



AUTUMN 2024 RE BLOG

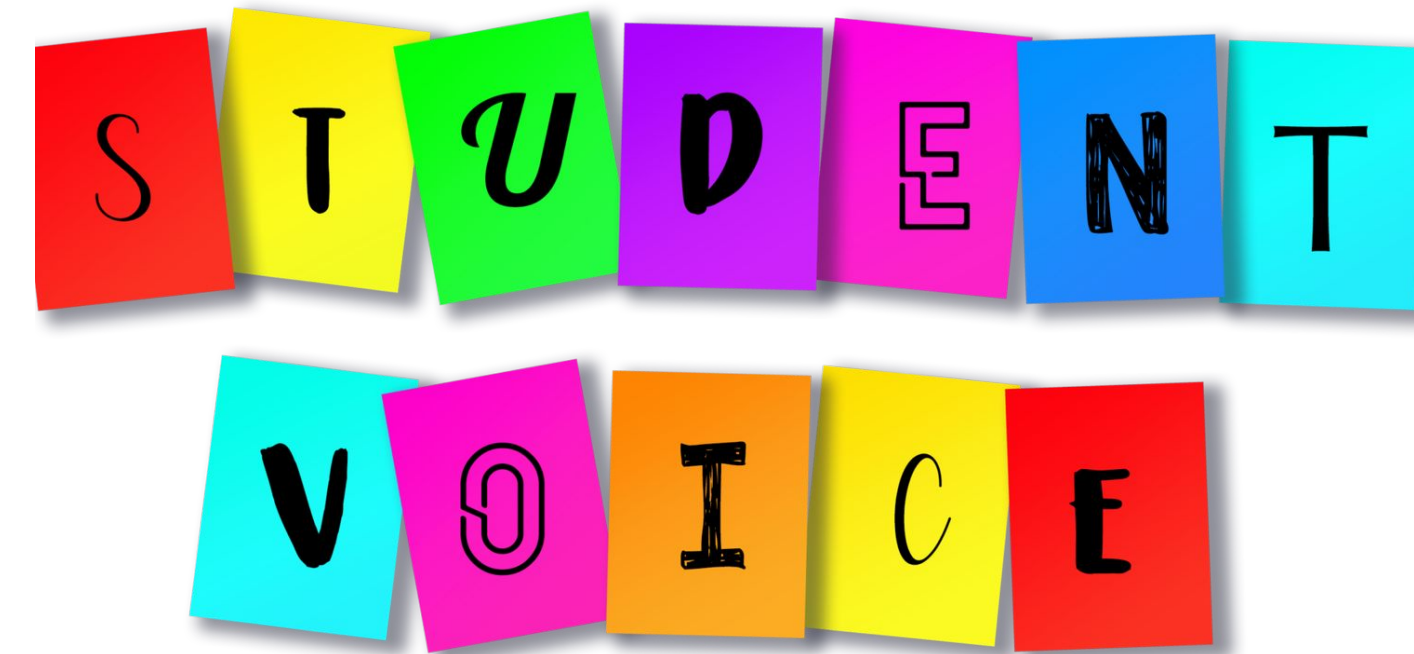
September - October 2024
Grange Primary School

RE Lead: Ms Sultana Begum



Exploring Diversity and Understanding Through RE Lessons

At our school, Religious Education (RE) is more than just a subject; it's a journey that connects pupils to diverse beliefs, cultures, and values, fostering a sense of respect and understanding in every lesson. Recently, we asked pupils from different year groups to share their thoughts on what they've learned, their favourite moments, and how these lessons impact their perspectives on religion and culture. Here's what they had to say!



Year 6: Deepening Connections Between Faiths

Year 6 pupils have been exploring Islam and Christianity this term, delving into practices, beliefs, and the values that connect us all. They particularly enjoyed learning about pilgrimages, such as the Christian journey to Lourdes, and the idea of communal prayer across different religions. Many pupils reflected on how RE lessons help them understand others' experiences, commenting that "it makes me understand how people are alike" and that "learning about different perspectives" is both interesting and eye-opening.

