

Religious Education



Curriculum Booklet

Religious Education Intent

Religious Education at Tanners Brook Primary School has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs while encouraging pupils to develop their sense of identity and belonging through self-awareness and reflection.

Religious Education acknowledges the human quest for meaning while being prepared for life in a diverse world and having space to reflect. At Tanners Brook, our intent is not only to achieve that, but also to engage our pupils so that they develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community. This will be achieved through a multi-layered approach of **communication, applying, enquiry, evaluation and contextualisation**, underpinned throughout by the development of language and related vocabulary **so that our children always strive to achieve their personal best** when expressing their views, thoughts and reactions to the concepts they study.

At Tanners Brook we aim for our Religious Education provision to:

- offer opportunities for **personal reflection** and pupils' spiritual, moral, social and cultural development as it encourages pupils to examine the significance of their learning in relation to themselves and others.
- motivate children to explore their own beliefs (whether they are religious or not), ideas, feelings, experiences and values in the light of what they learn.
- encourage **empathy** and **respect**.
- enable the development of our children's own sense of **identity** and **belonging**.
- develop an **aptitude for dialogue using a wider vocabulary**, so that our children can participate positively in our society with its diverse religious and non-religious worldviews.
- enable a nuanced and informed **understanding of political, social and moral issues** that our children need to face as they grow up in an increasingly **globalised world**.
- Ensure the children's readiness to deal positively with controversial issues, to manage strongly held **differences of belief** and to **challenge stereotypes and prejudice**.

Religious Education Implementation

RE is taught each half term at Tanners Brook Primary School: one unit of learning is planned for each half term. Following DfE guidance, children in EYFS receive approximately **36 hours of RE education per year and children in KS1 and KS2 receive approximately 45 hours per year.**

Dependent on learning outcomes, this may be taught weekly or delivered in small blocks of lessons. Sometimes, lessons are blocked when the learning is centred around specific celebrations such as Christmas. Teaching is whole-class based, supported by appropriate scaffold and challenge. Throughout their RE education, pupils will experience working independently, in pairs, in small groups or as a whole class at different stages of the enquiry cycle. This collaborative approach allows children to begin to develop the skills of tolerance and respect from an early age.

By following 'The Agreed Syllabus for Hampshire, Portsmouth, Southampton and the Isle of Wight' (Living Difference IV), the children engage with a process of enquiry into concepts called the Golden Threads. A concept is a name for an idea that exists in the lives of people all around the world; for example: peace, hope, community or special.

These concepts or Golden Threads are arranged into three distinctive groups:

A – concepts common to all people (belonging, story-telling, celebration, special, love)

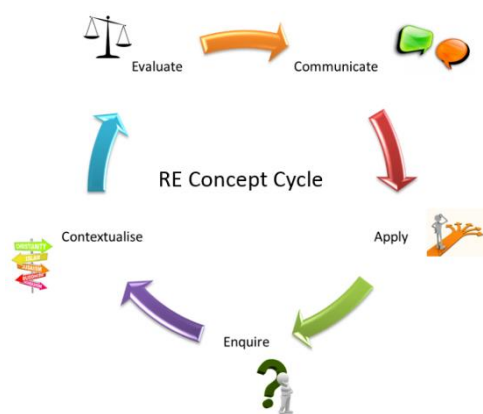
B – concepts shared by many religions (sacred and special, ritual, resurrection)

C – concepts distinctive to particular religions (Umma community, salvation)

Long term curriculum planning for RE is carefully created so that key concepts are visited and re-visited throughout a child's learning journey in the school. This spiral curriculum ensures widening and increasing the depth of the children's RE knowledge. For example, children study belonging as an A concept in Year 1 and revisit this concept as the C concept of Umma in Year 6.

Our teaching of RE begins in the Early Years, focused on A concepts that are suitable for their age and stage of development. As the children move to KS1, B concepts are slowly introduced alongside A concepts, moving to incorporating C concepts in UKS2. This progression is supportive of our children's

understanding of beliefs and their ability to discuss and communicate their ideas respectfully.



Each unit is based around one concept per half term. This concept is then delivered through the process of the 'enquiry cycle'. Each enquiry may begin at a different stage, dependent on the concept being studied.

Every unit is explored through these key questions asked at each stage:

Communicate; Apply; Enquire; Contextualise; Evaluate.

The aim is that by the end of the cycle, children should be able to independently answer questions or discuss each stage of the process. As the children continue through the school, the skills and knowledge linked to each unit progresses.

As the children move through their RE journey at Tanners Brook, they will also build a bank of knowledge about world religions, both Abrahamic and Dharmic. In line with national guidelines, at each key stage children will study Christianity plus one other religion.

