



Religious Education at Bardsey Primary School

Vision

At Bardsey Primary School, our vision is to develop pupil's understanding of world faiths and other beliefs whilst exploring their commonality and diversity. In school we follow the Leeds Syllabus 'Believing and Belonging' 2019-2024 based on the National Curriculum for teaching Religious Education. We provide opportunities for children to explore a variety of religions and cultures and the key aspects that contribute to them. Through an engaging curriculum, we aim develop children's cultural capital by providing children with a range of experiences. These include visits to places of worship and arranging visitors to come to Bardsey Primary School to deliver quality educational workshops.

EYFS Curriculum

Please see the areas of learning for EYFS in the attached document below.

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

The areas of learning that link closely to our Religious Education curriculum are:

- Personal, Social and Emotional Development; Self-Confidence and Self-Awareness, Managing Feelings and Behaviour, Making Relationships
- Understanding the World; People and Communities, The World
- Maths; Shape, Space and Measure
- Expressive Arts and Design
- Literacy
- Community and Language

Key Stage 1 and Key Stage 2 National Curriculum

The agreed Religious Education Syllabus for Calderdale, Kirklees and Leeds can be found in the link below.

https://www.calderdale.gov.uk/v2/sites/default/files/SACRE_-_Syllabus_Believing_and_Belonging_2019.pdf

The National Curriculum non-statutory guidance for Religious Education can be found in the link below.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf

Intent

Our RE curriculum intends to:

- Offer broad and rich coverage of core religions.
- To provide children with a variety of ways to explore religion, their community and personal development and wellbeing.
- Provide high quality, coherent and progressive experience Religious Education, which is enhanced through cross-curricular learning.
- Children to understand a range of religions and world views in order to discuss and understand commonalities and diversity.
- Equips children with the skills to investigate and respond to a variety of issues.
- Encourages and supports personal growth and community cohesion through each unit
- Promotes RE in today's modern world and allows children to develop their understanding of this this affects our lives.



Implementation

Progression

Teaching

Through collaborative planning our Religious Education curriculum builds on prior knowledge alongside introducing new skills and challenge each year. All children expand on their knowledge of Christianity each year, with other core religions being taught in specific year groups.

Key Knowledge and Vocabulary

The promotion of a language rich Religious Education curriculum is essential to the successful acquisition of knowledge and understanding in RE. Key vocabulary and concepts could be presented in knowledge organisers for KS2 and will be prominent in RE displays through EYFS, KS1 and KS2.

Independent learning

In RE, children are encouraged to enquire about their topic of interest and develop their independence. For example, engaging in research, open-ended discussions and group projects.

High Quality Resources

Children will access resources to acquire learning through real life objects, photographs and digital technology. We have strong and secure links with the local church and the vicar is a prominent visitor in school.

Outdoor Learning

To enhance the curriculum for RE, children access the local Church at least once a year at Christmas time for a service by the local Vicar and to perform a carols service.

Curriculum Enhancements (visits, visitors, themed days/weeks)

Each year group have visits or trips outlined to allow children to apply their knowledge and experience aspects of other religions firsthand. For example, visit to synagogue, mosque.

CPD

Continuous training to ensure teacher skill and knowledge is developed to teach the subject with confidence and accuracy. This could be developed through staff meetings to share good practice and skills.



Impact

The impact and measure of our RE curriculum is that pupils are:

- enjoying learning about a range of religions and why people choose or choose not to follow a religion
- able to make links between their own lives and those of others in the community and the wider world
- excited by RE enquiry and inspired to develop an enthusiasm to go and find out more for themselves
- encouraged to be lifelong learners about RE
- ignited with an interest for studying different religions and beliefs as they move into KS3 which will positively shape their futures

Leadership, Assessment and Feedback

- The RE leader has an overall responsibility for the progress of all children in RE throughout the school.
- Assessment data is provided to SLT.
- Feedback is given to children in line with our feedback policy. Verbal feedback will be used frequently in RE lessons whilst whole class, and group discussions are taking place. This provides instant feedback and allows for greater challenge through planned questioning and additional activities.
- An assessment of RE topics will take place throughout the year. Each year group has their own timetable of assessment provided by the subject leader. These assessments are sent to the subject leader, who feeds back to SLT.
- Planned topic links, knowledge organisers and discussions will allow children to recall on previous learning.

