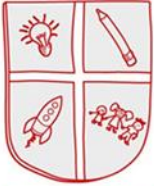


**Barrow CEVC  
Primary School**

Inspire, Create, Discover, Together

# **BELIEFS & VALUES IMPLEMENTATION**



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IMPLEMENTATION

## Beliefs and Values(Religious Education )- Implementation

### Planning - long and medium term

#### *Modular Approach - the upwards spiral*

##### LONG TERM

At Barrow CEVC Primary School, Beliefs and Values (R.E.) is taught across each year group in half termly modules that enable pupils to study in depth key understanding, skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention. Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key subject-specific knowledge. Each module is revisited either later in the year or in the following year to ensure pupils retain key knowledge and information.

##### MEDIUM TERM

The medium planning format is being brought into line with the other Unity planning formats to ensure consistency of approach (this has begun with KS2 and working down during the school). Each has a knowledge organiser, glossary, subject knowledge for teachers notes, key questions for assessment and then 6 individual lessons.

NEW 2023! 'The BIG QUESTIONS' which connect groups of units to encourage comparison more complex connections between concepts.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>NEW</b> BQ5– Where do people look for answers to life and living?			<b>NEW</b> Q6 – Are some things more sacred than others?			YEAR <b>5</b> OR <b>A</b>
<b>Christian</b> <i>Why is the <u>gospel</u> such good news for Christians?</i>	<b>Muslim</b> <i>What does the <u>Qur'an</u> reveal about Allah and his guidance?</i>	<b>Hindu</b> <i>What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures?</i>	<b>Jewish</b> <i>What is <u>holiness</u> for Jewish people: a place, a time, an object or something else?</i>	<b>Christian</b> <i>What is the great significance of the <u>Eucharist</u> for Christians?</i>	<b>Buddhist</b> <i>How did Buddha teach his followers to find <u>enlightenment</u>?</i>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>NEW</b> BQ7 – Why are there so many different ideas about God?			<b>NEW</b> Q8 - What are the best ways to think about death and dying?			YEAR <b>6</b> OR <b>B</b>
<b>Christian</b> <i>How do Christians show their belief that Jesus is God <u>incarnate</u>?</i>	<b>Muslim</b> <i>How does <u>tawhid</u> create a sense of belonging to the Muslim community?</i>	<b>Hindu</b> <i>How do questions about <u>Brahman</u> and <u>atman</u> influence the way a <u>Hindu</u> lives?</i>	<b>Buddhist</b> <i>How does the <u>Triple Refuge</u> help Buddhists in their journey through life?</i>	<b>Christian</b> <i>Should believing in the <u>resurrection</u> change how <u>Christians</u> view life and death?</i>	<b>Humanist</b> <i>Why do Humanists say <u>happiness</u> is the goal of life?</i>	

# EYFS Enquiry Cycle Progression

RESPOND  
TO THE 'BIG  
QUESTION'

