



Bentham Community
Primary School

Religious Education at Bentham CP School

Our Religious Education Curriculum Aims:

At Bentham Primary School, the RE curriculum is an enquiry based model which develops children's critical thinking skills, motivation to learn and knowledge and understanding of different religions, cultures and their beliefs. Our approach is based upon the philosophy that children are free to make their own choices and decisions regarding religion and beliefs. Through the RE curriculum, we aim to foster an awareness of British values, tolerance of others and knowledge of our own society and the wider world (SMSC).

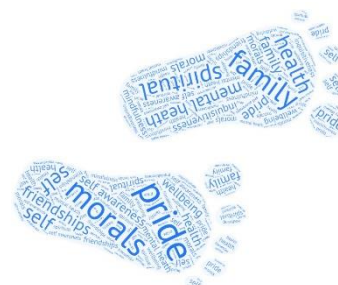
Our Curriculum Drivers:



Our place in our world



Our Voice



Ourselves



Our Ambitions

Characteristics of a Religious Scholar

- A secure level of religious understanding and knowledge.
- A thorough engagement with a range of enquiry based questions.

- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

Implementation

Our children should be able to organise their knowledge, skills and understanding around the following key learning concept:



To understand beliefs and teachings

To understand practices and lifestyles

To understand how beliefs are conveyed

To reflect

To understand values

This key learning concept underpins learning in each milestone. This enables children to reinforce and build upon prior learning, make connections and develop subject specific language.

The vertical accumulation of knowledge and skills from Years 1 to 6 is mapped as follows:

Key Learning Concept	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
<p>Understand beliefs and teachings This concept involves understanding the key teachings of various religions.</p>	<ul style="list-style-type: none"> Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. 	<ul style="list-style-type: none"> Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. 	<ul style="list-style-type: none"> Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities.
<p>Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.</p>	<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. 	<ul style="list-style-type: none"> Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. 	<ul style="list-style-type: none"> Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader.
<p>Understand how beliefs are conveyed This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p>	<ul style="list-style-type: none"> Name some religious symbols. Explain the meaning of some religious symbols. 	<ul style="list-style-type: none"> Identify religious symbolism used in different religions 	<ul style="list-style-type: none"> Explain some of the different ways that individuals show their beliefs.

<p>Reflect This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. 	<ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. 	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others.
<p>Understand values This concept involves an appreciation of how many people place values as an important aspect of their lives.</p>	<ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'. 	<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. 	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.

Aspirations for the Future

Children develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future as a Religious Scholar:

- Vicar
- Chaplain
- Member of Parliament
- Journalist
- Advice Worker
- Charity fundraiser
- Youth worker

Impact

Assessment

Through the explicit teaching of the RE skills, both the teachers and the children assess their learning continuously throughout the lesson. Throughout and at the end of a unit of work, children will reflect on their learning alongside their peers and their teacher. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time.

Subject Leader Portfolios will collate evidence of learning across the year. This will include pupil and parent voice, photographs and examples of children's learning both within and beyond the school day.