



St. James' Blackburn  
CE Primary School

### Vision Statement

Guided by our Christian Values we endeavour to inspire, cherish and serve our school community. We strive to be exceptional in all we do. We will nurture a love of all God's children. We seek to build respect for all faiths and beliefs.

*'Serve one another in love' (Galatians 5.13)*

### Mission Statement

Together we value, inspire and develop each other within a happy, safe community based on Christian values and respect for other faiths.

*'Show respect to everyone'*  
*(Peter 1 2.17)*

### **LOVE**

*'Serve one another in love'*  
*(Galatians 5.13)*

### **RESPECT**

*'Show respect to everyone'*  
*(Peter 1 2.17)*

### **COURAGE**

*'Be strong and courageous;  
do not be frightened or  
dismayed, for the Lord your  
God is with you wherever you  
go.'*  
*(Joshua 1.9)*

# Religious Education Policy

Date Agreed by Governors: 4.4.25

Governor review date: 4.4.27

The significance of Religious Education (RE) at St James' is reflected in the words of the Worship Committee who say,

"RE is important because we are a Church of England school learning about Christian values and World religions. It teaches us what is morally correct. We look at putting values into our own lives."

*St James' Worship Committee, April 2025*

### **School Vision**

Guided by our Christian Values we endeavor to inspire, cherish and serve our school community. We strive to be exceptional in all we do. We will nurture a love of all God's children. We seek to build respect for all faiths and beliefs.

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### **School Mission Statement**

Together we value, inspire and develop each other within a happy, safe community based on Christian values and respect for other faiths.

*'Show respect to everyone' (Peter 1 2.17)*

### **School Values**

The school has 9 School Values underpinned by 3 core Christian Values of:

#### **Courage**

*'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.'* (Joshua 1.9)

#### **Love**

*'Serve one another in love' (Galatians 5.13)*

#### **Respect**

*'Show respect to everyone' (Peter 1 2.17)*

### **Religious Education Statement**

At St James' Church and England Primary School we strive to be exceptional in all that we do and provide a Religious Education curriculum that reflects the vision. We aim to ensure the curriculum is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith whilst developing their understanding of major World religions and beliefs. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of Christianity and a range of faiths and world views. Religious Education makes links with the Christian values of the school. Spiritual, moral, social and cultural development are intrinsic to the Religious Education curriculum and has a significant impact on learners.

## 1. Philosophy and Legal Requirements

The Religious Education provided in this Church of England Voluntary Aided School is in conformity with the rites, practices and doctrines of the Church of England as laid down in the Trust Deed. RE plays a major part in promoting the Christian aims, values and ethos of St James' as expressed in the Vision and Mission Statement. We seek to promote care, respect and understanding through the teaching of RE. It will therefore have a strong influence on the overall personal, social, moral and spiritual education of pupils.

We are a Voluntary Aided school and as such draw upon the resources of the local Anglican Church and Diocese as a means for our children witnessing Christianity as a living faith. We take into account that the majority of pupils are not of Christian faith and draw upon their experience. We reflect the fact that the religious traditions of Great Britain are, in the main Christian, while taking account of principal religions represented in Great Britain.

Parents may request the governing board to provide Religious Education for their children according to the locally Agreed Syllabus. This can only be requested when parents cannot, with reasonable convenience, arrange for their children to attend another school where Religious Education is provided according to the locally Agreed Syllabus. The governing board should make provision unless the circumstances make it unreasonable to do so. Should the governing board be unable to make such arrangements for Religious Education to be delivered according to the Agreed Syllabus, the responsibility for doing so then falls on the Local Authority. The Local Authority may decide that such a request for separate Religious Education is unreasonable and the parental request then fails.

The Religious Education provided by the school is in accordance with the Church of England Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from RE (as parents are legally entitled to do) cannot insulate them from the religious life of the school.

