



# Christian Distinctiveness

Supporting spiritual growth for learners, wherever they are on their faith journey, is central to our community life. Prayer and worship are supported by an innovative curriculum where ideas are expressed creatively to develop the spirit and contribute to life in all its fullness. Our school values of Compassion, Forgiveness, Friendship and Trust are embodied in our nurture and encouragement of all.



# The Howard School Vision

*Our mission is to ensure that the message of living life to the full, of loving and of learning permeate all we do in school. And to be encouraged by the language of our vision which speaks of developing the whole child through **opportunities to develop the mind, body and spirit** ensuring confidence, growth, transformation and community, all essential qualities in enabling people to flourish – both adults and children!*

## **Educating for 'life in all its fullness.'**

Providing opportunities for growth in mind, body and spirit through inspirational and innovative education underpinned by a deeply Christian ethos. Those who learn and work here will develop confidence, embrace creativity and enhance their knowledge and skills so that they can experience 'life in all its fullness.' (John 10:10)



### **Mind**

High expectations and aspirations in all areas of school life create an inspirational learning environment where knowledge is acquired through discovery. Creativity, the development of academic habits and skills, and broadening children's hopes and aspirations help to engender an enjoyment for learning and secure excellent pupil outcomes. Learners are well prepared for any future path they choose.



### **Body**

Safety and wellbeing of learners is paramount, where every child matters and, crucially knows they matter. Learners are welcome to explore who they are, develop confidence and emotional intelligence thus ensuring that they become the best versions of themselves within an accepting and understanding community.



### **Spirit**

Supporting spiritual growth for learners, wherever they are on their faith journey, is central to our community life. Prayer and worship are supported by an innovative curriculum where ideas are expressed creatively to develop the spirit and contribute to life in all its fullness. Our school values of Compassion, Forgiveness, Friendship and Trust are embodied in our nurture and encouragement of all.

## **Theological Underpinning of the Vision:**

As a Church of England school, the school mirrors the church's vision for an education which promotes 'life in all its fullness' (John 10:10). Its core purpose is to educate the whole child; uniting excellence and academic rigour with spiritual, social, moral and cultural development - enabling every child to flourish.

Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body and spirit. Jesus is the good shepherd and inspires us in our purpose of striving to provide wisdom, guidance, restoration and comfort just like the loving shepherd. Offering protection and educating against dangers, ensuring positive global citizens and the safety of all God's children.

In this verse, Jesus says he has come 'in order that you might have life - life in all its fullness' it's a reminder that it is possible for us to know a full life, in which we know the security of being in the hands of the good shepherd. 'I am the good shepherd; I know my sheep and my sheep know me.' (John 10:14).

Another way of expressing the idea of life to the full is to ask yourself what's God's story for your life? As educators we understand the importance of our role in facilitating their journey in this stage of God's plan for them.

Jesus said 'Let the children come to me, Do not stop them. For the Kingdom of Heaven belongs to such as these' (Matthew 19:14). In saying this Jesus highlights the special place of children and their insight into the Gospel message. Children see what adults have become blind to, therefore have great gifts to offer. We see this in our school community time and time again: in the insight and wisdom of the children, their ability to see what we don't and we have to become like them to gain their wisdom.



# Our Christian Ethos

As a Church of England school we are committed to and proud of our Christian distinctiveness and offer an environment that ensures all children experience the highest quality of teaching and learning opportunities. We actively support the spiritual growth of learners wherever they are on their faith journey. Religious Education has a high profile in school life with lessons providing fully for the needs of all learners.

## Community Links

As a Church of England School, we have strong links with our local church, St Cuthbert's and the local community where we engage and lead in many projects. There are many ways in which these links are forged, including school services at the church, community gatherings, after school activity clubs and regular visitors from the church to lead and take part in worship and events. As well as St Cuthbert's where we hold our annual Harvest, Christmas, Easter and Leavers Services we also have close links with other churches in Ackworth: Methodist Church, All Saints and The Community Church.



## The Hidden Curriculum

The curriculum, in its wider sense, offers exceptional opportunity for spiritual development. Quality opportunities for pupils to explore situations of injustice and equality so opening pupils' horizons and broadening first-hand experience, gives them a concern for others and a desire to practically undertake actions that challenge these identified injustices through meaningful social actions. A prominent vehicle for this is through the strong partnerships that we have developed. A broad range of enrichment activities enable pupils to flourish and they are supported to be the change they want to see in the world.