One of their favourite activities involved creating double-page spreads of everything they had learned throughout the term—a visual and reflective way to connect with each topic. Pupils mentioned that they feel RE lessons encourage respect for different religions, with one pupil noting, "We're all expected to treat different religions equally, and the lessons are always interesting with things I never knew!"

Year 5: Discovering Peaceful Practices in Buddhism and Islam

For Year 5, the term's focus on Buddhism and Jainism allowed them to dive into themes of kindness, peaceful prayer, and religious customs, from learning about the origins of Buddhism to understanding respectful ways to interact with other faiths. Pupils were introduced to different prayer styles, religious attire, and the concept of mindfulness, which they found particularly inspiring.

They loved how Buddhism encourages peaceful reflection, with one pupil saying, "I enjoy Buddhism because they pray peacefully."

These lessons encouraged many to see RE as a valuable subject that teaches kindness and empathy. One pupil reflected, "It helps me understand the world better by showing me that not all people are the same." Year 5 pupils appreciated how the lessons foster respect and help them connect with classmates from different cultural backgrounds.

Year 4: Celebrating Diversity Through Jewish and Hindu Festivals

In Year 4, pupils took a closer look at Judaism, particularly Jewish celebrations like Yom Kippur, and discussed Hindu festivals like Diwali. These lessons encouraged pupils to see RE as a way of understanding different ways of celebrating and sharing. The festive nature of these lessons was a hit, with pupils enjoying activities that allowed them to explore customs and traditions. "We learn about behaviour in different cultures," one pupil noted, "and RE helps us celebrate different festivals together."

Year 4 pupils believe that learning about different religions fosters a respectful classroom environment, where pupils are encouraged to appreciate each other's cultures.

Why RE Matters to Our Pupils

Across all year groups, pupils have a shared appreciation for how RE lessons build respect and understanding. Many pupils felt these lessons are essential, as they encourage everyone to learn from one another's traditions and cultures, supporting values of inclusivity and empathy. Year 6 pupils pointed out that the RE curriculum teaches them about "lots of religions equally," while Year 5 felt it was important "because it would be disrespectful not to learn about each other."

Through questions, reflections, and hands-on activities, RE lessons provide a safe space for pupils to explore the richness of human experience and belief. And in doing so, our pupils are learning to approach the world with curiosity, kindness, and respect—values that they carry beyond the classroom.

As one Year 6 pupil beautifully summed it up, "They teach us about lots of religions, and we're all expected to treat them equally. The lessons are very interesting, with things I never knew!"



Religious Education EYFS

In EYFS, the children have been learning about the story of Diwali and creating clay divas as part of their celebration.



A close-up photograph of a lit red diya (oil lamp) with a decorative silver rim, set against a dark, blurred background. The flame is bright yellow and orange, and the diya is filled with red oil. The background shows other lit diyas, creating a warm, festive atmosphere.


Year 1 have been learning about the religion of Hinduism and all of the important figures. What the meaning of diwali is and why Hindus have certain traditions during these holidays.

Friday 4th October 2024

U1: To be able to write a postcard as Rama or Sita.

Success Criteria:

- ✓ I can recall what happened in the story of Rama and Sita.
- ✓ I can use capital letters, full stops and finger spaces in my postcard.



Dear Rama

I love you

so much. I've

Be Kidnapped!

Please Help me!

love From Sita

Friday 12 September 2024

11) To be able to retell and write about a religious story using religious words.

Success Criteria:

I can draw a picture about the story of Sita and Rama

I can write a sentence about my favourite part of the story

The Story of Rama and Sita

Sita
Rama
Lakshmana
Hanuman
Dussehra
Diwali
Light
Dark
Arrow
Monkey
Battle
Jewellery

I love my hanuman dad.

Sita
Rama

12) To be able to write a postcard to Rama or Sita

Success Criteria:

- ✓ I can recall what happened in the story of Rama and Sita.
- ✓ I can use capital letters, full stops and finger spaces in my postcard.