## 2. Aims of Religious Education

The aims of Religious Education in Church Schools are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

*RE Statement of Entitlement: The Church of England Education Office 2016*

Appropriate to age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those who are not of Christian faith and those of no faith.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

*RE Statement of Entitlement: The Church of England Education Office 2016*

This can be expressed in more detail and distinctively as:

We learn about:

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- God who reveals himself ultimately in Jesus, living on Earth, with his death and resurrection;
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

We learn from:

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the stories and teachings of Jesus Christ;
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

**Religious Education in Church Schools should also help pupils to:**

- learn *about* a range of faiths, their beliefs, traditions and practices and *from* them through encounter and dialogue;
- recognise and respect those of all faiths and beliefs in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in different traditions.

**Religious Education in Church Schools should help pupils to:**

- reflect theologically and explore the ultimate questions and challenges of life in today's society;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- understand the challenge faced by Christians in today's pluralist and post-modern society;
- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- begin to develop their own commitments, beliefs and values;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with different faiths and traditions;
- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.

**Religious Education in Church Schools should enable:**

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- pupils from different faith backgrounds to understand and be encouraged in their faith;
- pupils with no religious background to be given an insight into what it means to be a person of faith;

- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society

### 3. Teaching and Learning

RE is a subject without prescribed curriculum content through the National curriculum. It is nevertheless a legal requirement for all pupils. As a Church of England school we are legally required to focus on Christianity in the RE curriculum whilst taking into account different principal religions in Great Britain.

The Governing Body as a whole is responsible for determining the nature of Religious Education in School. The governors adopt the RE syllabus produced by the Blackburn Diocesan Board of Education. This is supported by units from the Understanding Christianity syllabus produced by the Church of England Education Office. This fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2016. Pupils will explore a range of world faiths and beliefs in a progressive manner from EYFS to the end of KS2. We incorporate the religions of pupils in each class for comparative purposes throughout any topic as appropriate. Given the population of the school, this is often Islam. It is essential that we draw upon the pupils' experiences as much as possible and as stated in the school's vision, cherish and serve our school community, building respect for all faiths and beliefs. We do not use Religious Education to convert children, urge a particular religion or impose religious beliefs on children (Ed Act, 94/96).

At least 5% of the curriculum time will be devoted to the teaching of RE, equivalent to a one hour session each week. 79% of RE time is devoted to Christianity and 21% to non-Christian faiths, with a carefully considered balance planned for KS1, LKS2 and UKS2 (Appendix One). Each year group will explore a different facet of Christmas and Easter.

When appropriate, additional RE lessons will be taught to ensure coverage of major faith festivals and celebrations such as Ramadan, Eid, Harvest and Diwali. Year groups may also choose to cover an additional religion as a blocked topic, for example Chinese New Year in Reception. The school may also deliver Project Days to celebrate key festivals and events (Appendix Two).

Progression is ensured through the use of the Blackburn Diocesan Agreed Syllabus units.

Effective Teaching and Learning of Religious Education and high standards are achieved throughout the curriculum, RE is taught in a variety of ways. Lessons are delivered by the class teacher and not be left for PPA cover. Occasionally a member of the leadership team may model or support to ensure high standards are maintained. Activities used include:

- Drama and role play – speaking and listening
- Collaborative and independent work
- Discussion and presentation
- Visits
- Use of artefacts/images
- ICT resources
- Visitors and outside speakers
- Creative activities – interpreting religious artwork
- Art and Design activities
- Use of music and instruments from different religions, composing own hymns
- Reading/Writing
- Use of Key Questions
- To promote Spiritual, Moral, Social and Cultural through empathy, exploration and reflection

- Exploration of self-awareness, inner feelings and emotions, and personal relationships and promote respect for the beliefs and values of others
- P.E. and learning religious dances

Our approach is to make lessons inspiring, stimulating and relevant to children and we will draw upon a range of techniques. A wide variety of teaching and learning styles are employed when delivering RE. Teachers take into account children's learning styles and aim to provide appropriate lessons and activities to cater for these throughout RE lessons. The use of these different learning styles has been supported through the purchase of multimedia resources and world faith artefacts.

The continuous Professional Development (CPD) of staff is a high priority within school and as a result regular training is provided to support staff in their planning and delivery of high quality RE. This CPD is led by the Leadership Team who attend regular RE clusters within the Diocese to ensure their knowledge is up to date.