In addition to the range of enrichment experiences for our pupils and the experiences of our 'hidden curriculum,' older pupils benefit from two contrasting residential visits which have been carefully planned for specific purposes to meet the needs of our context and vision. The Year 6 residential to Robinwood offers opportunity to develop leadership skills such as team work. Pupils also learn new skills, gain self-confidence and independence, develop their social and interpersonal skills and learn to appreciate the countryside and outdoor opportunities. Year 5 children experience our now established Northumberland residential which directly promotes the school's distinctiveness as a Church of England school, following in the footsteps of St. Cuthbert and making meaningful links, connection and experiences that promote the Christian vision and values.



## Diocese

We follow the Leeds Diocese and Wakefield Local Authority curriculums in RE, exploring the stories and themes of the Old and New Testaments and core Christian values. As part of the National Curriculum we also teach children about world faiths and perspectives. Our link with the Diocese also provides learning opportunities for pupils and staff.



## Global Link

The school has a strong and established link with Tanzania. First hand experiences from the Headteachers visit have been utilised within school. The partnership is highly valued by all and is now an integral part of worship, affirming the Christian values we hold dear. Pupils are able to articulate their thoughts and relate globally about life, therefore developing an understanding of disadvantage, deprivation and the exploitation of the natural world in its truest forms. The school is 'working with and learning from' their global Tanzanian friends.



**We are proud of our partnership with Mshikamano (Solidarity) Primary School - Bega Kwa Bega (Shoulder to Shoulder)**

## Worship

As a Church of England school our daily act of Collective Worship is a special time that brings together members of the school community. Our Worship Committee Ministries take an active role in in our worship. The children are very independent when undertaking this responsibility. Worship is led by teachers, children and visitors. During class assemblies, families are invited into school and we are extremely grateful for the tremendous parental support that we have. Groups of children are encouraged to prepare, lead and evaluate worship based on one of our themes. These opportunities allow them to gain valuable leadership experience and extend their ability to think and reflect on a wide range of global issues. Our worship is further enhanced by visits from our local incumbent. The children are further challenged to think, ask questions and share their views about the world around them.



## Pupil Leadership

Pupil leadership is the heartbeat of the school. A focus on handing over accountability and genuine advocacy of this has led to pupils living our vision and demonstrating associated attributes such as opportunities to be agents of change, for demonstrating courageous advocacy and affirming what is right, to challenge injustices and to offer radical hospitality. Learners are ambassadors who can make a positive contribution. This focus has also led to pupils feeling more valued as members of the school community, enabling opportunities for children to flourish and for their character development to impact on wider society. Pupils understand that the school advocates that the future is in their hands and we ask them to lead and have accountable independence. They understand that they don't have to wait to give service to others.



## Values

As a church school we promote Christian values in everything we do in school. We like to achieve an extended family atmosphere in school to promote a feeling of belonging to a caring community, which in turn creates confidence and security for the children. We encourage all our parents to have regular contact and discussions with us about all aspects of their children's education. Our core values of Friendship, Forgiveness, Compassion and Trust reflect the aspirations we have for each child, to inspire a high level of spiritual and moral reflection and to challenge our learners to take responsibility for their own actions.