I miss you,
Ravana. I
miss you
so much.
I am
in the
cave.
Please
come
soon.

Dear Rama,
I miss you
so much.
Dear Rama,
I am
in the
cave.
Please
come
soon.

Year 2 Religious Education

In this unit Children thought about who is important to remember and to know about ways Christians remember important people and to learn about Humanism.

Monday 14th October 2024
1. To identify the humanist value does Marcus Rashford shows.

One Christmas Marcus and his mum took gifts to people who were homeless in Manchester.

Marcus said helping people made him feel really happy.

The next year he started a group called 'In the box'.

People in this group bought things like toothbrushes toothpaste socks and gloves to give to other people who didn't have anywhere to live.



Monday 14th October 2024
1. To know what Humanists believe.

- Human beings are special and human life is valuable.
- Don't believe in god or gods, or believe we can't know if there is a god.
- Human beings can find different ways to be happy.
- Human beings should be good to each other.

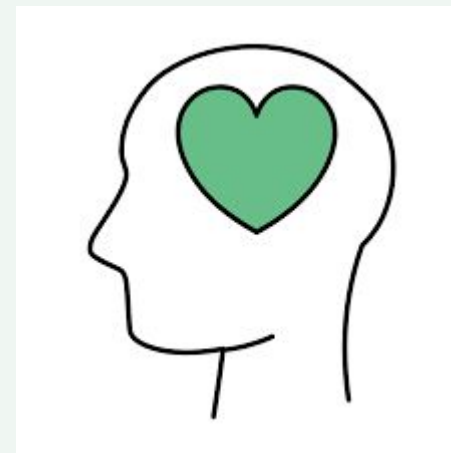
Human beings are special.

Humanists don't believe in god or gods. Humanists believe that you need to be happy here and now. The love and support of other people are very important. Treat others as you would like to be treated yourself.

Year 3 Religious Education

Summary of this term's learning objectives for the children:


The children have been exploring the Buddha's teachings about happiness. They have learnt about the difference between being happy and being content. They have also thought about ways to promote their own wellbeing and that of others.



Help myself to feel well.	Help others
<ul style="list-style-type: none">- drink water.- do good listening.- help others.- be kind.- learn new things.- learn spanish.	<ul style="list-style-type: none">- be friendly- he them- teach them how to do new things- help them if they get injured.
Help grown ups	Help animals
<ul style="list-style-type: none">- cook for them- listen to them- help them when they are sick.	<ul style="list-style-type: none">- give the a lot of soods.- play with them.- help them if they got injured.