Progression map

EYFS		
Communication and Language	Personal, Social and Emotional Development	Understanding the world
<ul style="list-style-type: none"> listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions use talk to organise, sequence and clarify thinking, ideas, feelings and events answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources talk about how they and others show feelings develop their own narratives in relation to stories they hear from different traditions. 	<ul style="list-style-type: none"> understand that they can expect others to treat their needs, views, cultures and beliefs with respect work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable think and talk about issues of right and wrong and why these questions matter respond to significant experiences showing a range of feelings when appropriate have a developing awareness of their own needs, views and feelings and a sensitivity to those of others have a developing respect for their own cultures and beliefs, and those of other people show sensitivity to others' needs and feelings, and form positive relationships. 	<ul style="list-style-type: none"> talk about similarities and differences between themselves and others, among families, communities and traditions begin to know about their own cultures and beliefs and those of other people explore, observe and find out about places and objects that matter, in different cultures and beliefs.
Expressive Arts and Design	Literacy	Mathematics
<ul style="list-style-type: none"> use their imagination in art, music, dance, imaginative play, role-play and stories to represent their own ideas, thoughts and feelings respond in a variety of ways to what they see, hear, smell, touch and taste. 	<ul style="list-style-type: none"> Children access a wide range of books, poems and other written materials to ignite their interest. 	<ul style="list-style-type: none"> Children recognise, create and describe some patterns, sorting and ordering objects simply.

	Key Stage 1	Key Stage 2
<p>Investigate the beliefs and practices of religions and other world views</p> <p>1. Beliefs and authority 2. Worship and spirituality</p>	<p><u>Beliefs and authority</u> Retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and traditions and recognising the traditions from which they come.</p> <p><u>Worship and Spirituality</u> 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. Recognise some different ways that people express beliefs and values, appreciating some similarities between communities.</p>	<p><u>Beliefs and authority</u> Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources and traditions and to beliefs and teachings that arise from them in different communities.</p> <p><u>Worship and Spirituality</u> Describe and make connections between different features of the religions and other world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Explore and describe a range of worship and expressions of spirituality so that they can understand different ways of expressing meaning.</p>
<p>Investigate how religions and other world views address questions of meaning, purpose and value</p> <p>1. The Nature of Religion and Belief 2. Ultimate Questions</p>	<p><u>The Nature of Religion and Belief</u> Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning.</p> <p><u>Ultimate Questions</u> 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><u>The Nature of Religion and Belief</u> Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance.</p> <p><u>Ultimate Questions</u> 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>Investigate how religions and other world views influence morality, identity and diversity</p> <p>1. 1.Moral decisions 2. 2.Identity and Diversity</p>	<p><u>Moral decisions</u> Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p><u>Identity and Diversity</u></p>	<p><u>Moral decisions</u> Discuss and apply how beliefs and values may affect choices, ideas about what is right and wrong and what is just and fair, reflecting on their own answers to these questions.</p> <p><u>Identity and Diversity</u></p>

	Find out about and respond with ideas and examples of co-operation between people who are different.	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.
--	--	---

RE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Where do we live and who lives there?	How do Christians celebrate Christmas?	What makes a good helper?	What can we see in our wonderful world?	Who and what are special to us?	
Year 1	Which books and stories are special?	How do we celebrate special events?	What does it mean to belong to a Church or a Mosque?	How and why do we care for others?	Who brought messages about God and what did they say?	
Year 2	How is new life welcomed?	How can we make good choices?	How and why do people pray?	How can we look after the planet?	What did Jesus teach and how did he live?	
Year3	How do Jews remember God's covenant with Abraham and Moses?		What is Spirituality and how do people experience this?	What do Christians believe about a good life?	What do they creation stories tell us?	
Year 4	How are important events remembered?	What faiths are shared in our country?		How do the Five Pillars guide Muslims?	Why are Gurus at the heart of Sikh belief and practice?	
Year 5	Why are some journeys and places special?		What values are shown in codes for living?		Should we forgive others?	What do Christians believe about the old and new covenants?
Year 6		How do Sikhs show commitment?	What do Christians believe about Jesus' death and resurrection?	How does growing up bring responsibilities?		How do Jews remember the Kings and Prophets in worship and life?