RECOGNISE  
THAT  
THERE MAY  
BE  
SEVERAL  
RESPONSES

RETELL STORIES  
EXPLAIN THEIR  
LEARNING TO  
OTHERS

Engage

TOUCH  
ARTEFACTS  
HEAR  
STORIES

EAT FOOD  
LISTEN TO MUSIC

Extend

Enquire LEARN THE KEY  
QUESTION AND  
THINK ABOUT  
WHAT IT NEEDS

Express

Explore

Evaluate

USE KEY  
VOCABULARY  
CORRECTLY

IMAGINATIVE  
PLAY  
MEET RELIGIOUS  
PEOPLE  
VISIT PLACES OF WORSHIP

CONTINUOUS PROVISION  
ACTIVITIES



# KS1 Enquiry Cycle Progression

COLLECT ANSWERS TO THE 'BIG QUESTION' LINKING THEM TO OTHER RELIGIONS

Extend

SHARING LEARNING THROUGH CREATIVE EXPRESSION

Express

RECALL IMPORTANT FACTS AND USE KEY VOCABULARY CORRECTLY

Evaluate

START WITH A PERSONAL EXPERIENCE THAT LINKS IN

Engage



BE INSPIRED BY A STORY, FILM OR IMAGE

Enquire PUZZLE OVER AN ARTEFACT

LEARN THE ENQUIRY QUESTION

Explore

ASK QUESTIONS ABOUT WHERE STORIES, ART OR MUSIC COME FROM VISIT PLACES OF WORSHIP MEET VISITORS

# KS2 Enquiry Cycle Progression

**RESPOND  
TO THE 'BIG  
QUESTION'**

**PRACTISE  
DEBATE -  
REASON  
FULLY**

**RESPECT  
OTHERS**

**COMMUNICATE  
OWN AND  
OTHER'S  
INSIGHTS -  
CREATIVE MEANS  
- SHARE WITH  
WIDE AUDIENCE**

**Engage**

**UNPACK A CONCEPT IN ITS CONTEXT-  
ISSUES, EVENTS, ARTEFACTS, SYMBOLS  
OR STORIES**

**Extend**



**Enquire** **LEARN THE KEY  
QUESTION AND  
ANALYSE IT**

**Express**

**Explore**

**Evaluat  
e**

**USE KEY VOCABULARY  
CORRECTLY - GROUP,  
PAIR AND INDIVIDUAL  
ANSWERS**

**STUDY THE ORIGIN OF BELIEFS  
AND DIFFERING  
INTERPRETATIONS  
INVESTIGATE THE IMPACT OF  
BELIEFS ON COMMUNITY  
FIND THE LIVED REALITY  
THROUGH MEETING BELIEVERS  
AND UNDERSTAND DIVERSITY IN  
RELIGION**

## How did Buddha teach his followers to find enlightenment?

The BIG IDEA: Buddha can mean 'enlightened' or 'awakened' one. Buddhists believe all humans have the potential to be enlightened or awakened to spiritual truth.

**Buddhist Concept**  
**ENLIGHTENMENT**

It's a bit like....

- Fully understanding a situation;
- Insight Suddenly grasping the truth
- No longer being in the dark
- Waking up to something
- Finally knowing the answer
- Seeing the reason
- Being let into the secret



## Buddhist Concept ENLIGHTENMENT



### It's a bit like....

- Fully understanding a situation; insight
- Suddenly grasping the truth
- No longer being in the dark
- Waking up to something
- Finally knowing the answer
- Seeing the reason
- Being let into the secret

The English term **enlightenment** is a western translation of the term *bodhi*, "awakening" or "understanding". The root *budh*, from which both *bodhi* and *Buddha* are derived, means "to wake up" or "to recover consciousness. It has the western connotation of a sudden insight into the workings of the mind which keeps us imprisoned in craving, suffering and rebirth and has also gained insight into the way that leads to *nirvana*, the liberation of oneself from this imprisonment. *Buddhists may also talk of enlightenment as* insight into our true nature.

In Buddhism, **enlightenment** is when a Buddhist finds the truth about life and stops being reborn. Buddhists believe a person can become enlightened by following the Middle Way: this is the teaching of the Buddha.

Buddhists become enlightened by using meditation (deep thought). While they meditate, they concentrate very hard and clear their minds of all thoughts.

### The Buddha

Siddhartha Gautama (the Buddha) is the first person thought to have reached enlightenment.



Siddhartha was a rich prince and the son of a king. His father went to a fortune teller who predicted that Siddhartha would either become a king or

a religious leader. His father wanted him to become a king. He gave Siddhartha many things and did not let him see anything bad. Siddhartha married a woman and had a son. He named his son Rahula. The name meant "chains". Siddhartha named his son that because he was frustrated. He left the palace on the day his son was born.

### Four Sights



Siddhartha travelled for four days. On the first day, he saw an old man. On the second day, he saw a sick woman. On the third day, he saw a funeral. It was his first time seeing death. On the fourth day he saw a sadhu (holy man). This man was very poor but Siddhartha thought that the man was happy despite this.

Siddhartha also knew he himself was rich but unhappy. He decided to leave the palace for good; he would seek an answer to the suffering he had seen.

