

RE Vision and Design

Vision	<p style="text-align: center;">Responsible</p>	<p style="text-align: center;">Confident</p>	<p style="text-align: center;">Successful</p>
	<p>We want our children to be responsible citizens by:</p> <ul style="list-style-type: none"> - Having the life skills needed to access the next stage of their education - Contributing to society by being caring and accepting of all worldviews, especially where these are different to their own. - Challenging injustices or different opinions respectfully for their own and other people's beliefs and cultures. Allowing them to understand and value the country they live in. - Being able to work individually and as a team. - Learning about how to become a helpful citizen and the importance of being considerate of everyone around us. 	<p>We want our children to be confident individuals by:</p> <ul style="list-style-type: none"> - Expressing their own opinions to others through healthy debate, stating factual viewpoints, exploring religious music/artefacts and creating artwork. - Seeing themselves as 'theologians' with an understanding of RE and a sense of purpose. - Having the vocabulary, sense of belonging and range of experiences needed to access the same opportunities as their peers. - Embracing and exploring multiple faiths to ensure they feel empowered and confident in speaking openly and freely in a respectful manner. 	<p>We want our children to experience success at Bowling Park and beyond by:</p> <ul style="list-style-type: none"> - Being able to appreciate and talk respectfully about worldviews different to their own. - Being able to confidently express their own worldviews with their peers and others. - Being ready to take on the world in 21st century Britain, being accepting and understanding of worldviews different to their own.
Design	<p style="text-align: center;">Igniting our Curiosity</p>	<p style="text-align: center;">Connecting Worldviews</p>	<p style="text-align: center;">Experience driven</p>
	<p>Nurtures a curiosity and interest in differing worldviews to our own and helps us to express our worldviews in a positive way. Gives us the freedom to explore and investigate other cultures.</p>	<p>Connects worldviews through their similarities rather than their differences. We learn about these through religious art, artefacts, music, trips, etc.</p>	<p>Experiences are provided throughout each year group to visit places of worship connected to the 6 major religions. This gives children a real-life glimpse into different worldviews, puts their learning into context and enables them to experience similarities and differences that we can appreciate.</p>

Our journey could lead your child to...

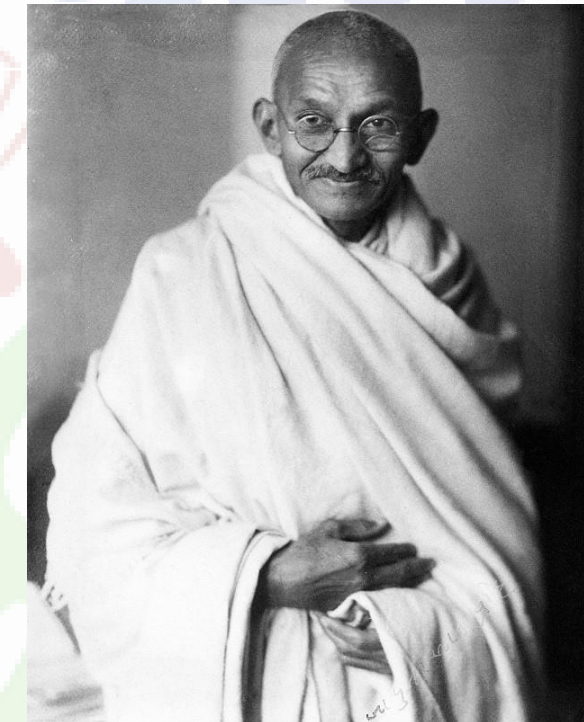
What jobs could we do as theologians?

Jobs as a theologian could include; religious leader, charity fundraiser, Member of Parliament, youth worker, RE teacher or lecturer, aid worker, missionary or community worker.

