

# Burnside Primary School

## Religious Education

### Intent

At Burnside Primary school, we believe that religious education plays an important role in the spiritual, cultural, moral and social development of our pupils; promoting open-mindedness and respect within society. It is therefore our intention at Burnside to provide opportunities through enquiry-based learning that allow our children to explore, engage and reflect on a wide range of faiths, beliefs and practises in the local, national and wider global community. We believe that it is important for all children to learn about and from religion, so that they can understand the world around them. We encourage our pupils to ask meaningful questions about the world, life and faith as well as to reflect on their own beliefs, values and experiences and in doing so aim to promote independent and reflective lifelong learners and active global citizens.

At Burnside we follow the Northumberland Agreed Religious Education syllabus. The principle aim of the syllabus is to 'explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living'. It aims to ensure that all pupils: make sense of a range of religious and non-religious beliefs, understand the impact of significance of religious and non-religious beliefs and make connections between religious and non-religious beliefs, concepts, practise and ideas studied.

### Implementation

RE at Burnside Primary School is taught in accordance with the approved Northumberland Religious Education Syllabus . Although distinct RE lessons are taught weekly, it is also recognised that RE plays an important role within the wider school curriculum and cross curricular links are often sought and established in addition to this to provide a broad, balance and knowledge rich curriculum.

The Northumberland Agreed Syllabus requires that pupils study in depth the religious traditions of the following

**Reception:** Christianity and other faiths as part of their own growing sense of self, community and their place within it.

**Key Stage 1:** Christians, Jews and Muslims

**Key Stage 2:** Christians, Muslims, Hindus and Jews

In addition to this, other world views such as Humanism are also explored in Key Stage 2 at Burnside.

RE lessons are delivered in accordance with the recommendation from the Northumberland Agreed Syllabus as stated below:

**Reception** 36 hours per year

**Key Stage 1** 36 hours per year

**Key Stage 2** 45 hours per year;

RE lessons at Burnside are planned to ensure pupils enjoy a varied range of enrichment opportunities such as:

- Engaging with sacred texts
- Exploring religious artefacts
- Speaking to and hearing from members of local religious communities
- Visiting religious places of worship within the locality where possible and where not, making use of online videos and resources
- Interacting with and expression through written word, images, art, music, drama and dance
- Participating in whole class discussions and debates
- Enjoying moments of individual reflection
- Using ICT to investigate and explore religion and faith around the world
- Taking part in whole school celebrations of a diverse range of religious holidays and festivals
- Asking, discussing and evaluating ultimate questions about faith, religion and life

## Impact

At Burnside Primary, we envision the RE curriculum impacting the pupils in the following ways:

- Pupils develop a knowledge and understanding of the major world religions and belief systems
- Pupils recognise the role and importance of religion in the local and global community
- Pupils develop an understanding of other people's cultures and ways of life and worship. As a result, children develop higher levels of self-awareness and model respect and empathy for others as global citizens
- Pupils develop a rich religious vocabulary
- Pupils explore questions of meaning and ultimate questions of belief, offering their own informed insights into religious and non-religious world views
- Pupils feel valued as individuals and that their views and beliefs are valued and celebrated
- Pupils develop confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners

## **EYFS**

In accordance with the Northumberland Agreed Syllabus, pupils in EYFS should “encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.”

### **Prime Area: Communication and Language**

RE enables children to: Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews • Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts • Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field • Become comfortable using a rich range of vocabulary and language structures in relation to RE content. • Offer explanations and answers to ‘why’ questions about religious stories, non-fiction, rhymes, songs and poems

### **Prime Area: Personal, Social and Emotional Development**

RE enables children to: Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others • Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story • Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably • Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

### **Prime Area: Physical Development**

RE enables children to: Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play

### **Prime Area: Literacy**

RE enables children to: Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief • Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together. • Build their skills in RE-related word reading, recognising religious words and discovering new vocabulary in relation to religion and worldviews • Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

### **Prime Area: Maths**

RE enables children to: Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content • Look for patterns and relationships and spot connections, sorting and ordering objects simply.

### **Understanding the World**

RE enables children to: Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities • Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world. • Extend their knowledge and familiarity with words that support

understanding of religion and belief • Talk about the lives of people around them, understanding characters and events from stories. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class. • Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

### **Prime Area: Expressive Arts and Design**

RE enables children to: Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings. • Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste. • See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts. • Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work. • Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well known songs in RE imaginatively and expressively

## **Key Stage 1**

In accordance with the Northumberland Agreed Syllabus, in KS1 pupils will “develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.”

## **Key Stage 2**

In accordance with the Agreed Syllabus, in KS2 pupils will:  
“extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.”