

Religious Education

<p>Intent</p>	<p>At Brotherton and Byram Primary Academy, 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.</p> <p>We have designed our R.E. curriculum with the intent that our children will become resilient, accepting, mindful and inquisitive learners. Our R.E. curriculum allows all children to discover and gain an insight into religions within the world that we live. We see the teaching of R.E. is vital for children to understand others beliefs and make connections between their own values. It is our role to ensure pupils are being inquisitive by asking questions about the world around them by allowing all pupils to gain high quality experiences.</p>
<p>Implementation</p>	<p>At Brotherton and Byram Primary Academy we use the North Yorkshire Agreed Syllabus as the basis for our curriculum. Following this syllabus, the following religions have been selected for study:</p> <ul style="list-style-type: none"> - Christianity - Islam - Judaism - Hinduism - Buddhism - Sikhism <p>R.E will be taught each term within each year group at Brotherton and Byram which will build upon prior learning and develop skills year upon year. As well as this, our school will have religious themed days/celebrations throughout the year.</p> <p>Our Religious Education curriculum provides high quality teaching and learning, which in turn enriches the children's learning experiences allowing all pupils to explore, understand and express their own response to spiritual and religious approaches to life.</p> <p>All children work towards the end of year objectives, with some pupils being supported or challenged where necessary. This may be through the choice and amount of vocabulary, visual aids, word lists, sentence length and complexity, the use of IT and the style of activity.</p>
<p>Impact</p>	<p>The children at Brotherton and Byram Primary Academy 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. Through R.E our children are developing an understanding of other people's cultures and ways of life and worship, which they are then able to communicate to the wider community. As a result, children show high levels of self-awareness and model respect and empathy for others.</p>

BB RE Knowledge and Skills Progression Overview							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units	<ul style="list-style-type: none">- Harvest- Diwali- Christmas- Three Kings Day- Chinese New Year-Easter	Who is a Christian and what do they believe? How and why do Christians celebrate special and sacred times? How should we care for others in the world and why does it matter?	How should we care for others in the world and why does it matter? Who is a muslim and what do they believe? How and why do muslims celebrate special and sacred times?	Who is Jewish and what do they believe? Why is Jesus inspiring to some people? What does it mean to be a Christian in Britain today?	Who does it mean it mean to be an What can we learn from religions about deciding what is right and wrong.Why do some people think that life is a journey and what significant experiences mark this	What does it mean to be a Muslim in Britain? If God is everywhere, why go to a place of worship? What do different religions say when life gets hard?	Why do some people believe God exists? Is it better to express your beliefs in arts and architecture or in charity and generosity? What matters most to Christians and Humanists?
A. Know about and understand a range of religions and worldviews.	<ul style="list-style-type: none">- Knows about members of their immediate family and community and talks about roles in society.- Recall and name different beliefs and practises (including festivals, worship, rituals and way of life).- Knows some similarities and differences between life in this country and life in other countries.- Knows and understands that some places are special to members of their community such as the church and the park.- Know that people have different beliefs and celebrate special times in different ways.	<ul style="list-style-type: none">- 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.- 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.- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	<ul style="list-style-type: none">- 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.- 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- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	<ul style="list-style-type: none">-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.-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.-Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning			
B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	<ul style="list-style-type: none">- Share different ways religions celebrate special events.- Can talk about members of their immediate family and community and talks about roles in society.- Children can talk about some similarities and differences between life in this country and life in other countries.	<ul style="list-style-type: none">- 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.- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.- Notice and respond sensitively to some similarities between different religions and worldviews.	<ul style="list-style-type: none">- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.-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.-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.	<ul style="list-style-type: none">-Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.-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.-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.			
C. Gain and deploy the skills needed to engage seriously with religions and worldviews.	<ul style="list-style-type: none">- Beignnning to ask questions about what is right and what is wrong- Beginning to respond to texts about religious beliefs with their ideas and opinions	<ul style="list-style-type: none">- 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.- Find out about and respond with ideas to examples of cooperation between people who are different.- Find out about questions of right and wrong and begin to express their ideas and opinions in response.	<ul style="list-style-type: none">- 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.- 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.- 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.	<ul style="list-style-type: none">-Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their wn in different forms including (e.g.) reasoning, music, art and poetry.-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.-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.			