

Curriculum Intent RE

At Bledlow Ridge Primary School, we have designed an R.E. curriculum which is accessible to all learners and that will maximise the outcomes for every child so that they know more, remember more and understand more.

It is our intent that our children will become curious, resilient, confident and empathetic learning (linking to our School Values), who are responsible members of society and who show mutual respect towards others.

Our intent is that they are engaged, inspired, challenged and encouraged through the RE Curriculum where they will develop a rigorous understanding of numerous religions, traditions, beliefs and practices that are followed in our diverse community.

We aim to combat prejudice and prepare our children for both adult life and employment, as British Citizens.

Our R.E. curriculum allows children to discover and gain an insight into religions within the world that we live: locally, nationally and globally, to help them to participate positively in our society of diverse religions and views.

We want them to explore and discover by asking questions about life, to find out what people believe and what difference this makes to how people live so that they can make sense of religion, reflecting on their own ideas and the way they themselves live.

We see the teaching of R.E. is vital for children to understand others' beliefs and make connections between their own values. It is our role to ensure pupils are being inquisitive by asking questions about the world around them by allowing pupils to gain high quality experiences.

We will deliver a curriculum that:

- Celebrates diversity
- Inspires creative learning through excellent teaching practices that build on prior R.E. learning and allow for repetition and progression of skills that build upon high starting points
- Our curriculum embraces the community, recognising local places of worship including: churches, mosques and temples
- Is inclusive, develops self-confidence and identifies that all our children are unique and therefore we should all be tolerant of each other's beliefs
- Encourages our children to be inquisitive about others' beliefs developing enquiry based R.E. skills that allow them to be culturally aware of the world around them
- Promotes equality and understanding of the British Values and ensures they are prepared for life in modern Britain.

Overview of EYFS Provision

At Bledlow Ridge School, RE is planned using the Buckinghamshire Agreed Syllabus for Religious Education 2022-2027

This ensures that there is progression throughout the school. In Reception, Religious Education is taught on a half termly basis delivered through a class topic or as a whole school RE focus if it is a better fit.

RE has strong links to SMSC in the curriculum and this is promoted at every possible opportunity. Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. Re has close links with PSE and Understanding the World.

Does God want Christians to look after the world?
What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?

Was it always easy for Jesus to show friendship?
Why was Jesus welcomed like a king on Palm Sunday?

What did Jesus teach?
Why did God give Jesus to the world?

Does praying at regular intervals help Muslims in their life?
Is it true that Jesus came back to life again?

Does going to the mosque give Muslims a sense of belonging?
Does completing Hajj make a person a better Muslim?

RE is planned in accordance with the 1944 and 1988 Education Acts and is in the main Christian. Buckinghamshire Agreed Syllabus for Religious Education 2022-2027

<https://schoolsweb.bucksc.gov.uk/school-improvement-and-equalities/buckinghamshire-agreed-syllabus-for-religious-education/a-model-for-religious-education/>

Year One

Is Shabbat important to Jewish children?
Does celebrating Chanukah make Jewish children feel closer to God?

Year Two

Judaism - How important is it for Jewish people to do what God asks them to do? Christianity - Is forgiveness always possible?

Year Four

Judaism - Do sacred texts have to be "true" to help people understand their religion?
Christianity - What is the most significant part of the Nativity story for Christians today?

Judaism - What is the best way for a Jew to show commitment to God? Christianity - Do people need to go to church to show they are Christians?

Year Five

1. Sikhism How far would a Sikh go for his/her religion?
2. Christianity is the Christmas story true? Do sacred texts have to be "true" to help people

3. Sikhism Are Sikh stories important today? Christianity
4. Did God intend Jesus to be crucified and if so, did Jesus know this?

5. Sikhism What is the best way for a Sikh to show commitment to God?
6. Christianity What is the best way for a Christian to show commitment to God?

How can Brahman be everywhere and in everything?
Would visiting the River Ganges feel special to a non Hindu?

Year Three

Does celebrating Diwali give Hindus a feeling of belonging? Has Christianity lost its true meaning?

Could Jesus really heal people? Were these miracles or is there some other explanation? What is good about Good Friday?

