

COPPICE SCHOOL 2016-2017

Religious Education  
Guidelines

## **Religious Education at Coppice**

Religious Education (RE) is a statutory requirement for all pupils aged 5-16 in maintained schools. It is optional for schools to provide RE for pupils aged 16-19, but pupils will be supported whole heartedly by school if they express interests in accessing RE. Doncaster Local Authority has an agreed statutory RE local syllabus that all Local Authority schools should follow.

As Coppice is a Local Authority Special Educational Needs school, we have a statutory entitlement to learning for all pupils, and build on the principles on inclusion set out in the national curriculum (2014). Our school is entitled to provide an inclusive curriculum for all of our students by:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Including all learners by overcoming potential barriers to learning and assessment
- Provide a stimulus to revisit and revise existing schemes of work or a basis to develop new ones.

We have used guidance provided by 'Doncaster Locally Agreed Syllabus for Religious Education' (June 2013) and 'Planning, teaching and assessing the curriculum for pupils with learning difficulties - Religious education' (QCA 2009) to formulate a Religious Education framework that adheres to statutory guidelines, yet is beneficial and accessible for all of our pupils. Staff will modify the programmes of study to give all pupils relevant and appropriately challenging work at each key stage.

We have referred to and adapted these two documents, to inform the rest of our guidance for teaching RE at Coppice.

### **At Coppice, we are able to modify the RE curriculum by:**

- choosing material from earlier key stages
- maintaining, consolidating, reinforcing and generalising, as well as introducing new knowledge, skills and understanding
- using a syllabus and/or the guidelines as a resource, or to provide a context, in planning learning appropriate to the age and needs of pupils
- focusing on one aspect, or a limited number of aspects, in depth or in outline
- integrating, for pupils at the early stages of learning, RE with other subjects and as part of their everyday activities, including routines and shared events
- accessing RE through personal exploration and contact with a range of people
- providing a variety of learning environments and contexts in which content can be delivered
- providing a range of teaching approaches to meet the needs of individuals and groups.

## **Improving access to the Religious Education curriculum at Coppice School**

Throughout our whole school curriculum, we make learning more accessible by focusing on the senses. We can improve access to learning in RE by:

- using sensory materials and resources through sight, touch, sound, taste or smell, *for example, music, tactile artefacts, plants in a sensory garden*
- giving pupils first-hand experiences, *for example, visitors to school, visits to religious buildings, involvement in festivals*
- organising a range of activities to give personal experiences, *for example, dance, drama, visits to a range of environments*
- helping pupils to understand and appreciate their world and its diversity.

Staff can also improve access by:

- using a range of resources, *for example, interactive/sensory stimuli, information and communication technology (ICT)*, to increase pupils' knowledge of religions and the elements in them
- using specialist aids and equipment
- providing support from adults or other pupils when necessary, while allowing pupils the space, time and freedom to develop skills for themselves
- adapting tasks or environments and providing alternative activities where necessary, *for example, tactile story books, puppets, role play, presenting work as a painting instead of writing*
- being aware of the pace at which pupils work and of the physical and mental effort required
- balancing consistency and challenge, according to individual needs.

Broader communication and literacy skills can also be developed through the teaching of RE, through encouraging interaction with other pupils as well as staff.

### **Attainment Targets**

There are two attainment targets for RE in the national model RE syllabuses: learning about religion and learning from religion. These are given in more detail across key stages, later in this document.

Pupils will be assessed using the P-Scales if working at below National Curriculum levels.

### **The importance of religious education to pupils at Coppice**

Religion is the experience and expression of faith. Learning about religion and learning from religion are important for all pupils, as religious education (RE) helps pupils develop an understanding of themselves and others. RE promotes the spiritual, moral, social and cultural development of individuals and of groups and communities.

In particular, RE offers pupils with learning difficulties opportunities to:

- develop their self-confidence and awareness
- understand the world they live in as individuals and as members of groups
- bring their own experiences and understanding of life into the classroom
- develop positive attitudes towards others, respecting their beliefs and experience
- reflect on and consider their own values and those of others
- deal with issues that form the basis for personal choices and behaviour

In response to these opportunities, pupils can make progress in RE:

- by moving from a personal to a wider perspective
- by increasing their knowledge of religious beliefs, practices and experiences
- through developing understanding of the meaning of stories, symbols, events and pictures
- through developing and communicating their individual responses to a range of views.

