



LEARNING TO LEARN SKILLS EXPLAINED	
1 Reflective	Planning, making, reviewing
2 Teamwork	Collaboration, empathy, listening
3 Resilient	Managing distractions, 'stick ability'
4 Memorable	Questioning, highlighting, making links
Risk-Taking	There's a gap, not scared of being wrong

Barham Primary School

Safe, Happy, Learning

Embedding Excellence



RE Curriculum Statement; Intent, Implementation and Impact

Intent: What we want our pupils to learn

At Barham Primary School, our RE curriculum is designed to engage and enthuse learners. We believe that it is an essential area of study, which ensures that children are well prepared for life in a world where there is a multitude of beliefs and viewpoints. We enable the children to make their own informed decisions and to have the confidence to voice their views. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.

We aim to develop pupils' understanding of world faiths and other beliefs by exploring their commonality and diversity. There is both depth and breadth of study. The RE curriculum is also about 'belonging'. It aims to nurture pupils' awareness of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. We all share a common humanity and we share our view of the world with an understanding of others' views.

We want our children to enjoy RE and develop resilient responses to misunderstandings, stereotyping and division. We want to offer the children a place where difficult or 'risky' questions can be tackled within a safe but challenging context.

We aim to provide our children with religious literacy where they will develop their knowledge and understanding of religious traditions and world views and explore their responses to life's challenges. This gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

The RE curriculum is taught around 6 Key Concepts which are revisited and developed as pupils progress through school. Key vocabulary is explicitly taught every year to ensure pupils develop a depth of vocabulary knowledge.

Curriculum

Religious Education at Barham Primary School is linked to our Global Goals as well as the 5 R's as these are key tenets taught throughout all lessons across the school.

RE at Barham is taught through an 'enquiry approach' where pupils are able to share their own beliefs and values, while building their substantive knowledge and deepening their understanding; linking what they learn about religions and world views. To deepen this understanding of a concept, belief, practice and experience of a person who follows these practices; the children are presented with a range of tools to explore. These include: sacred texts, artefacts, visitors from local communities and opportunities to visit places of worship. These experiences enable them to make personal and insightful reflections about how these teachings can be applied to their daily lives. This approach allows our pupils to develop the skills of; interpreting, analysing, evaluating and applying what they have learnt about their own and other religions and worldviews in relation to spiritual, ethical, moral and social issues. In addition the enquiry based approach gives them the ability to communicate and answer meaningful questions relating to identity, belonging, truth, morality and justice.

Reflection and Empathy

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices
- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
 - Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and seeing issues from their point of view

Investigation and Interpretation

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion
- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language
 - Suggesting meanings of religious texts

Evaluation:

- Debating issues of religious significance with reference to evidence and argument

Analysis:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions

Synthesis and Application:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole
- Making the association between religion and individual, community, national and international life

Expression

- Explaining concepts, rituals and practices expressing religious views, and responding to religious questions through a variety of media

The aims of RE are:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them;
- Responding to such questions by referring to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
- Reflecting on their own beliefs, values and experiences in the light of their study.

By the end of EYFS, children will:

Listen to stories, songs and poems relating to different traditions and respond with comments, questions or actions. They will answer 'who', 'how' and 'why' questions in response to stories, experiences or events and talk about how they and others express and show feelings. Children will understand that they can expect others to treat their needs, views, cultures and beliefs with respect. They will talk about their own and others' behaviour and its consequences and appreciate and articulate issues of right and wrong. They will develop an awareness of their own needs, views and feelings and are sensitive to those of others. They will have a developing respect for their own cultures and beliefs, and those of others, showing sensitivity to the needs and feelings of others. This will enable children to talk about past and present events in their own lives and in the lives of family members. They will begin to know about their own cultures, beliefs, and those of other people, exploring, observing and finding out about places and objects that matter in different cultures and beliefs. They will build an understanding that other children do not always enjoy the same things, and are sensitive to this.

