

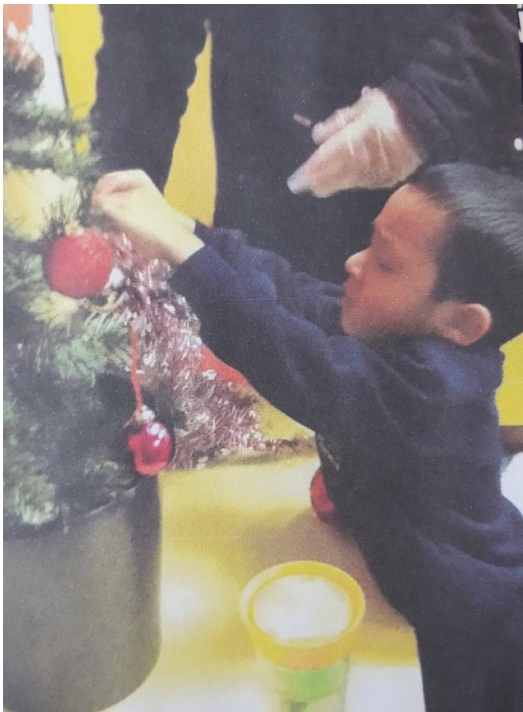
RE at Abbey Mead



Aims

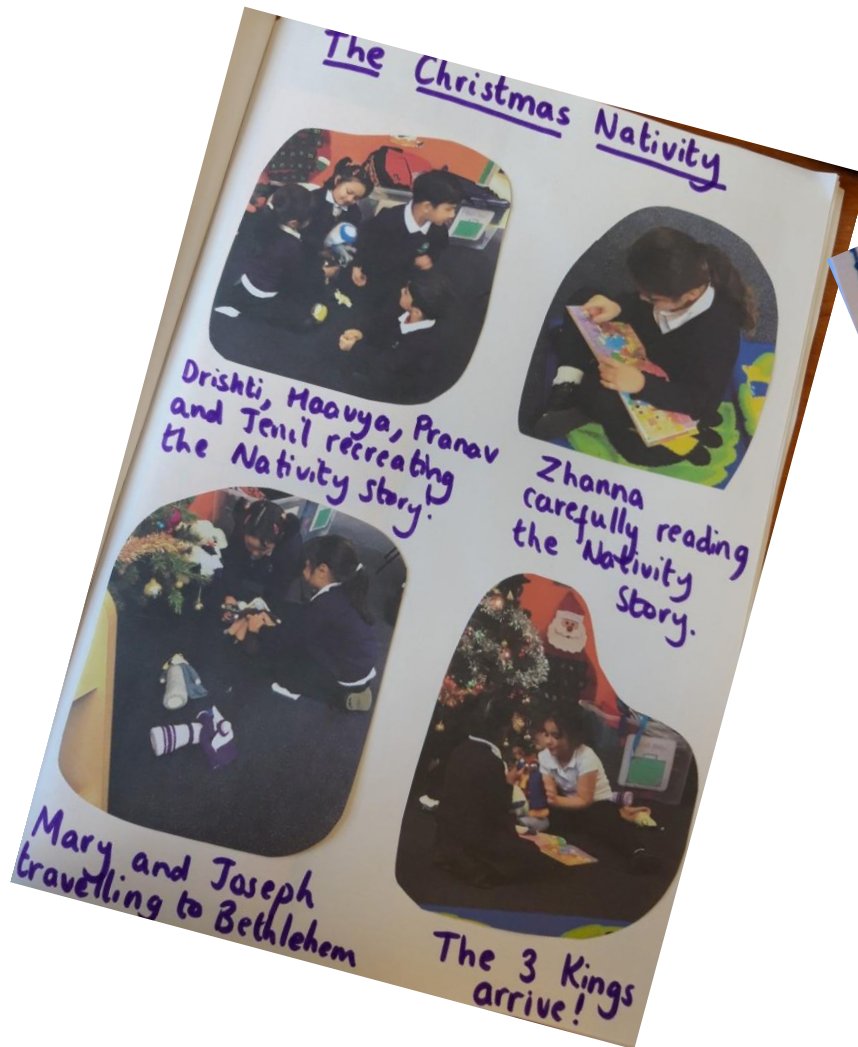
- Resources are available for all year groups to use to enhance the learning.
- Lessons are varied and exciting, making use of a range of activities.
- Each year group has learnt about a specific religion in depth.
- RE teaching is enriched by workshops and visitors.
- Children are confident when speaking about religions and are understanding of the differences between people.