Christianity Is anything ever eternal? Christianity Is Christianity still a strong religion?

Islam What is the best way for a Muslim to show commitment to God? Christianity How significant is it that Mary was Jesus' mother?

Year Six

Islam Does belief in life after death (Aakhirah) help Muslims lead good lives? Islam Does belief in life after death (Aakhirah) help Muslims lead good lives?

A Model for Religious Education - **Buckinghamshire Agreed Syllabus for Religious Education 2022-2027**

Key Stage 1 (KS1)

- Christianity plus one other Abrahamic religion in depth (the syllabus recommends Judaism)
- With reference to one Dharmic tradition and non-religious backgrounds (not necessarily a specific non-religious worldview).

Enquiries (referring back to the core questions):

- **What does it mean to be me?** (Who I am). First session in all RE lessons across the school
- **How important are the groups people belong to?** (Belonging).
- **What makes some people so important?** (Important people).
- **Why are some places so important?** (Important places
- **What makes some things sacred to some groups of people?** (Special things).
- **What makes some stories so important to different people?** (Sacred books).
- **Why is it important to look after our world?** (The natural world).
- **Why do we celebrate important occasions?** (Special occasions).

In exploring these questions, the children will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family and community.
- What they believe, what they think is important, and how those influence their day-to-day lives.

Year 1

Topics taught:

- Autumn Term – Does God want Christians to look after the world? What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?
- Spring Term – Was it always easy for Jesus to show friendship? Why was Jesus welcomed like a king on Palm Sunday?
- Summer Term -Is Shabbat important to Jewish children? Does celebrating Chanukah make Jewish children feel closer to God?

Year 2

Topics taught:

Autumn : What did Jesus teach? Why did God give Jesus to the world?

Spring: Does praying at regular intervals help Muslims in their life? Is it true that Jesus came back to life again?

Summer: Does going to the mosque give Muslims a sense of belonging? Does completing Hajj make a person a better Muslim?

Skills:

Children should develop their knowledge and understanding of principal religions and worldviews. They learn to use subject-specific vocabulary, ask questions and begin to express their own views in response to what they're taught.

Children are expected to:

- Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings and sources of wisdom, and recognise the traditions behind them.
- Recognise some of the symbols and actions that express a religious community's way of life, looking at similarities between them.
- Ask and respond to questions about what individuals and communities do, and why, so they can identify what it means to be a part of a community.
- Observe and recount different ways of expressing identity and belonging.
- Notice and respond to some of the similarities between different religions and worldviews.
- Explore questions about belonging, meaning and truth so that they can express their own opinions and ideas in response, using words, music, art or poetry.
- Find out about and respond to examples of cooperation between people who are different.
- Find out about questions of right and wrong and begin to develop and express their own opinions.

Over the course of LKS2, pupils will explore:

- Christianity plus one different Abrahamic religion and one Dharmic tradition in depth. (The syllabus recommends Islam and Hindu Dharma.)
- With reference to one other religious tradition and non-religious perspectives.

Enquiries: (referring back to the core questions)

- How and why do people worship? (yr 3 Diwali, Christmas) (yr4 Judaism, Christianity)
- Are places of worship really needed? (Religious buildings). (yr4 Judaism, Christianity)
- What holds communities together? (Religion in the community). (yr3 Diwali, River Ganges) (yr4 Judaism)
- How do religions express their beliefs about God? (Symbolism). (Yr3 Christmas, Brahman) (yr4 Judaism, Christianity)
- Why are sacred texts and holy books so important? (Sacred Texts). Yr3 Christmas, Miracles) Yr4 Judaism, Christmas Story
- What do our celebrations show about what we think is important in life? (Festivals) (Yr3 Diwali, Christmas) (Yr4 Christianity)

In exploring these questions, the children will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family, community, and world.
- What they believe, what they think is important and how these influences their day-to-day lives.

Year 3:

- Celebrating Diwali – A feeling of belonging?
- Has Christianity lost its true meaning?
- Could Jesus really heal people? Were these miracles or is there some other explanation? What is good about Good Friday?
- How can Brahman be everywhere and in everything?
- Would visiting the River Ganges feel special to a non Hindu?