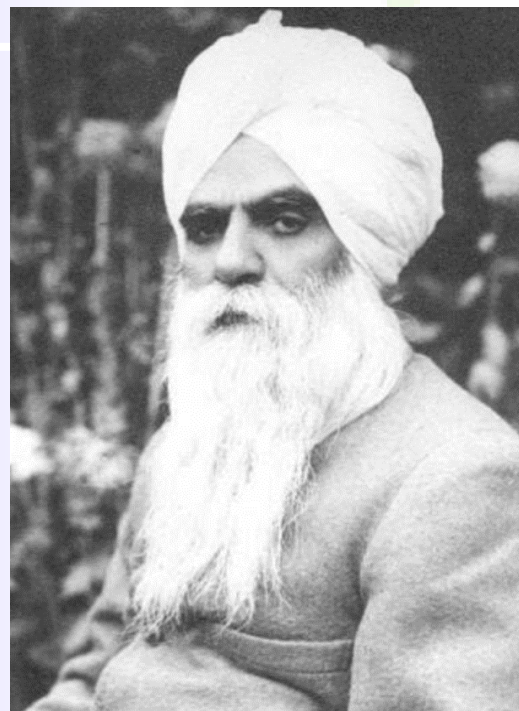
Famous Theologians include:
Pope Francis



