



Brookside Primary School
Learn Together - Achieve Together

Teaching of RE at Brookside Primary School



**The intent, implementation and impact for the learning
of RE at Brookside Primary School**

Why is RE important at Brookside Primary School?

“Peace cannot be kept by force; it can only be achieved by understanding” Albert Einstein

At Brookside Primary School we believe that RE has an important part to play in promoting the spiritual, moral, social, cultural and intellectual development of our pupils and in helping them gain a greater understanding of themselves and a more sympathetic awareness of the needs of others. Knowledge and skills developed by RE contribute to pupils’ readiness to participate in life in modern, diverse Britain and in a plural world, including a social and ethnic harmony and awareness of British Values. This enables pupils to be better equipped to cope with the responsibilities and experiences of later life.

To promote the values we hold as a school and the school vision, we believe that learning in RE should be a child-centred, exciting journey. The teaching of RE is not about making pupils into believers, but tries to help them become literate and articulate about religions and beliefs, and to be thoughtful members of a plural society, so that in learning from religion they are able to make informed choices about how they want to live their lives. Children learn to understand the world and their place in it, know that all members of the school community show respect and tolerance for others and develop a better cultural awareness. Children will have the opportunity to reflect and develop their spiritual awareness and thinking skills through child-led philosophical discussions and enquiry-based learning.

At Brookside our curriculum drivers are co-operation, empathy for others and enquiry. These themes are a continuous thread through our RE curriculum.

What are the key knowledge concepts in RE at Brookside Primary School?

BELIEVING	EXPRESSING	LIVING
<p style="text-align: center;">Know about and understand a range of religions and world views, so that they can:</p>	<p style="text-align: center;">Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:</p>	<p style="text-align: center;">Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:</p>
<ul style="list-style-type: none"> · 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 wisdom² found in religions and worldviews · appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. 	<ul style="list-style-type: none"> · 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. 	<ul style="list-style-type: none"> · 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.

What are the key RE subject skills?

RE teaching is intended to develop these skills:	Pupils will be increasingly able to:
<p>Investigating</p> <ul style="list-style-type: none"> ● asking relevant questions ● knowing how to use different types of sources as ways of gathering information ● knowing what may constitute evidence for understanding religion(s). 	<ul style="list-style-type: none"> ● Ask increasingly deep questions about religion. ● Use a widening range of sources to pursue answers. ● Focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity.
<p>Reflecting:</p> <ul style="list-style-type: none"> ● reflecting on religious beliefs and practices and ultimate questions ● reflecting upon feelings, relationships, and experiences ● thinking and speaking carefully about religious and spiritual topics. 	<ul style="list-style-type: none"> ● Describe how action and atmosphere makes them feel. ● Experience the use of silence and thoughtfulness in religion and in life. ● Take increasing account of the meanings of experience
<p>Expressing:</p> <ul style="list-style-type: none"> ● explaining concepts, rituals and practice ● identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media. 	<ul style="list-style-type: none"> ● Explain what words and actions might mean to believers. ● Articulate their own reactions and ideas about religious questions and practices. ● Clarify with growing confidence aspects of religion which they find valuable or interesting or negative. ● Explain in words and other ways their own responses to matters of deep conviction.
<p>Interpreting:</p> <ul style="list-style-type: none"> ● drawing meaning from, for example artefacts, works of art, poetry and symbols ● interpreting religious language suggesting meanings of religious texts. 	<ul style="list-style-type: none"> ● Say what an object means or explain a symbol. ● Use figures of speech to speak creatively about religious ideas. ● Understand increasingly the diverse ways in which religious and spiritual experience can be interpreted.
<p>Empathising:</p> <ul style="list-style-type: none"> ● considering the thoughts, feelings, experiences, attitudes, beliefs and values of others ● developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow ● seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. 	<ul style="list-style-type: none"> ● See with sensitivity how others respond to their actions, words or behaviour. ● Connect their feelings, both positive and negative, with those of others, including those in religious stories and contexts. ● Imagine with growing awareness how they would feel in a different situation from their own.
<p>Applying:</p> <ul style="list-style-type: none"> ● using RE learning in new situations 	<ul style="list-style-type: none"> ● Recognise religious materials and take note of their details and style. ● See links and simple connections between aspects of religions.