Tuesday 17th September 2024

L1. To know about the origins of Buddhism

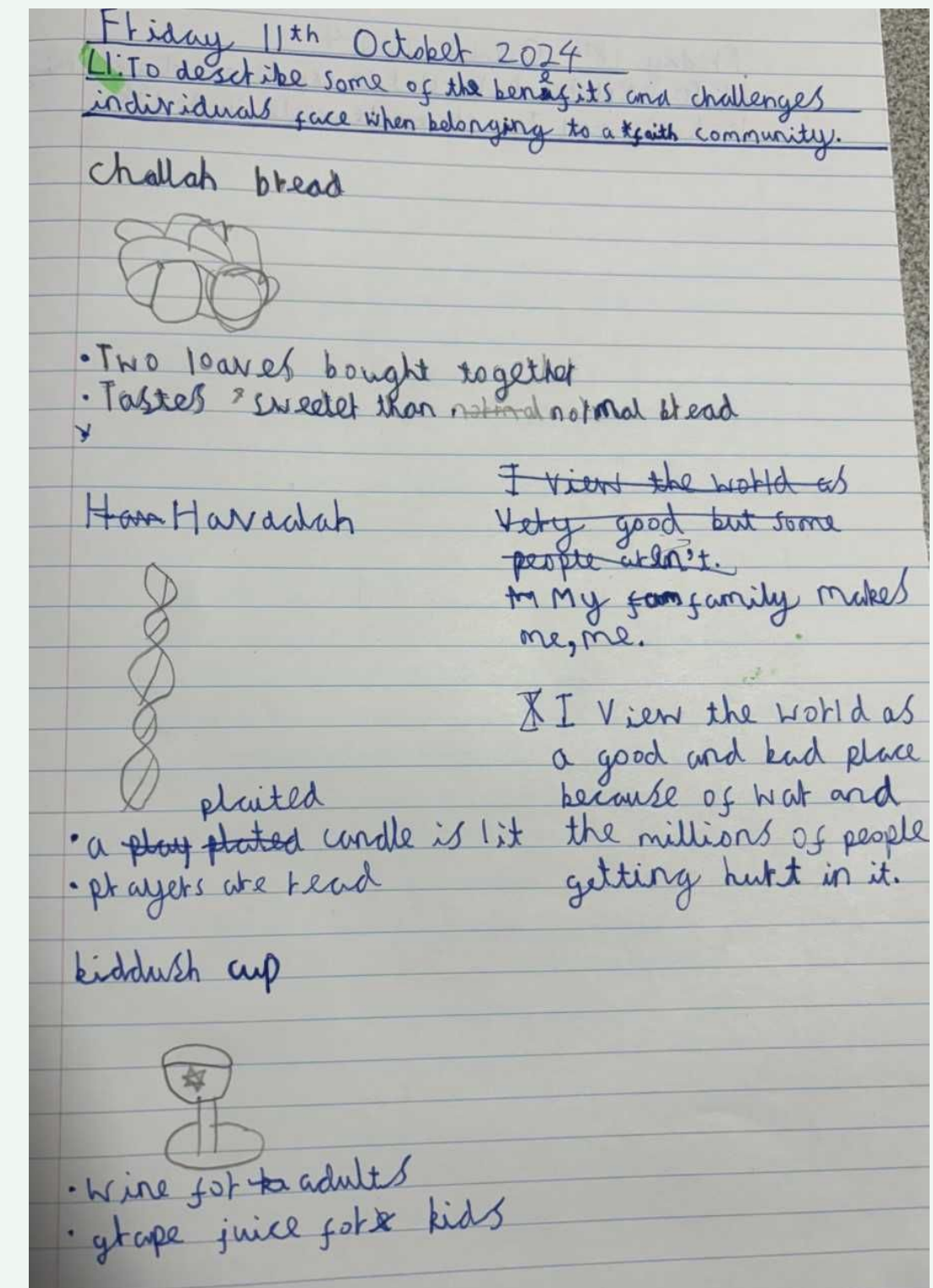
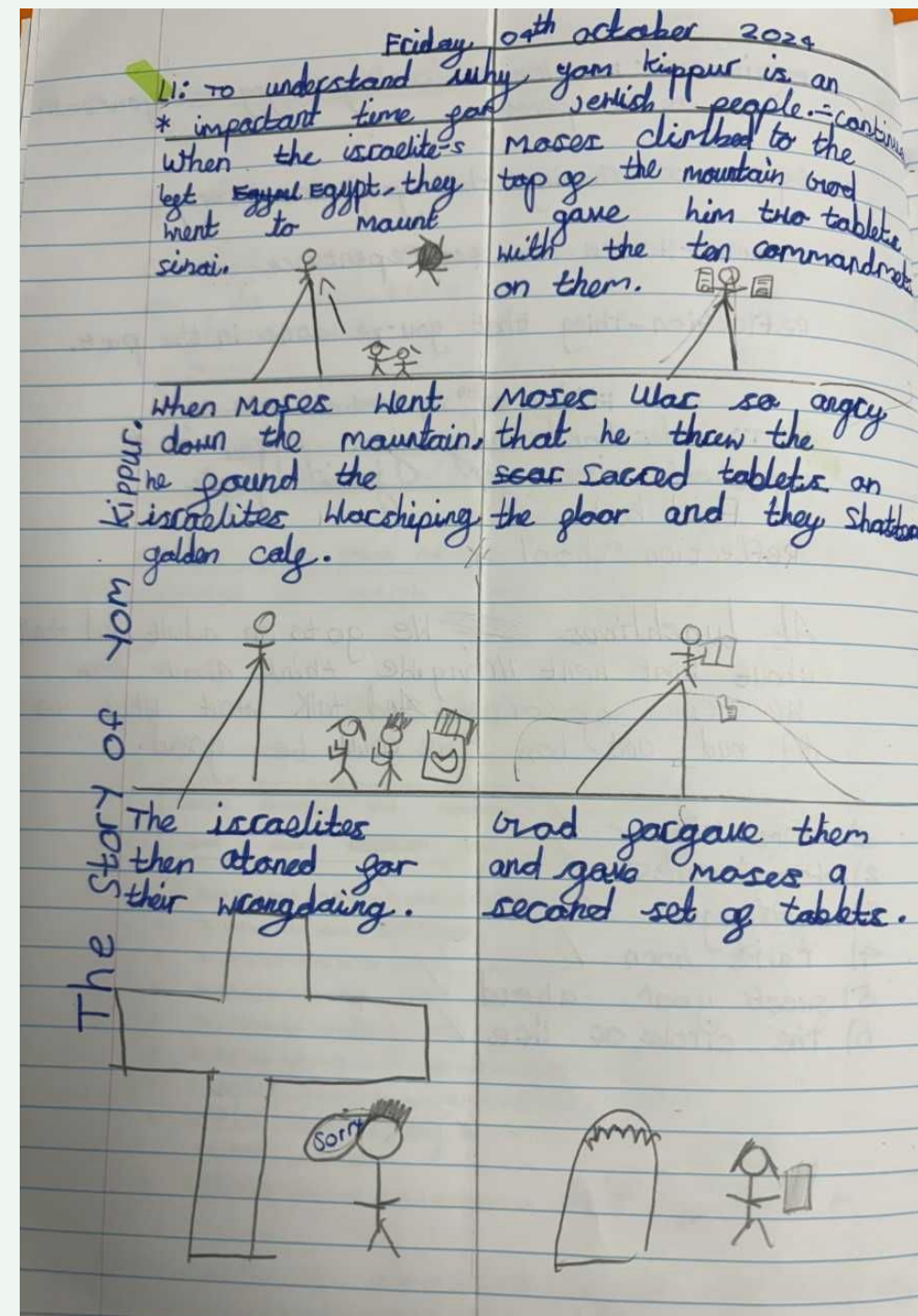


