



# Religious Education at Burton Joyce Primary School



Religious Education (RE) forms an important part of our curriculum. We ensure that RE makes a distinctive contribution to the development of all our pupils – to help them to understand the place of religious faith in society today and the need for understanding diverse beliefs and religious practices in an increasingly complex world. We follow the Nottinghamshire Agreed syllabus which supports children to develop a sense of belonging; to enable them to flourish as an individual; as an important part of our local community and as a member of the wider world. As a Trust, we have adopted the BronSurg scheme of work, which has been adapted to meet the needs of our schools and have embedded this within our expectations for Global learning and SMSC values in order to develop each child's spiritual, moral and social development. Consequently, our lessons provide opportunities to stimulate and encourage discussion with the view to developing each child's understanding of different beliefs so that they can describe, explain and analyse distinct faiths in order to recognise and celebrate diversity in our community and the wider world.

RE is not just about learning the facts of religion, it is about developing understanding so that pupils can recognise and respect people's beliefs and how they affect the way people live. RE gives children the chance to share ideas and insights about the world around us. We believe that by providing pupils with a structured and safe place to express and communicate ideas and questions, they can debate different viewpoints and opinions without offending anyone - teaching pupils how to live as responsible, respectful members of society.

## Curriculum design and sequencing of content

Children have a weekly lesson in RE. RE topics are organised into two-year cycle building on children's prior knowledge as they move through school. We teach children about Christianity in every year group and, in addition, we learn about each of the other five principal religions represented in the UK: Islam, Hinduism, Sikhism, Buddhism and Judaism. Older children in school are introduced to the census data reflecting on why these are considered the principal religions in our society. Within lessons, children are introduced to subject specific vocabulary relating to the faith being studied and are given the opportunity to use these in discussion and explanations. As a school, we have developed a progressive Knowledge Organiser of key facts about each religion, this builds to reflect new learning about each religion and as the religions are introduced through school.

In the Early Years Foundation Stage, pupils encounter religion and world views through stories, poems, special people, celebrations, pictures and objects. The pupils are encouraged to ask questions, compare and reflect on their own feelings and experiences. Children talk about similarities and differences between themselves and others, among families, communities and traditions.

In KS1 children further develop their knowledge and understanding of religions and world views. They find out about simple examples of religion that are drawn from local, national and global contexts. Children are encouraged to ask questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. During Year 1 and 2 the children mainly learn about Christianity and Judaism with an introduction to Islam through one of the significant religious festivals.

In LKS2, pupils continue to extend their knowledge and understanding of religions and world views recognising their local, national and global contexts. They are introduced to more detail about the Hindu and Islam faiths are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life.

During Year 5 and 6, children build further upon their learning about Christianity, Judaism, Hinduism and Islam whilst also being introduced to the beliefs and traditions of Sikhism and Buddhism. We support pupils in learning to express their own ideas in response to the material they engage with in a respectful way and to evaluate these in comparison to their own experiences and beliefs.

### **Retrieval Practice**

The use of floor books is being introduced to record discussions and to support the learning of new information alongside usual recording methods when appropriate. Higher up in school children are encouraged to create individual notes, observations and discussions. Teachers will use work presented in the floor books to revisit and consolidate prior learning throughout a unit of work and be aware of links with RE units from previous years. RE also forms part of our weekly spaced retrieval timetable, where pupils re-visit learning and are given the opportunity to explain and consolidate their understanding. This approach aims to embed these concepts and teach for long term memory. Children take part in regular discussions and debates to develop their ideas and understanding of concepts. From Y1-Y6, teachers are also asked to nominate an RE ambassador from each year group who will speak confidently about the RE learning of the class, referring back to the class floor book, knowledge organiser and hall display.

### **Community Connections**

We have built strong links with different Churches within our local community and Rev. Anna Allis comes to school regularly to speak to the children. We are also lucky to be able to welcome visitors from Riverside Church as well as holding events to support Emanuel House and Framework which are local charities supporting the Homeless.

There is also a plan to take RE ambassadors as part of the Trust diversity group to other places of worship in the local area which they can then feedback to the rest of school/their year group.

### **Substantive Concepts**

We have based our substantive concepts on the key beliefs and facts about the 6 principal religions, which we have used to create our progressive knowledge organisers. These also reflect children's RE learning as they move through school. Progression of the substantive concepts ensures that key information is revisited and extended as pupils journey through school.

Concepts are important in Religious Education because they are the central ideas which help pupils and teachers make sense of, and interpret, the knowledge they encounter. Focusing on concepts furthers the aims of Religious Education by enabling pupils to:

- Comprehend what it means to be a member of a religion by understanding the significance for the believer of their beliefs and practices;
- Appreciate how the study of religion highlights key similarities and differences, which can form the basis of dialogue between religions;
- Reflect on how the experience of being human is responded to and interpreted in the religions being studied.

In Religious Education there are three types of concept pupils should encounter:

1. Concepts central to understanding religion – Transcendence, Belief, Worship, Tradition, Morality,
2. Concepts central to human experience and questions about meaning and purpose. Commitment, Suffering, Identity, Interdependence,
3. Concepts distinctive to particular religions.

### Lens

When planning and teaching RE topics, each unit will incorporate explicit links to the promotion of SMSC values and Global Learning Links while incorporating our 'RE Lens': -

- 'Believing'
- 'Thinking'
- 'Living'

These elements do not stand in isolation; it is important to understand that people believe, think and live in different ways based on any religious beliefs or non-religious personal beliefs they hold. Having a substantive knowledge of each religion helps children to develop this understanding and leave our school with an appreciation and respect for the 6 principal religions in the UK.