## School Prayer

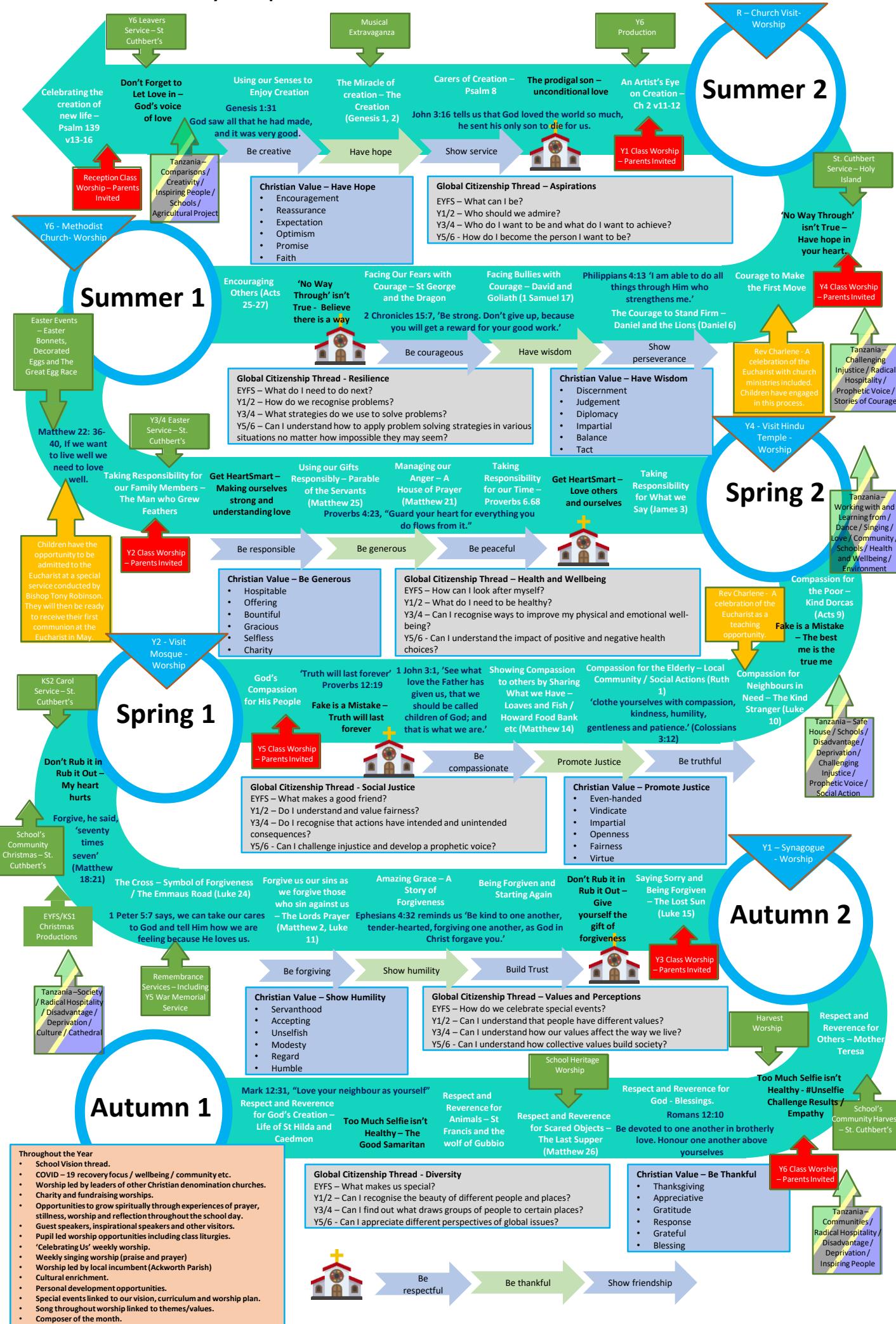
This is our school,  
Where **trust** burns bright.  
Let **compassion** and **forgiveness** begin  
with me  
And **friendship** lay in the depths of our  
hearts,  
Let us love one another each day.  
Amen



# ACKWORTH HOWARD COLLECTIVE WORSHIP JOURNEY 2021-2022 THE HEARTBEAT OF THE SCHOOL



'Providing opportunities for growth in mind, body and spirit.'



**Worship – Christian Values**  
Driven by the vision and values and deeply Christian in its delivery, worship is invitational, inspiring, delivered using a variety of approaches and is an integral part of life and the culture of school. Learners encounter the teachings of Jesus and the Bible and develop their understanding of the Christian belief in the trinitarian nature of God and its language. A carefully planned programme of worship has been developed which links with the church and the wider community to ensure diversity, relevance in today's society and opportunities to engage. Pupils recognise that worship provides meaningful opportunities to contribute to their spiritual development and engage thoughtfully in the process. There are varied and interactive prayer and reflection activities on offer to all pupils which they find helpful and supportive. Links are strong with the local church community and pupils are enabled to engage in the Eucharist in creative and innovative ways, supported by our local incumbent. The school community appreciates the relevance of faith in today's world. Worship is invitational offering everyone the opportunity to engage whilst allowing the freedom for those of other faiths and none to be present with integrity. All those who wish to be so are actively engaged in worship. Prayer is a natural and valued part of the culture of the school. It is not compulsory or forced.