- 1) Buddhism was founded by Siddhartha Gautama.
- 2) Buddhism was founded in Nepal
- 3) Buddhism was founded over 2,500 years ago.

Why did Buddha want to find the truth?

Year 4 Religious Education

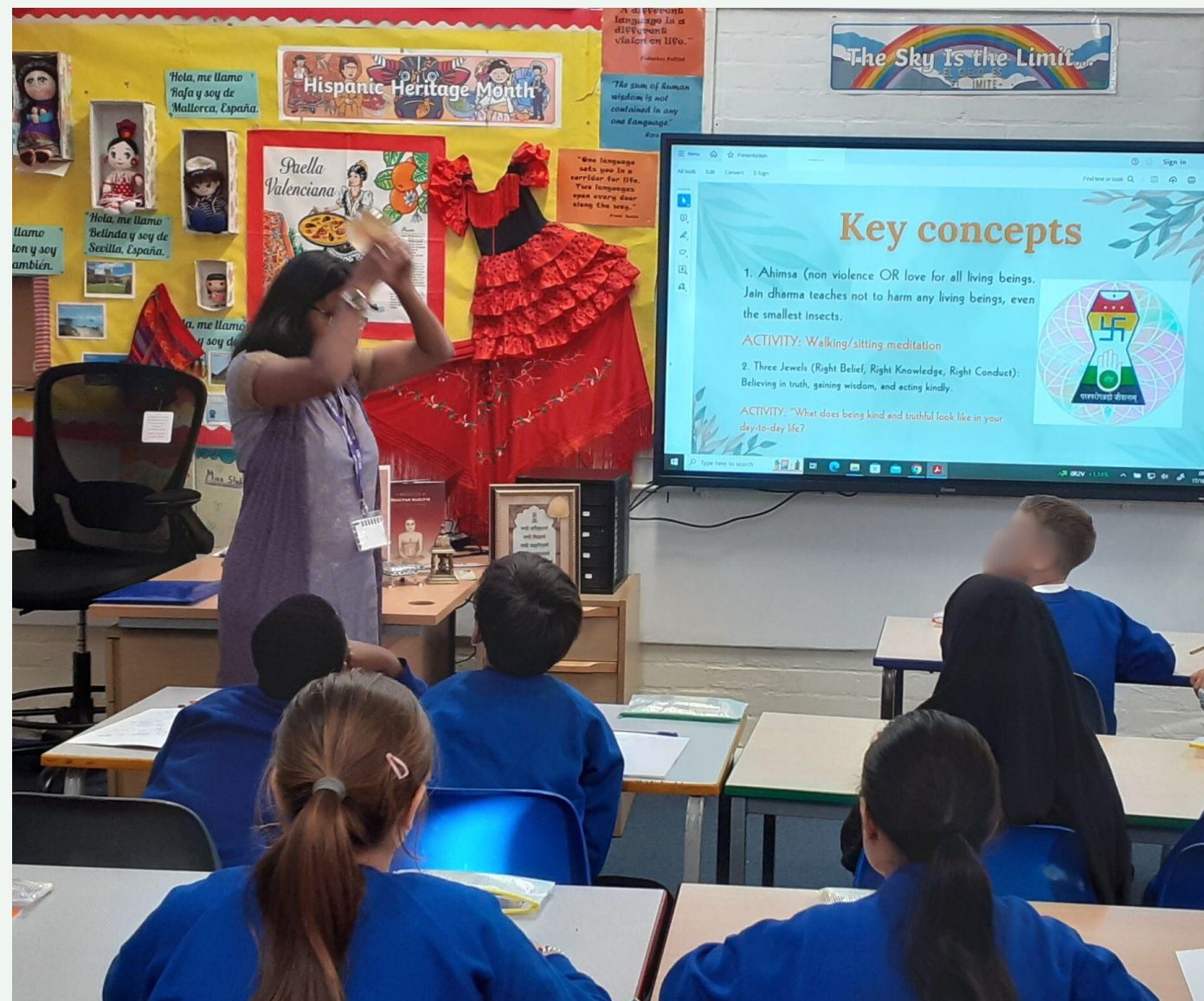
In Year 4, children have been learning about the significance of Rosh Hashanah and Yom Kippur to the Jewish community and what it means to appreciate that this is a very special time of year. We have focussed on how we can apply principles of forgiveness and teshuva in our own lives.



Year 5 Religious Education

Summary of this term's learning objectives for the children:

The children have been learning about Buddhism and Jainism and exploring if all actions have consequences. A guest speaker came to teach the children about the key concepts of Jain Dharma, including reciting a prayer of forgiveness.



Thursday 10th October 2024

LT: To be able to understand the four noble truths and how they affect the lives of Buddhists