#### **4. Curriculum Delivery**

When planning RE, teachers use learning objectives, lesson activities and assessment opportunities adapted from the relevant unit plans in order to plan well balanced RE lessons.

One of the main aims of the RE curriculum is to challenge children to reflect on issues of beliefs and values. The approaches that are used must engage the children in this active thinking process.

As in other curriculum areas, work is differentiated to match the needs of the children. This can be done using differentiation through tasks, recording, support or outcome.

#### **5. Inclusion and Equal Opportunities**

All children regardless of ability, race or gender are given full access to the RE curriculum. The school endeavours to inspire and nurture all of God's children. Teachers provide lessons that are matched to the needs of the children and take into account individual needs, including those of SEND and EAL pupils. The use of differentiation and a wide range of teaching styles and activities will allow all children to engage with the lessons and respond appropriately.

#### **6. British Values**

The fundamental British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs are taught through worship and the planning and delivery of a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of all pupils. RE makes a significant contribution to the promotion of these British Values, particularly respect and understanding for those of different faiths and beliefs. RE lessons ensure that pupils have an appreciation of the culturally diverse society we live in. The celebration of a variety of festivals and national and religious events encourages pupils to research and discover similarities and differences between different religions and communities. Members of different faiths and religions are encouraged to share their knowledge to enhance learning during RE.

#### **7. Social, Moral, Spiritual and Cultural Development**

RE makes a significant contribution to children's Spiritual, Moral, Social and Cultural Development by encouraging the discovery of God the creator and developing an awe of the environment. Moral

development is based through the exploration of the teachings of Jesus Christ which offer children a secure foundation stone on which to make decisions and build their lives. Social development enriches pupils' understanding of what it means to live in a Christian and diverse community. Cultural development provides opportunities to develop an understanding of a worldwide, multi-cultural faith.

## **8. Assessment**

RE work can be taught and assessed in a variety of ways. This impacts on the way it is recorded such as written form, dramatisation and photography. Work is evidenced in books and assessment scrapbooks. When children participate in project days or special events, class teachers record videos of children's learning through interviews or learning walks.

Teacher assessment is ongoing and may be communicated to pupils through marking or verbal feedback. This should be positive and encouraging and should focus on the RE aspect of the work, and tie in with the objectives and success criteria of the lesson. (*See Teaching, Learning and Assessment policy for guidance*).

Teachers plan for a range of abilities within their class and regular assessments of RE are made, using the Blackburn RE syllabus guidance. EYFS teachers will assess children using the Early Learning Goals and the 'I can statements' taken from the syllabus. The leadership team have an overview of these assessments and support class teachers to enable pupils to meet expected standards for their age, striving to be 'exceptional in all we do.' Children working at a higher than or a lower level than expected are tracked and appropriate differentiation is given to support these pupils.

Parents are reported to verbally through parents' evenings and in written form through reports. Should they require further information, they can make an appointment with the particular member of staff, subject leader or a member of the Senior Leadership Team.

## **9. RE and Collective Worship**

It is recognised that RE and collective worship can support the work of each other. For example, RE can be a stimulus for class worship. Material presented in worship may also be suitable for follow up class work or discussion. Although Religious Education and Collective Worship naturally compliment and enrich one another, they are distinctively separate and are managed separately.

## **10. Resources**

A wide range of materials all five faiths covered are available, including CD ROMs, posters, photo-packs, artefacts, story book packs, big books, bibles and religious art packs. A resource list is available from the RE Leader.

There are a variety of local resources and many visitors can be invited in to school for teaching specific units of the curriculum. We especially endeavor to foster the links with the local Anglican community and St James' Church. We visit the Church for services at Harvest, Christmas, Easter and the end of the School year, and different year groups will explore the church grounds and community during Church units. Classes can visit the Cathedral for organised workshops and events, whilst covering units on the church. The school also endeavors to build links with local organisations, such as the interfaith project and with local mosques and places of worship.