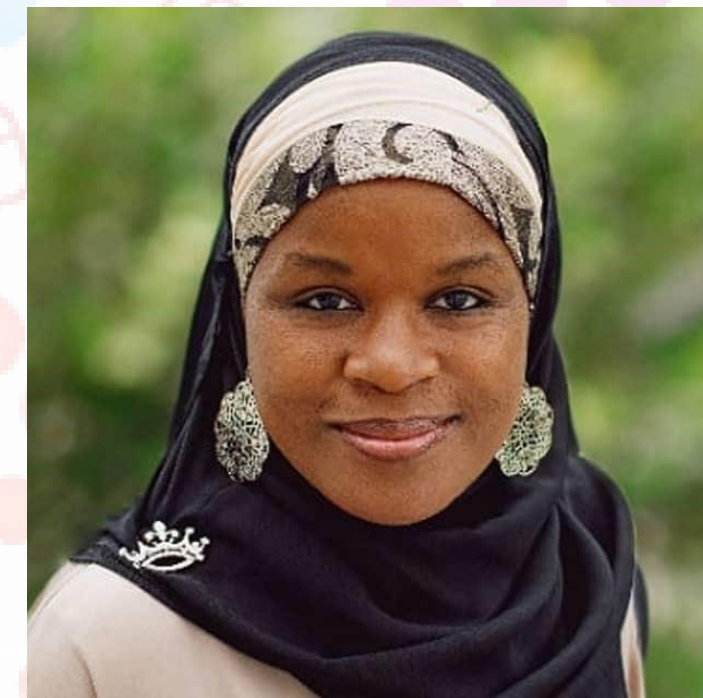
Muhatma Gandhi



Bhai Vir Singh



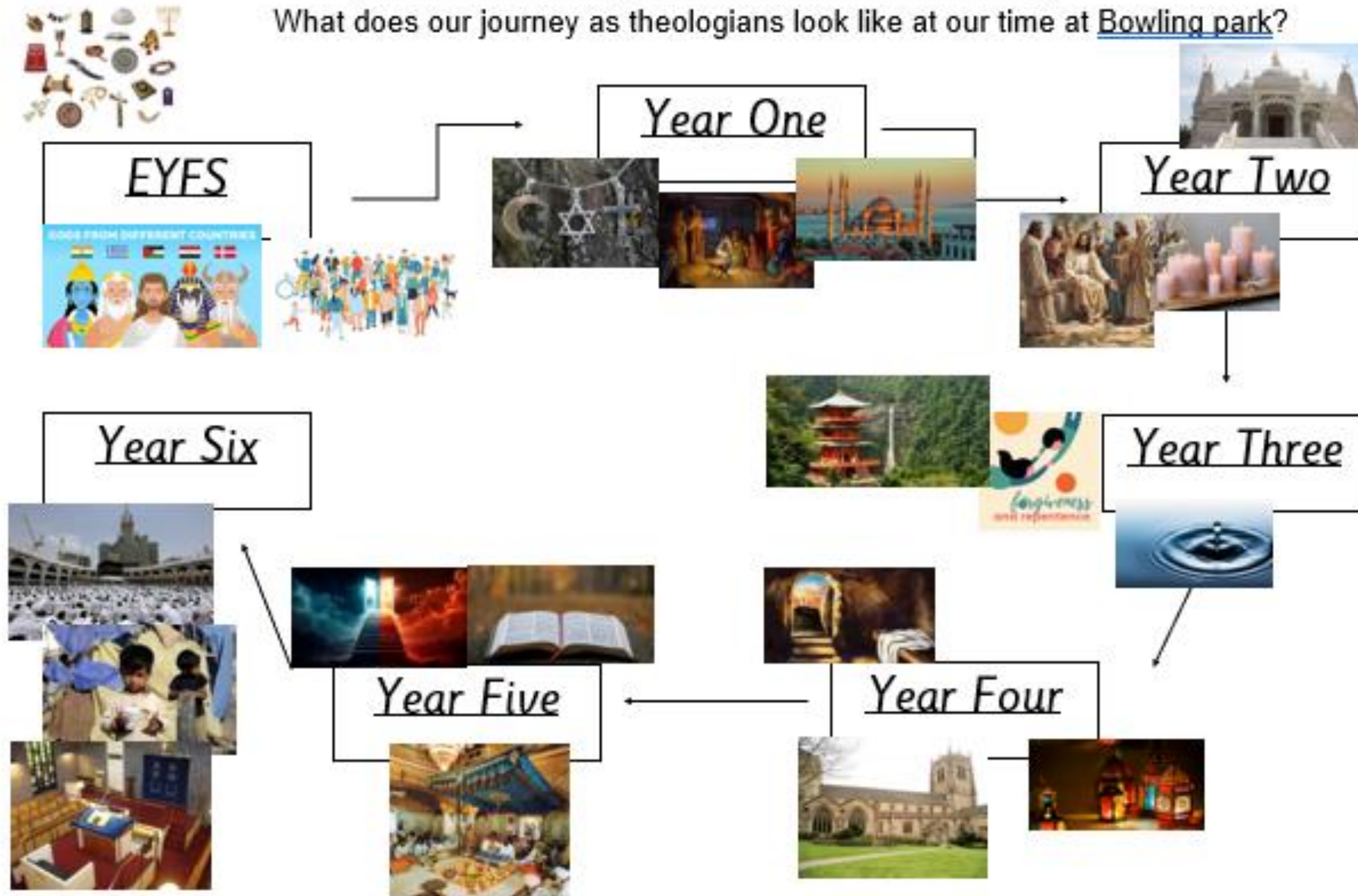
Iesha Prima



RE Curriculum Coverage

Our Bowling Park RE Road map

What does our journey as theologians look like at Bowling park?













RE: Curriculum Delivery

Knowledge Organisers are used and referred to throughout, to support our children with their learning.

R&W - How did the world begin?



				
believe	The Big Bang theory	Christian	creation	
	god			
creator		Hindu	Humanist	Jewish
	Some people believe the world was created by a god.		Creation stories help people to understand how the world began and what their god is like.	
	Some people use science to understand how the world began.		There are many different creation stories.	
	No one knows how the world began.		We can find out about people's beliefs from stories that are special to them.	