### **Religious Education Curriculum Weighting**

- RE and collective worship both contribute to the spiritual, moral, social and cultural development of our pupils. It is recommended that 5% of curriculum time is dedicated to the teaching of RE (36 hours) this does not include time for collective worship.
- RE is delivered flexibly at Coppice, through discreet sessions, or in cross-curricular lessons. It may be taught in weekly sessions if it lends itself to what the pupils are learning in other areas of the curriculum. Whole School and Key Stage RE days are also provided for pupils, along with enrichment activities, such as religious storytellers and visits to places of worship.
- Christianity is always taught at Christmas and Easter throughout each Key Stage, building on the skills and knowledge that the pupils have gained from the previous year.

### Collective Worship

- Pupils access a very brief act of Collective worship together each day before they eat their lunch. Our pupils would find it difficult to access and engage with a longer period of collective worship than this each day, and the transition time this would take, wouldn't be beneficial for the majority of our pupils. The whole school comes together for around 40 minutes on a Friday afternoon for a celebration assembly, where there is an act of collective worship.

### Parental Right of Withdrawal

By law, parents have the right to withdraw their child from all or part of religious education. If you have any concerns about the teaching of RE to your child, please contact the school, where we can discuss the educational objectives and content of the RE syllabus.

### Coverage of Religious Education – Whole School

Key Stage	Religions Covered
Key Stage 1	Christianity (60% minimum coverage), Judaism
Key Stage 2	Christianity (50% minimum coverage), Sikhism, Islam
Key Stage 3	Christianity (50% minimum coverage), Buddhism, Hinduism, Islam
Key Stage 4	Christianity and other world religions, accredited qualifications where possible.
Key Stage 5	Pupils are entitled to access RE if they choose to do so/ is pertinent to their learning needs.
Teachers must teach Christianity at each key stage, plus the other world religions outlined above for their key stage. However, they can choose to teach other religions alongside the religions allocated to each key stage if it is beneficial to the pupils. Studies of a local religious community and a secular world view, can also be taught where appropriate. The guidance needed for teaching all religions at each key stage is in the 'Doncaster Locally Agreed Syllabus for Religious Education' (June 2013).	

## Key Stage 1 syllabus of work – Coppice School

<b>Key Stage 1 Opportunities and Outcomes</b>	
<b>Christianity (at least 60% of the allocated RE time )</b>	
<b>Judaism</b>	
Opportunities and activities at key stage 1 (QCA Guidance)	
<p style="text-align: center;">Learn about religions through:</p> <ul style="list-style-type: none"> <li>• Special places, objects, symbols, sounds, events, times, music and stories in the religions represented in the UK</li> <li>• Stories about the lives and activities of those actively practising the religions represented in the UK</li> <li>• Meeting people from a variety of religions</li> </ul>	<p style="text-align: center;">Learn from religion by:</p> <ul style="list-style-type: none"> <li>• Being aware of things which are special and important in their lives</li> <li>• Appreciating the wonder and beauty of the world</li> <li>• Learning the importance of quietness and reflection</li> <li>• Expressing personal thoughts about stories, pictures, music and life experiences</li> <li>• Expressing feelings, for example, through the creative arts</li> <li>• Showing it is valuable to share feelings and experiences with others</li> <li>• Learning the importance of belonging to groups and communities</li> <li>• Learning the difference between right and wrong in situations</li> <li>• Asking questions about what others think or experience</li> <li>• Appreciating that they are personally valued and that others deserve respect.</li> </ul>
Given these opportunities in RE at key stage 1:	
<b>All</b> pupils with learning difficulties ... (including those with the most profound disabilities)	have opportunities to build on their own experiences and knowledge of activities from the early years foundation stage. They experience some of the characteristics and people associated with a variety of religions and begin to appreciate the world and the diversity of the people in it. They are enabled to express their feelings.
<b>Most</b> pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject...	begin to explore what it means to belong to a variety of groups and communities.
<b>A few</b> pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject...	begin to identify similarities and differences in others, for example, what they believe and what they do, and answer questions about such differences.

