

Eastbrook Primary Religious Education Curriculum



Intent: Character and Academics through RE

Our RE curriculum is based on the 2020 Barking and Dagenham Agreed Syllabus, although the curriculum is tailored to meet the needs of our pupils at Eastbrook Primary School. Our curriculum is designed to enable pupils to be active members of society, develop their subject knowledge and apply skills to other areas of their learning.

End Point (Key Stage 4)

Eastbrook pupils who undertake Religious Studies graduate with a greater sense of understanding and appreciation of the differences and similarities of world religions and the varied impacts religious teachings have had on the development of societies and contemporary ethical themes.

Pupils develop questioning skills which are applied towards belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Pupils also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They develop analytical and critical thinking skills, the ability to work with abstract ideas, develop leadership and research skills.

Religious Studies pupils are effective at addressing moral and intellectual virtues enabling our students to explore the practical wisdom through inter-faith understanding and allow pupils to explore the philosophical debates about living as a good and just person.

Pupils will become interdependent learners through persuasive writings, public speaking and debates, researching and presentational skills.

Religious Studies enables pupils to continue to confidently study religions in the academic fields of sociology, anthropology and cultural studies within the faculties of humanities at some of the world's best universities.

Way Points

By the end of Early Years

RE is taught in Reception as an integral part of the topic work. We relate the RE aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. RE makes a significant contribution to the ELG objectives of people and communities and understanding the world around them. Pupils are encouraged to discuss and share their religious beliefs and find out about the beliefs of others.

By the end of Key Stage 1

During Key Stage 1, pupils will take part in regular weekly RE lessons, whole school worship, visit religious buildings and celebrate major festivals. Pupils will celebrate and recall some of the traditions and events of Divali, Eid, Easter, Christmas and Kwanzaa. They will discuss what books are special to them, listen and retell Christian, Muslim, Sikh and Hindu stories. They will be able to recall some events of the life of Jesus. Pupils will have the opportunity to explore religion inside and outside the classroom, having the opportunity to visit a church and a gurdwara, then be able to compare the two buildings. They will be able to accept that some questions are puzzling and difficult to answer.

By the end of Key Stage 2

During Key Stage 2, pupils will take part in regular weekly RE lessons, whole school worship, visit religious buildings and celebrate major festivals. Pupils will be able to explain what worship is, using religious terms and also how and why faith is so important to religious believers. They will be able to explain why religions have holy books and how people in different religions use them. They will be able to explain why people pray and explore the concept of God, questioning any existence. Pupils will research and present information on famous religious figures, such as the Dalai Lama, Ghandi etc. They will analyse stories from the New Testament, looking at past beliefs and ways of life. Pupils will have opportunities to work both inside and outside the classroom, with visits to churches, a Mandir, a Synagogue and a Mosque and by listening to guest speakers.

Sequencing

The curriculum we have developed is planned and sequenced in a way which is best represented by an ascending spiral. At each point of incline, new knowledge and skills are built upon the previous knowledge and skills taught. All of this is with our planned end points in mind. Our curriculum is joined-up and progressive and not only builds upon what has come before for the children but for what is to come next.

The religious aspect selected from the Barking and Dagenham Syllabus reflect this well. An example of this is the study of religious books. In Reception pupils will listen to parables and take part in role play. Year one pupils retell Muslim stories, in Year two they will describe the message in parables and discuss what books are special to them. In Year three pupils will compare and contrast Holi and Divali stories. Furthermore in Year four, pupils will identify and explain how themes from Bible stories (choice, obedience, trust etc.) affect people's lives today. They will also analyse the meaning of the story of Joseph for Jewish, Muslim and Christian believers. Finally in Years five and six, pupils will analyse why the Qur'an is precious to Muslims, question the existence of God and compare the written eye witness accounts and beliefs of worshippers in the past to those nowadays.

Adaptation

Our curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills. The most significant factors impacting on pupils' knowledge and skills with regard to our local context are:

- The number of pupils in school with English as an Additional Language (EAL).
- The number of pupils in school with Speech, Language and Communication needs (SLC).
- The number of pupils in school with Social Emotional and Mental Health needs (SEMH).
- The high level of economic deprivation amongst pupils.
- The variation in cultural experience amongst pupils.