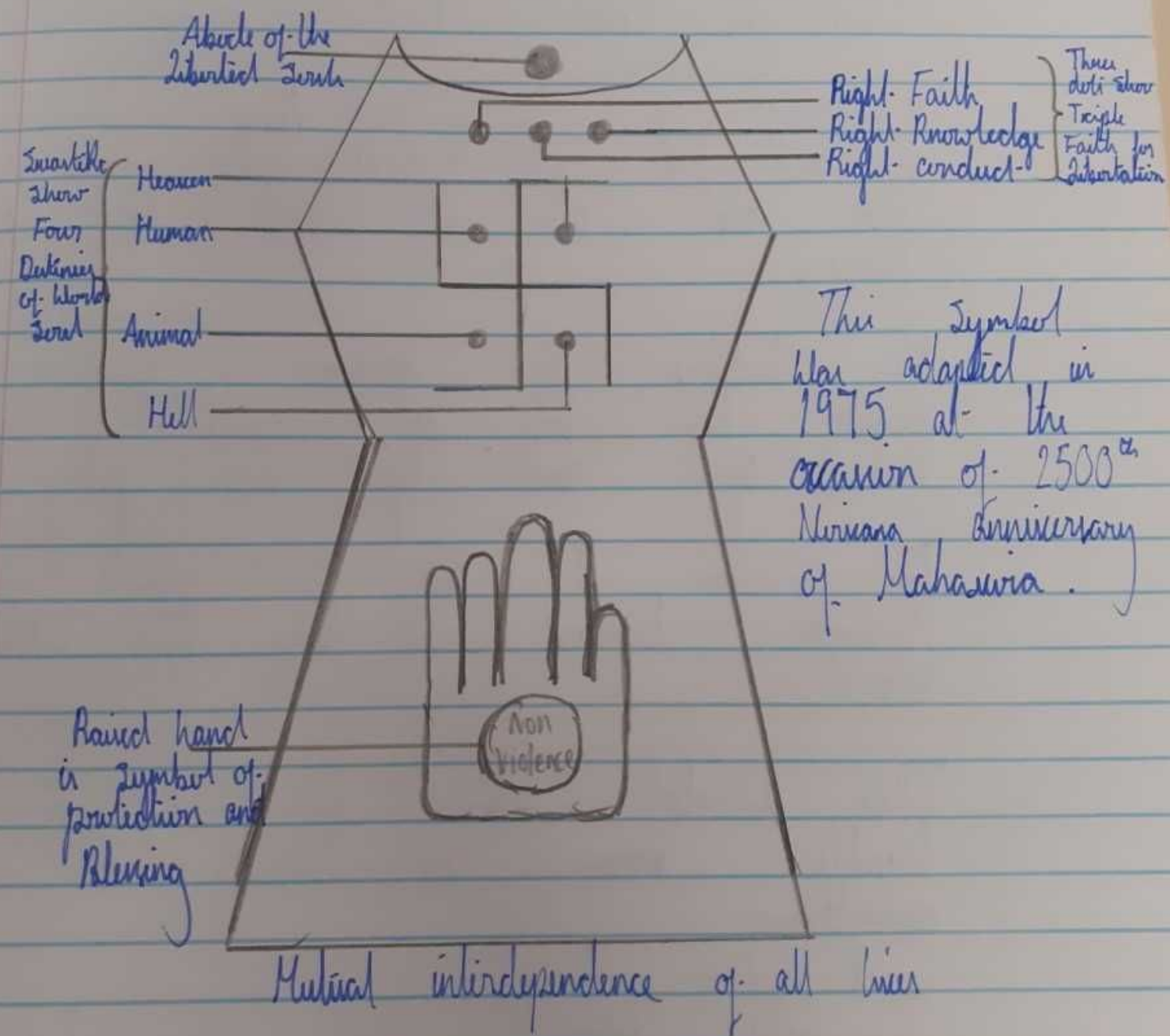
Fast 5 Retention Questions

1. Buddhism started in Nepal.
2. Buddhism started over 2500 years ago.
3. Yes the Buddha was called Siddhartha Gautama.
4. The Buddha lived at the palace was Luxurious, royal.
5. The Buddha saw a old man, dead man and homeless man that got him worried.