**Christianity Key Stage 1 Content – Locally agreed syllabus**

Beliefs about God	Key People: Jesus	The Bible	The Church and Worship	Living the Christian Life
<p>God is described as:</p> <ul style="list-style-type: none"> <li>• Creator of the world – who expects people to look after it</li> <li>• A loving Father – who cares for everyone</li> <li>• Son – Jesus, who came to earth to be with us</li> <li>• Holy Spirit – who is with us in the world today to guide us, as shown through the celebration of Pentecost</li> </ul> <p>Evidence of God, is revealed in, the natural world, through the birth of Jesus, and through bible stories and is celebrated by Christians.</p>	<p>The special nature of Jesus as shown through celebrations of his birth (Christmas) and of his death and resurrection (Good Friday and Easter Sunday). His life – his birth, his disciples and friends, teachings, healings, death and resurrection. Jesus as a special person for Christians who has the power to change people’s lives, as seen in stories from the bible.</p>	<p>The holy book for Christians Contains different types of writings e.g., stories, poems, rules Stories from the Old and New Testaments How the bible is used by Christians: for preaching and teaching, and to help Christians learn more about their faith.</p>	<p>The church as a special building for Christians The church as a community of people who take Jesus as their example Symbols found in churches e.g. water, font, candles, bread and wine, stained glass, cross, crucifix, chalice and paten, icons Objects found in churches e.g. Bible, lectern, font, altar, musical instruments, vestments Sunday worship in a church Ceremonies in a church e.g. baptisms, weddings Special people in the church e.g. priests, ministers Special times in the church year e.g. harvest festival, Christmas, Easter</p>	<p>Christians believe that everyone is important and of equal value Putting into practice Jesus’ teaching about the need for forgiveness and love Putting into practice the two Great commandments: to love God and to love one’s neighbour Christian care in the community and world-wide: giving and helping those in need.</p>

**Judaism Key Stage 1 Content – Locally agreed syllabus**

Beliefs about God	People/ Key Figures	Writings/ stories	Symbols/ Language	Special Times	Communities/ Places	Beliefs in Practice
<p>Jewish belief in one God That God is the creator That God cares for all people</p>	<p>Abraham Jacob Moses</p>	<p>The importance of the Torah, as a Holy book for Jews, written in Hebrew The Ten Commandments Sayings which express values, such as “love</p>	<p>The Mezuzah Tallit Symbols associated with food</p>	<p>Shabbat and its importance for a Jewish family Pesach Sukkot Hanukkah Rosh Hashanah and Yom Kippur</p>	<p>The home and its importance for Jews The Synagogue Israel as a special place for Jews</p>	<p>The Ten Commandments as part of the Mitzvot (rules and guidance for Jews as to how they should live)</p>

		your neighbour” Stories from the Torah				
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## Key Stage 2 syllabus of work – Coppice School