**Worship – Global Citizenship Threads**  
**DIVERSITY** – Exploring the importance of others and how to love them well is discovered. There is a focus on empathy and exploring the importance of others and how to love them well.  
**VALUES AND PERCEPTIONS** – Understanding how to process negative emotion and choose forgiveness to restore relationships is taught. The focus is forgiveness and learning how to process negative emotion, including disappointment and hurt.  
**SOCIAL JUSTICE** – Unpicking how to bravely communicate truth and be proud of who we are is the focus. Here we explore identity and learn how to be authentic and having the courage to tell the truth when we need to.  
**HEALTH AND WELLBEING** – Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy is taught focusing on wholeheartedness, we learn what it is to be HeartSmart and how we can PORN ON to love ourselves and others well.  
**RESILIENCE** – Knowing there is a way through every situation no matter how impossible it may seem is taught. We learn how to develop and maintain a growth mindset.  
**ASPIRATIONS** – Learning how important, valued and loved we are is explored. Children consider self-worth and learn how to love and value themselves well.

**Leading Worship**  
Worship is led by a variety of people including:  
• The Headteacher  
• A member of staff  
• A visitor: e.g. the Local Rector/Leaders of other Christian denominations.  
• Children.

**Worship Opportunities**  
A variety of whole school and more intimate worship experiences are offered such as:  
• Whole class worship linked to the Christian values, global citizenship curriculum threads, the school vision, celebration, singing and the school's Tanzania link.  
• A variety of worship enhancements such as visitors from other Christian denominations, charity groups and identified personal development needs of the school etc.  
• Varied class worship – Key Stage, House Groups etc.  
• Worship delivered in the Peace Garden.  
• Varied delivery approaches – child led, drama etc.

**Pupil Leadership**  
Collective times are an opportunity for pupil ownership and to demonstrate the 'living of the vision.' In addition to this, worship contributes to our extensive pupil leadership offer. Ministries are in place, led by our Worship Committee, adding another dimension to pupil leadership. Pupils have wide ranging opportunities to plan, lead and evaluate worship.

**Global Link**  
The school has a strong and established link with Tanzania. First hand experiences from the Headteachers visit have been utilised within school. The partnership is highly valued by all and is now an integral part of worship, affirming the Christian values we hold dear. Pupils are able to articulate their thoughts and relate globally about life, therefore developing an understanding of disadvantage, deprivation and the exploitation of the natural world in its truest forms. The school is 'working with and learning from' their global Tanzanian friends.

**The Anglican Calendar**  
The liturgical calendar indicates the festivals and seasons of the Anglican Church. We follow the calendar which shows the major festivals and saints' days. The liturgical colours for each festival and season are and displayed in school.

**Other World Faiths**  
In addition to the liturgical calendar, other key festivals celebrated by other World religions are incorporated into our provision.

- Throughout the Year**
- School Vision thread.
  - COVID – 19 recovery focus / wellbeing / community etc.
  - Worship led by leaders of other Christian denomination churches.
  - Charity and fundraising worships.
  - Opportunities to grow spiritually through experiences of prayer, stillness, worship and reflection throughout the school day.
  - Guest speakers, inspirational speakers and other visitors.
  - Pupil led worship opportunities including class liturgies.
  - 'Celebrating Us' weekly worship.
  - Weekly singing worship (praise and prayer)
  - Worship led by local incumbent (Ackworth Parish)
  - Cultural enrichment.
  - Personal development opportunities.
  - Special events linked to our vision, curriculum and worship plan.
  - Song throughout worship linked to themes/values.
  - Composer of the month.





# Tanzania Partnership



## Working With and Learning From...

*The school has strong links with a school in Tanzania. This helps pupils to understand life beyond their own community. Pupils have raised funds to help build a classroom at their partner school.*  
- Ofsted 2020

Strong links have been forged between schools in the Leeds Diocese and Tanzanian schools in the Mara Diocese. Our school is at the forefront of this and an ambassador for the project given Mr. Walkers participation on the most recent visit, his membership of the Tanzania Link Committee, chaired by Bishop Tony Robinson, and taking on the role of Tanzanian Link School's Coordinator, leading within the network of school's and communication with colleagues in Tanzania.

This is a partnership that has gone from strength to strength and is highly valued by the school. The link is part of the fabric of the school and children and staff engage as part of the overall school vision. Using the Tanzania link as a model to inspire change has been proven to impact on children's behaviours as agents of change, the ability to challenge injustice and use their own initiative to fundraise and challenge in other areas.