<ul style="list-style-type: none"> • making the association between religions and individual, community, national and international life • identifying key religious values 	<ul style="list-style-type: none"> • Make increasing links between religious material and their own ideas. • Apply learning from one religious context to new contexts with growing awareness and clarity.
<p>Analysing:</p> <ul style="list-style-type: none"> • distinguishing between opinion, belief and fact • distinguishing between the features of different religions • recognising similarities and distinctiveness of religious ways of life. 	<ul style="list-style-type: none"> • See what kinds of reasons are given to explain religious aspects of life. • Join in discussion about issues arising from the study of religion. • Use reasons, facts, opinions, examples and experience to justify or question a view of a religious issue. • Analyse the religious views encountered with fairness, balance and empathy.

In addition, the following attitudes and life skills are fostered in the teaching of RE at Brookside:

- **Curiosity and wonder**
- **Commitment**
- **Fairness**
- **Respect**
- **Care and concern**
- **Self-understanding**
- **Open mindedness**
- **Critical mindedness**
- **Enquiry**

How does Brookside Primary School ensure progression in our key knowledge and concepts in RE?

Progression is the development of knowledge and understanding, skills, concepts and attitudes in a key stage and in relation to the previous and subsequent key stage. It is achieved through building on earlier learning. It is not just about accumulation of knowledge but concerns a developing ability to deepen understanding by making use of reflective, interpretative and evaluative skills. Pupils should increasingly be challenged to discover the underlying messages of the teaching behind religious traditions, stories, artefacts and ceremonies.

Progress will be assessed by reviewing:

- Oral responses in class and paired discussions
- Drama and role play presentations
- Written responses in RE books
- Collaborative work
- Depth of questioning from pupils.

How do we know our children have made progress?

End of EYFS outcomes:

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| <ul style="list-style-type: none">● talk about some religious stories● recognise some religious words, e.g. about God● identify some of their own feelings in the stories they hear● identify a sacred text e.g. Bible, Qur'an● talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do● talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked. |
| <ul style="list-style-type: none">● talk about people who are special to them● say what makes their family and friends special to them● identify some of the qualities of a good friend● reflect on the question 'Am I a good friend?'● recall and talk about stories of Jesus as a friend to others● recall stories about special people in other religions and talk about what we can learn from them. |
| <ul style="list-style-type: none">● talk about somewhere that is special to themselves, saying why● be aware that some religious people have places which have special meaning for them● talk about the things that are special and valued in a place of worship● identify some significant features of sacred places● recognise a place of worship● get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. |
| <ul style="list-style-type: none">● give examples of special occasions and suggest features of a good celebration● recall simple stories connected with Christmas/ Easter and a festival from another faith● say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith. |
| <ul style="list-style-type: none">● re-tell religious stories making connections with personal experiences● share and record occasions when things have happened in their lives that made them feel special● recall simply what happens at a traditional Christian infant baptism and dedication● additional opportunity if you have children from religions other than Christianity in your setting● recall simply what happens when a baby is welcomed into a religion other than Christianity. |
| <ul style="list-style-type: none">● talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world● re-tell stories, talking about what they say about the world, God, human beings● think about the wonders of the natural world, expressing ideas and feelings● express ideas about how to look after animals and plants● talk about what people do to mess up the world and what they do to look after it. |

End of key stage 1 outcomes:

<p>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.</p>	<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>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>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<p>C2. Find out about and respond with ideas to examples of co- operation between people who are different.</p>
<p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>

End of key stage 2 outcomes:

<p>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.</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>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>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 and teachings that arise from them in different communities.</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>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</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>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>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>

Subject Content & Overview: Pupils should be taught to:

All classes from Year R to Year 6 follow the Stockport Agreed Syllabus for RE. The scheme enables children to learn about the major world religions, with three main themes of Believing, Expressing and Living, one covered each term. Children are encouraged to respond to ideas, particularly ultimate questions, and put forward their own beliefs in a safe and tolerant environment. Learning is enhanced by visits to places of worship and visitors from different faiths.

RE is taught as an hour long lesson every 2 weeks or a shorter weekly lesson and as a block of lessons in our Faith Week.

The scheme follows an enquiry-based approach to learning, with topics headed by a key question. Detailed lesson plans are linked to each of the key questions. However, each class also explores the questions through Circle Time, drama, small group and whole class discussions and by using computing research skills.

Faith Week: For one week in the Autumn Term every class has a focus on one religion. The school celebrates and shares the diverse nature of each faith by visiting places of worship (the local church, Manchester Buddhist Centre), cooking and eating foods, dressing in traditional clothes, creating artwork, researching facts and other cross-curricular activities. We then hold an Open Morning to share our work and celebrate the faiths we have learnt about. The Stockport Ethnic Diversity Service work with school providing resources, recommending speakers and in an advisory role.

