

RE Curriculum



“Be The Best We Can Be”

National Curriculum Purpose of Study

The national curriculum states the legal requirement that: Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All state schools... must teach religious education... All schools must publish their curriculum by subject and academic year online.

National Curriculum Aims

To know about and understand a range of religions and worldviews, so that they can:

- 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 wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

To express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- 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 or a worldview.

To gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- 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.

How do we grow our Brookfield 'Empathetic Young People' to be the best they can be?

What is our INTENT for our Brookfield children?	How do we IMPLEMENT this for our Brookfield children ?	How do we measure success for our Brookfield children?
Our curriculum goes beyond a plan of what will be taught and when it will be taught. It covers all the experiences a child receives under our guidance. As educationalists we take our responsibility for the future of our young learners very seriously. Our curriculum will ensure that our children become confident, independent, resilient, curious learners with self-belief and our school ethos fully supports this. Our aim is for every child "To Be The Best They Can Be". At Brookfield Primary, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. It plays an important role, along with all other curriculum areas, particularly PSHE, in promoting social	We use the Agreed Syllabus for Religious Education developed by Derbyshire and Derby City as the basis for our curriculum. At Brookfield Primary, it has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study: • Christianity • Islam • Judaism • Hinduism • Humanism From the syllabus it is required that:- • KS1 - Christianity is studied (and one other principal religion in some depth) • KS2 – Christianity is studied (and two other principal religions in some depth) There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community.	The children at Brookfield Primary enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. As such, R.E. is invaluable in an ever changing and shrinking world

awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens. Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence.	We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.	
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The school follows the plan as detailed below with three units of work being completed in each year group throughout the year. The planning covers the three key areas of Believing, Expressing and Living. One topic from each of the key areas is covered throughout the year.

	Autumn Term	Spring Term	Summer Term
Year 1	1.1 Who is a Christian and what do they believe?	1.5 What makes some places sacred? (Jewish and Christian people)	1.7 What does it mean to be part of a faith community? (Jewish and Christian)
Year 2	1.2 Who is a Muslim and what do they believe?	1.6 How and why do we celebrate sacred times?	1.8 How should we care for each other and the world and why does it matter?
Year 3	L2.1 What do people believe about God? (Muslim and Christian people)	L2.4 Why do people pray? (Muslim and Christian people)	L2.7 What does it mean to be a Christian in Britain today (1)
Year 4	L2.5 Why are festivals important to religious communities? (Christian and Hindu people)	L2.2 Why is the Bible important to Christians today?	L2.8 What does it mean to be a Hindu in Britain today?
Year 5	U2.1 Why do people thin that God exists? (Christian and non-religious people)	U2.6 What does it mean to be a Muslim in Britain? (Muslim people)	U2.4 If God is everywhere, why go to a place of worship? (Christian, Hindu and Jewish people)
Year 6	U2.7 What matters most to Christians and humanists?	U2.5 What do religions say to us when life gets hard?	U2.3 Is it better to express beliefs in arts and architecture or in charity and generosity?

At Brookfield Primary School in RE children at the end of each Key Stage are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum.

The table below shows the progression of skills in relation to knowledge, understanding and skills. The key question outcomes are expressed in terms of allowing pupils to meet the outcomes first in an emerging form, second by meeting the expectations and thirdly by exceeding expectations. Time is needed to embed their learning before moving to the next steps.

Progression Overview for KS1 and KS2

AIMS in RE: A progression grid	At the end of KS1 most pupils will be able to:	At the end of KS2 most pupils will be able to:
Know about & Understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	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;	Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;
Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	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;
Know about & Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning
Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities
Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	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;
Express and communicate B3. Appreciate and appraise varied dimensions of religion;	Notice and respond sensitively to some similarities between different religions and world views;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;
Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	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;	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	Find out about and respond with ideas to examples of co-operation between people who are different;	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;
Gain & deploy skills: C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response	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.

The document in its entirety can be seen by clicking on the link below.



derbyshire-and-derby-city-agreed-syllabus