

Religious Education



Curriculum Booklet

Religious Education Intent

Religious Education at Tanners Brook Primary School has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs while encouraging pupils to develop their sense of identity and belonging through self-awareness and reflection.

Religious education acknowledges the human quest for meaning while being prepared for life in a diverse world and having space to reflect. At Tanners Brook our intent is not only to achieve that, but also to engage our pupils so that they develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community. This will be achieved through a multi-layered approach of **communication, applying, enquiry, evaluation and contextualisation**, underpinned throughout by the development of language and related vocabulary **so that our children always strive to achieve their personal best** when expressing their views, thoughts and reactions to the concepts they study.

At Tanners Brook we aim for our Religious Education provision to:

- offer opportunities for **personal reflection** and pupils' spiritual, moral, social and cultural development as it encourages pupils to examine the significance of their learning in relation to themselves and others.
- motivate children to explore their own beliefs (whether they are religious or not), ideas, feelings, experiences and values in the light of what they learn.
- encourage **empathy** and **respect**.

- enable the development of our children's own sense of **identity** and **belonging**.
- develop an **aptitude for dialogue using a wider vocabulary**, so that our children can participate positively in our society with its diverse religious and non-religious worldviews.
- enable a nuanced and informed **understanding of political, social and moral issues** that our children need to face as they grow up in an increasingly **globalised world**.
- Ensure the children's readiness to deal positively with controversial issues, to manage strongly held **differences of belief** and to **challenge stereotypes and prejudice**.

Religious Education Implementation

RE is taught each half term at Tanners Brook Primary School: one unit of learning is planned for each half term. Following DfE guidance, children in EYFS receive approximately **36 hours of RE education per year and children in KS1 and KS2 receive approximately 45 hours per year.**

Dependent on teacher choice, this may be taught weekly or delivered in blocked units of lessons. Sometimes, lessons are blocked when the learning is centred around specific celebrations such as Christmas. Teaching is whole-class based, supported by appropriate scaffold and challenge. Throughout their RE education, pupils will experience working independently, in pairs, in small groups or as a whole class at different stages of the enquiry cycle. This collaborative approach allows children to begin to develop the skills of tolerance and respect from an early age.

By following 'The Agreed Syllabus for Hampshire, Portsmouth, Southampton and the Isle of Wight' (from the recently revised Living Difference IV), the children engage with a process of enquiry into concepts called the Golden Threads. A concept is a name for an idea that exists in the lives of people all around the world; for example: peace, hope, community or special.

These concepts or Golden Threads are arranged into three distinctive groups:

A – concepts common to all people (belonging, story-telling, celebration, special, love)

B – concepts shared by many religions (sacred and special, ritual, resurrection)

C – concepts distinctive to particular religions (Umma community, salvation)

Long term curriculum planning for RE is carefully created so that key concepts are visited and re-visited throughout a child’s learning journey in the school.

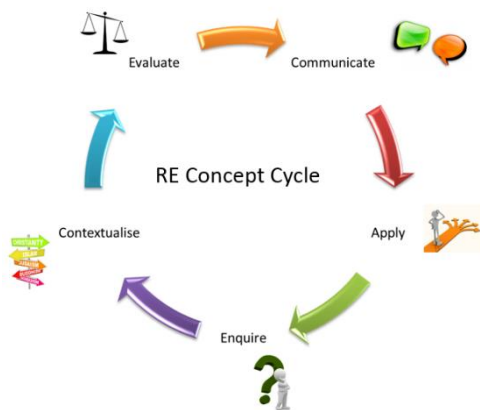
This spiral curriculum ensures widening and increasing the depth of the children’s RE knowledge. For example, children study belonging as an A concept in Year 1 and revisit this concept as the C concept of Umma in Year 6.

A new curriculum has been introduced in 2021-22 in EYFS but the children are continuing to start by only looking at A concepts as before. From then on, B concepts are slowly introduced as the children move through the school and C concepts are solely studied in UKS2.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
E Y		Celebrating Christmas A	Special Times Diwali A	Celebrating new life Easter and Family A	Special Clothes Sikh and Christian ??? A (New)	Special Places Sikh and Christian ??? A (New)
1	Belonging A	Angels A	Belonging to a community A	Welcoming Easter A	Special Places Sikh and Christian A	Symbols Sikh and Christian A
2	Symbols B	Light as a symbol B	Special books B	Easter Story Happy and Sad A	Precious Water B	Creation Stories Christian and Sikh B
3	Devotion Hindu Gods B	Journeys A	Myths A	Suffering Key events of Holy Week A/B	Special Places Christian and Hindu B	Rites of Passage Christian and Hindu B
4	God Talk B	Holy Madonna and Child A	Miracles A	Sacrifice Image of Jesus B	Ritual Hinduism and the Arti Ceremony B	Trees B
5	Submission C	Prophecy B	Prayer B	Resurrection The Empty Cross B	Water as a symbol Islam Initiation B	Belonging: Eucharist & initiation A

6	Umma 5 pillars of Islam	Interpretation	Creation	Salvation – the Christian Story	Faith	Rites of Passage
	C	A	B	C	A/B	Personal A

RE CONCEPT CYCLE



From the long term planning, medium term planning is then created and focussed around one concept per half term. This concept is then delivered through the process of the ‘enquiry cycle’. Each enquiry may begin at a different stage, dependent on the concept being studied.

Every unit is explored through these key questions asked at each stage:

Communicate; Apply; Enquire; Contextualise; Evaluate.

The aim is that by the end of the cycle, children should be able to independently answer questions or discuss each stage of the process. As the children continue through the school, the skills and knowledge linked to each unit progresses.

To demonstrate this, here are some examples from our medium term plans:

RE Skills/Knowledge Progression

Year 2, Aut 1 – Symbols: Harvest (Concept B)	Year 5, Sum 1 – Symbols: Islam Initiation (Concept B)
<p>Communicate - Children can describe symbols, including the symbols of harvest</p> <p>Apply - Children can identify symbols which relate to their lives and symbols which relate to different religions</p> <p>Enquire - Children can describe how bread is a symbol to some Christians</p> <p>Contextualise - Children can recognise how some Christians celebrate harvest</p> <p>Evaluate - Children can discuss the importance of harvest to some Christians</p>	<p>Communicate - Children are beginning to express their response to the significance of water as a symbol</p> <p>Apply - Children are beginning to explain how the symbolism of water applies to their lives and the lives of others</p> <p>Enquire - Children can recognise that symbols are significant</p> <p>Contextualise - Children are beginning to describe water has significance to followers of Islam</p> <p>Evaluate - Children can explain why water is a powerful symbol in religious stories</p>

Coverage of world religions:

As the children move through their RE journey at Tanners Brook, they will also build a bank of knowledge about world religions, both Abrahamic and Dharmic. In line with national guidelines, at each key stage children will study Christianity plus one other religion.

EYFS and KS1 – Christianity and Sikhism

Lower KS2 – Christianity and Hinduism

Upper KS2 – Christianity and Islam

Based on the need and cultural make up of each class, teachers also have the opportunity to 'drop in' knowledge about other religions that may link to the

concept being studied. For example, during a Year 5 unit on resurrection, teachers may mention different religious views of reincarnation such as Hindu beliefs, to help children understand the difference between the two. This also allows a range of children to share their own experiences.