



*Achieving Success Together*

# Curriculum Overview: RE



## School Vision:

Our Teachers... are creative, engaging and adventurous, offering an excellent curriculum that challenges and inspires to ensure every child is **ACHIEVING**.

RE provides a challenging curriculum where children explore different religious beliefs and worldviews and look at these through the lenses of philosophy, theology and social and human sciences. This ensures that children don't merely learn facts but think more deeply about how and why people believe, how this impacts lives and how and whether beliefs make sense.

Each enquiry allows children to engage in 'hands on' learning. Religious artifacts are explored, and children have opportunities to visit religious buildings and speak to key figures from different religions and worldviews. The enquiries are engaging and thought provoking and have varied activities and outcomes that may involve discussion, art and design or other creative activities.

Our Children... learn resilience and are happy, confident and independent learners who thrive on celebrating their **SUCCESS**.

In RE, children learn that all beliefs and views are valued and are confident to share their thoughts and ideas. Children know that all their contributions are celebrated and are active participants in creating class RE floor books. These books are added to and reflected on with the children, building a working document that showcases their developing knowledge and understanding. At the end of each enquiry question, children can reflect on all they have learnt and demonstrate their understanding through an engaging 'express' activity.

Our School...is a safe and nurturing environment, where everyone works **TOGETHER** to role model our core values of respect, trust and honesty.

RE lessons provide a safe space for children to explore their own views and beliefs and to understand the views and beliefs of others. Respect is a key concept woven through all discussions and children are supported to discuss and question respectfully. As they move through the school, progressively more challenging questions are handled sensitively with children being supported to express themselves thoughtfully and show consideration for others.

## Intent:

Browick Road Primary and Nursery School aims to provide a broad and balanced curriculum which supports children's spiritual, moral, social and cultural development. Children will learn about, celebrate, and be able to hold balanced and well-informed conversations about different religious beliefs and world views. They will learn that people of various religions, or none, may hold differing viewpoints, and will be able to talk about these differences confidently and respectfully.

## Implementation

At Browick Road, we follow the Norfolk Agreed Syllabus to teach RE which maps out the content to be delivered in each year group. Children explore 5 'big questions' each year, covering all major religions as well as key worldviews over their time in the school.

Individual teachers use their professional judgment in choosing whether to deliver each RE enquiry over a series of shorter lessons or block the lessons together over a full day. In either approach, children build their knowledge and understanding over a series of steps:

- Engage
- Enquire and Explore
- Evaluate
- Express

Floor books will show how children have developed their understanding through each of these stages and children will reflect on the big question and complete an 'express' activity at the end of each enquiry to conclude their work.

Within and across enquiries, children will look at RE through three 'lenses':

- Theology (thinking)- considering knowledge, existence and morality and questioning whether things make sense.
- Philosophy (believing)- how and what people believe.
- Social and human sciences (living)- how beliefs impact on the way people live their lives.

The pillars of progression are also central to RE teaching and encompass:

- Substantive knowledge- understanding of religious and non-religious traditions.
- Ways of knowing- children learn 'how to know'.
- Personal knowledge- children begin to understand more about their own values.

As well as their regular RE lessons, children will learn about religious festivals and celebrations happening throughout the year during assemblies and enrichment activities.

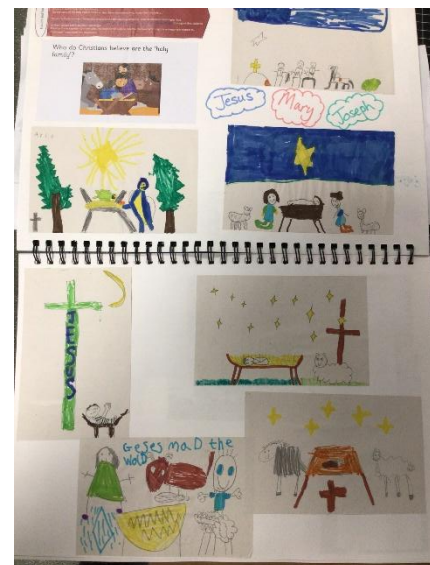
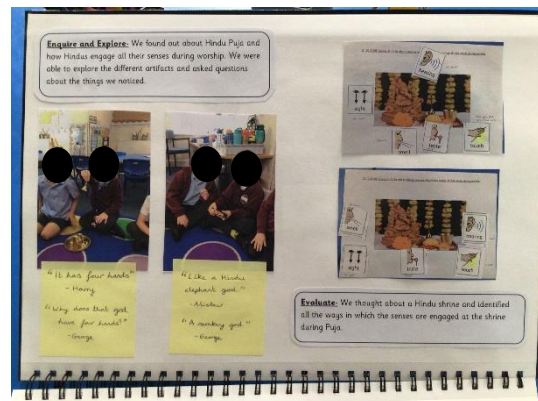
## Curriculum Delivery:

Year group	Autumn topics		Spring topics		Summer topics	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Reception	How do people celebrate?		What is right? What is wrong? What is 'good'?		What does 'God' mean? What is a 'belief'?	
	Christianity, Hinduism		Christianity		Christianity, Humanism	
Year 1	What do my senses tell me about religion and belief?	How does a celebration bring a community together?	What do Jewish people remember on Shabbat?	What does the cross mean to Christians?	How did the universe come to be?	
	Christianity, Hinduism, Judaism	Islam, Christianity	Judaism	Christianity	Christianity	
Year 2	Why is light an important symbol?	What does the Nativity story teach Christians about Jesus?	How do Christians belong to their faith family?	How do Jewish people celebrate Passover (Pesach)?	Why do people have different views about the idea of God?	
	Christianity, Judaism, Hinduism	Christianity	Christianity	Judaism	Multi, Humanism	
Year 3	How do people express a commitment to a religion or worldview in different ways?	What is the Trinity?	What is philosophy? How do people make moral decisions?	What do Muslims believe about God?	What difference does being a Muslim make to daily life?	
	Christianity, Judaism, Sikhism	Christianity	Christianity, Humanism	Islam	Islam	
Year 4	Where do religious beliefs come from?	What do we mean by truth? Is seeing believing?	How do/have religious groups contribute to society and culture?	Why is there so much diversity of belief within Christianity?	What does sacrifice mean?	
	Christianity	Sikhism, Buddhism	Hinduism, Christianity	Christianity	Multi, Humanism	
Year 5	Is believing in God reasonable?	How has belief in God/Allah impacted on music and art through history?	What can we learn about the world/knowledge/meaning of life from the great philosophers?	What difference does the Resurrection make to Christians?	How do Hindus make sense of the world?	
	Multi, Humanism	Christianity, Islam	Buddhism, Christianity	Christianity	Hinduism	
Year 6	How and why does religion bring peace and conflict?		What does it mean to be human? Is being happy the greatest purpose in life?	Creation or science: conflicting or complementary?	How do beliefs shape identity for Muslims?	
	Multi		Humanism, Christianity	Christianity, Humanism	Islam	

## Impact

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## Book photos



## Enrichment:

**Class visits** to local places of worship, for example Norwich Cathedral and Norwich Synagogue.

**Visiting speakers** who are able to answer children's questions on different religions and world views, from Humanists UK, for example.

**Workshops** which provide children with a taste of different cultures and religions, such as Diwali dance workshop days.