### Asceticism

Siddhartha walked through the forest. In the forest, he found a group of ascetics. He watched them and thought this was



## UKS2 How did Buddha teach his followers to find enlightenment?

### What should we know?

**Enlightenment** means having a fully awake understanding.

Buddhists believe:

- All humans have the potential to be enlightened or awakened spiritually.
- The Buddha achieved enlightenment sitting under a Bodhi tree. He worked out what was wrong with humans – that we all experience suffering.
- The Buddha explained his ideas as Four Noble Truths.
- Following the teachings of the Buddha found in the Eightfold Path is a way to end suffering.
- They can become enlightened through meditation.



The lotus flower - Even from a murky start, humans can achieve enlightenment.

The Dharma wheel



### What should we be able to do?

*Retell the story of Buddha's enlightenment.*

*Explain how and why a Buddhist uses the image of a lotus to explain beliefs about growing towards enlightenment.*

*Describe different practices of Buddhists in search of enlightenment on the Eightfold Path.*

*Explain Buddhist teachings including reference to the four noble truths.*

### What words should we understand and be able to use?

<b>Buddha</b>	The Buddha (also known as Siddhartha Gotama) was a spiritual teacher who lived in Ancient India. He is revered as the founder of the world religion of Buddhism.	<b>Dharma wheel</b>	The Noble Eightfold Path is often represented by means of the dharma wheel.
<b>Enlightenment</b>	Being fully awakened spiritually.	<b>Four noble truths</b>	The Buddha's teaching: the truth of suffering, the truth of the cause of suffering, the truth of the end of suffering, and the truth of the path that leads to the end of suffering.
<b>Eightfold path</b>	The path Buddhists follow to end suffering. The last of the four noble truths.	<b>Meditation</b>	For Buddhists, meditation is a way of taking control of the mind.

## Buddhism Enlightenment : Glossary



<i>Glossary</i>	<i>Definition</i>	<i>Coded Image</i>
<b>perseverance</b>	Keeping doing something despite <a href="#">difficulty</a> .	
<b>enlightenment</b>	Awakening or understanding	
<b>lotus</b>	A flower used as a symbol of enlightenment due to its deep roots.	
<b>Buddhist</b>	A person who follows the teaching and ways of Buddha.	
<b>Buddha</b>	Prince Siddhartha Gautama who became the Buddha after a journey of enlightenment.	
<b>Bodhi tree</b>	The tree under which Buddha received enlightenment.	
<b>meditation</b>	The <a href="#">practise</a> of spending time in deep quiet reflection.	
<b>The 4 Noble Truths</b>	4 truths that Siddhartha realised while seeking enlightenment.	<b>4</b>
<b>The Eightfold Path</b>	The middle way of living between over-attachment to the world and total rejection of it.	

Session	Learning Question
1	<p>What is enlightenment?</p> <p>Why do Buddhists use a lotus to symbolise enlightenment?</p> <p>What do you already know about Buddha?</p>
2	<p>How might the image of the Buddha give clues on how to reach enlightenment?</p>
3	<p>What makes a Bodhi tree so important to Buddhists?</p> <p>What truths can I share about what it is like to be human?</p> <p>What are the 4 Noble Truths?</p>
4	<p>What stories do Buddhists use to help explain the Noble Truths?</p>
5	<p>What help does the Eightfold Path give Buddhists?</p> <p>Which of the segments would you find most challenging and why?</p>
6	<p>Why do Buddhist parents teach their children to meditate?</p> <p>Can we answer the big question at the start of the unit? How well?</p>

The key questions from each lesson are collected in order to inform the end of unit assessment quiz.

This is a factual quiz which sits alongside other assessment tools such as Solo Taxonomy and 'show what you know' to capture a picture of what children have understood and retained.

## TORAH JOY END OF UNIT ASSESSMENT - SPRING 1

### 1) What is a scroll?

- A type of bread.
- A book with turning pages.
- A long strip of paper rolled inwards at both ends.

### 2) What happens at Simchat Torah?

- Jewish people joyfully celebrate the Torah.
- New Torah scrolls are made.
- Children have to do an extra day at school.

### 3) What is a yad?

- The Torah cover
- The Torah paper
- A silver finger pointer to keep the scroll clean

### 4) What stories are in the Torah?

- The same stories as the Old Testament of the Bible
- Grimms [fairytales](#)
- Long poems about Jewish life

### 5) Who was Moses?

- A famous runner.
- A Jewish teacher who wrote the Torah.
- The Prince of Egypt who became a great Jewish leader.

