, Islam and Judaism, as well as non- religious worldviews as appropriate, recognising the impact of religion and belief locally, nationally and globally.

- They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion.
- They learn about sacred texts and other sources and consider their meanings.
- They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them.
- They extend the range and use of specialist vocabulary.
- They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.
  - They communicate their ideas, recognising other people's viewpoints.
  - They consider their own beliefs and values and those of others in the light of their learning in religious education.

	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	<ul style="list-style-type: none"> <li>Begin to ask/initiate geographical questions.</li> <li>Use stories, atlases, pictures/photos and internet as sources of information.</li> <li>Begin to collect and record evidence</li> <li>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions and offer their own ideas.</li> <li>Extend to satellite images, aerial photographs.</li> <li>Collect and record evidence with some aid</li> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps</li> </ul>	<ul style="list-style-type: none"> <li>Begin to suggest questions for investigating.</li> <li>Begin to use primary and secondary sources of evidence in their investigations e.g. their own fieldwork or data collected by others</li> <li>Collect and record evidence unaided</li> <li>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales; temperature of various locations – influence on people/everyday life</li> </ul>	<ul style="list-style-type: none"> <li>Suggest questions for investigating.</li> <li>Use primary and secondary sources of evidence in their investigations.</li> <li>Collect and record evidence unaided</li> <li>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.</li> </ul>
Direction/location	<ul style="list-style-type: none"> <li>Use 4 compass points to follow/give directions:</li> <li>Use letter/no. co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Use 4 compass points securely:</li> <li>Begin to use 8 compass points;</li> <li>Use letter/no. co-ordinates to locate features on a map confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Use 8 compass points;</li> <li>Use 4 figure co-ordinates to locate features on a map.</li> <li>Begin to use latitude and longitude on atlases and globes.</li> </ul>	<ul style="list-style-type: none"> <li>Use 8 compass points confidently and accurately;</li> <li>Use 6 figure grid references to locate features on a map.</li> <li>Use latitude and longitude on atlases and globes confidently.</li> </ul>
Drawing Maps	<ul style="list-style-type: none"> <li>Make a map of a short route experienced, with features in correct order</li> </ul>	<ul style="list-style-type: none"> <li>Make a map of a small area experienced, with features in correct places;</li> </ul>	<ul style="list-style-type: none"> <li>Begin to draw a variety of thematic maps</li> </ul>	<ul style="list-style-type: none"> <li>Draw a variety of thematic maps based on their own data</li> </ul>
Representation/Symbols	<ul style="list-style-type: none"> <li>Know why a key is needed.</li> <li>Use standard symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Know why a key is needed.</li> <li>Begin to recognise symbols on an OS map.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a sketch map using symbols and a key;</li> <li>Use/recognise OS map symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Use/recognise OS map symbols;</li> <li>Use atlas symbols.</li> </ul>

**A: Progression and assessment in KS2**

i. Through the aims:

Aims	To understand the nature, role and influence of religion in the world	To pursue personal quest for meaning, purpose and value	To formulate reasoned opinion/argument
<b>Key Stage 2 pupils will be able to:</b>	show knowledge and understanding of Christianity and other faiths in the world exploring similarities and differences between and within religions; understand what it means to belong to a religious community and the influence religious faith has on individuals and communities.	think about what influences our beliefs and lifestyle and the way we see things; explore different religious and non-religious beliefs about meaning, purpose and value.	gain basic understanding of some beliefs to be able to give reasons for and against an opinion; develop awareness of the influence of beliefs on attitudes and behaviour.

ii. Through the learning process:

<b>Pupil's experience and self-concept</b>	<b>Identify:</b> pupils can identify people, concepts, beliefs and attitudes that have an influence on how they live their lives.	<b>Contextualise:</b> pupils see their own way of life in relation to the influences identified and to recognize that other people will have an effect on how they live.	<b>Explore:</b> pupils ask thoughtful and searching questions about their own and other people's attitudes and ways of life	<b>Reflect:</b> pupils evaluate and weigh up their own ideas, beliefs and way of life in relation to those of other people.	
<b>Religious experience and concepts</b>	<b>Enquire:</b> pupils research into religious beliefs, practices and concepts in a way that is thoughtful, searching and sensitive to difference.	<b>Contextualise:</b> pupils relate religious beliefs and concepts to the practices, lifestyles and attitudes of the religions studied, identifying similarities and differences between and within religions.	<b>Reflect:</b> pupils consider what is of value to religious people through their exploration of religious beliefs, concepts and practices and how this makes a difference to people's lives.	<b>Respond:</b> pupils respond sensitively and with reasoned argument to religious beliefs and concepts in relation to the difference they make to believers' attitudes and ways of life	<b>Synthesise:</b> pupils relate the religious beliefs, concepts and practices to their own experience and values and consider these in the light of religious values.
<b>Universal human experience and concepts</b>	<b>Reflect:</b> pupils reflect on their learning and how this relates to human values, responsibilities and rights.	<b>Apply:</b> pupils apply values and beliefs to their own and others' experience and lives.			

**B: Knowledge, skills and understanding**

**Learning about religion**

Pupils should be enabled to:

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings;
- identify and begin to describe the similarities and differences within and between religions;
- investigate the significance of religion in the local, national and global communities;
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them;
- describe and begin to understand religious and other responses to ultimate and ethical questions;
- use specialist vocabulary in communicating their knowledge and understanding;
- use and interpret information about religions from a range of sources.

## Learning from religion

Pupils should be enabled to:

- reflect on what it means to belong to a faith community, communicating their own and others' responses;
- respond to the challenges of commitment in their own lives and within religious traditions, recognising how commitment is shown in a variety of ways;
- discuss their own and others' views of religious truth and belief, expressing their own ideas;
- reflect on ideas of right and wrong and their own and others' responses to them;
- reflect on sources of inspiration in their own and others' lives.

### **C: Breadth of study**

During the Key Stage, pupils should be taught the **Knowledge, skills and understanding** through the following areas of study:

#### **Religions and beliefs**

- Christianity;
- at least two other principal religions from Hinduism, Islam and Judaism;
- a religious community with a significant local presence, where appropriate;
- a secular world view, where appropriate.

#### **Experiences and opportunities**

- encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community;
- discussing religious and philosophical questions, giving reasons for their own beliefs and those of others;
- considering a range of human experiences and feelings;
- reflecting on their own and others' insights into life and its origin, purpose and meaning;
- expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT;
- developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.

#### **KS 2 framework questions**

- How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?
- What do different sacred texts teach about life and how do they influence people differently?
- In what different ways do people worship and what difference does this make in their lives??
- What makes some occasions in life significant and how and why are these recognised and celebrated?
- How are religious and spiritual ideas expressed and why is literal language not adequate?
- What is it about key religious figures that makes them inspirational for religious believers?
- How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?
- How do religious families and communities practice their faith and how is this seen in local communities?
- How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?

These questions should be explored through conceptual enquiry into Christianity, drawing from at least one and no more than two from Hinduism, Islam or Judaism, as well as non-religious worldviews and other religious traditions as appropriate to current issues, educational balance and the pupils' own background, experience and questions.

## Key Vocabulary

### Year 3

<b>Christmas</b>	The annual festival celebrating Christ's birth.
<b>Crucifixion</b>	Jesus being executed by being nailed to a cross
<b>Easter</b>	The festival celebrating the resurrection of Christ and held
<b>Good Friday</b>	Holiday commemorating the crucifixion of Jesus.
<b>Miracle</b>	An unnatural event that cannot be explained.
<b>Nativity story</b>	Birth of Jesus
<b>Shepherds</b>	Contrast between rich and poor
<b>Star</b>	The star leads the 3 Wise Men to the manger, where they worship him and give him gifts.
<b>Wise men</b>	The Three Wise Men travelled to give gifts of gold, frankincense and myrrh to baby Jesus.