Nursery



Our youngest learners do lots of practical activities and share stories to learn about key religious festivals and events. Here we are decorating a Christmas tree, making Chinese lanterns for Chinese New Year and decorating Easter eggs.

FS2



Prisha: I got a Christmas tree. It's a big tree. I got a star on the tree.

Rian: I get presents at Christmas.

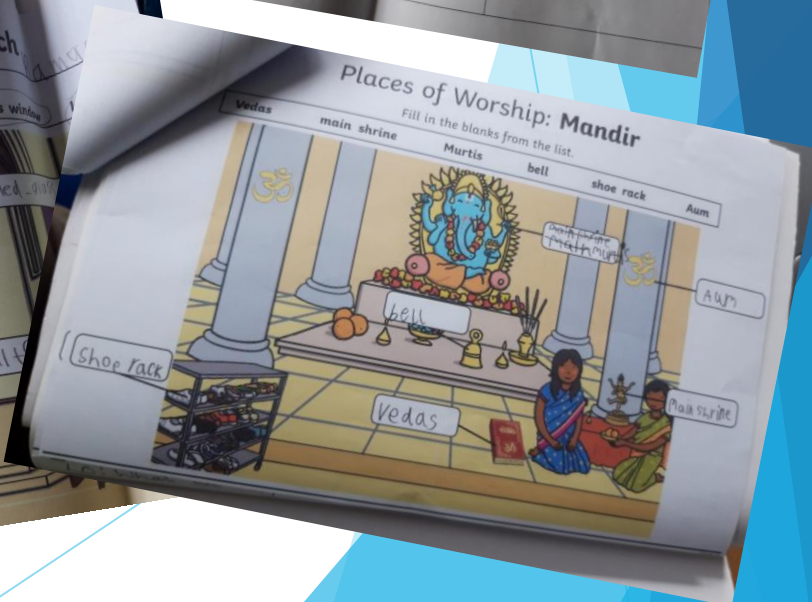
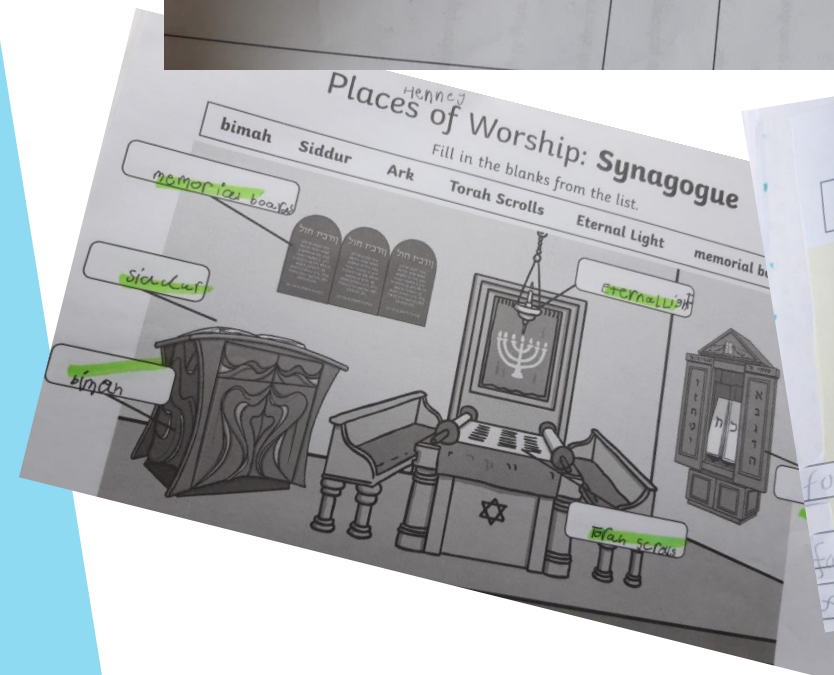
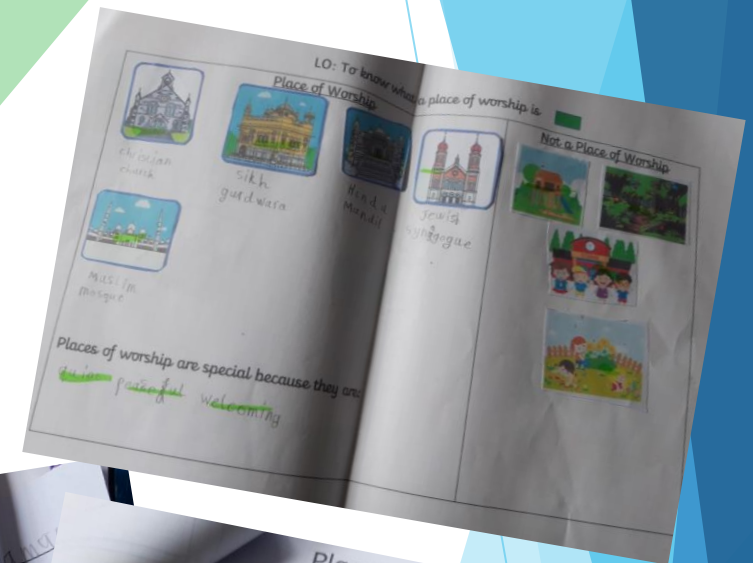
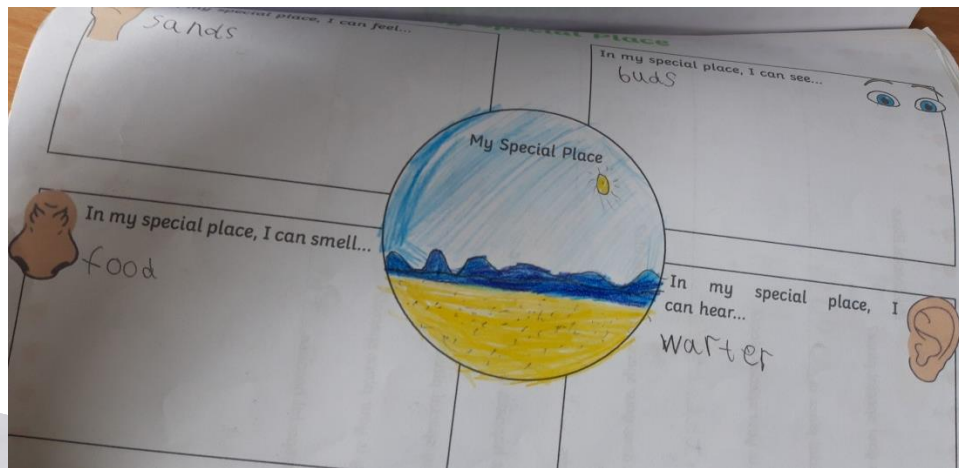
The Nativity story.