## **11. Display**

When and where possible teachers will display appropriate vocabulary and work that the children have completed. Displays should be interactive, encouraging children to question their topic and areas of learning. There should always be a Christian based RE display in the hall in both key stages. Each class also displays the Big Frieze from Understanding Christianity which shows God's big story from Creation through to the Kingdom of God. This is utilised in RE lessons to support children's understanding of the big picture of Christianity.

Each classroom should also have a worship or reflection area available for children and adults to use to develop spirituality.

## 12. Monitoring and Review

This policy has been developed in consultation with the Headteacher (Mr Stitcher), Senior Leadership Team, Staff, Governors, RE Leader (Mrs White) and the Worship Committee. These are responsible for keeping staff informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The policy will be reviewed every 2 years.

Being a Voluntary Aided School, the management of RE is a distinctive role of the Governors and Headteacher. The governors are responsible for determining the nature of RE provided in school.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
EYC	<p>EYFS 2 Harvest — Why do people of faith say thank you to God at Harvest time?</p> <p>EYFS 1 I am Special – Why are we all different and special?</p> <p>EYFS 4 Christmas– How do Christians celebrate Jesus' birthday?</p>	<p>EYFS8 Friendship – What makes a good friend?</p> <p>EYFS 7 Easter - EYFS 7 Easter – Why do Christians believe Easter is all about love?</p>	<p>EYFS 10 Prayer – What is Prayer? <b>Islam</b></p> <p>EYFS 3 Special People - Why do Christians believe Jesus is special? <b>Multi Faith</b></p>
Reception	<p>EYFS 2 Harvest – Why do people of faith say thank you to God at Harvest time?</p> <p>EYFS 1 I am Special– Why are we all different and special? <b>Islam</b></p> <p>EYFS 4 Christmas – How do Christians celebrate Jesus' birthday? <b>Hindusim</b></p>	<p>EYFS 7 Easter – Why do Christians believe Easter is all about love?</p> <p>EYFS 5 Stories Jesus Heard –Which stories did Jesus hear when he was a child?</p> <p>EYFS 6 Stories Jesus Told – Why did Jesus tell stories?</p>	<p>EYFS 9 Special Places – <b>Hindusim &amp; Islam</b></p> <p>EYFS 11 Special Times – How do you celebrate special times? <b>Islam</b></p>
Year 1	<p><b>1.1</b> Harvest – How can we help those who don't have a good Harvest? <b>Judaism</b></p> <p><b>1.2</b> Creation -What are your favourite things God created? <b>Islam</b></p> <p><b>1.3</b> Christmas- Why do we give and Receive Gifts?</p>	<p><b>1.7</b> Why is baptism special? <b>Hinduism, Islam, Atheism &amp; Humanism</b></p> <p><b>1.4</b> Easter What do you think is the most important part of the story?</p>	<p><b>1.4</b> Jesus What made Jesus special?</p> <p><b>1.9</b> My world Jesus' world -How is the place Jesus lived different to from where we live now? <b>Judaism</b></p>