<b>Key Stage 2 Opportunities and Outcomes</b>	
<b>Christianity (at least 50% of the allocated RE time )</b> <b>Sikhism</b> <b>Islam</b>	
Opportunities and activities at key stage 2 (QCA Guidance)	
<p style="text-align: center;">Learn about religions through:</p> <ul style="list-style-type: none"> <li>• Exploring and finding out about important features of religions, for example, beliefs, ideas, sound, music, symbols, people, events, times, objects, books, places, activities and stories.</li> <li>• Collecting examples and evidence of religion in their surrounding area and the wider world, for example, visiting places of worship in the local community and meeting the people involved.</li> <li>• Recognising similar features in different religions.</li> </ul>	<p style="text-align: center;">Learn from religion by:</p> <ul style="list-style-type: none"> <li>• That taking part in religious and spiritual activities is important to many people.</li> <li>• To use periods of silence and stillness as times of reflection.</li> <li>• To consider their personal thoughts about stories, pictures and music, ideas, life experiences and the natural world.</li> <li>• To express views, beliefs and feelings, for example, through the creative and expressive arts.</li> <li>• To share the feelings, experiences and views of others.</li> <li>• About significant events or times in life and how we mark them, for example, birth, adulthood, marriage and death</li> <li>• That we all belong to groups or communities, including some that may be of a religious nature</li> <li>• About right and wrong and fair and unfair in appropriate situations</li> <li>• Stories about values and relationships, for example, trust</li> <li>• That others many have different views, beliefs and practices</li> <li>• That it is important to ask questions</li> <li>• Stories from different religions and cultures.</li> </ul>
Given these opportunities in RE at key stage 2:	
<b>All</b> pupils with learning difficulties ... (including those with the most profound disabilities)	are encouraged to learn more about some of the characteristics of, and people associated with, religions. They have opportunities to develop further ways of expressing themselves.
<b>Most</b> pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject...	realise that they are not the same as others; they do not always think, experience or believe the same things as others. They develop a fundamental sense of right and wrong.
<b>A few</b> pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in	ask questions about, compare and contrast aspects of religion and are able to personally reflect during times of stillness and quietness.

the subject...		<b>Christianity Key Stage 2 Content – Locally agreed syllabus</b>		
Beliefs about God	Key People: Jesus	The Bible	The Church and Worship	Living the Christian Life
<p>The Trinity: God the Father, Son and Holy Spirit</p> <p>Language and symbols to show different images of God e.g. Creator, Ruler, Saviour, Judge</p> <p>Belief that humans are made in the likeness of God</p>	<p>His life at the time of the Roman empire, as told in the Gospels</p> <p>Exploring the meaning of his birth – Son of God, Saviour</p> <p>Mary, the mother of Jesus</p> <p>His baptism, the temptations, the miracles</p> <p>Teachings through parables, the Sermon on the Mount, the Beatitudes, and the two Great Commandments</p> <p>His disciples and followers</p> <p>The Resurrection</p> <p>Jesus as portrayed in artistic forms such as paintings, sculpture, music</p>	<p>The Old and New Testaments, as sources of belief, authority, teaching and guidance</p> <p>Different types of writing to be found in the bible e.g. history, law, psalms, prophecy, letters, gospels</p> <p>Uses of the Bible in worship e.g. readings, preaching, teaching, and as the basis of songs and art forms.</p> <p>Uses of the Bible by individual Christians for guidance, meditation and prayer</p>	<p>Patterns of worship through the church’s year around key events in the life of Jesus and church history e.g. Christmas, Lent, Easter, Pentecost</p> <p>The Eucharist, Holy Communion, Mass, the Lord’s Supper</p> <p>Prayers said in church – including the Lords’ Prayer and its meaning</p> <p>Rites of Passage in a church e.g. baptism, first Holy Communion, confirmation</p> <p>Church buildings, artefacts, objects and symbols that are significant in worship within the Christian community</p> <p>Similarities and differences in belief as expressed in various Christian traditions</p> <p>Places associated with pilgrimage e.g. Canterbury, Rome, Lourdes, Walsingham.</p> <p>Church leaders – local, national and international e.g. the Pope, Archbishop of Canterbury</p>	<p>Living by key Christian values e.g. forgiveness, peace, service to others, as illustrated in the New Testament</p> <p>Examples through history and the modern world of how Christians have expressed their beliefs and values, including the work of Christian organisations</p> <p>Christian denominations and communities locally</p>