5 Ks	<p>Five items that Guru Gobind Singh commanded Sikhs to wear at all times.</p> <ul style="list-style-type: none"> <li>• <u>Kesh</u> (uncut hair)</li> <li>• <u>Kangha</u> (a wooden comb for the hair)</li> <li>• <u>Kara</u> (an iron bracelet)</li> <li>• <u>Kachera</u> (tie able undergarment)</li> <li>• <u>Kirpan</u> (an iron dagger)</li> </ul>
Amrit Ceremony	Sikh ceremony of initiation or baptism.
Guru	Any of the first 10 leaders of the Sikh religion of northern India.
Guru Nanak	Guru Nanak was the first Sikh Guru.
Khalsa	Refers to a special group of initiated Sikhs, as well as a community. Celebrated during the festival of Vaisakhi.

### Year 4

Key Vocabulary	
<b>Baptism</b>	Religious rite of a person's admission to the Christian Church.
<b>Bible</b>	Christian scriptures, consisting of the Old and New Testaments.
<b>Christingle</b>	A lighted candle symbolizing Christ as the light of the world, used during the Advent service.
<b>Church</b>	A building used for public Christian worship.
<b>Eucharist/ Holy Communion</b>	The Christian service commemorating the Last Supper.
<b>Forgiveness</b>	Letting go of negative feelings
<b>Gifts from the 3 wise men</b>	Gold, Frankincense (gum resin used as incense) and myrrh (gum used in perfumes).
<b>Last Supper</b>	The final meal that Jesus ate before his crucifixion. Bread symbolises the body of Christ and wine is used as his blood.
<b>Manger</b>	humble beginning for a king
<b>Sin</b>	An immoral act

Key Vocabulary	
<b>Star of David</b>	The Jewish symbol, named after the Jewish King David.
<b>Torah</b>	Jewish holy book is written in the language of Hebrew.
<b>Shabbat</b>	The most holy day in the Jewish calendar.
<b>Hanukkah</b>	A Jewish festival that runs for eight days in December in which a special candle is lit each night.
<b>Rabbi</b>	A Jewish holy man (or woman in branches of Progressive Judaism) who takes the service in a Synagogue.
<b>Passover</b>	A Jewish holiday that celebrates the escape of the Israelites from Egypt.
<b>Synagogue</b>	Jewish place of worship.

## Year 5

Key Vocabulary	
<b>10 commandments</b>	A set of principles given to Moses by God on Mount Sinai
<b>Commitment</b>	Being dedicated to something
<b>Destiny</b>	Events that will happen to a particular person in the future
<b>Judas</b>	A disciple of Jesus who betrayed him by kissing Jesus and addressing him as "rabbi" to reveal his identity to the crowd who had come to arrest him.
<b>Last Supper</b>	The final meal that Jesus ate before his crucifixion. Bread symbolises the body of Christ and wine is used as his blood.
<b>Mount of Olives</b>	A mountain in Jerusalem's Old City where Jesus went to pray before his arrest and ascended to heaven after he was resurrected.
<b>Peter</b>	One of Jesus' disciples who denies her knows Jesus three times.
<b>Resurrection</b>	When Jesus rose from the dead after paying for everyone's sins and God's relationships with people is restored.

Key Vocabulary	
<b>3 main deities</b>	Brahma (creator), Vishnu (preserver) and Shiva (destroyer)
<b>Atman</b>	Eternal self
<b>Aum symbol</b>	Main symbol and chanted as a name suited for god.
<b>Brahman</b>	Universal God who takes on many forms such as gods and goddesses. Is part of everyone and is everywhere.
<b>Dharma</b>	Teaching (the code for one's life)
<b>Karma</b>	Positive and negative based on your actions
<b>Moksha</b>	Release from the cycle of rebirth
<b>Puja</b>	Act of prayer and worship
<b>Samsara (reincarnation)</b>	The soul is eternal so moves on to the next body of a living thing. Good karma means a good next life.