Year 2	<p>2.1 The Bible - Why is the Bible a special book? <b>Islam, Hinduism &amp; Judaism</b></p> <p>2.2 Christmas- Why was the birth of Jesus such good news?</p>	<p>2.3 Jesus- Why did Jesus welcome everyone?</p> <p>S3 The Old Testament – What does this Story teach us about God?</p> <p>2.4 Easter- How do symbols help us understand the Easter story?</p>	<p>2.5 The Church -Why is the Church a special place for Christians? <b>Islam, Hinduism &amp; Judaism</b></p> <p>S9 The New Testament – Which part of the story do you like best?</p>
Year 3	<p>3.6 Harvest - How do people of Faith say thank you to God for the Harvest? <b>Judaism</b></p> <p>3.1 Called by God- What does it mean to be called by God? <b>Judaism &amp; Islam</b></p> <p>3.2 Christmas- How does the presence of Jesus impact on people's lives?</p>	<p>3.3 Jesus How did/does Jesus change lives?</p> <p>3.4 Easter- Is the cross a symbol of Sadness or Joy?</p>	<p>3.5 Rules for living Which rules should we follow? <b>Sikhism, Humanism &amp; Atheism</b></p> <p>S7 Change the World How can I make a difference? <b>Judaism, Hinduism &amp; Islam</b></p>
Year 4	<p>4.3 Jesus- Why do Christians believe Jesus is the son of God? <b>Judaism</b></p> <p>4.2 Christmas- Why is Jesus described as the light of the world? <b>Judaism</b></p>	<p>4.4 Easter- A story of betrayal or Trust? <b>Multi Faith</b></p> <p>4.6 Prayer- What is Prayer <b>Islam, Hinduism &amp; Buddhism</b></p>	<p>S5 Christian Art- How do Christians express their faith through art?</p> <p>4.5 The Church- Are all Churches the same? <b>Islam, Judaism, Hinduism &amp; Sikhism</b></p>
Year 5	<p>5.1 The Bible- How and why do Christians read the Bible? <b>Hinduism &amp; Islam &amp; Judaism</b></p> <p>5.2- Christmas- How do celebrations reflect the true meaning of Christmas?</p>	<p>Unit 5.3 Jesus -Why do Christians believe Jesus was a great teacher?</p> <p>5.4 Easter- Why do Christians believe Easter is a celebration of Victory?</p>	<p>5.5 Old Testament- Women Did she make the right choice? <b>Judaism</b></p> <p>5.6 Loss, Death and Christian Hope <b>Multi faith including Humanism &amp; Atheism</b></p>
Year 6	<p>6.1 Life as a journey- Is every person's journey the same? <b>Multi faith &amp; Islam</b></p> <p>6.2 Advent- How do Christians prepare for Christmas?</p>	<p>6.3A The Exodus- Why is the Exodus such a significant event in Jewish and Christian history? <b>Judaism</b></p> <p><i>S6 Easter around the World- How do Christians around the world celebrate Easter?</i></p> <p>6.4 Jesus- Who was Jesus? Who is Jesus?</p>	<p>Unit 6.7 People of Faith – How does having faith affect people's lives? <b>Multi Faith focus including Buddhism</b></p> <p>Unit 6.6 God- What is the nature and character of God? <b>Hinduism &amp; Islam</b></p>

## Appendix Two - Religious Festivals Calendar

(To be reviewed annually and dates inserted due to some variation each year)

<u>Month</u>	<u>Date</u>	<u>Festival/ Holy Day</u>	<u>Religion</u>	<u>Information</u>
<b>September</b>		Al Hijra- New Year	Islamic	Islamic New Year. Marks the migration of the Prophet Mohammad and his followers from Mecca to Medina.
		Rosh Hashanah (New Year)	Jewish	Jewish New Year. It lasts two days. It commemorates the creation of the world.
		Yom Kippur (The Day of Atonement)	Jewish	Yom Kippur is the most sacred and solemn day in the Jewish calendar. It means Day of Atonement. It's a day to reflect on the past year and ask God's forgiveness for any sins. Jewish people fast for 25 hours.
<b>October</b>		Sukkot	Jewish	Commemorates the 40 years Jews spent in the wilderness on the way from slavery in Egypt to freedom in the promised land.
		Harvest	Christian	Harvest Festival is a celebration of the food grown on the land.
		Inter Faith week of prayer for world peace	Inter Faith	Founded on a Christian initiative but now open to all. Joint services take place. <a href="http://www.weekofprayerforworldpeace.com/">http://www.weekofprayerforworldpeace.com/</a> <a href="https://www.barnabasinschools.org.uk/idea/week-prayer-world-peace-october">https://www.barnabasinschools.org.uk/idea/week-prayer-world-peace-october</a>
<b>November</b>		All Saint's Day	Christian	A chance to give thanks for all the Saints, particularly the lesser known ones.
		Diwali	Hindu/ Sikh	Diwali, the festival of lights, is the most popular of all the festivals from South Asia. It is an occasion for celebrations by Hindus as well as Jains and Sikhs.
		St Andrews Day		