**Sikhism Key Stage 2 Content – Locally agreed syllabus**

Beliefs	People/ Key Figures	Writings/ stories	Symbols/ Language	Special Times	Communities/ Places	Beliefs in Practice
Sikh belief in God as the Supreme Being God is One, the Creator, the Sustainer God has no image All human beings are equal in the eyes of God	The lives of the ten Gurus with special reference to: Guru Nanak, Guru Arjan, Guru Hargobind, Guru Tegh Bahadur, Guru Gobind Singh	The Guru Granth Sahib which contains the teachings of Guru Nanak and other Gurus, and which outlines principles and practices for Sikhs How at time of festivals and on special occasions there is a complete reading from the Guru Granth Singh. Stories about the Gurus	The symbolism of the five Ks (Kesh, Kangha, Kara, Kachera, Kirpan) which is an obligation of the Khalsa Ik Onkar (there is only one God) and the Khanda (the Sikh symbol)	Naming ceremony: tying the turban, the Amrit ceremony Marriage and funeral ceremonies Holy Days: the birthdays of Guru Nanak and Guru Gobind Singh; also the martyrdoms of Guru Arjan, Guru Tegh Bahandur and the four sons of Guru Gobind Singh The festivals of Diwali and Baisaki	The Gurdwara: its importance for worship and as a community with the welcome which Sikhs extend to all people Worship which is led by the Granthi and consists of hymns (kirtan), prayers (ardas), readings and teachings from the Guru Granth Sahib and a common meal (langar) How respect is shown to the Guru Granth Sahib in the gurdwara and its guidance is treated as that of a living Guru Sikhs living in Great Britain The origins of Sikhism in India Amritsar and the Golden Temple	The Sikh belief that all human beings are equal in the eyes of God with the implication that all people should be treated equally: this means equality of gender, race and creed How equality is reflected in the gurdwara, in sharing (Vand Chhakna), in service to all (Sewa), and in respect for creation The value of earning by honest means (Kirat Karna) Meditation based on the scriptures The acceptance of God's will (Hukam).

**Islam Key Stage 2 Content – Locally agreed syllabus**

Beliefs about Allah	People/ Key Figures	Writings/ stories	Symbols/ Language	Special Times	Communities/ Places	Beliefs in Practice
<p>The Shahadah – there is only God</p> <p>The nature of Allah as revealed in the Qur’an</p> <p>Evidence of Allah’s creation through nature and humanity</p>	<p>The Prophet Muhammed (pbuh) and origins of Islam</p> <p>Other prophets e.g. Ibrahim (pbuh), Musa (pbuh), Dawud (pbuh) and Isa (pbuh)</p>	<p>The Qur’an as the revealed book for Muslims</p> <p>The Sunnah: the customs and practices of the Prophet Muhammed (pbuh)</p> <p>Other books of Guidance given by Allah e.g. the Scrolls of Ibrahim, Tawrah (Torah), Zabur (book of Psalms) and Injil (Gospel)</p> <p>Stories about the life of the Prophet Muhammed (pbuh) and other Prophets</p> <p>The 5 Pillars (duties) of Islam: Shahadah, Salah, Zakat, Sawm, Hajj</p>	<p>Symbolic actions – wudu (cleanliness) before daily prayer (salah)</p> <p>Calligraphy and pattern</p>	<p>Family life: customs and rituals associated with birth, marriage and death</p> <p>Salah: prayer five times daily, the different prayer positions and their meaning</p> <p>The importance of Friday as the holy day of the week for Muslims</p> <p>Festivals: e.g. how Id-ul-Fitr and Id-ul-Adha are celebrated</p>	<p>The mosque</p> <p>Muslims in Great Britain</p> <p>The Hajj at Makkah</p>	<p>The importance of Muslim home and family life, the roles and responsibilities of parents, and the need for children to have respect for elders, the learned and the wise</p> <p>Features of life in a Muslim home e.g. facilities for wudu, salah and dietary needs</p> <p>The role of the mosque as an educational and social centre in addition to its role as a place of worship</p> <p>Every Muslim has a duty to practise the 5 pillars of Islam as they make a difference to everyday life and to everything a person does.</p> <p>The importance of charitable giving (Zakat)</p> <p>The meaning of Ummah for Muslims.</p>