## Year 6

Key Vocabulary	
10 commandments	A set of biblical principles relating to ethics and worship. Given to Moses by God on Mount Sinai.
Agape	Unconditional love
Angel	Spiritual beings who serve God.
Incarnation	In religious context, the word is used to mean the descent from Heaven of a god to have a human form on Earth.
Joseph	Jesus' earthly father
Mary	Jesus' mother

Key Vocabulary	
<b>8 doors of heaven (Jannah)</b>	<b>Eight gates to paradise that can only be entered by certain people with unique characteristics.</b>
<b>Akhirah</b>	<b>Life after death.</b>
<b>Allah</b>	<b>God</b>
<b>Jihad</b>	<b>A believer's struggle to live out the Muslim faith as well as possible.</b>
<b>Mecca</b>	<b>Birthplace of Muhammad and a place of pilgrimage.</b>
<b>Muhammad</b>	<b>A messenger from God</b>

## **Faringdon Academy of Schools Primary Milestones**

- I can put the 6 main world religions on a timeline and know a little about their history.
- I know there are links between Judaism, Christianity and Islam (Abrahamic religions) and all believe in one God.
- I know the main beliefs of the Jewish faith.
- I can describe the main practices of Jewish believers.
- I know the main beliefs of the Christian faith.
- I can describe the main practices of Christian believers.
- I know some key facts about the beliefs and practices of another world faith (Sikh, Muslim, Hindu, Buddhist).
- I know what humanism is and can explain the key thinking of followers.
- I can make my own opinion on faith issues, based on factual knowledge and talk about it.

## RE resources in school

### Judaism

Item	Quantity
Story of Noah book	1
Story of Esther book	1
Story of Moses book	1
This is my faith Judaism	4
Passover plate	2
Torah scrolls	2
Kippur	1
Mezuzah	1
Dreidel	1
Synagogue poster	1
Hanukkah candle	1
Bar Mitzah cards	5
photo pack	1
How the Bible came to us	1
Winding quest (the old Testament)	1

### Buddhism

Item	Quantity
information leaflet	1
Rupa	1
offering bowls	2
butter lamp	1
incense holder and sticks	1
Thangka	1
This is my faith Buddhism	1

### Sikhism

Item	Quantity
This is my faith Sikhism	2
Dastar	1
Kangha comb	1
Kirpan knife	1
Kara bangle	1
Mala beads	1
Sikh symbols	1
Ik onker symbol	1
Kaccherg shorts Sikh symbol	1
Pagri Turban	1

### Hinduism

Item	Quantity
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information leaflet	1
Statues of gods	16
Aum symbol	1
Joss sticks for Puja	1
Mendhi kit	1
Prayer beads	2
Diwali cards	5
kum kum powder	1
Child's wedding hat	2
Puja worship set	2
photos	several
photocopies of worksheet	several
poster pack	several
Year 4 teacher guidebook	1
candle	3
Hinduism packs	1
Diwali Myths and legends	1
literature books	2
Diwali books	1
Photocopies of Henna patterns	several
A row of lights: the story of Rama and Sita	1
Hindu wedding chimes	1

## Islam

Item	Quantity
information leaflet	1
Sahih Al-Bukhari	1
Islam pattern book	1
book stand	3
Qur'an book	3
Qur'an on tape	1
Attar	1
Last prophet tape	1
Photocopies of books	several
flag	3
Ramadhan calendar	1
posters	several
artefact photos	several
Love all creatures book	1
cards	several
photos	several
Ramadan and Id-UI-Fitr book	1
cloth	1
Imam book	1
Islam DVD	1
This is my faith Islam	2
life of Muhammad book	1
Year 3 teacher guidebook	1
Islam video	2
Prayer hat	1
Diwali light pack	1