Year 4:

- Judaism - Do sacred texts have to be “true” to help people understand their religion?
- Christianity – What is the most significant part of the Nativity story for Christians today?
- How important is it for Jewish people to do what God asks them to do? Christianity – Is forgiveness always possible?
- Judaism – What is the best way for a Jew to show commitment to God? Christianity – Do people need to go to church to show they are Christians?

Over the course of UKS2, pupils will explore:

- Christianity plus one other Abrahamic religion and Dharmic tradition. These could be a continuation of LKS2, or different. (The syllabus recommends continuing with Islam and Hindu Dharma).
- With reference to Humanism and other religious traditions as appropriate.

Enquiries: (referring back to the core questions)

- Why do religions or non-religious groups celebrate important moments in life? (Rites of Passage).
(yr 5 Sikhism and Christianity) (yr 6 Islam and Christianity)
- Why is pilgrimage so important to some religious communities? (Pilgrimage).
- Why don't all members of a religious or non-religious community believe and live in the same ways? (Diversity).
- How did the religions and worldviews begin? (Founders and Prophets / Roots).
- How does what we believe influence the way we should treat the world? (Creation and environment).
- What do the religious and non-religious worldviews teach about 'the good life'? (Ethics).

In exploring these aspects of the religions, the children will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family, community, and world.
- What they believe, what they think is important, and how these influences their day-to-day living.

RE. Year 5 Sikhism (Autumn 1, Spring 1 and Summer 1)

Essential Opportunities

1. Study at least two other religions (across the school) in depth

Skills

1. Refer to religious figures and holy books to explain answers (eg: Guru Nanak and the Guru Granth Sahib)
2. Describe religious buildings and explain how they are used (Gudwara)
3. Explain some of the religious practices of both clerics and individuals (eg: daily worship)
4. Show an understanding that personal experiences and feelings influence attitudes and actions.
5. Ask questions that have no universally agreed answers.
6. Explain how beliefs about right and wrong affect people's behaviour.

RE. Year 5 Christianity (Autumn 2, Spring 2 and Summer 2)

Essential Opportunities

1. Study the beliefs, festivals and celebrations of Christianity

Skills

1. Present the key teachings and beliefs of a religion (eg: the resurrection)
2. Refer to religious figures and holy books to explain answers (eg: Mary and Joseph, the Bible)
3. Describe religious buildings and explain how they are used (church)
4. Explain some of the religious practices of both clerics and individuals (eg: communion)
5. Show an understanding that personal experiences and feelings influence attitudes and actions.
6. Identify religious symbolism in literature and art (especially the latter)
7. Ask questions that have no universally agreed answers.
8. Explain how beliefs about right and wrong affect people's behaviour.

RE. Year 6 Islam (Autumn 1, Spring 1 and Summer 1)

Essential Opportunities

1. Study at least two other religions (across the school) in depth

Skills

1. Refer to religious figures and holy books to explain answers (eg: Muhammad and the Qran)
2. Describe religious buildings and explain how they are used (eg: mosque)
3. Explain some of the religious practices of both clerics and individuals (eg: hajj)
4. Show an understanding that personal experiences and feelings influence attitudes and actions.
5. Ask questions that have no universally agreed answers.
6. Explain how beliefs about right and wrong affect people's behaviour.

RE. Year 6 Christianity (Autumn 2, Spring 2 and Summer 2)

Essential Opportunities

1. Study the beliefs, festivals and celebrations of Christianity

Skills

1. Present the key teachings and beliefs of a religion (eg: incarnation, the resurrection)
2. Refer to religious figures and holy books to explain answers (eg: Mary and Joseph, the Bible)
3. Describe religious buildings and explain how they are used (church)
4. Explain some of the religious practices of both clerics and individuals (eg: communion, marriage)
5. Show an understanding that personal experiences and feelings influence attitudes and actions.
6. Identify religious symbolism in literature and art (especially the latter)
7. Ask questions that have no universally agreed answers.
8. Explain how beliefs about right and wrong affect people's behaviour.