RE: Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Brahma create Christian Christian Bible creation creator Genesis God Hindu Jewish organised worldview religion scripture Shiva Torah Vishnu Allah avatar Brahman Christmas deity incarnation Jesus calligraphy Muslim mosque murti symbol Abraham destroyer life cycle <u>incarnari</u> incarnation miracle Old Testament Promise renew shepherd <u>Tenak</u> Trimurti ahimsa 	<ul style="list-style-type: none"> Brahman Christian deity disciple diva grateful gratitude harvest Harvest festival Hindu hymn incense Jesus Krishna lyrics mandir miracle praise pray puja shrine thankful thankfulness worship Advent candle Christmas culture Diwali festival fire <u>hanukiah</u> Hanukkah <u>hanukiyot</u> light Maccabees Rama Ramayana sacred Sita Sunday 	<ul style="list-style-type: none"> belief Buddhist connection consciousness exist inner self meditation mindfulness responsible soul spiritual unique worldview adultery Christian Bible commandment covenant envious forbidden Golden Rule good deed Hajj Humanist mitzvot moral Moses prayer shawl restrictive sabbath Salat Shahadah Sawm tallis tassel Torah tzitzit Zakat authority baptism Brahman Catholic 	<ul style="list-style-type: none"> Abrahamic Christian Bible faith Gideon Bible gurdwara Hadith holy Jibril lectern mandir Muhammad New Testament Old Testament prophet Psalms Qur'an revelation scroll sermon sacred synagogue Sefer <u>scroll</u> <u>Tenak</u> Torah <u>scroll</u> Amritsar Amrit Sanchar baptism blessing commitment Ganges ghusl holy water offering purity renewal ritual sacred shrine symbolise symbolism Wudu 	<ul style="list-style-type: none"> commentary culture diaspora holy written scripture agnostic atheist theist Catholic denomination disciple divine authority Diwali guru Guru Hargobind martyr ordained oppression persecution prejudice protected characteristics Protestant religious freedom religious group stereotype Anglican baptism Catholic Catholicism church Church of England confession confessional congregation Emperor Constantine Eucharist fasting ichthus Latin 	<ul style="list-style-type: none"> cleansing covenant diaspora exile Goddess Ganga holy Israelites pilgrimage Promised Land relic sacred Shrine Genesis hijab kippah mitzvah mitzvot monotheism omnibenevolent omnipotent omnipresent omniscient Orthodox Reform Shabbat tabernacle <u>Tenak</u> Torah avatar Buddhist Canon celestial commemorate culture deities devotee Dharma Dharmic religion diversity Diwali Eightfold Path incarnation