We are addressing these needs in the following ways:

- By ensuring, wherever practicably possible, we link the RE lessons to high quality texts studied in English, through this approach, our pupils gain greater exposure to social/moral issues and associated vocabulary
- By incorporating debate and reflection into RE lessons, we ensure that pupils have an opportunity to discuss their own opinions and feelings on topics, promoting good speaking and listening skills

· Teachers ensure that lessons are practical and engaging. This could be done in many ways including role play, high quality resources, educational visits, using multi-media (including Now>Press>Play technology), school trips and guest speakers.

· To enhance Cultural Capital in RE at Eastbrook we teach about famous people who have strived for religious tolerance, justice and rights such as; Mother Teresa, Dalai Lama, Ghandi and many more.

Children will also experience the following:

- Meeting and talking to RE specialists.
- Visits to religious places of worship within the community.
- Take part in whole school religious worship.
- Take an active role in celebrating religious events such as Christmas, Divali or Eid etc.

Transferable skills and knowledge

Within our RE curriculum we aim to inspire in pupils the **character virtues** of spirituality, fairness, love, humility and fascination about the world and its people that will remain with them for the rest of their lives.

Examples of decussating skills and knowledge are listed below.

Knowledge/Skill	Curricular Link
Locate religious places and journeys on maps	Geography- mapping
Investigate religious chronology with time lines	History – timelines
Investigate religion and religious buildings in our local area	Maths – data collection and analysis
Tatse and prepare special food	Design and Technology – cooking skills
Retell religious stories	English – drama English – speaking and listening
Explanation and evaluation	English- writing & speaking and listening Computing- Using search engines & word processing and presentational software
Present and act in whole school plays/assemblies	English- speaking and listening
Describe and compare different religious buildings	English – written accounts Art – sketching of artefacts
Respect different beliefs and opinions	PHSE – celebrating difference
Following good examples set by famous religious figures	PHSE – respecting others and following a virtuous path

Appendix A shows the planned end points for each year group from Reception to 6

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	What happens at Sukkot? Listen to story and make sukkohs. What happens on Guru Nanak's birthday? Listen to stories about his life and role play a birthday party for him.	What happens at Diwali? Read and role play story. Sequence events in the story and make lamps. What happens at Christmas? Nativity production.	My Muslim Faith Listen to accounts of faith from Muslim children. Discuss artefacts of prayer mat and head scarf. The Donkey in the Tiger Skin Describe why and when special clothes are worn. Describe 5 Ks.	The Good Samaritan Discuss importance of friends and friendship. What happens at Easter? Identify signs of Spring. Recall what happens at Easter.	How do we make friends? Discuss and describe what makes a good friend. What happens at Eid-UI-Fitr? Describe different images of the moon. Make and give Eid cards.	The Lost Coin Listen to parable story and role play hide and seek of an item. Discuss how it feels to be part of a family. Recognise that families are different from each other. <i>Church visit</i>
1	What does it mean to belong to Christianity? Describe a Christian baptism, events and objects involved.	How do Christians celebrate Christmas? Describe objects in a church and explain their relevance to Christians. <i>Visit to a Church of England church</i>	What does it mean to belong to Sikhi? Describe the 5 Ks and recall events from Amrit ceremony.	What can be special about living with family and friends? Describe what is special about own locality and family. Retell stories from different 2 religions about how people behave towards each other.	How do Hindu people belong? Talk about personal beliefs and compare to 5 duties of a Hindu. Describe what a Brahman is and recognise the Aum symbol.	What does it mean to belong to Islam? Listen and retell Muslim stories. Describe why Mohammad is a good leader for Muslim people.
2	Why did Jesus tell stories? Retell a Christian parable and describe the message within it.	Why are different books special for different people? Describe what books are special to me and why. Describe why the Guru Granth Sahib is special to Sikhs and compare to one other holy book. <i>Gurdwara visit</i>	Why do people celebrate Kwanzaa? Retell the Kwanzaa story, also describe the meaning and values involved in it.	Why is Easter important to Christians? Sequence the Easter story and say why it is important to Christians. Explain what a Christian may learn from celebrating the last supper.	How does special food and fasting help people in their faith (all religions)? Explain what food is special to eat at certain times for Muslims and Christians. Explain why people fast.	Where did the world come from and how should we look after it? Retell 2 different creation stories. Compare personal views on how the world was created.