### 6) What is a synagogue?

- A person who gives a long talk
- A set of steps
- A place of worship for Jewish people.

### 7) What is a Bimah?

- A wide table on which to read the Torah scroll.
- A light to help someone read the Torah
- A cover for the Torah.

### 8) Where is the Torah kept in the synagogue?

- In the Ark
- In Noah's Ark
- Under the Bimah

### 9) What is inside a Mezuzah?

- A lucky charm
- A part of a Torah scroll
- A lock of hair

SCORE OUT OF 9

/9

Session	Learning Question	Activities
1	<p>How does it feel to face something that looks hard or new?</p> <p>How does it make you feel to be given this task? Have you ever faced other difficult tasks? How does it feel like when you 'get it'?</p> <p>How does it feel like when you 'get it'?</p> <p>Have you any idea what this is and where you might buy it?</p> <p>Why do Buddhists use a lotus to symbolise enlightenment?</p>	<p><i>Teachers' note: Buddha can mean 'enlightened' or 'awakened' one. Buddhists believe all humans have the potential to be enlightened or awakened spiritually.</i></p> <p>Give everyone a square of coloured origami paper and look at a picture of an origami lotus flower, or one you have made earlier! The children's job is to learn to make one as part of this unit. Give them a few minutes to <u>think how</u> the flower is made and do a few experiments. Some may actually know how to do it.</p> <p>It is great when you succeed despite a difficulty. Share examples from children's lives and / or use an example from the news e.g. Bailey Matthews, aged 8, was determined not to let his cerebral palsy hold him back from his dream of competing in a triathlon. <u>Evidence in books stick in a picture of Bailey - write a summary of his story and his catchphrase.</u> His message is "You can still do it, no matter what."</p> <p><a href="http://www.bbc.co.uk/newsround/3368955">http://www.bbc.co.uk/newsround/3368955</a> How do you think Bailey felt when he won his medal? Sometimes things look tough. We have to decide: Do we give up or persevere?</p> <p><u>Evidence in books: find and write a definition of perseverance is: the quality of continuing to try to achieve a particular aim despite difficulties.</u></p> <p>Statues like this can be bought at many places, including garden centres. It is an image of the Buddha. He is an example for Buddhists; they believe he tried doing something very hard and persisted until he succeeded.</p> <p><u>Evidence in books: Gather what children already know about Buddha.</u></p> <p>Buddha lived centuries ago; he wanted an answer to the problems of life. It took him years but Buddhists believe he found an answer. 'Buddha' means 'enlightened' one. What do you think 'enlightenment' means? Share ideas. Maybe you didn't know what this image was. Now you do – you have been enlightened!</p> <p><u>Evidence in books: Lotus tissue paper and notes.</u> A lotus flower grows up from mud and rises to the surface spreading out in sunlight. The flower opens to reveal its beauty. The thicker and deeper the mud, the more beautiful the lotus. The lotus, as a Buddhist symbol, shows how even from a murky start, humans can achieve enlightenment.</p> <p>Sit really still and think about this as you watch ... a music-only video of making an origami lotus: <a href="https://www.youtube.com/watch?v=lg48H2G_oIU">https://www.youtube.com/watch?v=lg48H2G_oIU</a> OR Lotus flower unfolding on time-lapse e.g. <a href="https://www.youtube.com/watch?v=E3leW0vpAs">https://www.youtube.com/watch?v=E3leW0vpAs</a> OR Blooming Tea on <a href="https://www.youtube.com/watch?v=vzDP7etvX6M">https://www.youtube.com/watch?v=vzDP7etvX6M</a>   or buy buds in Chinese supermarkets or online to demonstrate in class.</p>

## Hinduism : Moksha

Y5

L.L: I understand that there are often multiple ways to achieve the same end goal, and that for Hindus, this is captured in the concept of Moksha 1/6

**BQ5– Where do people look for answers to life and living?**

### Key questions:

How many different pathways are there to achieve one goal?

How does this relate to the Hindu concept of Moksha?