FS2 acted out the nativity story and shared their personal experiences of Christmas.

Year 1

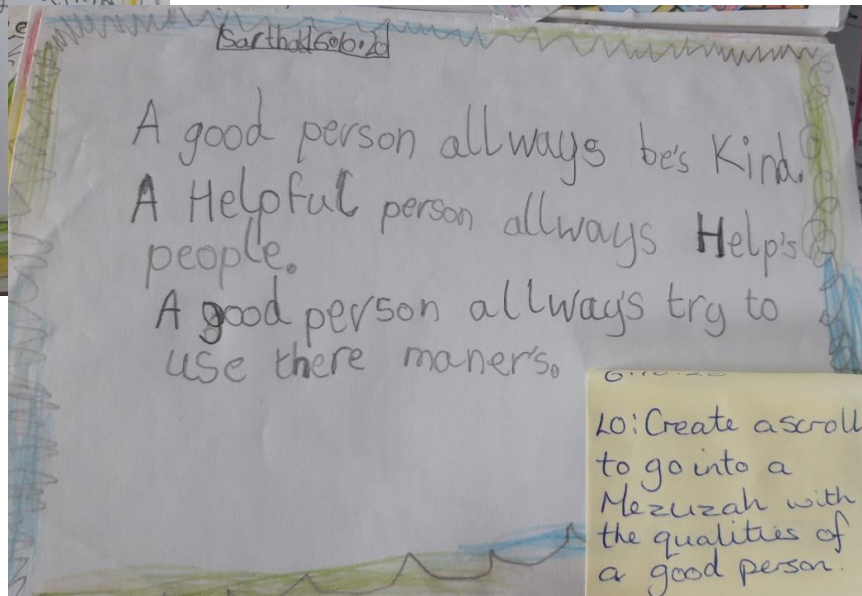
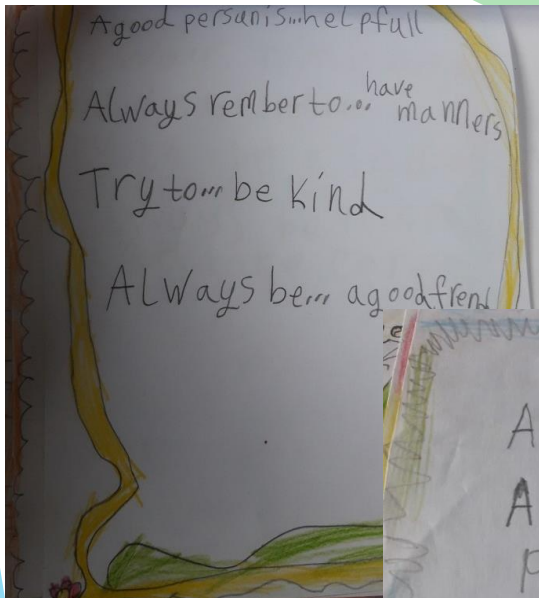
Year 1 Unit 3 What makes some places sacred?

They started by reflecting on their personal experiences of important places before moving on to learning about places of worship belonging to different religions.



Year 2

Year 2 have studied Judaism in depth this year.



Over 2 lessons, they learnt about the Mezuzah, a special Jewish parchment and case affixed to doorways. They then were tasked with designing their own case and scroll to go inside. They had to apply ideas to their own lives, thinking about the qualities that they think define a good person.

Year 3

I was happy to share my knowledge about prayer mats with the class and show the class things on the mats like the designs. It was easy to talk about Islam and how we pray when I had the actual prayer mats



Year 3 used the prayer mats when learning about Islamic prayer to help children to understand the prayer rituals.



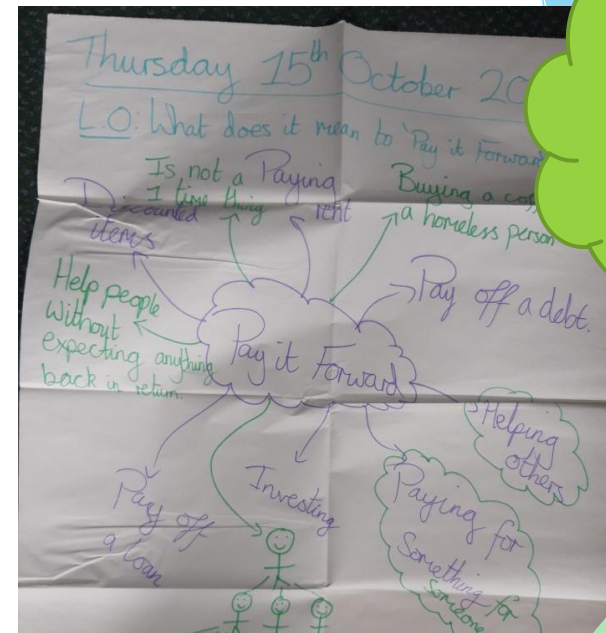
Year 3 have celebrated important people in their lives, making cards for Mother's Day and Father's Day as well as showing off their creativity.