## Key Stage 3 syllabus of work – Coppice School

<b>Key Stage 3 Opportunities and Outcomes</b>	
<b>Pupils in Key Stage 3 will access the Locally agreed syllabus for Key Stage 2, as it is more pertinent and meaningful for our pupils.</b>	
<p><b>Christianity (at least 50% of the allocated RE time )</b>  <b>Buddhism</b>  <b>Hinduism</b>  <b>Islam</b></p>	
<b>Opportunities and activities at key stage 3 (QCA Guidance)</b>	
<p style="text-align: center;">Learn about religions through:</p> <ul style="list-style-type: none"> <li>• Exploring and asking about their beliefs and key features, for example, ideas, sounds, music, symbols, people, events, times, objects, books, places, activities and stories of Christianity and other religions represented in the UK</li> <li>• Knowing how people express their religious beliefs, for example, praying, singing</li> <li>• Collecting examples and evidence of religion in their surroundings and the wider world, for example, visiting a religious group and finding out how its members work in the community</li> <li>• Understanding the importance of religion in their local community, for example, meeting those involved</li> <li>• Recognising similarities and differences between different religions, for example, the story of the Garden of Eden, as known in Islam, Judaism and Christianity</li> <li>• Being aware of how a religion began, who started it and what it was like</li> </ul>	<p style="text-align: center;">Learn from religion by:</p> <ul style="list-style-type: none"> <li>• That spiritual practices, for example, prayer and meditation, silence and reflection, are important</li> <li>• To use periods of silence and stillness in times of reflection</li> <li>• To consider the place of stories, pictures and music, thoughts, life experiences and the natural world</li> <li>• That people can communicate and express their views, ideas, feelings and beliefs in many different ways</li> <li>• That it is valuable to find out about how people share feelings and experiences</li> <li>• Stories about values and relationships</li> <li>• To develop a sense of responsibility to others, for example, in groups and communities</li> <li>• About right and wrong, fair and unfair in appropriate situations, including some understanding of moral and social issues</li> <li>• The value of asking questions (even questions that are very difficult to answer) and listening to the views of others</li> <li>• stories from different religions and cultures</li> <li>• That people are different and that what they believe in is part of them</li> <li>• That others have the right to hold and practise different beliefs</li> <li>• To relate their knowledge to their own lives and to develop a sense of identity.</li> </ul>
<b>Given these opportunities in RE at key stage 3:</b>	
<b>All pupils with learning difficulties ... (including those with the most profound disabilities)</b>	have opportunities to learn more about the main characteristics of religions, particularly those practised in their own communities. They may explore similar areas and themes from different religions and may become

	more aware of what people from religious groups think, say and do. With help they may develop their skills of reflection and consideration.
<b>Most</b> pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject...	relate their growing knowledge and understanding to their own experiences and to those of others. They become more aware of people who are part of a religious group, and can understand what they think, say and do.
<b>A few</b> pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject...	start to form their own views, ideas and beliefs, based on their knowledge and experiences.

### Buddhism Key Stage 2 Content – Locally agreed syllabus (Key stage 3 to use)

Teachings	People/ Key Figures	Writings/ stories	Symbols/ Language	Special Times	Communities/ Places	Teachings in Practice
The Three Jewels or Treasures The Four Noble Truths The Five Moral Precepts	The Buddha: his birth, life, enlightenment, teaching and death	Stories about the Buddha, showing his concern to find answers to the problems of suffering and dissatisfaction Stories of his renunciation and enlightenment Stories of his teachings e.g. that all things have the potential for enlightenment	Symbols of Buddhism e.g. the robe, shaven head, the Wheel of Life, the Bodhi tree The values communicated by the image of the Buddha, e.g. compassion and tranquillity. It is a symbol of wisdom Awareness that the Buddha image is not worshipped as an idol, but as a focus for meditation and a reminder of the Dhamma	The festival of Wesak celebrating the birth of the Buddha (and for some Buddhists his enlightenment and death as well) Time of meditation and daily ceremonies	The Buddhist community of ordained and lay people The life and work of ordained Buddhists Different Buddhist traditions have different communities	By refraining from harming or killing any living things No sexual misconduct No misuse of the senses, through drugs, drink, or indulgence No wrong speech, e.g. lying or gossip By being positive in matters such as thought, action, living, effort, concentration, compassion, generosity, kindness All Buddhists try to live by the Buddha's example and teachings.