Over the last few years, strong links have been forged between schools in the Leeds Diocese and Tanzanian schools in the Mara Diocese. Historically this grew from the work being done by the Wakefield Diocese. Over time, schools here have helped raise funds for a huge variety of projects to help communities in Mara. These have included digging wells, building classrooms, providing text books and desks. BUT it is not just about fundraising. Crucially, for the children, it is about learning about other cultures, making friends across the miles and learning key Christian values.

From the visit, many opportunities to learn from the Tanzanian schools have been identified including creativity within the curriculum. Opportunities to enhance the curriculum through this partnership are threaded throughout curriculum plans. Use of Swahili in worship is always enjoyed by the pupils and the offering of prayers, song and music adds to the richness of provision.

More importantly, our work impacts on the lives of communities in extreme poverty and offers hope to many and it is that hope that keeps this network thriving.

This link is closely aligned to our vision, particularly in developing the spirit:



### Mind

- Learners educate, communicate and build enduring relationships with internal and external communities.
- A broad and balanced curriculum is promoted.



### Body

- Learners are encouraged to celebrate the wonderful variety of ways to be human.
- Human identity in all its forms is celebrated ensuring dignity and respect.
- Learners understand that we are all created equally in God's image.



### Spirit

- Learners show courageous advocacy, driving ethical decisions affirming what is right.
- Learners are supported to be the change they want to see in the world.
- Learners offer radical hospitality and are welcoming to all.
- Learners challenge injustice and are committed to justice.
- Learners become agents of change.
- Character development impacts on wider society enabling people to flourish together.



# Religious Education





# Religious Education

## *Why is religious education important?*

In Church of England schools, where pupils and staff come from all faiths and none, religious education (RE) is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. At the heart of RE in church schools is the teaching of Christianity and pupils also learn about other faiths and world views.

### **Religious Education:**

- Is relevant for all children, whatever their religion or beliefs
- Teaches understanding of world religions and beliefs
- Shows how religion influences individuals, families, communities and cultures
- Explores the political and social impact of religion
- Encourages reflection on issues of justice and truth
- Provokes questions about the meaning of life
- Offers opportunities for personal reflection
- Develops and affirms personal identity and responsible citizenship

### **Prepares children for adult life RE can help:**

- Promote respect for self and others
- Contribute to an understanding of history and culture
- Enhance our understanding of global affairs
- Develop personal well-being and happiness
- Safeguard ethical standards in public life
- Generate social and community cohesion
- Tackle extremism and religious discrimination

## **Our aims**

At Ackworth Howard J&I School, we believe that in RE we should develop the children's skills so that they can explore people's beliefs and asks questions about life. Children should learn to understand the differences and similarities between people and how they live, based on their beliefs. Through RE children will learn to reflect and respond to their own ideas.

### **Mind**



RE at our school engages pupils in an enquiry approach where they can develop an understanding for the expression of beliefs, cultural practices and influence of principle religions and world views in the local, national and wider global community.

### **Body**



We encourage our children to be inspired by moments of awe and wonder and respond to God through worship and seek solace and support from their faith. Through our inspiring curriculum will give children the opportunity to respond creatively to their life experiences.

### **Spirit**

RE in our school has a significant role for the development of pupils' spiritual, moral, social and cultural development. We promote respect and open-mindedness towards others with different faiths and beliefs and we encourage pupils to develop their sense of identity and belonging through self-awareness and reflection.



### **Careers**

Careers that include the use of Religious Education:

- Religious Leader
- Teacher
- International or Community Aid Worker
- Hospital Doctor
- Doctor
- Community Worker
- Charity Fundraiser
- Social Worker
- Counsellor

# ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS RELIGIOUS EDUCATION



Concept	Key Stage	What understanding and using that concept looks like..
<b>God</b> <i>Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit</i>  (UC)	EYFS	<b>Know</b> that God is a name
	KS1	<b>Know</b> that Christians believe in God, and that they find out about God in the Bible. <b>Recognise</b> that Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this <b>Remember</b> that Christians worship God and try to live in ways that please him.
	LKS2	<b>Explain that</b> Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation) <b>Give examples</b> of Bible stories show how God keeps his promises. <b>Discuss</b> how Christians find that understanding God is challenging; people spend their whole lives learning more and more about God <b>Relate</b> symbols, similes and metaphors to God , in song, story, poems and art.
	UPKS2	<b>Understand</b> Christians believe that God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. <b>Explore why</b> Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. <b>Consider why</b> Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. <b>Debate</b> about what God is like. Christians do not all agree what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. <b>Discuss</b> why Christians believe getting to know God is like getting to know a person rather than learning information.