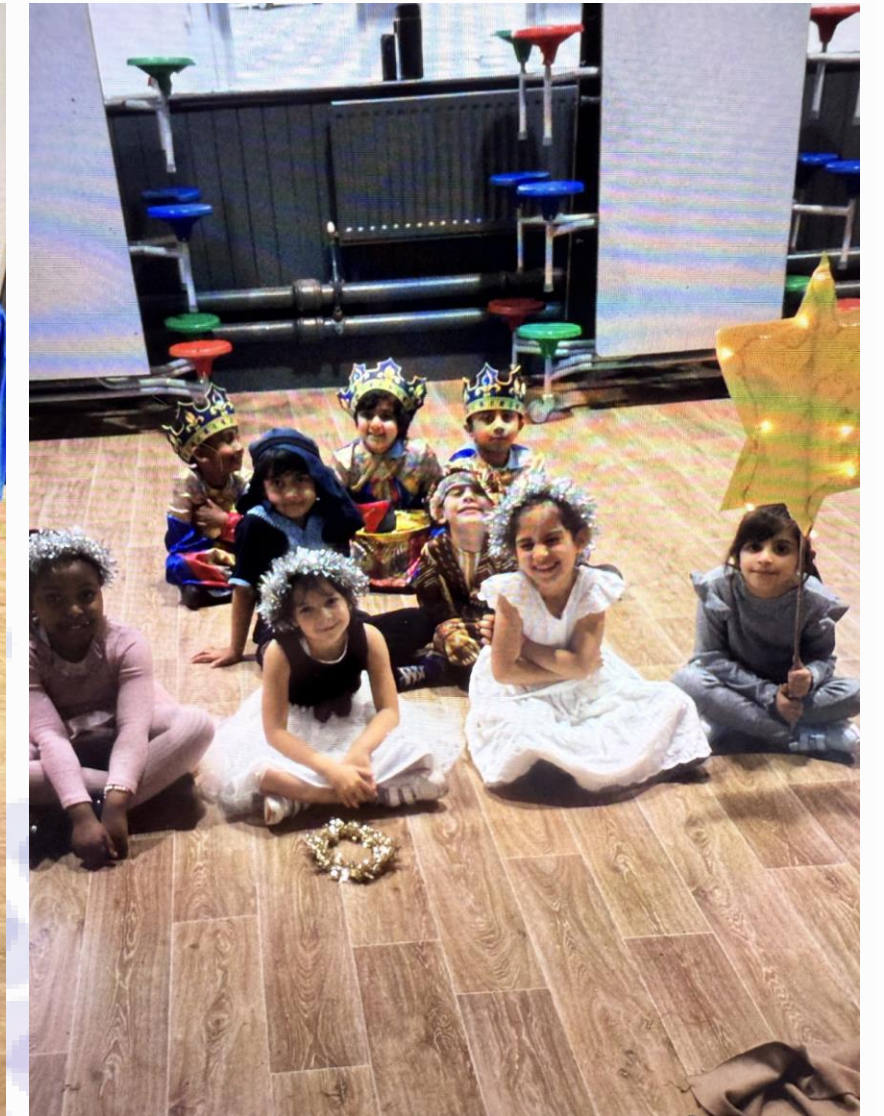
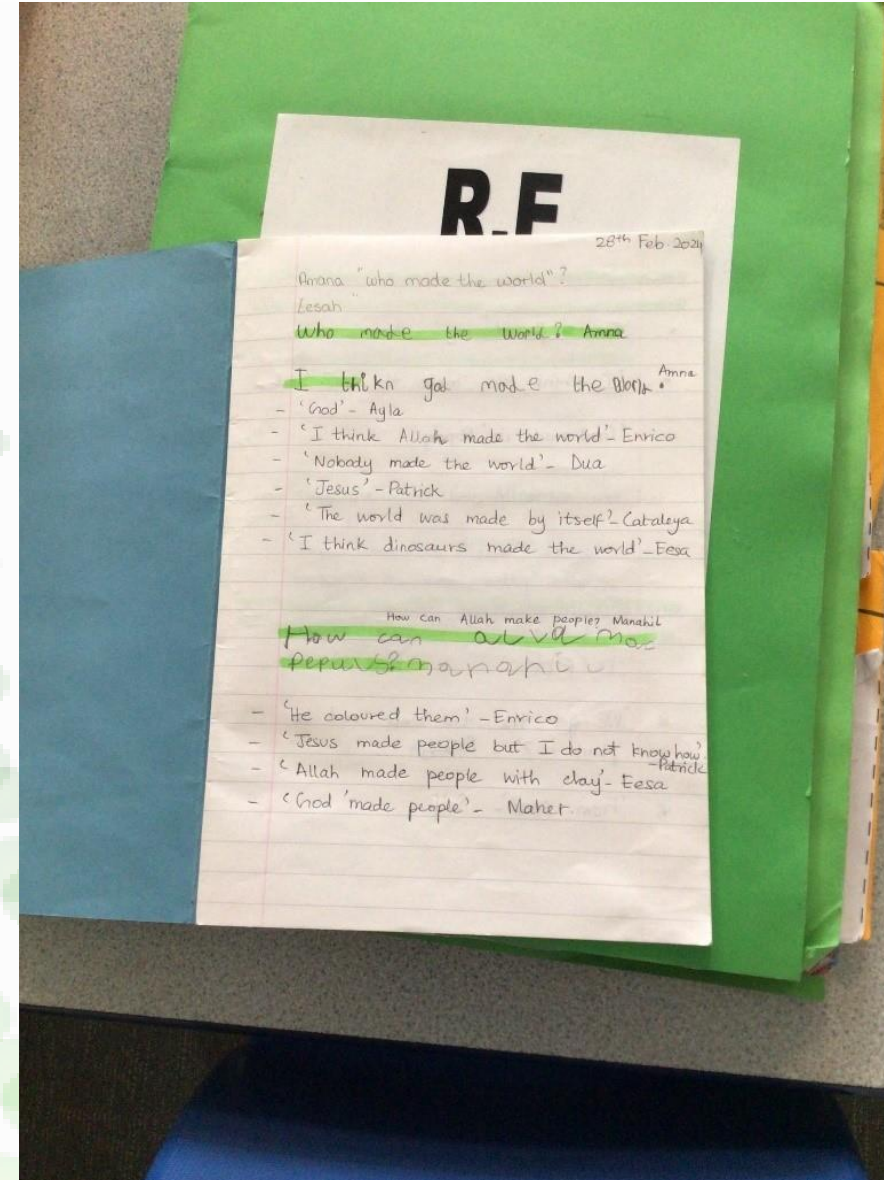
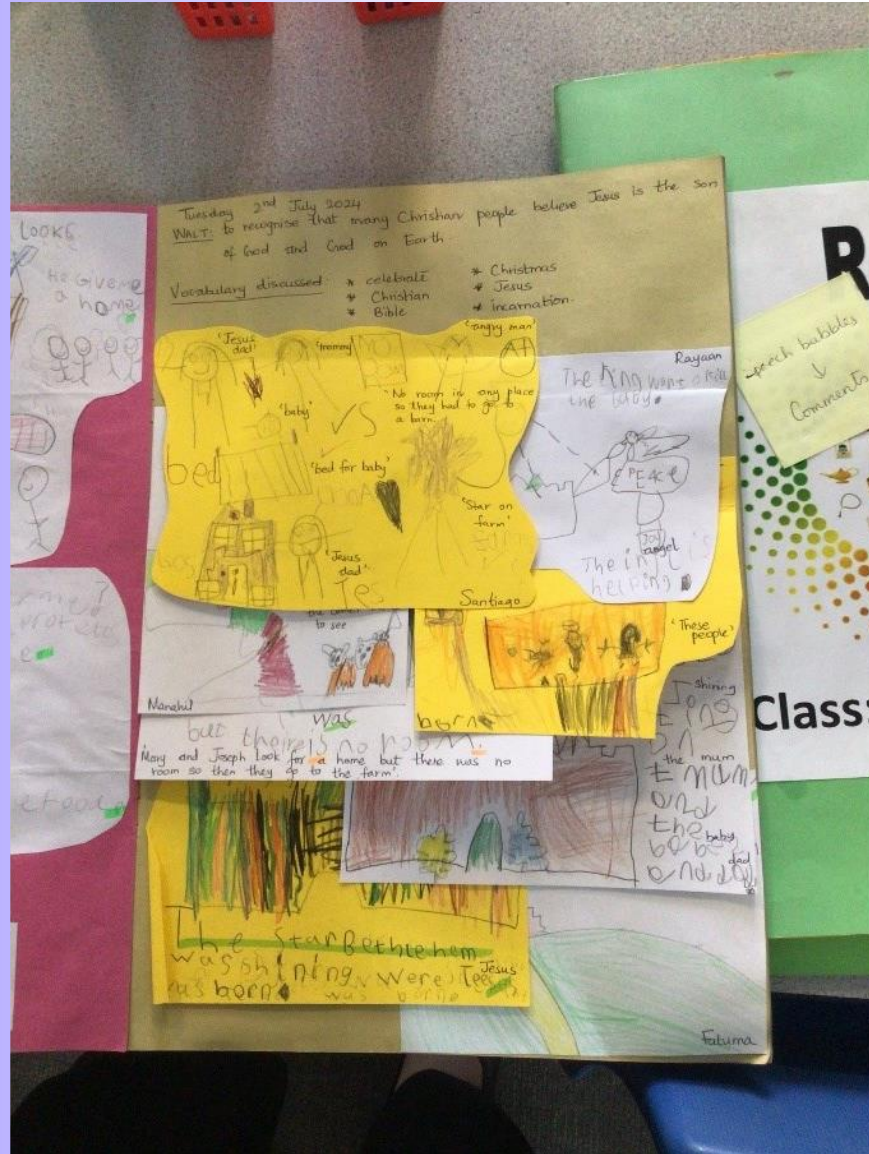
RE: Vocabulary continued