**Hinduism Key Stage 2 Content – Locally agreed syllabus (Key stage 3 to use)**

Beliefs about God	Writings/ stories	Symbols/ Language	Special Times	Communities/ Places	Beliefs in Practice
The Hindu belief that God is in all forms of life and nature God can be worshipped in diverse forms That some forms include, for example, Vishnu, Krishna, Rama, Hanuman, Lakshmi, Ganesha, Kali and Durga	The Ramayana Stories about the exile and return of Rama Stories about the childhood of Krishna Consideration as to how the sacred texts are used by Hindus	The Aum sign The Swastika symbol The symbolism of objects used for Puja and Arti	Worship at home and in the temple: Puja and Arti Festivals e.g. Divali, Navaratri, Holi Samskars: those associated with birth, initiation, marriage and death	The importance of the home and family The importance of the Mandir The importance of the river Ganges to Hindus and pilgrimage to Varanasi What it is like being a Hindu in Great Britain	The importance of the extended family The importance of upholding religious values and rituals in the home The duties associated with the four different stages of life (ashramas) Respect for the cow and all forms of life.

## Key Stage 4 syllabus of work – Coppice School

<b>Key Stage 4 Opportunities and Outcomes</b>	
<p><b>It is a legal requirement to provide RE to pupils aged 14-16. All pupils should have the opportunity to have their work in RE accredited. This can be made possible by providing discrete courses that lead to qualifications regarding the teaching of Christianity or other world religions. Accredited work will be suited to individuals needs and will be delivered using OCR and other accredited exam boards.</b></p>	
Opportunities and activities at key stage 4 (QCA Guidance)	
<p style="text-align: center;">Learn about religions through:</p> <ul style="list-style-type: none"> <li>• the key beliefs and features of the religions represented in the UK, for example, how a religion began, who started it, how long ago</li> <li>• the lives of important religious people</li> <li>• religion in their community and the wider world</li> <li>• knowing that people have different beliefs and different views on religious issues</li> <li>• the similarities and differences between religions</li> <li>• groups within religions</li> <li>• how religious beliefs are expressed through a variety of media, for example, sculpture and poetry</li> <li>• ways in which religious beliefs influence attitudes to important issues</li> </ul>	<p style="text-align: center;">Learn from religion by:</p> <ul style="list-style-type: none"> <li>• that some experiences and events cannot always be easily explained</li> <li>• that silence, reflection, prayer and religious action are important to many people</li> <li>• to consider personal thoughts about stories, pictures and music, ideas, life experiences and the natural world</li> <li>• to express and communicate their own views, ideas and beliefs with developing confidence</li> <li>• responsibility to themselves and others, for example, groups and communities</li> <li>• to share and discuss moral and religious issues and experiences</li> <li>• to explore and question religious ideas, showing sensitivity to the beliefs of others and valuing their contributions</li> <li>• stories from different religions and cultures</li> <li>• that individuals and groups have a right to hold and practise their beliefs</li> <li>• the importance of remaining open to the challenge and richness of diversity</li> <li>• ways of beginning the personal quest for meaning in their lives.</li> </ul>
Given these opportunities in RE at key stage 4:	
<p><b>All</b> pupils with learning difficulties ... (including those with the most profound disabilities)</p>	<p>consolidate their experience and knowledge of the special features of religions and experience religious ideas expressed in a variety of ways.</p>
<p><b>Most</b> pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject...</p>	<p>extend their knowledge of the lives and religious beliefs of people and appreciate the diversity of views and experiences.</p>
<p><b>A few</b> pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in</p>	<p>offer their own responses to questions and recognise that some questions cannot be answered or may take time to answer. They understand that people's religious beliefs can sometimes affect their views on</p>

the subject...

nonreligious issues.