3	<p>How did Jesus and Buddha make people stop and think? Analyse 2 parables and 2 Buddhist stories and compare their relevance to modern life today.</p>	<p>What is the significance of light? Explain the meaning of light to me and others, make connections in how a festival can deepen a person's faith, with reference to Diwali and Hanukah.</p>	<p>How do Jews celebrate their beliefs at home and in the synagogue? Explain the symbols, objects and features of a synagogue. Compare synagogue to Gurdwara and Church.</p> <p><i>Synagogue visit</i></p>	<p>How and why do Hindus celebrate Holi? Compare Holi and Diwali stories. Identify good and bad aspects of the Holi story. Compose own stories based upon the Holi story.</p>	<p>What can we learn about special symbols and signs used in special religions? Recognise symbols of the major 6 religions and explain their design. Compose and explain choices behind own religious piece of art work.</p>	<p>What do Sikh sayings tell us about Sikh beliefs? Investigate Sikh sayings and symbols and evaluate their impact on people's lives today.</p>
4	<p>How and why do Hindus worship in the home and in the Mandir? Discuss different ideas about God. Compare beliefs of Hindus to other religions and describe how it affects their lives.</p> <p><i>Visit to a Hindu temple</i></p>	<p>Why is the Bible special for Christians? Identify and explain how themes from Bible stories (choice, obedience, trust etc.) affect people's lives today. Analyse the meaning of the story of Joseph for Jewish, Muslim and Christian believers.</p>	<p>What religions are represented in our neighbourhood? Investigate and explain why people attend places of worship in the school locality.</p>	<p>Why is Easter important to Christians? Explain why Easter is the most important religious festival for Christians. Investigate the symbolism and evolution of the Easter festival.</p> <p><i>Visit to a Roman Catholic church</i></p>	<p>What makes me the person I am? Investigate and discuss who influences us. Improve or remove an issue/problem in the local community.</p>	<p>What happens when someone gets married? Investigate and discuss why people get married. Compare symbolism of marriage in different religions. Debate relevance of marriage in modern Britain.</p>
5	<p>What inner forces affect how we think and behave? Explore what tempts us and why we are tempted. Investigate and apply why religious and world views matter.</p>	<p>How is Christmas celebrated around the world? Consider, compare and discuss common themes and ideas. Enquire and interpret ideas, sources and arguments.</p>	<p>Why is Muhammad and the Qur'an important to Muslims? Explain why Muhammad is thought to have been a prophet and good leader. Explain why the Qur'an is precious to people.</p> <p><i>Mosque visit</i></p>	<p>How do Christians try and follow Jesus' example? Consider who are and what makes a positive role model. Investigate the work and ethos of a Christian charity.</p>	<p>How do beliefs influence actions? Make connections with my beliefs and those of others. Compare different religions and world views on thankfulness.</p>	<p>What do religions believe about God? Appraise different responses to the existence of God. Consider why there are different representations of God.</p>

6	<p>How do people express their faith through the arts in Christianity?</p> <p>Analyse symbolism and colour represented in Christian art. Evaluate modern icons.</p>	<p>What do people believe about life after death?</p> <p>Investigate the concept of life after death. Reflect on how others cope with death.</p>	<p>What similarities and differences do religions share?</p> <p>Compare common values and practices that world religions share. Research the importance of building a community for a religion.</p>	<p>What happened on the first Easter Sunday?</p> <p>Research and discuss who was responsible for the death of Jesus. Interpret works of art inspired by the resurrection. Investigate the relevance of Easter to Christians today.</p>	<p>What qualities are important to present day religious leaders?</p> <p>Investigate the purpose and nature of religious leaders. Research and present information on different religious leaders today.</p>	<p>How could we design a celebration that involved everyone, whether religious or not?</p> <p>Consider for what values or reasons people celebrate religious occasions. Investigate how celebrations build communities and friendship.</p> <p><i>Buddhist temple visit</i></p>
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