Year 4

Year 4 helped the whole school to celebrate important events and festivals by contributing to the Remembrance, Harvest and Diwali videos, which were then shared across the school and with parents.

I have really enjoyed RE this year because I learnt more things about different religions. I also got to share my opinions and listen to others.



LO: What does it mean to 'Pay it Forward'?

Year 4 have had lots of discussion in RE lessons this year, allowing children to develop and express their own opinions. In this lesson, they were discussing making the world a better place.

- How could we make the world a better place?
- ★ Stop littering
 - ★ Create charities to support others
 - ★ End Racism!
 - ★ Care for animals.
 - ★ Free School meals for every child.
 - ★ More adoption centres.
 - ★ Wear a face mask and stay socially distanced to protect others from Covid 19.
 - ★ Invest in companies that support others.
 - ★ End Violence!
 - ★ No more wars!



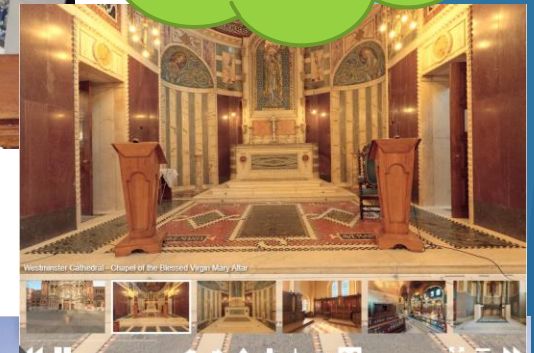
Year 5

LO: Understand the key features of a mosque
Understand what a Christian place of worship is.

To help us with our learning about different places of worship, we used virtual tours to visit the Sheikh Zayed Grand Mosque in Abu Dhabi, Westminster Cathedral and St. Cedma's Church in Northern Ireland.



I liked that you could really see what the churches and mosques were like. It was like I went and saw them in real life.



LO: What is the Hajj pilgrimage?

Year 5 learnt about the personal experiences of the Hajj pilgrimage during an online talk from Mrs Karmada during the school closures. She shared some of her photos with us.

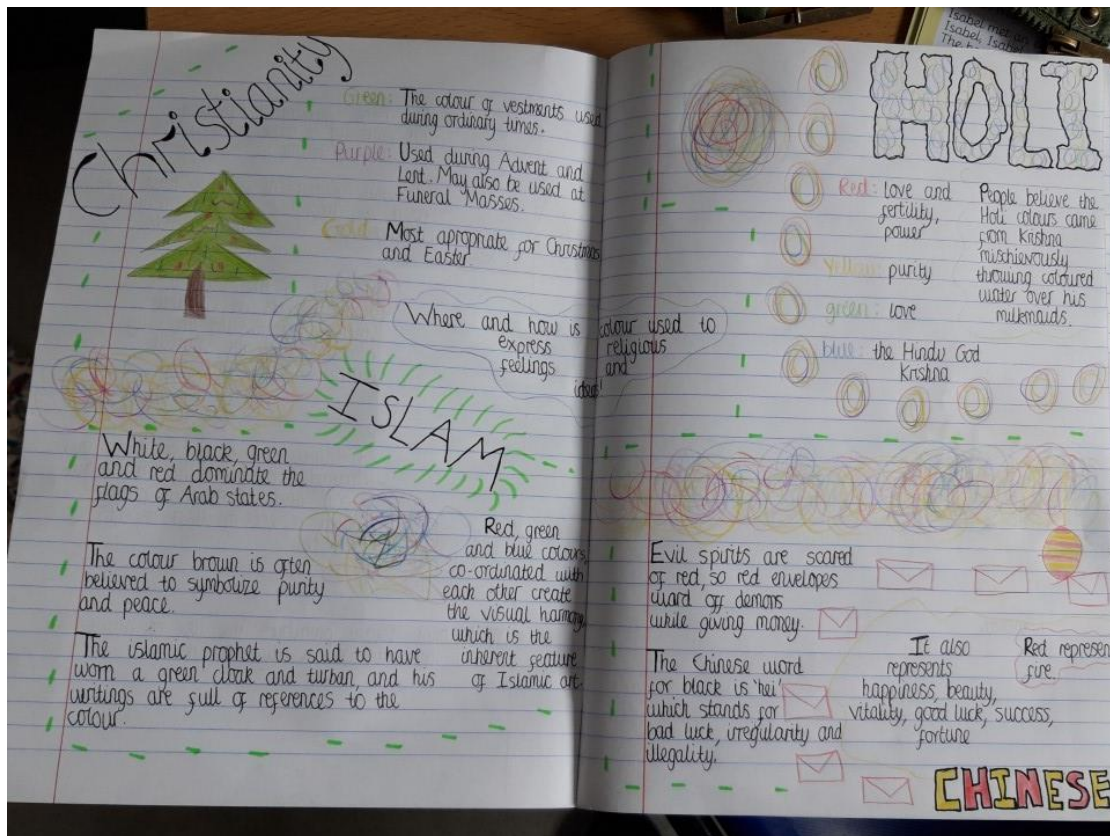
I liked the talk because it told me what it was like going there and showed me how different religions can be.