<b>Important Religious days and Celebrations 2016 -2017 (Whole key stage theme days)</b>	
<b>Christianity (Whole school)</b>	
Festival/ Special Time	Date
Feast of St Francis of Assisi	October 4 <sup>th</sup> 2016
All Saints day	November 1 <sup>st</sup> 2016
All Souls day	November 2 <sup>nd</sup> 2016
Christmas	December 2016
Epiphany	January 6 <sup>th</sup> 2017
Carnival/ Shrove Tuesday	February 28 <sup>th</sup> 2017
Carnival/ Ash Wednesday	March 1 <sup>st</sup> 2017
Palm Sunday	April 9 <sup>th</sup> 2017
Maundy Thursday	April 13 <sup>th</sup> 2017
Easter Sunday	April 16 <sup>th</sup> 2017
Easter Monday	April 18 <sup>th</sup> 2017
Ascension day	May 25 <sup>th</sup> 2017
Pentecost	June 4 <sup>th</sup> 2017
<b>Judaism (KS1)</b>	
Festival/ Special Time	Date
Rosh Hashana	October 3 <sup>rd</sup> 2016
Yom Kippur	October 12 <sup>th</sup> 2016
First day of Sukkot	October 17 <sup>th</sup> 2016
Last day of Sukkot	October 23 <sup>rd</sup> 2016
The first day of Hanukkah	December 25 <sup>th</sup> 2016
Tu B'Shevat (Arbor Day)	February 11 <sup>th</sup> 2017
Purim	March 12 <sup>th</sup> 2017
First day of Passover	April 11 <sup>th</sup> 2017
Last day of Passover	April 18 <sup>th</sup> 2017
Yom HaShoah	April 24 <sup>th</sup> 2017
Lag B'Omer0	May 14 <sup>th</sup> 2017
Shavuot	May 31 <sup>st</sup> 2017

<b>Sikhism (KS2)</b>	
Birth of the Guru Granth	October 20 <sup>th</sup> 2016
Diwali	October 30 <sup>th</sup> 2016
Guru Nanak Birthday	November 14 <sup>th</sup> 2016
Guru Tegh Bahadur Martyrdom	November 24 <sup>th</sup> 2016
Hola Mohalla (Holi)	March 13 <sup>th</sup> 2017
<b>Islam (KS2/3)</b>	
Eid-al-Adha	September 13 <sup>th</sup> 2016
Islamic New Year	October 3 <sup>rd</sup> 2016
Prophets Birthday	December 12 <sup>th</sup> 2016
Isra and Mi'raj	April 24 <sup>th</sup> 2017
Ramadan Begins	May 27 <sup>th</sup> 2017
Laylat al-Qadr	June 21 <sup>st</sup> 2017
Eid-al-fitr	June 26 <sup>th</sup> 2017
<b>Buddhism (KS3)</b>	
Bodhi Day	December 8 <sup>th</sup> 2016
Bodhi Day	January 5 <sup>th</sup> 2017
Tibetan new year 15 wonders of the Buddha	January 28 <sup>th</sup> 2018
<b>Hinduism (KS3)</b>	
Diwali	October 30 <sup>th</sup> 2016
Holi	March 15 <sup>th</sup> 2017

Dear Parents/ Carers,

As a statutory part of our school curriculum, we will teach Religious Education (RE) to all of our pupils ranging from Key Stages 1-4.

Christianity will be the main focus of Religious Education, but other world religions will also be taught such as 'Judaism', 'Sikhism', 'Islam', 'Buddhism' and 'Hinduism'. The content of what is taught will depend much on each individual pupils needs.

The methods in which we teach Religious Education will be diverse. Some pupils may access a whole lesson of Religious Education, whereas other pupils may learn parts of RE through other subjects, such as English.

Pupils will be taught using a multi-sensory interactive approach, and much of the content will be taught through stories, music, dance, baking etc. We will also have whole school or key stage days that focus on an particular religion. For example, to celebrate Diwali, pupils may cook and eat Indian food together, they may then have an Indian story, or be taught an Indian Dance from a visitor.

The teaching of RE isn't just about religion, it promotes pupils Socially, Morally, Spiritually and Culturally. It helps them to understand themselves and others, and begins to help them accept that individuals, groups and communities are all diverse. It helps to develop each child's Personal, Social, Health and economic education, as well as promoting key skills that can be applied across all curriculum areas, such as communication skills and working with others.

Legally, as a parent/ carer, you have the right to withdraw your child from all RE lessons, or some RE lessons. Please complete the reply slip if you feel you may want to withdraw your child from RE lessons, and I will be contact as soon as possible to discuss any concerns or worries that you may have.

Yours Sincerely