Concept	Key Stage	What understanding and using that concept looks like..
<b>Creation &amp; Fall</b> <i>The universe and human life are God's good creation. Humans are made in the image of God but they have a tendency to go their own way; this attitude is called sin.</i>  (UC)	EYFS	<b>Understand</b> that Christians believe God is Creator of the universe <b>Discuss</b> Christians believe God made our wonderful world and so we should look after it
	KS1	<b>Recognise that</b> God created the universe and the Earth and everything in it are important to God <b>Ask</b> questions about the relationship between God and with human beings <b>Illustrate how</b> Humans should care for the world because it belongs to God.
	LKS2	<b>Show</b> how God wants to help people be close to him. Examine the Bible account of how humans spoiled their friendship with God.
	PKS2	<b>Compare and contrast</b> the poetic account of creation from the Bible and contemporary scientific accounts.



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EDUCATING FOR 'LIFE IN ALL ITS FULLNESS'

# ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS RELIGIOUS EDUCATION



Concept	Key Stage	What understanding and using that concept looks like..
<b>People of God</b> <i>People who will model a restored relationship with God, who will attract all other people back to God</i>  (UC)	EYFS	<b>Listen</b> to stories about the People of God
	KS1	<b>Discuss</b> stories about the People of God
	LKS2	<b>Understand</b> that the Old Testament tells stories about the children of Israel and their relationship with God.  <b>Explain</b> the benefits of having a relationship with God
	UKS2	<b>Trace</b> the people of God throughout the Bible: Abraham, Jacob to David  <b>Explore</b> stories from the Bible and analyse how Christians today apply these ideas to living today  <b>Explore</b> how Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as light in the world.

Concept	Key Stage	What understanding and using that concept looks like..
<b>Incarnation</b> <i>Jesus is God's answer – the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again</i>  (UC)	EYFS	<b>Know</b> that Christians believe God came to Earth in human form as Jesus  Christians believe Jesus came to show that all people are precious and special to God
	KS1	<b>Recount</b> the story of Jesus' extraordinary birth in Bethlehem  <b>Know</b> that Christians celebrate Jesus' birth, and that Advent for Christians is a time for getting ready for Jesus' coming
	LKS2	<b>Understand</b> that Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.  <b>Investigate</b> how Christians worship God as Trinity.
	UPKS	<b>Understand</b> that Jesus was Jewish.  <b>Discuss</b> Christians believe Jesus is the Messiah and that his birth, life, death and resurrection were part of God's plan to restore the relationship between humans and God.  <b>Contrast</b> this belief with the Jewish faith which does not think Jesus is the Messiah  <b>Analyse</b> why Christians see Jesus as their Saviour



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**EDUCATING FOR 'LIFE IN ALL ITS FULLNESS'**

# ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS RELIGIOUS EDUCATION



Concept	Key Stage	What understanding and using that concept looks like..
<b>Gospel</b> <i>Jesus' life, teaching and ministry which embodies what it is like to be one of the People of God.</i> (UC)	EYFS	<b>Know</b> that Christians believe that God loves everyone
	KS1	<b>Know</b> that Christians believe Jesus brings good news for all people including being loved by God, and being forgiven for bad things. <b>Talk about</b> how Jesus is a friend to the poor and friendless. <b>Consider</b> Jesus' teachings about how to live the right way
	LKS2	<b>Examine</b> how Jesus' life shows what it means to love God (his Father) and love your neighbour. <b>Identify</b> how Christians try to put the teaching and example of Jesus into practice every day
	UKS2	<b>Analyse</b> how 'good news' is not just about setting an example for good behaviour and challenging bad behaviour: Christians believe that Jesus offers a way to heal the damage done by human sin. <b>Explore</b> how Christians believe that they should bring this good news to life in the world