I learnt that Muslims have to do this once in their lifetime

Year 6

LO: How is colour used to express religious feelings and ideas?

RE lessons allow children to explore themes across different religions making comparisons and links between belief systems.

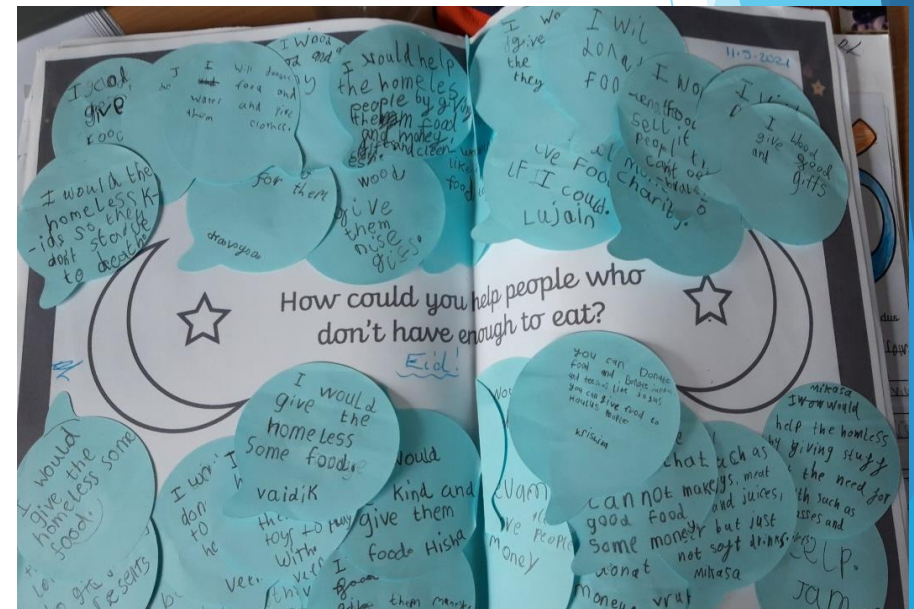
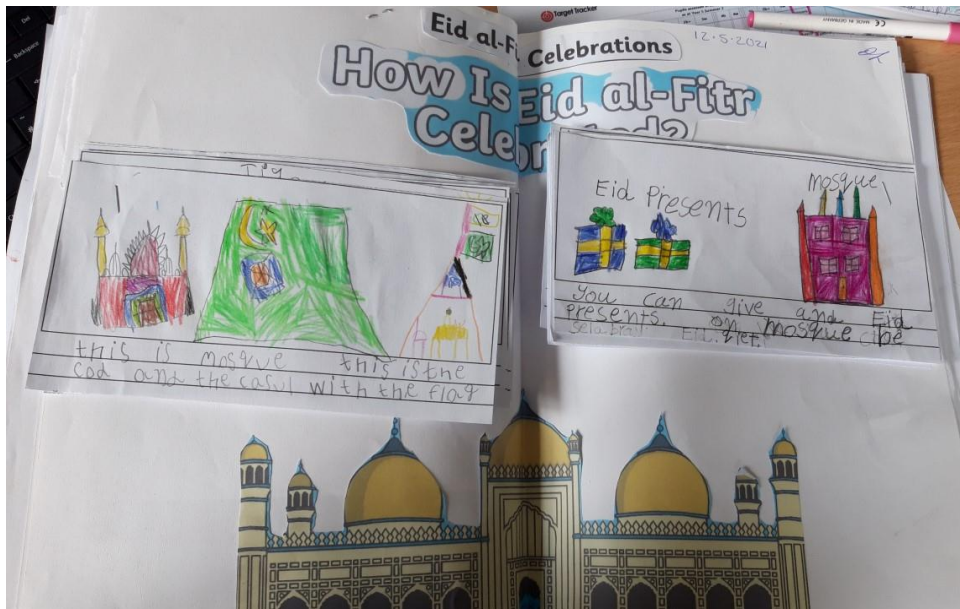