By the end of KS1, children will:

Identify things that are important to people and what influences human actions including their own. They will have knowledge of aspects of spiritual, ethical and religious traditions and identify some features of religious practices contributing and responding in the light of their own views and

By the end of KS2, children will:

Recognise different types of purpose which motivate humans and inform human actions including

their own. They will understand key beliefs, teachings and practices of spiritual, ethical and religious traditions and to contribute and respond to these in the light of their own views and experiences. Children will be aware of the spectrum of ways of belonging to a religion or community of beliefs, and describe ways in which individuals make choices in belief and behaviour including and reflecting on their own personal experiences. They will make connections between aspects of religions and belief systems considering both similarities and differences, contributing and responding in the light of their own experience. Children will make historical links between religious traditions and about cultural differences within traditions at local, national and global levels, and to contribute and respond to this in the light of their own views and experiences. Children will ask and explore questions, including those of purpose, which stimulate their imagination and broaden their vision and awareness. They will find out about aspects of ethical and religious traditions using a range of sources of information including oral accounts, artefacts, pictures, photographs, music, places of worship and ICT-based sources. They will consider issues from other points of view and take different views, beliefs and values into account. They will consider the integrity, feelings, ideas, beliefs and experiences of others showing respect and sensitivity. Children will contribute to exploratory group and class discussions and construct simple reasoned arguments. Children will consider what they can learn from the wisdom of spiritual and religious traditions and respond to the views of others while justifying their own with reasoned comments. Children will develop and express personal values and commitments.

Implementation: How we plan and teach RE

The Religious Education curriculum in Barham Primary School is formed around meaningful and engaging enquiry questions. These enquiries should be set so that pupils are not merely being introduced or recalling superficial facts about their own and others' religions and belief systems. For example, pupils knowing 'what' the Shabbat (Sabbath) rituals are is different to them having an appreciation of 'why' they might be important for Jewish people. Exploring relevant values about family and Jewish beliefs about God and Creation are necessary before pupils can fully consider 'how' these Shabbat rituals reflect these beliefs and may make a difference to those who complete them. Pupils can then begin to have meaningful reflections on how this learning may affect their own beliefs, values and lives.

Effective enquiry questions will need to take into account the following:

- Religions and worldviews are not static, but are diverse and evolving, being influenced by, and impacting on, the lives of individuals, communities and society. Pupils should explore the beliefs, values, traditions of religious, worldviews, and gain an understanding of the relationship these have with the way people lived and live.
- When considering fundamental beliefs and ideas, pupils should consider where these come from, whether through reasoned thought, from authoritative sources, or traditions and experiences. Pupils should investigate the reliability of these Inspiring
- Pupils should be inspired with curiosity and imagination to engage in enquiries in Religious Education, and share their own experiences, beliefs, values and opinions with openness and honesty Respecting
- Pupils should be respectful and sensitive when learning about others' experiences, beliefs, values and be humble and empathetic in order to fully appreciate this learning.
- By reflecting meaningfully with humble critical analysis, pupils can build their resilience, confidence and independence, influences and how they may have been interpreted differently and affect the way believers see the world.
- Pupils should appreciate that religions and beliefs throughout history and around the world have been shaped in response to the thinking about and understand of reality, including questions of truth, morality, justice, humanity and how we engage with the world. Pupils should engage with these questions, which continue to be relevant today, and consider how responses will impact on the way people choose to live.
- Pupils should engage with questions about key issues, concepts and concerns relating to what they have learnt about believing, living and thinking. They should have the opportunity to express their own experiences, beliefs and values, and consider how these relate to and have been influenced by others. They should be provided with chances to reflect how their views affect the way they see the world and themselves as part of a community.

Teaching and Learning

Strategies used for the teaching and learning of the key knowledge in Religious Education needs to consider the varying learning styles of pupils and therefore include a wide range of quality sources, experiences and resources. By encountering people, literature, spaces and places, creative and expressive arts and other resources from a wide range of cultures, religions, faiths and traditions pupils can understand aspects of religions and worldviews from the perspective of the believers, without relying solely on the teachers' understanding or ability to explain. The use of different media to build understanding and express meaning through a range of senses such as touch, hearing, seeing, smell and tasting, will lead to the curriculum being more accessible and inclusive of all learners, and to pupils using a broader spectrum of skills, styles and activities to engage with a wider range of sources, experiences and resources. Pupils can further develop their analytical and literacy skills when interpreting, comparing, reflecting and responding to sources and resources across a range of media beyond written text, including artistic interpretations, artefacts, buildings and interaction or dialogue. The sharing of understanding through experiences and dialogue with others not only supports the spiritual, moral, social and cultural development of pupils, it promotes the British Values of interfaith harmony and cooperation and the combatting of prejudice and discrimination. This element is a core part of every enquiry, as per the enquiry-learning model depicted above

Impact: What we achieve by delivering RE in this way and how we know

Assessment and Recording

At Barham Primary School, assessment is an integral part of the teaching process. Children record their learning in RE books, which display their learning. The assessment of children's work is ongoing to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible and marking work will be guided by the school's Marking Policy.