Concept	Key Stage	What understanding and using that concept looks like..
<b>Salvation</b> <i>Jesus' death and resurrection effect the rescue or salvation of humans</i> (UC)	EYFS	<b>Know</b> that Christians believe Jesus came to show God's love and remember Jesus' last week at Easter Recognise that Christians try to show love to others.
	KS1	<b>Know</b> that Easter is important in the 'big story' of the Bible. <b>Remember</b> that Christians believe Jesus showed that he was willing to forgive all people and builds a bridge between God and humans <b>Know</b> that Christians believe Jesus rose from the dead, giving people hope of a new life.
	LKS2	<b>Describe</b> how Christians celebrate and see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. <b>Explain</b> how events of Holy Week were important in showing the disciples what Jesus came to earth to do. <b>Understand</b> that Christians trust that Jesus really did rise from the dead, and so is still alive today
	UKS2	<b>Consider</b> why Christians read the 'big story' of the Bible, including Gospels and the New Testament <b>Discuss</b> the different ways that Christians interpret Jesus' death and explore how Christians remember Jesus' sacrifice through the service of Holy Communion <b>Know</b> that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also hope for life with God, starting now and continuing in a new life (Heaven). <b>Explore</b> how Christians believe that Jesus calls them to sacrifice their own needs to the needs of others



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Concept	Key Stage	What understanding and using that concept looks like..
<b>Kingdom of God</b> <i>The idea of the 'Kingdom of God' reflects God's ideal for human life.</i>  (UC)	EYFS	<b>Listen</b> to parables and stories from the Bible
	KS1	<b>Know</b> that parables often try to teach Christians lessons about how to live their life
	LKS2	<b>Discuss</b> Christian beliefs that Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now.  <b>Discover</b> the meaning of the Pentecost and the importance of the Holy Spirit to Christians
	UKS2	<b>Explore</b> the parables about the Kingdom of God and consider what they mean.  <b>Consider</b> why many Christians challenge unjust social structures in their locality and in the world.

Concept	Key Stage	What understanding and using that concept looks like..
<b>Islam</b>  (AS)	KS1	<b>Know</b> some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah  <b>Know</b> a story about the life of the Prophet Muhammad  <b>Remember</b> some objects used by Muslims and suggest why they are important  <b>Give examples</b> of some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel
	KS2	<b>Discuss</b> the connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad  <b>Explain</b> the significance of the Holy Qur'an to Muslims  <b>Recognise</b> the forms of guidance a Muslim uses  <b>Understand</b> the key functions of the mosque and the beliefs of Muslims



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Concept	Key Stage	What understanding and using that concept looks like..
Judaism (AS)	KS1	<p><b>Know</b> how the mezuzah in the home reminds Jewish people about God</p> <p><b>Explain</b> how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat</p> <p><b>Talk about</b> a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means</p>
	KS2	<p><b>Describe</b> Jewish beliefs about God</p> <p><b>Explore</b> examples of some texts that say what God is like and explain how Jewish people interpret them.</p> <p><b>Talk about</b> clear connections between Jewish beliefs about the Torah and how they use it Clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</p> <p><b>Explain</b> how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice).</p> <p><b>Understand</b> and know and consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far these ideas are valuable to people who are not Jewish</p>
Hindusim (AS)	KS2	<p><b>Discuss</b> examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life</p> <p><b>Describe</b> ways in which Hindus express their faith through puja, aarti and bhajans</p> <p><b>Explore</b> reasons why being a Hindu is a good thing in Britain today, and reasons why it might be hard sometimes</p> <p><b>Identify</b> links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, help others</p>



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# ACKWORTH HOWARD LEARNING JOURNEY RELIGIOUS EDUCATION



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## Making sense of the text:

Developing skills of reading and interpreting Biblical texts

## Understanding the Impact:

Examining ways in which Christians respond to Biblical texts and how they put their beliefs into action in diverse ways within the Christian community and in the world.

## Making Connections:

Evaluating, reflecting on and connecting the texts/ concepts studied with pupils' own lives.