Year 4 teacher guidebook	1
Islam flag	2
prayer beads	1
prayer mat	1
Qiblah	1
Hinduism hat	1
compass to Al Kaaba	3
Islam dot to dot patterns book	1

## Christianity

Item	Quantity
Good news bible	14
Holy bible	3
Children's good news bible	3
Children's bible	5
New Testament	2
Places of Christian worship DVD	1
This is my faith Christianity	4
Lord's prayer book	3
Good Samaritan book	2
Story of Noah book	1
Story of Jesus book	1
Story of Jonah book	1
Story of Joshua book	1
Story of Esther book	1
Story of Moses book	1
children's bible stories	1
Christian festivals	1
Birth of Jesus book	1
Lord's prayer KS1 book	1
Jesus and his disciples	1
Psalms and proverbs book	1
Towers of babel book	1
Prayers and Graces book	1
The story of Ruth and Naomi book	1
The story of Paul book	1
The story of Easter book	1
The story of Daniel and the Lions book	1
The story of Isaac and Rebekah book	1
The story of the prodigal son book	1
23 Psalm book	1
The story of Creation book	1
The lost sheep book	1
The story of David and Goliath book	1
The first Easter book	1
100 bible stories book	1
Chalice paten	1
information leaflet	1
communion glasses	1
Baptismal candle	1
Baptismal card	1

icon	1
witness pin	1
Lourdes water bottle	1
Salvadorean cross	1
crucifix	1
olive wood rosary	1
Advent calendar	1
Salvation army flag	1
Assorted cards, certificates and bookmarks	several of each
Bible resource pack	1
Bible encyclopaedia	1
How the Bible came to us	1
Children's guide to the bible	1
This is the star book	1
Winding quest (the old Testament)	1
Bible story	1
Bible alive	2
Bible resource bank	2
Portrait of Jesus book	1
New world book	1
Are you ready? Religious work book	1
prayer bible	1

## Other

Item	Quantity
exploring world religions DVD	1
Global citizen handbook	1
Celebrations!	1
religious education handbook	1
Faith facts book	1
Religious dictionary	1
Religious education work scheme	1
Festivals book	1
religious artefacts in the classroom book	1
writings book	1
exploring religions DVD	1

## Key Religious Dates (some featured in the scheme of work)

### List of Religious Holidays of Christian in 2021

Jan 06, 2021	<b>Epiphany</b>
Feb 17, 2021	<b>Ash Wednesday</b>
Mar 28, 2021	<b>Palm Sunday</b>
Apr 01, 2021	<b>Maundy (Holy) Thursday</b>
Apr 02, 2021	<b>Good Friday</b>
Apr 04, 2021	<b>Easter</b>
Apr 05, 2021	<b>Easter Monday</b>
May 13, 2021	<b>Ascension of Jesus</b>
Sep 14, 2021	<b>Holy Cross Day</b>
Dec 24, 2021	<b>Christmas Eve</b>
Dec 25, 2021	<b>Christmas</b>

### List of Religious Holidays of Jewish in 2021

Mar 28, 2021	<b>Passover - First Day</b>
Apr 04, 2021	<b>Passover - Final Day</b>
Nov 29, 2021	<b>Hanukkah Starts</b>
Dec 06, 2021	<b>Hanukkah Ends</b>

### List of Religious Holidays of Sikh in 2021

Jan 20, 2021	<b>Guru Gobind Singh Birthday</b>
Apr 14, 2021	<b>Vaisakhi</b>
Oct 20, 2021	<b>Birth of the Guru Granth</b>