<b>December</b>		First Sunday of Advent	Christian	<b>Advent</b> is a season observed in many Western Christian churches as a time of expectant waiting and preparation for the celebration of the Nativity of Jesus at Christmas.
		Hanukkah	Jewish	The Festival of Lights. The Story of Hanukkah. Hanukkah is celebrated by lighting one candle on the Hanukiah (an eight-stemmed candelabrum) each day)
		Bodhi Day	Buddhist	Celebration of the attainment of enlightenment under the Bodhi tree (sacred place and birth of Buddhist traditions)
		Christmas Day	Christian	Birth of Jesus
<b>January</b>		Epiphany	Christian	Celebrates the visit of the wise men (the magi) to the infant Jesus. In the East, where it originated, the Epiphany celebrates the baptism of Jesus by John the Baptist in the River Jordan. Epiphany takes place on the 6th of January, but most Christians celebrate it on the first Sunday after that date.
		Makar Sankranti	Hindu	Makar Sankranti is one of the most important festivals of the Hindu calendar and celebrates the sun's journey into the northern hemisphere.
		Tu B'Shevat (Arbor Day)	Jewish	Tu B'Shevat (Tu Bishvat) is the 15th day of the Jewish months of Shevat. This festival is also known as the "New Year for Trees" and is observed in Jewish communities in the United Kingdom (UK). Many Jewish communities in the UK observe Tu B'Shevat by eating fruit or planting trees.
<b>February</b>		Candlemas	Christian	It celebrates three occasions according to Christian belief: the presentation of the child Jesus; Jesus' first entry into the temple; and it celebrates the Virgin Mary's purification (mainly in Catholic churches).
<b>March</b>		St Davids Day		

April		Shrove Tuesday	Christian	Also called Pancake Day and Mardi Gras. The British name of "Pancake Day" comes from the tradition of making pancakes to use up all the food that could not be eaten during Lent.
		Ash Wednesday	Christian	Lent is the period of 40 days which comes before Easter in the Christian calendar. Beginning on Ash Wednesday, Lent is a season of reflection and preparation before the celebrations of Easter. By observing the 40 days of Lent, Christians replicate Jesus Christ's sacrifice and withdrawal into the desert for 40 days. Lent is marked by fasting, both from food and festivities.
		Purim	Jewish	Purim is one of the most joyous and fun holidays on the Jewish calendar. It commemorates a time when the Jewish people living in Persia were saved from extermination.
		St Patricks Day		
		Holi	Hindu	<b>Holi</b> is a <a href="#">spring</a> festival also known as the festival of colours or the festival of love.
		Passover	Jewish	Passover (in Hebrew, Pesach) commemorates the exodus of the Jews from slavery in Egypt. The holiday originated in the Torah, where the word pesach refers to the ancient Passover sacrifice.
		Magha Puja Day (or Sangha Day)	Buddhist	Many Buddhists around the world celebrate Magha Puja Day with gift exchanges, lighting of oil lamps, chanting, meditation, attending temple for special observances and participating in Buddhist activities. The spiritual aims of the day are to do only good things and to purify one's mind.
		Isra and Mi'raj	Islamic	The Israa and Miraj refer to, two parts of a miraculous journey that Prophet Muhammad took in one night from Makka to Jerusalem and then an ascension to the heavens.

		Baisakhi/Vaisakhi (New Year)	Sikh	Vaisakhi is a historical and religious festival in Sikhism and Hinduism. It is usually celebrated on April 13 or 14 every year. Vaisakhi marks the Sikh new year.
		Palm Sunday	Christian	Palm Sunday is a Christian <a href="#">moveable feast</a> that falls on the Sunday before the Easter. The feast commemorates Jesus' <a href="#">triumphal entry into Jerusalem</a> . Beginning Holy Week.
		Maundy Thursday	Christian	Christians remember it as the day of the <a href="#">Last Supper</a> , when Jesus washed the feet of his disciples and established the ceremony known as the <a href="#">Eucharist</a> .
		Good Friday	Christian	Good Friday is the Friday before Easter. It commemorates the <a href="#">Passion: the execution of Jesus by crucifixion</a> .
		Easter Sunday	Christian	Easter Sunday is the culmination of Holy Week. Easter commemorates the resurrection of Jesus Christ.
		St George's Day		
May		Ascension Day	Christian	Commemorates the bodily Ascension of Jesus into heaven
		Ramadan	Islamic	Ramadan is the Muslim month of fasting.
		Vesak, ('Buddha Day')   Buddhist	Buddhist	The most important of the Buddhist festivals. It celebrates the Buddha's birthday, and, for some Buddhists, also marks his enlightenment and death.
June		Eid al Fitr	Islamic	The end of Ramadan when Muslims celebrate the end of fasting and thank Allah for His help with their month-long act of self-control.