To make sure teaching is progressive, each year group is given a different objective for each festival.

Eid-al-Fitr

Year 1 - What happens in a Muslim household at Eid?

Year 2 - How can you help people who don't have enough to eat?



Eid-al-Fitr

Year 3 - How does Eid relate to the 5 pillars of Islam?

Year 4 - Should all people be allowed a day off for their religious festivals?
Persuasive letter to the Prime Minister



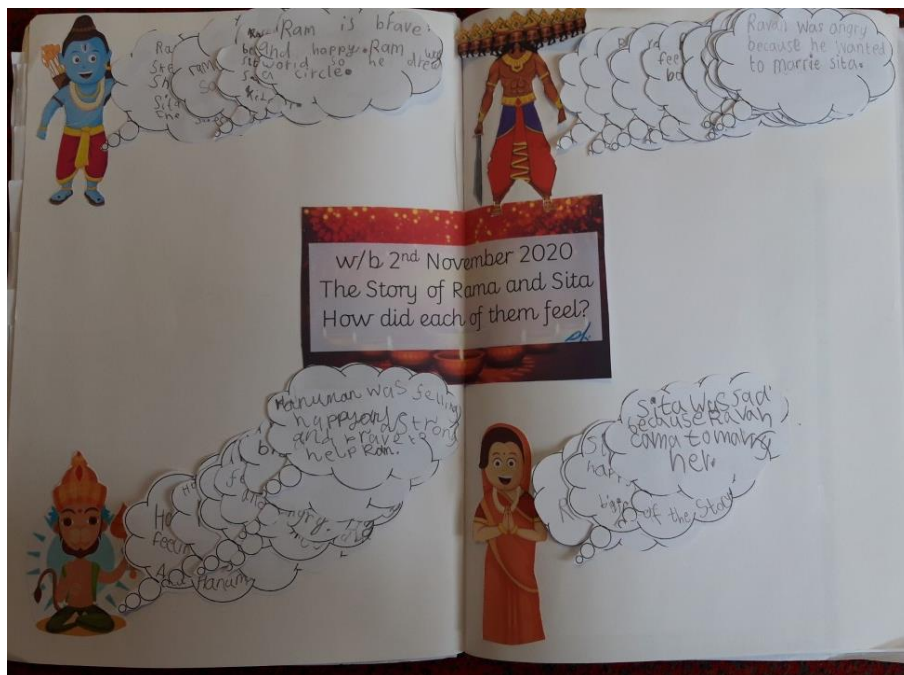
Dear Prime Minister,

I am writing to you, because I believe that everyone that has a festival should get a day off. I think each religion should get three days off because then it wouldn't be fair for religions that have less festivals than others. It is not fair how Christians get People who want make their own religion should and if in people's work they should write how many religious days off and if they go over three, they should get paid less wage. People who are atheist should get three any three days off.