Nov 04, 2021      **Diwali**

Nov 19, 2021      **Guru Nanak Birthday**

## List of Religious Holidays of Hindu in 2021

Apr 12, 2021      **Hindi New Year**

Nov 04, 2021      **Diwali**

## List of Religious Holidays of Islam in 2021

May 13, 2021      **Eid-al-Fitr (End of Ramadan)**

Jul 19, 2021      **Waqf al Arafa - Hajj**

Aug 09, 2021      **Hijra - Islamic New Year**

## Websites

### General

- <http://www.bbc.co.uk/programmes/articles/3lKZp31jBVJ2v3C2h1V03kz/a-to-z-of-religion-and-beliefs>
- <https://www.bbc.com/bitesize/subjects/z7hs34j>
- <https://discoveryschemeofwork.com/>
- <http://www.primaryresources.co.uk/re/re.htm>
- <http://www.reonline.org.uk/>
- [http://www.bbc.co.uk/schools/websites/4\\_11/site/re.shtml](http://www.bbc.co.uk/schools/websites/4_11/site/re.shtml)
- <https://www.natre.org.uk/resources/>
- <https://www.topmarks.co.uk/Interactive.aspx?cat=116>
- <https://www.twinkl.co.uk/resources/keystage2-ks2/ks2-subjects/ks2-religious-education>
- <http://free-teaching-resources.co.uk/lesson-ideas/re/re-ks2/index.html>
- <https://www.teachingideas.co.uk/subjects/re>
- <https://request.org.uk/>

### Judaism

- <http://www.bbc.co.uk/schools/religion/judaism/>
- <https://www.twinkl.co.uk/resources/ks2-subjects/ks2-religious-education/ks2-judaism>
- <https://www.bbc.com/bitesize/topics/znwhfg8/resources/1>
- <https://www.tes.com/teaching-resource/ks2-judaism-6050799>
- <https://www.tes.com/teaching-resource/re-judaism-ks2-11078944>
- <https://www.theschoolrun.com/homework-help/judaism>
- [http://www.primaryresources.co.uk/re/re\\_Judaism.htm](http://www.primaryresources.co.uk/re/re_Judaism.htm)
- <http://www.primaryhomeworkhelp.co.uk/religion/jewish.htm>
- <https://www.bbc.com/bitesize/clips/zdb9jxs>

### Hinduism

- <https://www.twinkl.co.uk/resources/ks2-subjects/ks2-religious-education/ks2-hinduism>
- <https://www.bbc.com/bitesize/topics/zh86n39/resources/1>
- <http://www.bbc.co.uk/schools/religion/hinduism/>
- <https://www.topmarks.co.uk/Search.aspx?q=hinduism>
- <https://www.twinkl.co.uk/resources/ks2-subjects/ks2-religious-education/ks2-hinduism/2>
- <http://primaryhomeworkhelp.co.uk/religion/hinduism.htm>
- [http://www.primaryresources.co.uk/re/re\\_Hinduism.htm](http://www.primaryresources.co.uk/re/re_Hinduism.htm)
- <https://www.bbc.co.uk/religion/religions/hinduism/>

### Sikhism

- <https://www.bbc.com/bitesize/topics/zsjpyrd/resources/1>
- <https://www.twinkl.co.uk/resources/ks2-subjects/ks2-religious-education/ks2-sikhism>

- <http://www.primaryhomeworkhelp.co.uk/religion/sikhism.html>
- <https://www.theschoolrun.com/homework-help/sikhism>
- <https://www.educationquizzes.com/ks2/religious-education/sikhism/>
- <http://www.bbc.co.uk/schools/religion/sikhism/>
- <http://www.bbc.co.uk/religion/religions/sikhism/>

## Islam

- <https://www.bbc.com/bitesize/topics/zpdtbkb/resources/1>
- <https://www.tes.com/teaching-resource/islam-resources-for-ks2-6320162>
- <http://www.bbc.co.uk/schools/religion/islam/>
- <https://www.teachingideas.co.uk/subjects/islam>
- [http://www.primaryresources.co.uk/re/re\\_Islam.htm](http://www.primaryresources.co.uk/re/re_Islam.htm)