Collective Worship: We come together as a school three times a week for assembly (see the Assembly Policy). Our assembly themes cover a variety of religions, festivals, British Values, as well as how we manage challenges and dilemmas. In addition, every class has Circle Time once a week to challenge and discuss issues from the PSHE scheme of work. Brookside has regular visitors from Hazel Grove Baptist Church, Bible Encounters and St Thomas's Church, High Lane.

Term 1 Believing	Term 2 Expressing	Term 3 Living
Religious beliefs, teachings, sources; questions and meaning, purpose and truth.	Religious and spiritual forms of expression; questions about identity and diversity.	Religious practices and ways of living; questions about values and commitments.

		AUTUMN		SPRING		SUMMER	
OWL CLASS		YEAR A	YEAR B	YEAR A	YEAR B	YEAR A	YEAR B
	<i>Faith Week Theme</i>	<i>BELIEVING</i>		<i>EXPRESSING</i>		<i>LIVING</i>	
HOOT	Festivals	We teach RE throughout the year based on celebrations including, The Diwali story, The Christmas story and the Easter Story as well as the Chinese New Year so that children are introduced to different belief systems and cultures. We visit our local church St Thomas's and discuss the features inside/outside the building. We also cover the story of Noah's Ark.					
SNOWY	A: Hinduism B: Buddhism	Who is a Christian and what do they believe?	Who is a Muslim and what do they believe?	What makes some places sacred? Christians, Muslims and/or Jewish people	How and why do we celebrate special and sacred times? Christians & Jewish people	What does it mean to belong to a faith community? Christians, Muslims and Jewish people	Listen to & retell some important religious stories eg Rama & Sita, The Good Samaritan. Why are stories important in religions?
TAWNY	A: Sikhism B: Islam	What do different people believe about God? Christians, Hindus and/or Muslims	What can we learn from sacred books? Christians, Muslims and/or Jewish people	How and why do we celebrate special and sacred times? Where are places of worship for each religion? Muslims & Hindus	Where and Why do people pray? How do Muslims & Christians pray?	How should we care for others and the world, and why does it matter? Christians, Muslims and/or Jewish people	What does each religion say about how we should look after the environment?

BARN	A: Buddhism B: Christianity	Why is the Bible so important for Christians today?	Why is Jesus inspiring to some people?	Why are festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jewish people	How are artefacts used in worship? Christians, Muslims, Jews and Hindus.	What does it mean to be a Christian in Britain today?	What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and non-religious responses (e.g. Humanist)
EAGLE	A: Islam B: Hinduism	Why do some people think God exists? Christians and non-religious (e.g. Humanists)	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and/or Jewish people and nonreligious responses (e.g. Humanist)	Who is the spiritual leader in a place of worship?	What does it mean to be a Hindu in Britain today?	What is a holy text? Where do we see religious symbolism in artwork?
BAY	A: Judaism B: Sikhism	What do religions say to us when life gets hard? Christians, Hindus and non-religious (e.g. Humanists)	How do religious beliefs shape lives of individuals. Personal testimonies about people whose lives have been changed by religion.	Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists)	If God is everywhere, why go to a place of worship? Christians, Hindus and/or Jewish people	What does it mean to be a Muslim in Britain today?	What matters most to Christians and Humanists?



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Pupil Voice in RE

What have you learnt about in Faith Week/ in RE?

'We have learnt about what people do in different cultures.' 'It is interesting about different cultures and religions.' 'People travel to learn about different cultures.' 'I remember the Monkey King.' 'We have done a little bit of RE, some religions, I can't remember.'

Do you like learning about RE?

'Yes because it's interesting.' 'Yes because I like learning new things. I learn new things every day.' 'Yes, if I'm ever religious I know what to do.' 'So we don't make fun of people, we know what they're doing.'

Do you enjoy Faith Week?

'Yes because I remember we sing the songs and drawing on the hands.' 'I think I did.' 'Yes, I learnt new things, every time I have done it.'

How can we make RE better at our school?

'If different people from different cultures explain and talk to us.' 'I don't know enough.' 'I've enjoyed doing everything.'

Do you think RE is important?

'If you were a Christian you learn how to worship Jesus- that goes for every culture.' 'Not sure.' 'Yes, if your family is religious you can understand'.

Do you think RE is important for your future?

'Yes because I'm Chinese and English, I don't know much about how they worship Buddha, something I'd learn about.' 'Not sure'. 'Maybe'