

# Religious Education at Bentham CP School



## Our Religious Education Curriculum Aims:

At Bentham Primary School, the RE curriculum is a systematic enquiry based model which develops children's critical thinking skills, motivation to learn and knowledge and understanding of different religions, cultures and their beliefs. Each unit is an investigation that implements the principle aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldview address, so they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. 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 RE units focus on one of three strands, expressing, believing, and living we aim to visit each strand once every academic year. These skills are developed and progress from EYFS through to year 6. The curriculum for RE aims to ensure that all pupils.

- A. Know about and understand a range of religions and worldviews, so that they can:
  - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
  - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
  - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
  - appreciate and appraise varied dimensions of religion or a worldview<sup>9</sup>
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
  - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
  - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
  - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.



## Implementation

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

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
  - Gain and deploy the skills needed to engage seriously with religious and worldview.

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 as mapped as follows:

Key Learning Concept	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
<ul style="list-style-type: none"> <li>• Know about and understand a range of religions and worldviews.</li> </ul>	A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	A1. Describe and make connections between different religions and worldviews.	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.  Pupils compare different religions and express and argue for ideas of their own about partnership, in discussions or writing.
<ul style="list-style-type: none"> <li>• Know about and understand a range</li> </ul>	A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions	A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of	A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs

<p>of religions and worldviews.</p>	<p>from which they come</p>	<p>sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p>and teachings that arise from them in different communities.</p> <p>Pupils investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer, showing their understanding and expressing ideas of their own.</p>
<ul style="list-style-type: none"> <li>Know about and understand a range of religions and worldviews.</li> </ul>	<p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>Pupils consider different religious texts and how they are expressed in different mediums.</p> <p>Pupils describe the impact of religious teaching such as ahimsa on life values such as how we treat animals and think about how they express their own ideas.</p>
<ul style="list-style-type: none"> <li>Express ideas and insights about the nature, significance and impact of religions and worldviews.</li> </ul>	<p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	<p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>Pupils develop their understanding of beliefs about life after death in two religions and humanism through seeking answers to their own questions and articulating reasons for their own ideas and responses</p>

			<p>Pupils use their detailed understanding of religious practice such as the Five Pillars of Islam and worship of a deity in a Hindu family and a mandir to describe the significance of being part of a religion</p>
<ul style="list-style-type: none"> <li>Express ideas and insights about the nature, significance and impact of religions and worldviews.</li> </ul>	<p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves</p>	<p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p>	<p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Pupils find out about how celebrating Divali brings the Hindu or Sikh community together, and expresses commitment to values of interdependence and generosity</p> <p>Linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals and the environment, loving their family or serving God.</p>
<ul style="list-style-type: none"> <li>Express ideas and insights about the nature, significance and impact of religions and worldviews.</li> </ul>	<p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>	<p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p> <p>Pupils list and describe similarities and differences in the ways different traditions express what 'belonging' means to them</p> <p>Linking to English, pupils find out about different forms of prayer and meditation in</p>

			different religions and worldviews, and write some prayers or meditations suited to particular occasions and traditions. This is one point, among many, where RE can provide key opportunities for pupils' spiritual development.
<ul style="list-style-type: none"> <li>Gain and deploy the skills needed to engage seriously with religious and worldview.</li> </ul>	<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry</p>	<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry</p>	<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry</p> <p>Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or worldview</p> <p>Pupils discuss and debate reasons why different people have different ideas about the divine e.g. whether God is real and what God is like.</p>
<ul style="list-style-type: none"> <li>Gain and deploy the skills needed to engage seriously with religious and worldview.</li> </ul>	<p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p>	<p>C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>	<p>C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p> <p>Pupils discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues</p>

			<p>of respect for all</p> <p>Linking to Mathematics and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today</p>
<ul style="list-style-type: none"> <li>Gain and deploy the skills needed to engage seriously with religious and worldview.</li> </ul>	<p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>C3. 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, and express their own ideas clearly in response</p>	<p>C3. 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, and express their own ideas clearly in response</p> <p>Pupils write persuasively about the reasons why people who have a particular religious background or non-religious worldview try to help people who are vulnerable (eg victims of natural disasters or prejudice, people who live with disabilities or people affected by war)</p> <p>Linking to Citizenship Education, pupils consider the Ten Commandments (Jewish) and the Five Precepts (Buddhist), expressing their ideas about right and wrong in the light of their learning.</p>

### 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

### **RE and our Locality**

We work closely with several local church denominations in our community that reflect the make-up of our local area and therefore the children in our school as well. We have good links with the local Methodist church and Church of England Church and also have contact with the Catholic church. Bentham school children usually take part in Godly play sessions run by the local Methodist church, this is a fantastic link with our community and a real way that children can see religion in action. We also have assemblies run by the Reverend at the Church of England church and by Bee the local NISCU worker who liaises with all local schools and offers great additional activities at various points of the year such as Christmas and Easter. Through various contacts in our local community, we have previously run RE days where children carousel around a range of activities and gain a deeper understanding into Christianity and have opportunities for reflection and meditation. This is a great chance for children to see first-hand people in the local community who have local jobs and lead religious lives, such as artists, vicars, youth workers and sound engineers.

Children will also broaden their horizons and take school trips to local cities to experience different communities and religions. Children in recent years have been to Bradford to a Mosque and a Qurdwara. They have also been over to a Buddhist retreat near Ulverston. Once we are allowed we will make sure that our children will get the opportunity to experience other religions and gain an insight into these religions through school trips and visits to the local cities.

### **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.