

Religious Education

Purpose of Study

Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum. The curriculum for a maintained school must be a balanced and broadly based one which promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life (Section 279 (1) School Standards and Framework Act.).

Breadth and depth can be achieved in RE, if the following are taken into account:

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide-ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all studied should be studied in a way that is coherent, promoting progression.

Taken from: [Religious education in local-authority-maintained schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Religious Education - Brede Primary School

INTENT

Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.

- Reflection – Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices
- Empathy – Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; developing the ability to identify feelings such as love, wonder, forgiveness and sorrow; seeing the world through the eyes of others, and seeing issues from their point of view.
- Investigation – Asking relevant questions; knowing how to gather information from a variety of sources; knowing what may constitute evidence for justifying beliefs in religion.
- Interpretation – Drawing meaning from artefacts, works of art, music, poetry and symbolism; interpreting religious language; suggesting meanings of religious texts.
- Evaluation – Debating issues of religious significance with reference to evidence and argument.
- Analysis – Distinguishing between opinion and fact; distinguishing between the features of different religions.
- Synthesis – Linking significant features of religion together in a coherent pattern; connecting different aspects of life into a meaningful whole.
- Application – Making the association between religion and individual, community, national and international life and global issues.
- Expression – Explaining concepts, rituals and practices; expressing religious views, and responding to religious questions through a variety of media.

IMPLEMENTATION

We aim to provide creative and co-operative ways for the pupils to learn together so that all can succeed. As such we follow a skills based curriculum and we have aimed to create a document based around the key skills we see as relevant for life in the 21st Century. We believe that a curriculum heavily based on knowledge is no longer relevant, as knowledge is now so readily available at our fingertips. Instead, we want to foster in our pupils a love of learning, and develop their creativity and critical thinking through skills such as collaboration, research, problem solving, presentation, evaluation and reflection. These skills are reflected through the objectives identified

in each subject area to help us develop confident, excited and proud learners who will be our leaders of the future and become a dynamic, adaptable workforce with high levels of reasoning and problem solving skills. Teaching and learning within our school, as far as possible, is taught through a cross-curricular approach to enable the children to make connections between their learning, leading to a deeper learning experience. Links are made wherever possible between subjects, however we recognise that Science, PE and RE may often need to be taught in a discrete manner.

IMPACT

Our RE curriculum will ensure that by the time children leave they will:

- Have an excellent knowledge of a range of religions.
- Be able to apply the skills identified in the intent – not just to learning about religious education, but in wider study too.

Religious Education – Skills Progression

	Reception	KS1	Lower KS2	Upper KS2
Beliefs and teachings	<ul style="list-style-type: none"> • Explore the wider world and their place within it. • Begin to understand that different people believe different things and celebrate differently to others. 	<ul style="list-style-type: none"> • Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals. • Children can: <ul style="list-style-type: none"> ○ describe the main beliefs of a religion; ○ describe the main festivals of a religion. 	<ul style="list-style-type: none"> • Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1. • Children can: <ul style="list-style-type: none"> ○ describe the key teachings and beliefs of a religion; ○ begin to compare the main festivals of world religions; ○ refer to religious figures and holy books. 	<ul style="list-style-type: none"> • Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance. • Children can: <ul style="list-style-type: none"> ○ recognise and explain how some teachings and beliefs are shared between religions; ○ explain how religious beliefs can shape the lives of individuals and contribute to society.

**Rituals, ceremonies and lifestyles
(from various religions)**

<ul style="list-style-type: none">• Make comparisons between themselves and others around them.	<ul style="list-style-type: none">• Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.• Children can:<ul style="list-style-type: none">○ recognise, name and describe religious artefacts, places and practices;○ explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;○ observe when practices and rituals are featured in more than one religion or lifestyle.	<ul style="list-style-type: none">• Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.• Children can:<ul style="list-style-type: none">○ identify religious artefacts and how they are involved in daily practices and rituals;○ describe religious buildings and how they are used;○ explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.	<ul style="list-style-type: none">• Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.• Children can:<ul style="list-style-type: none">○ explain practices and lifestyles associated with belonging to a faith;○ explain practices and lifestyles associated with belonging to a non-religious community;○ compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles;○ show an understanding of the role of a spiritual leader.
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How beliefs are expressed