## Christianity

- <https://www.bbc.com/bitesize/topics/ztkxpv4>
- <http://www.understandingchristianity.org.uk/>
- <https://www.twinkl.co.uk/resources/ks2-subjects/ks2-religious-education/ks2-christianity>
- [http://www.primaryresources.co.uk/re/re\\_Christianity.htm](http://www.primaryresources.co.uk/re/re_Christianity.htm)
- <http://www.bbc.co.uk/religion/religions/christianity/>
- <https://www.christianity.org.uk/>
- <http://primaryhomeworkhelp.co.uk/religion/christian.htm>



## Links with All Saints' Church

All though visits have not been possible this year, the children have previously been given several opportunities to visit All Saints' Church. This link has enabled the children to have a sense of belonging to their local area and has enriched their experience. This has happened through visits to look at

symbols within the Church and through the Christmas event 'Through the Key Hole' that enabled the Year 4 classes to experience the Nativity in an experiential learning approach. The Open the Book team, who ran fortnightly visits before the pandemic, also provided the children with a range of Biblical stories.



Through Reverend Paul Walker's continued support, The Elms Primary School has improved upon Jigsaw's Discovery RE scheme in relation to the planning and resources used to teach Christianity. In December 2020, Christmas videos were prepared for the children which helped cover some of the objectives and strengthen the link between the school and the local church.

## Places of worship in Oxfordshire

Name	Address	Website
The Parish Church Of St. Martin	Church Street, Bladon OX20 1RS	
University Church Of St. Mary The Virgin	High Street, Oxford OX1 4BJ	<a href="http://university-church.ox.ac.uk">university-church.ox.ac.uk</a>
St. Barnabas	15 St. Barnabas Street, Oxford OX2 6BG	
St. Mary's Cogges	Church Lane, Witney OX28 3LA	<a href="http://coggesparish.com">coggesparish.com</a>
St. Helen's Church	St Helens Court, Abingdon OX14 5BS	<a href="http://sthelens-abingdon.org.uk">sthelens-abingdon.org.uk</a>
St. Mary Magdalen's Church Oxford	Magdalen St, Oxford OX1 3AE	<a href="http://stmarymagdalenoxford.org.uk">stmarymagdalenoxford.org.uk</a>
St. Giles Church	10 Woodstock Road, Oxford OX2 6HT	<a href="http://churchwalk.eclipse.co.uk">churchwalk.eclipse.co.uk</a>
Bladon Methodist Church	28-32 Park Street, Bladon, Oxford OX20 1RW	<a href="http://bladonchurch.homestead.com">bladonchurch.homestead.com</a>
St. Mary C Of E Church	7 Church Green, Witney OX28 4AW	<a href="http://witneyparish.org.uk">witneyparish.org.uk</a>

All Saints Church Headington	85 Old Road, Headington, Oxford OX3 7LB	<a href="http://allsaintsheadington.org.uk">allsaintsheadington.org.uk</a>
Jewish Synagogue	21 Richmond Road, Oxford OX1 2JL	<a href="http://ojc-online.org">ojc-online.org</a>
St. Aldates Church	40 Pembroke Street, Oxford OX1 1BP	<a href="http://staldates.org.uk">staldates.org.uk</a>
Our Lady & St Edmund Of Abingdon	1 Radley Road, Abingdon OX14 3PL	<a href="http://thamesisis.org.uk">thamesisis.org.uk</a>
The Oxford Oratory	25 Woodstock Road, Oxford OX2 6HA	<a href="http://oxfordoratory.org.uk">oxfordoratory.org.uk</a>
St. Ebbe's Church	2 Roger Bacon Lane, Oxford OX1 1QE	<a href="http://stebbes.org.uk">stebbes.org.uk</a>
St. James C Of E Church	Beauchamp Lane, Oxford OX4 3LF	<a href="http://cowleyteamministry.co.uk">cowleyteamministry.co.uk</a>