	<ul style="list-style-type: none"> Humanist mitzvot stewardship Adhan baptism ceremony church godparents Zakat charity fair guidance Sewa Sikh The Five Pillars of Islam Waheguru 	<ul style="list-style-type: none"> symbol temple wreath Angel Gabriel Angel Jibril chosen Daniel encounter God guru Guru Nanak Hindu Krishna Last Prophet messenger Old Testament <u>pbuh</u> (peace be upon him) prophet revelation Sikh <u>Tenak</u> chosen doubt Prophet Muhammad Abraham Moses Peace be upon him Qur'an Messiah Saviour eternal Guru Granth Sahib wisdom Allah Jewish mandir mosque Muslim puja synagogue Torah 	<ul style="list-style-type: none"> confession Confessional forgiveness immoral intention Jesus karma mercy moral Original sin priest Prophet Muhammad repentance sacrament sin soul community divine eternal equality Guru Nanak Langar memoriam prayer candle purity remembrance renewal transformation Trimurti unity Yahrzeit candle 	<ul style="list-style-type: none"> belief connection equality guru harmony House of Worship Khanda merciful omniscient scripture unity authoritative <u>Baghavat Gita</u> Buddhist Canon divine Guru Granth Sahib holy oral tradition sacred Tripitaka Veda Waheguru <u>Amritdhari</u> Bar Mitzvah Bat Mitzvah Confirmation fast Khalsa naming ceremony sacrifice depictions faith Messiah miracles Pharisees prophecy Resurrection canon Gospel moral secular spiritual 	<ul style="list-style-type: none"> lectern liturgy Magi Mass messiah Methodist nave Pentecost piety pilgrimages polytheistic Pope priest prophecy prophet pulpit resurrection rosary beads sacraments speaking in tongues the sign of the cross Trinity atonement cremate Dia de los Muertos embalm eternal judgement mourning purgatory reconciliation soul Tawhid Yom Kippur <u>atma</u> atman dukkha Eightfold Path enlightenment Four Noble Truths Hukam 	<ul style="list-style-type: none"> liberation monastic practices monastics righteousness Sacred Thread Ceremony values virtue Zen Al-Masjid Al-Aqsa Ark of the Covenant atheist doctrines Dome of the Rock entombed Hajj Isra' Jerusalem <u>Ka'bah</u> Makkah martyrdom <u>Mi'raj</u> <u>qiblah</u> resurrected secular spirituality Tawaf Temple Mount The Night Journey The Prophet Muhammad Western Wall blessings conscience controversial crucifixion evil free will Genesis prayer Satan
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RE: Vocabulary continued