Your sincerely, Dainik

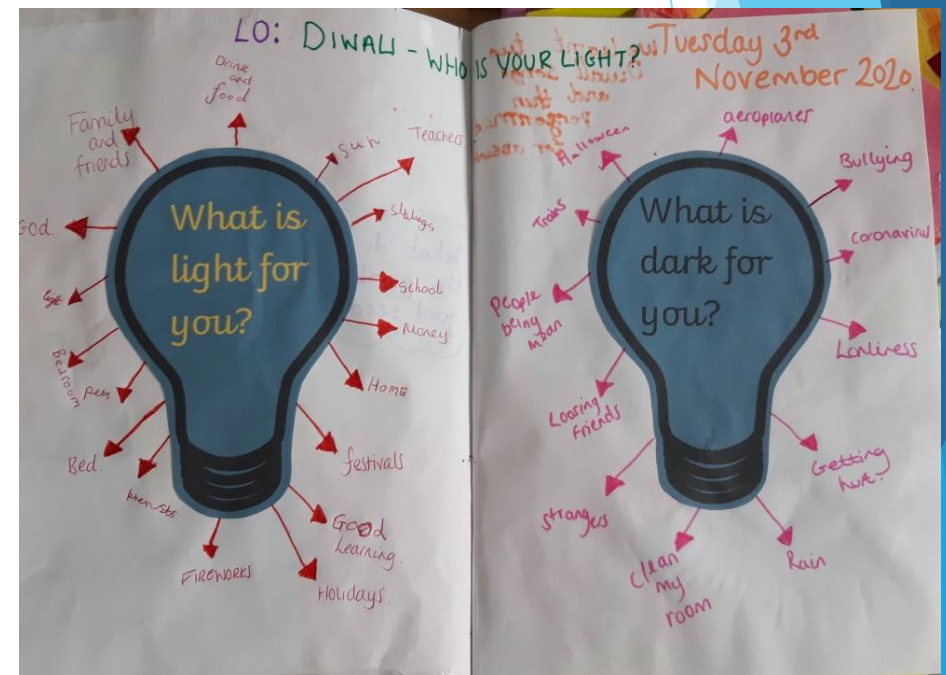
Diwali

Year 2 - Explore the story of Rama and Sita. How do the characters feel?



Year 3 - Who is your light?

We discussed ideas of who or what is our light and our dark.



Diwali

Year 5 - Diwali for Sikhs Bandi Chhor Divas

Year 6 - Compare the symbolism of light at Diwali to its use in other religions

Date: Wednesday 18th November 2020

LO: To understand why Sikhs celebrate Diwali (Bandi Chhor Divas)

Write a reflection as Guru Hargobind as you prepare to leave prison. Consider:

- What you intend to do/ your plan ✓
- Why you want to help others ✓
- What difficulties you may face with your plan ✓
- How you will feel if you succeed

The Emperor has said that I can leave this stinky prison ~~is~~ but I want to take the 52 kings with me. I must tell the Emperor about it. I will make a super long cloak with thorns, so that they don't the raja's don't have to suffer more. I am worried that the Emperor might catch me trying helping the others escape and ~~we~~ might ~~extend~~ extend my time and all the others times to stay in prison. I knew that I had to be fast with before the Emperor comes. If I succeed, I will be so proud of myself for saving all 52 raja's/kings and.

✓ Great work

Do you think of a time when you made the right choice about something, but it wasn't an easy choice? How did you feel knowing you did the right thing?

LO: to compare the symbolism of light in Diwali to other religions

Diwali

- little clay oil lamps
- diya
- candles
- colourful electric lights

Menorah

- festival of light
- on each of the eight nights, a candle is light.
- It is called a hanukkah.

Christingle

- candle attached to an orange that is decorated with dried fruit or sweets.
- The orange symbolises the earth.

diya

Christingle

Workshops

RE workshop - superheroes Nursery and FS2

We learnt about heroes
and special people in
the Bible. We thought
about how it is
important to love
yourself and others.



RE workshop - Acts of Kindness Years 1- 4

We learnt about how unkind
words can never be taken
back and how they can hurt
people from the inside. We
promised that we will make
a conscious effort to use
kind words.



Enaya - you're
kind and
amazing

Her heart was
squashed so we
had to say kind
words to Amira so
the bandage
could come off.