EYFS and KS1 – Christianity and Sikhism

Lower KS2 – Christianity and Hinduism

Upper KS2 – Christianity and Islam

Based on the need and cultural make up of each class, teachers also have the opportunity to 'drop in' knowledge about other religions that may link to the concept being studied. For example, during a Year 5 unit on resurrection, teachers may mention different religious views of reincarnation such as Hindu beliefs, to help children understand the difference between the two. This also allows a range of children to share their own experiences.

Our aim is for all children to be included in our RE lessons and our staff work hard to ensure any barriers to learning are supported and key knowledge and skills are made accessible. Some children with SEND might find accessing the RE curriculum difficult. Their barriers may include:

- Difficulties with attention/concentration
- Understanding of language, in particular subject specific vocabulary
- Difficulties with retaining new information

- Difficulties with understand abstract concepts, such as 'belonging', that cannot be directly perceived by the senses
- Difficulties with literacy and/or Maths

At Tanners Brook we will support all our children to reduce these barriers through:

- Pre-teaching
- Clear vocabulary teaching, using dual coding to support learning
- Clear modelling of tasks with examples
- Minimising distractions in the classroom
- Designing tasks into manageable chunks that are repeated
- Finding other ways for the children to record their learning beyond writing, for example through drawing
- Incorporate practical resources, including visitors, to support understanding
- Following a clear lesson structure in all lessons

In line with our statutory duties, families do have the right to withdraw from RE lessons. This is in close consultation with the class teacher and Deputy Head for Education to ensure the very best decision is made in order for the individual to reach their personal best across the curriculum.

Whole School Provision Map 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EY	Me All about me	Celebrating A Christmas – Jesus’ birth	Special A Special people – Jesus and Guru Nanak	New life at Easter A	Special Clothes Sikh and Christian A	Learning from stories A Jesus as a storyteller
1	Belonging 5 Ks of Sikhism A	Angels B	Community A <i>How do Sikhs show care in their community?</i>	Welcoming Easter A	Special Places Sikh and Christian A	Symbols Sikh and Christian B
2	Symbols Bread as a symbol B	Light as a symbol B	Special books A	Easter Story Happy and Sad A	Precious Water B	Creation Stories Christian and Sikh B
3	Devotion Hindu Gods B	Journeys A	Good and Evil Myths A	Belief Key events of Holy Week A	Sacred Places Christian and Hindu B	Rites of Passage Christian and Hindu B
4	God B	Holy Madonna and Child B	Miracles A	Sacrifice B	Ritual Hinduism and the Arti Ceremony B	Symbol Trees across different religions B
5	Submission C	Prophecy B	Prayer B	Resurrection The Empty Cross B	Water as a symbol Islam Initiation B	Belonging: Eucharist & initiation A
6	Umma 5 pillars of Islam C	Interpretation A	Creation (Islam and Christian stories) B	Salvation – the Christian Story C	Faith Christian Bible stories B	Rites of Passage (Islam and Christian) B
Religions Key	Christianity	Sikhism	Hinduism	Islam	Mixed	GOLDEN THREADS: Community, belonging, special, love.

Religious Education Impact

The Enquiry Cycle is explicitly shared with children both when introducing a new unit and throughout the process.

Each stage of the cycle is made clear in the books and children are aware of the stages they have already visited and where they are going next on their journey of enquiry.



Using key questions from our knowledge organisers, children are able to verbalise their learning and demonstrate their knowledge through their work. By the time children leave Tanners Brook Primary School they can:

- Ask questions about the world around them and their place in it.
- Share their opinions and discuss or debate their thoughts with peers.
- Have a secure knowledge of different religious beliefs, practices and stories and are clear on the concept for each unit.

The quality and impact of our RE curriculum is measured across the school through subject learning walks, monitoring, discussions about the work in big books and individual books in KS2 ('book looks') and conversations with children.

Pupils have positive attitudes towards RE and are able to articulate what they have learned. Our pupils say:

- I found the lessons on prophecy interesting because they made me think about whether or not it's a good thing to know what's going to happen in the future. Yr5
- The lessons where we applied the ideas to ourselves and how things affected us and others was really good. They helped me respect other people's beliefs more. Yr5
- A sacred place is quiet, you can concentrate there. You feel closer to your God. I like that I can think about this when I need my own space. Yr3
- I really enjoy RE and love learning about peaceful things because it helps me feel peaceful. Yr2
- I saw special clothes that are Sikh. They were very important. EYFS
- Madonna and Child showed something special. We all thought about how important our mums are. Yr4