Moksha

Reflection question: Do you think it matters how you achieve a goal if you get there in the end?

Moksha



Hinduism



## Knowledge bookmarks

Learning bookmarks are used in each session, in line with the Unity Curriculum approach.

These have the BIG question, the key learning questions, some key information to draw from and prominent 'golden' vocabulary.

The idea is for the children to interact with these documents as something that supports their learning and aids their recall and revision of a topic.



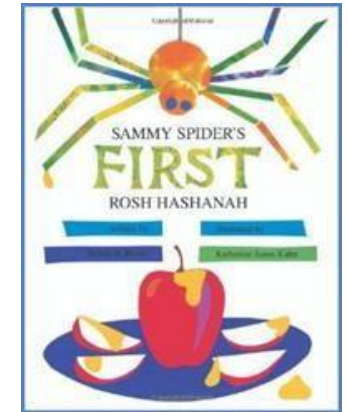
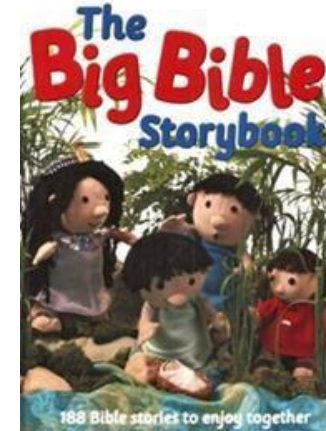
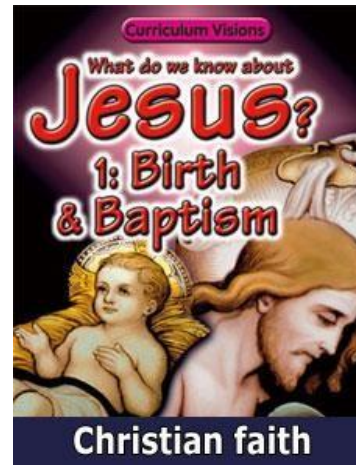
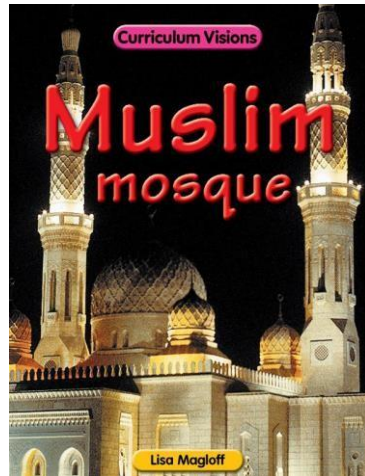
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IMPLEMENTATION

## RE and Literacy

### Reading

In our RE curriculum we encourage pupils to access high quality texts to support their learning and develop their skills in accessing information from a range of sources. We can access a variety of texts through Curriculum Visions.



### Vocabulary

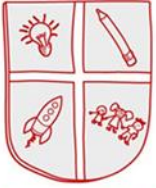
Vocabulary forms a key part of our wider curriculum. Subject specific Tier 2 and Tier 3 words are incorporated in each module and KS2 have glossaries they populate over the half term. Pupils are encouraged to develop their own key vocabulary lists along with the correct definitions in order to secure and continually apply these within their learning. Using an approach that enables learners to understand what drives people of faith to live the way they do, builds each child's 'religious literacy'. This helps them to understand the nature of religion and belief in the world in which they live.

### Oracy

When discussing their findings or presenting information, pupils are encouraged to speak using full sentences and incorporating the key vocabulary.

### Writing

Pupils are encouraged to write across all areas of the curriculum and teachers model how to write purposefully in each subject using key structures and vocabulary drawn from their knowledge bookmarks. Pupils are encouraged to use their curriculum books as reference books, using previous work, reviewing and revising often



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## Continuous Professional Development

Teachers are encouraged to develop their subject knowledge by accessing resources in school including support from the subject leader and local Diocesan staff.

Staff meetings and book looks take place systematically in order to pick up any problems or inconsistencies in teaching and their tailor CPD accordingly.

Each year group has a digital document with the long-term plans for all year groups, so they are aware of the prior knowledge from previous years and how this informs future learning.