## Christian Values:

### Year A

- Aut 1: Be respectful
- Aut 2: Be forgiving
- Spr 1: Be compassionate
- Spr 2: Be responsible
- Sum 1: Be courageous
- Sum 2: Be creative

### Year B

- Aut 1: Be thankful
- Aut 2: Show humility
- Spr 1: Promote Justice
- Spr 2: Be generous
- Sum 1: Have wisdom
- Sum 2: Have hope

### Year C

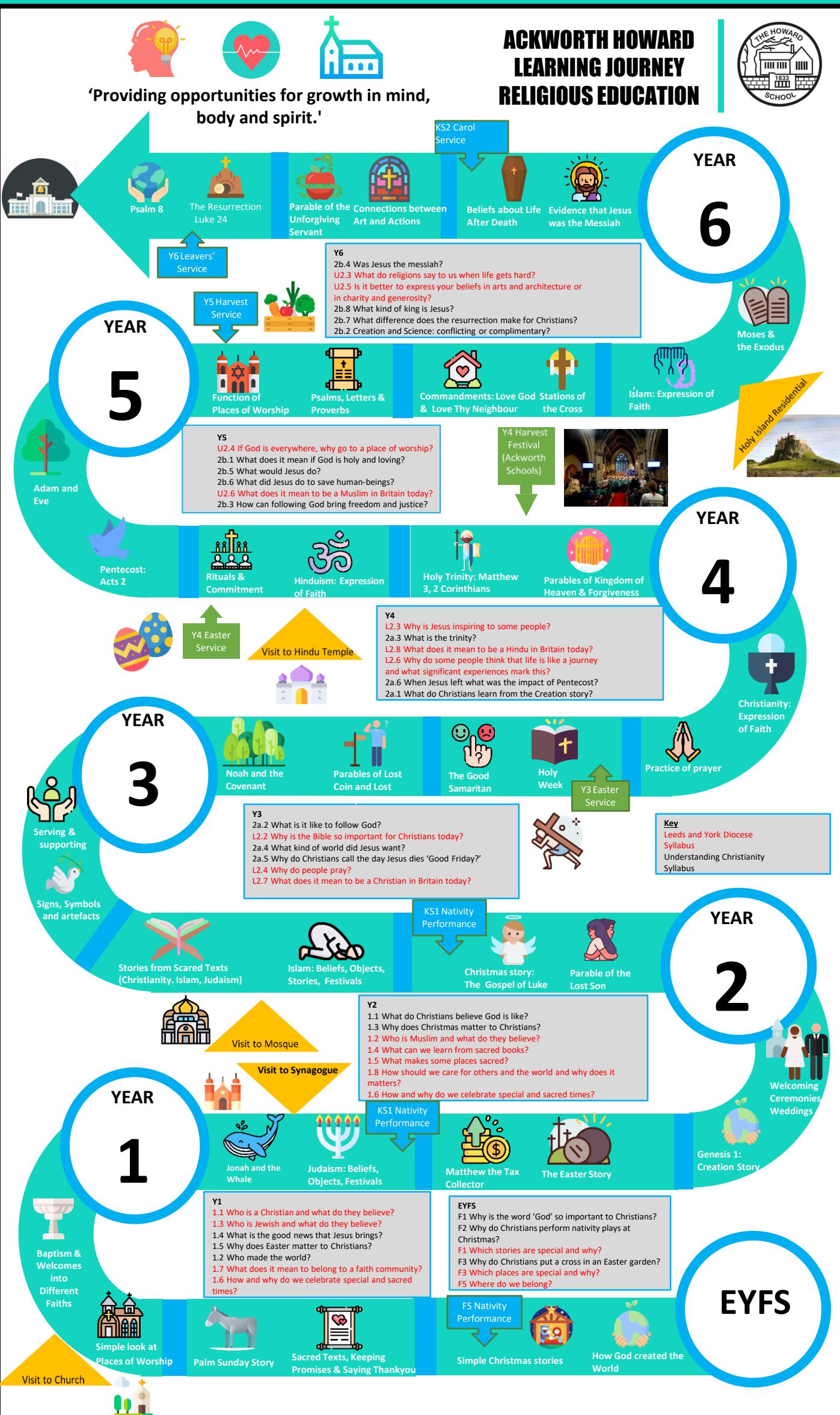
- Aut 1: Show friendship
- Aut 2: Build Trust
- Spr 1: Be truthful
- Spr 2: Be peaceful
- Sum 1: Show perseverance
- Sum 2: Show service

## Church Services held at St Cuthbert's Church:

- Aut: Harvest
- Aut: Christmas
- Spr: Easter
- Sum: Leavers'

## Multifaith Learning:

- Rec: Judaism, Islam, Hinduism
- Year 1: Judaism
- Year 2: Islam, Judaism
- Year 3: Islam
- Year 4: Hinduism, Judaism, Humanist
- Year 5: Islam, Hinduism, Judaism, Islam
- Year 6: Humanists, Hinduism, Islam





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