

Bacton Primary School



RE

Intent

The Religious Education curriculum at Bacton aims to give children the knowledge, critical thinking skills, open minded and respectful attitude with which to investigate the world of religion and beliefs, and make their own decisions about what this means to them, whilst empathising with what it means to hold those beliefs. It also aims to enable children to grow spiritually by developing their awareness and skills of reflection, their experience of awe and wonder and their appreciation of stillness and silence.

Our curriculum reflects the fact that religious traditions in Great Britain are, in the main, Christian, while taking account of the teaching and practices of other religions represented in Great Britain as well as a secular view. As a rural, predominantly white, British community, RE exposes our pupils to the range of different religious beliefs and philosophies and how these have helped to shape society. Spiritual, Moral, Social and Cultural (SMSC) and British Values agenda is mapped on all plans to instil children with a better and more holistic understanding of modern British values, such as diversity, tolerance and respect.

Implementation

Through the programme Discovery, the six principle world religions are taught: Christianity, Islam, Hinduism, Sikhism, Judaism and Buddhism. An enquiry-based approach teaches core beliefs and concepts by asking a 'big question'. Personal resonance engages children by encouraging them to reflect on their own experiences, which acts as bridge into the religion being studied. Investigations develop children's knowledge and understanding as they step into the world of religion and learn about it and the application of beliefs. Critical and evaluative thinking skills are developed before referring back to the starting point where children can express personal impact and opinions. Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way.

Impact

The impact of our enriched RE provision is the development of well-informed pupils with a strong sense of empathy and respect. We use a variety of different strategies to assess pupils understanding and robust formative assessment tracks progress each half term. These low stakes assessment methods allow children the opportunity to reflect on their learning and develop their understanding. Regular monitoring of books, planning and pupils' voice ensure the standard of religious education teaching remains consistently high.

Enrichment

Our enriched curriculum provides our children with a wealth of experience and opportunities, which complement and support the learning which takes place in class. Inspirational trips to places of worship, as well as visits from religious leaders, develops open mindedness, tolerance and respect.

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"WORKING AT" expectation.	GREEN DESCRIPTORS Personal resonance with or reflection on	BLUE DESCRIPTORS Knowledge and understanding of the subject matter of that enquiry (subject knowledge)	RED DESCRIPTORS Skills of evaluation and critical thinking in relation to the big enquiry question
Most children are expected to reach these expectations.	<ul style="list-style-type: none"> • The concept / belief underlying the subject matter of the enquiry • Child's own thoughts, opinions, belief, empathy. 		
End of Key Stage 1 (Year 2, Age 7, 'old' Level 2)	<ul style="list-style-type: none"> • I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world • I can verbalise and / or express my own thoughts 	I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
End of LOWER key Stage 2 (Year 4, Age 9, 'old' Level 3)	<ul style="list-style-type: none"> • I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. • I can express my own opinions and start to support them with rationale. 	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of Key Stage 2 (Year 6, Age 11, 'old' Level 4)	<ul style="list-style-type: none"> • I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/ beliefs • I can express my own thoughts etc having reflected on them in relation to other people's. 	I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.

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Long term plan

Phase		Autumn	Spring	Summer
EYFS		Christianity - special people / harvest Christianity – Christmas Hinduism - Diwali	Celebrations – Chinese New Year Christianity – Easter - Salvation	Christianity, Islam, Hinduism, Sikhism, Judaism – Stories / Special Places
Key Stage One	Year 1	Christianity - The story of the creation Christianity - Christmas (gifts)	Christianity - Jesus as a friend? Christianity - Easter (Palm Sunday)	Judaism - Rosh Hashanah and Yom Kippur Judaism – Shabbat
	Year 2	Christianity - What did Jesus teach? Christianity - Christmas - Jesus as a gift	Judaism - Passover Christianity - Easter - The Resurrection	Judaism - The Covenant Judaism - Rites of passage and good works
Lower Key Stage Two	Year 3	Hinduism - Diwali Christianity - Christmas	Christianity – Jesus’ miracles Christianity - Easter - Forgiveness	Sikhism - Sharing and the community Sikhism - Prayer and worship
	Year 4	Buddhism – Is it possible for everyone to be happy? Christianity – What’s the most important part of the Christmas story for Christians today	Buddhism – Could the Buddha’s teaching make the world a better place? Christianity – Is forgiveness always possible for Christians?	Judaism – What is the best way for a Jew to show commitment to God? Christianity - Do people need to go to church to show they are Christians?
Upper Key Stage Two	Year 5	Hinduism - Prayer and worship Christianity - Is the Christmas story true?	Sikhism – Beliefs and Moral Values Christianity - Easter – Salvation	Hinduism - Beliefs and Moral Values Christianity - Beliefs and Practices
	Year 6	Islam - Beliefs and practices Christianity – Christmas – how significant is it that Mary was Jesus’ mother?	Christianity - Beliefs and Meaning Christianity - Easter - Gospel	Islam Beliefs and moral values