<ul style="list-style-type: none">• To begin to learn about special people both in their community and in religions.• Begin to learn about Christianity and Judaism, their festivals and special people.	<ul style="list-style-type: none">• Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.• Children can:<ul style="list-style-type: none">○ name religious symbols and the meaning of them;○ learn the name of important religious stories;○ retell religious stories and suggest meanings in the story	<ul style="list-style-type: none">• Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.• Children can:<ul style="list-style-type: none">○ begin to identify religious symbolism in different forms of art and communication;○ looking at holy texts and stories, explain meaning in a story;○ express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.	<ul style="list-style-type: none">• Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.• Children can:<ul style="list-style-type: none">○ explore religious symbolism in literature and the arts;○ explain some of the different ways individuals show their beliefs;○ share their opinion or express their own belief with respect and tolerance for others.
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Time to reflect and personal growth

<ul style="list-style-type: none">• Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.• Children can:<ul style="list-style-type: none">○ identify things that are important in their lives;○ ask questions about the puzzling aspects of life;○ understand that there are similarities and differences between people.	<ul style="list-style-type: none">• Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.• Children can:<ul style="list-style-type: none">○ understand that personal experiences and feelings can influence their attitudes and actions;○ offer suggestions about why religious and non-religious leaders and followers have acted the way they have;○ ask questions that have no agreed answers, and offer suggestions as answers to those questions;○ understand that there are similarities and differences between people and respect those differences.	<ul style="list-style-type: none">• Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.• Children can:<ul style="list-style-type: none">○ recognise and express feelings about their identities and beliefs;○ explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers;○ explain why their answers may be different from someone else's and respond sensitively.
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**Values
(in your own life and others lives)**

<ul style="list-style-type: none">• Children look at and appreciate how many people’s values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.• Children can:<ul style="list-style-type: none">○ look at how values affect a community and individuals;○ explain how actions can affect other people;○ understand that they have their own choices to make and begin to understand the concept of morals.	<ul style="list-style-type: none">• Children develop their appreciation of the ways in which people’s values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.• Children can:<ul style="list-style-type: none">○ make informed choices and understand the consequences of choices;○ describe how shared values in a community can affect behaviour and outcomes;○ discuss and give opinions on morals and values, including their own.	<ul style="list-style-type: none">• Children continue to develop their appreciation of the ways in which people’s values are an important aspect of their lives. They make links to responsibility and citizenship.• Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.• Children can:<ul style="list-style-type: none">○ explain why individuals and communities may have similar and differing values;○ show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences;○ express their own values while respecting the values of others.
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Religious – Curriculum Plan

Due to the changing class arrangements to meet the needs of a school intake of 20 children per year, units are not specifically taught in given terms. The Curriculum Plan below is sequenced according to progression of skills to enable skills development and cohesion across the curriculum, with the intention that children work their way through the yearly cycles. However units within the cycle may be reorganised according to the termly topic in order to make cross-curricular links. This curriculum is reviewed by class teachers annually to ensure children do not repeat units.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1						
Cycle A	Harvest	Friendship Jesus as a Friend	Easter	The Stories that Jesus Told:	Places of Worship Christianity and Judaism	
Strand	Practices and ways of life	Values and commitments	Practices and ways of life	Meaning, purpose and truth	Expressing Meaning	
Year 2						
Cycle A	The Bible and The Torah	Hanukah	Baptism Christianity and Judaism	Moses	God's Wonderful World	Family Celebrations
Strand	Beliefs, teachings and sources	Practices and ways of life	Identity, diversity and belonging	Beliefs, teachings and sources	Meaning, purpose and truth	Identity, diversity and belonging
Year 3/4						
Cycle A	Special People Mohammed	Belonging – coming of age ceremonies Islam, Judaism and Christianity		Food and Fasting	Pilgrimage	Places of Worship Christianity, Judaism and Islam
Strand	Beliefs, teachings and sources	Values and Commitments		Practices and ways of life	Practices and ways of life	Expressing Meaning
Year 5/6						
Cycle A	Special books: The Quran, The Torah and The Bible	Advent	Lent	Passover	God's Wonderful World: Creation Christianity and Judaism	Peace
Strand	Beliefs, teachings and sources	Practices and ways of life	Practices and ways of life	Practices and ways of life	Meaning, purpose and truth	Identity, diversity and belonging