		<ul style="list-style-type: none">• Veda• church• community• dome• equality• gurdwara• Langar• place of worship• the Trinity			<ul style="list-style-type: none">• karma• marga• <u>moshka</u>• <u>mukti</u>• nirvana• reincarnation• samsara• The Divine• Waheguru• anointed• compassion• dedication• devotion• Guru Nanak• Hadith• Khalsa• Kirpan• religious law• religious oppression• revelation• sacrifice• selflessness• Sunnah• ummah• wisdom	<ul style="list-style-type: none">• suffering• temptation• dukkha• Eightfold Path• Four Noble Truths• Hukam• Kami• karma• <u>magga</u>• margas• <u>nirodha</u>• <u>samudaya</u>• discriminate• diversity• harmony• human rights• missionary• place of worship• protected characteristics• religious• worldview
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Examples of Work in RE



Examples of Work in RE

Thursday 14th March 2024
 WALT: To recognise the impact of influences on beliefs.
 Activity 1: Time Travel Theatre

1) Why did Guru Nanak refuse the Sacred Thread?
 Because he believed that a thread that connects every soul, regardless of their social status.

2) What was the outcome of his decision?
 He got to explore different cultures which made him reconsider what was important to him.

3) How did the Sikh worldview develop from Hindu and Muslim origins?
 Guru Nanak was influenced from both worldviews. He took his personal experiences into account too.

Penary
 Like sitting in a classroom soaking up the knowledge, with a heart full of desire.

Kapow Primary
 Name: Zakaria Khan
 Date: 14/03/24
 Learning objective: To recognise the impact of influences on beliefs.

Journeys

journey 1: He took a lot of religious, people built their faith.
 journey 2: He witnessed a lot of religious diversity.
 journey 3: He decided it was more important to have a...

Thursday 6th June 2024
 WALT: to explore some causes of suffering by exploring scripture and experience.

Things that make th not good

- Pollution.
- Wars.
- Climate Ch
- Cruelty.
- Inglation.
- Misbehaviour.

Thursday 13th June 2024
 WALT: understand the concept of ya will though scripture

What were they thinking?

Before	During	After
Adam What would happen if I ate from that tree?	Adam I have to listen to my God!	Adam I should have listened to my wife.
Eve I want to eat this so bad.	Eve This fruit is really good I want to share it with my husband.	Eve I should have not done that.
serpent lets make some mischief!	serpent Mischief completed	serpent I didn't expect that to happen.
God I hope Adam and Eve don't eat from that tree!	God What have they done!?	God They should of listened to me!



Examples of Work in RE