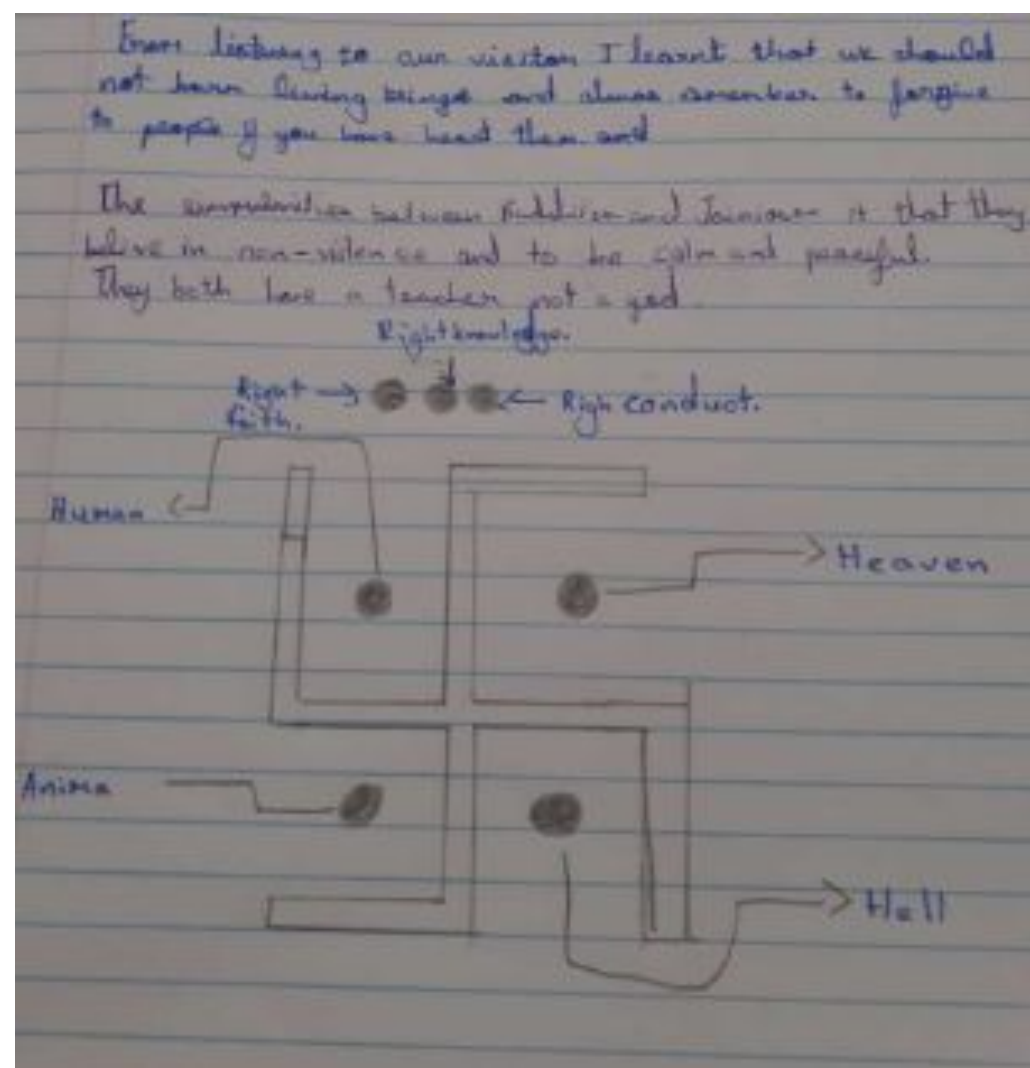
Fill in the blanks. Use the words in the table to help you.

1. The Four Noble Truths are Dukkha, Samudaya, Nirodha and Magga.
2. Buddha believed that by following the Four Noble Truths, we can achieve nirvana by detaching ourselves from what we crave.
3. By following the eightfold path, Buddha believed we can end suffering.
4. Buddha taught of impermanence, meaning the world is always changing.

dukkha	nirvana	Path	magga	changing
nirodha	samudaya	Eightfold	crave	Buddha



From listening to our visitor I learnt that Jainism is a very peaceful and calm religion. My favourite part of the lesson was when we learnt about the Jainism symbol. The similarities of Buddhism and Jainism is that they do not have any gods but they have teachers.



Year 6 Religious Education

In year 6, children learned about the idea of community and how people are connected, both in religion and in everyday life. They thought about why worship and group activities are important and explored how different communities, especially in Islam and local groups in Harrow, help and support each other.