It is important for pupils to be able to identify how they are learning and progressing in Religious Education and to know how to improve their work. We follow the Brent SACRE. The Brent 'Spectrum' has been created to define the skills that specify the intended skills development. Each row reflects the skill that needs to be mastered by the end of each year, to reach age related expectations. This spectrum assesses children on the following; 'What people believe and do', 'How beliefs and values make a difference to lives' and 'How people responds to ultimate questions and big issues'. Refer to **Appendix 1** to view the skills spectrum.

The impact of learning is measured through learning walks, pupil voice, class discussions, RE books and observations. Reflection activities and monitoring demonstrate the progression of knowledge, skills and understanding.

The RE curriculum is ambitious for all children and it prepares the children for the next stage in their education as well as preparing them for the adult world. It also provides pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Having learned about different faiths and beliefs, pupils should build on this 'cultural capital' to not only have an understanding of the multicultural and multi-faith society that we live in today, but an understanding of how we can interact with each other and collaboratively explore interfaith issues for our contemporary society. Barham pupils should be encouraged to celebrate diversity and positive coexistence and be empowered to positively contribute to this cultural synthesis.

Effective Religious Education should inspire pupils with curiosity and imagination, and develop their skills of communication, interpretation, application, analysis and evaluation when exploring and testing their own beliefs or responses to ultimate questions and those of fellow pupils in a 'safe space'. Religious Education therefore contributes more than 'cultural capital' to a school curriculum: it effectively enables higher-level achievement through the development of conceptual thinking and reasoned critical analysis. In this way, Religious Education is more than simply an academic subject, it plays a key part in supporting pupils' spiritual, moral, social and cultural development; helping them to value themselves, to explore their own beliefs and understand the world around them.

Monitoring:

Monitoring takes place regularly through sampling children’s work, teacher planning, book scrutiny, learning walks and lesson visits.

Appendix 1

Religious Education Skills Spectrum

		What do people believe and do?	How do beliefs and values make a difference to lives?	How do people respond to ultimate questions and big issues?
KS3 According to Stacey Burman, Brent RE Advisor	Mastering	Explain how similarities and/or differences in beliefs and practices occur through different interpretation, or through the influence of sources and/or historical events and cultural traditions.	Evaluate the impact of holding certain beliefs and values and of belonging to their community of shared beliefs/values.	Evaluate strengths and weaknesses of examples of beliefs, sources, historical events and cultural traditions that are used to explain the similarities and differences in shared values and/or responses to ultimate questions and issues.
KS3 According to Stacey Burman, Brent RE Advisor	Extending	Explain reasons behind similarities and differences and connections between beliefs, practices, sources, historical events and cultural traditions.	Show how actions, symbols and features show certain beliefs and values. Describe how lives may be affected, improved or challenged by belonging to a community, or by having certain beliefs and values.	Explain reasons for the differences in shared values and/or responses to ultimate questions and issues, using detailed examples of beliefs, sources, historical events and cultural traditions to support their reasons.
Year 6	Secure	Suggest reasons for connections, similarities and differences between sources, beliefs and practices, in detail, and using examples to support these. Identify links with historical events and cultural traditions.	Explain how actions, symbols and features demonstrate certain beliefs and values. Suggest how these may affect, improve or provide challenge in the lives of believers.	Suggest reasons for differences and similarities in shared values and responses to ultimate questions and issues. Suggest sources that support/link to their reasons.
Year 5	Developing	Describe the beliefs, practices and sources in detail and with correct vocabulary. Identify similarities, differences and connections between beliefs, practices and sources.	Describe the actions, features and symbols of a believer in detail and with correct vocabulary. Identify the similarities and differences, and describe how they show certain beliefs and values.	Identify and describe similarities and differences in responses to ultimate questions. Suggest lines of enquiry or sources to investigate these responses.
Year 4	Firming	Describe beliefs, practices and sources. Make links between these.	Describe features, actions and symbols that impact on the life of a believer, making links with/suggesting the beliefs and values behind these.	Describe responses or experiences to ultimate questions and issues, linking with values, beliefs and sources. Identify the shared values linked to these responses. Formulate own ultimate questions.
Year 3	Approaching	Recount beliefs, practices and sources with correct vocabulary.	Recount with correct vocabulary the actions, symbols and features of identity and belonging.	Identify ultimate questions and issues. Express own and others’ responses or experiences.
Year 2	Beginning	Recall some information.	Recall features, symbols, and actions related to identity and belonging.	Express own views and feelings or experiences in response/linked to ultimate questions and issues.
Year 1	Engaging	Recognise examples of beliefs, practices and sources, or key words.	Recognise examples of features, symbols and actions, or key words.	Express a response to simple questions or sources relating to ultimate questions or issues.