		Pentecost (Whit Sunday)	Christian	50 days after the resurrection of Jesus.
		Shavuot	Judaism	Shavuot is one of the Jewish harvest festivals, also known as the festival or feast of 'Weeks'.
July		St James Day		
August		Eid-al-Adha	Islamic	Eid-ul-Adha ('festival of Sacrifice'), also known as the Greater Eid, is the second most important festival in the Muslim calendar. The festival remembers the prophet Ibrahim's willingness to sacrifice his son when God ordered him to.

Sikh (2) Islamic (5) Christian (14) Buddhist (2) Hindu (3) Jewish (8)

## **Appendix Three – Resources**

### RE Resources

#### KS1 RE cupboard (PSHE Resources on the bottom shelf)

- Large selection of fabric/scarves
- Large flipbook of images
- Variety of books covering major faiths
- DVD about religious festivals
- 2 Large dolls

#### Christianity

- Large selection of books and stories
- Large selection of various Bibles
- 2 soft toy Nativity scenes
- Story telling toys- The Easter Story and Zacchaeus up the tree
- 4 Baptism cubes
- Box of Church artefacts

#### Islam

- Small selection of books
- Collection of artefacts in a box
- Prayer mats and taqiyahs (skull caps)
- Model of Makkah

#### Hinduism

Collection of artefacts in a box

#### Judaism

Collection of artefacts in a box

#### Buddhism

- Collection of artefacts in a box
- Buddhist information posters

#### Sikhism

Collection of artefacts in a box

Wall hanging depicting the Gurus

#### KS2 Worship tables (cupboards underneath)

- Bibles (approximately 60)
- Prayer books

#### KS2 RE cupboard

Worship

- 3 boxes of books and CDs to support planning and delivery of Worship

#### Religions around the World Box

- Books- a lot about festivals
- A Child's eye View of Festivals DVD
- Thumb balls x 2
- World Religions snap card game

#### Christianity

- Picture pack- The life of Jesus
- Testament Top Trumps card games x 10
- DVDs- Ruth, Puppets and Parables, Bible Stories, Christianity Unpacked, Jesus Christ Superstar, Jesus at Nazareth, Relive Miracles (told in the modern day), Abraham & Isaac,

#### The Messiah Comes

- The Lord's Prayer cube
- Booklets about Blackburn Cathedral

#### Easter and Harvest box

- Books, DVDs, Palm crosses, Crown of Thorns (I've ordered some more Easter resources)

#### Christmas box

- 4 Christingle cubes
- A King is Born DVD
- Picture pack

We have a lot of Christmas artefacts such as Nativity scenes and Advent wreaths in storage that will be unpacked to decorate school

#### Inspirational People Box

- Selection of books
- DVDs- William Wilberforce, Mother Teresa, Gandhi, Prince of Egypt, Martin Luther King, Chariots of Fire

#### Islam

- Prayer book
- Islamic artefacts box
- The Great Mosque board game 2-4 players
- Quran- English language
- Quran story book
- Posters about Ramadan and Eid



- Selection of books
- The Message (Story of Islam) DVD

#### Hinduism

- Divali story big book
- Box of artefacts x 2

#### Sikhism

- Large doll
- Box of artefacts
- Box of books
- Big book

#### Judaism

- Box of artefacts
- Passover story big book
- Hannukah story DVD

#### Bottom shelf

- RE and Art resources