



# RE

## EXPECTATIONS:

Early Learning Goals which link to the Curriculum

### **Understanding The World (People Culture And Communities)**

Talk about the lives of the people around them and their roles in society.

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

### **Southwark SACRE aims**

#### **Learn 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.

#### **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.

#### **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.

#### **RE should therefore:**

- encourage pupils to have confidence in their own growing sense of identity as well as valuing and respecting diversity in others;
- help pupils in their search for meaning and purpose in life;
- provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human;
- teaches pupils to develop respect for others, including people of different faiths and beliefs, and helps challenge prejudice;
- neither promote nor undermine any particular religious, spiritual or secular stance;
- be accessible to pupils and teachers of any religious stance or none;
- encourage pupils to be confident and able to safely express their views and opinions. It encourages empathy, generosity and compassion.



## **STATEMENTS OF:**

### **INTENT**

The RE curriculum at Riverside aims to equip pupils with thorough knowledge and understanding of, and a positive attitude towards, different traditions and worldviews so that they are well-equipped to thrive in our diverse, multi-cultural locality and, when they are adults, in the wider world. It aims to: help pupils reflect on and respectfully express their own responses to religious and non-religious worldviews; deepen their awareness of their own values and influences and to see these as valuable; and to encourage them to respect the right of others to hold different beliefs to their own. The curriculum aims to develop pupils' ability to articulate their own ideas and feelings through discussion and activities where they are encouraged to explain and justify their thinking.

### **IMPLEMENTATION**

The RE Curriculum will meet these aims through the carefully planned scheme of work, where progression is embedded into lessons through objectives and activities that have been specifically chosen. As a diverse, multi-cultural school with pupils of all different faiths and none, and guided by the Southwark SACRE scheme of work, we have chosen to focus on the following worldviews: Christianity, Islam, Judaism, Hinduism and Sikhism, with Humanist and non-religious teachings brought into thematic units. Substantive knowledge about beliefs and practices are introduced at a very simple level in the EYFS and Key Stage 1. Further up the school, pupils learn about more complex beliefs, such as the concept of the Christian Trinity, and they engage with more difficult religious vocabulary, such as that associated with the Hindu shrine or Muslim Hajj. Pupils are encouraged to notice differences between and within worldviews. Progression is also planned for in terms of developing pupils' reflective responses. In Key Stage 1, students think about people, places and communities that are special to them. By lower Key Stage 2, they are starting to articulate their own sources of wisdom or express their response to other's beliefs and in Years 5 and 6, they can give well-informed explanations about how beliefs influence action and participate in conversations about abstract concepts, such as 'truth'. Many activities in the units of work are based on examples of good practice shared by the National Association for Teachers of RE and many tasks are open-ended, active learning techniques, where pupils have to make judgements about relative importance, come to their own conclusions and justify their own views. This encourages them to see RE not only as interesting and relevant but also a subject where they can express their own thoughts and opinions. Opportunities for trips to local places of worship are sought out to enhance pupils' understanding of, and respect for, different faiths.

### **IMPACT**

The impact of the RE Curriculum is evident in many ways. Leaders regularly carry out book scrutinies, which show that the activities set out in the units of work, as designed by subject leaders to ensure quality and progression, are being followed and that pupils' written work is at the expected standard and level of difficulty for their age group. Books are marked regularly and 'next steps' marking takes place so that pupils' understanding is deepened and misconceptions are addressed. At the end of each unit, pupils respond to a key question related to the learning which gives them the opportunity to demonstrate their depth of knowledge, including the accurate use of religious vocabulary. Each unit of work is assessed according to standards as set out by specialist RE bodies. When important concepts are revisited, or when pupils record what they "already know" at the start of each new unit, most pupils are able to recall prior knowledge.



## SUBJECT OVERVIEW

### **PROGRESSION:**

	EYFS	KS1	LKS2	UKS2
BELIEFS AND VALUES	<p>Pupils know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• give an example of a key belief and/or a religious story eg. why Christians baptise babies / suggest what Hindus might learn about God from the story of Krishna and the stars</li> <li>• use some religious words and phrases when talking about beliefs and values, including holy books</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• identify beliefs and values contained within a story/teaching eg. explore teachings about good and evil in the story of Rama and Sita</li> <li>• identify the impact religion has on a believer eg. suggest ways that Christians might put the teachings from the Bible into action in the 21<sup>st</sup> century / examples of Hindu dharma</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers eg. explain how the teachings of the Qur'an might influence the actions and choices of a Muslim</li> <li>• explain the impact of beliefs and values eg. to understand why the idea of grace is important for Christians</li> <li>• explain how the beliefs and values of a religious tradition might guide a believer through the journey of life eg. explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian</li> </ul>



## SUBJECT OVERVIEW

LIVING RELIGIOUS TRADITIONS	EYFS	KS1	LKS2	UKS2
		Pupils can: <ul style="list-style-type: none"> <li>use some religious words and phrases to recognise and name features of religious traditions eg. the font, candles, godparents</li> <li>understand the idea of sacred spaces</li> <li>use vocabulary 'sacred' and 'holy'</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>identify how religion is expressed in different ways explain the meaning of different objects used during Hanukkah and why they are used</li> <li>use religious terms to describe how people might express their beliefs eg. To describe how Hindus worship at home using the correct vocabulary</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences eg. describe and explain the importance of Hajj, including the practices, rituals and impact</li> <li>explain differing ideas about religious expression eg. explain how and why different Christian individuals and communities might celebrate the events of Holy Week</li> </ul>

SHARED HUMAN EXPERIENCE	EYFS	KS1	LKS2	UKS2
	Pupils can: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts, discussion, stories, non-fiction texts and maps.	Pupils can: <ul style="list-style-type: none"> <li>identify things that influence a person's sense of identity and belonging eg. say why Christian parents might want to baptise their babies</li> <li>talk about what is important to me and other people about stories</li> <li>reflect on my own ideas about duties, including towards the planet</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>describe how some people, events and sources of wisdom have influenced and inspired others eg. describe the different sources of authority that humans might look to when making decisions about how to live their lives</li> <li>consider the range of beliefs, values and lifestyles that exist in society eg. to consider my own response to the idea of forgiveness</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging <b>eg.</b> discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others eg. Sikh concept of sewa, Humanists' views / To explore different metaphors / similes for life / To make links with religious statements of belief and their own beliefs</li> </ul>



## SUBJECT OVERVIEW

	EYFS	KS1	LKS2	UKS2
SEARCH FOR MEANING		<p>Pupils can:</p> <ul style="list-style-type: none"><li>• talk about their own identity and values eg: as part of a family and part of the school community</li><li>• talk about a place that is special to them</li><li>• talk about communities that they belong to and how they show their commitment to these communities</li><li>• reflect on their own ideas about where the world came from</li></ul>	<p>Pupils can:</p> <ul style="list-style-type: none"><li>• reflect on their own personal sources of wisdom and authority eg. reflect on who influences them</li><li>• recognise their own and others' values in relation to matters of right and wrong, eg. to design and write about own symbol for a value that they think is important</li></ul>	<p>Pupils can:</p> <ul style="list-style-type: none"><li>• raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments eg. To explore the idea of temptation and to consider their own and a Muslim's response to different situations - discuss who or what has guided them in their own beliefs, values and commitments</li><li>• develop own views and ideas in response to learning eg. express own views about life after death</li><li>• demonstrate increasing self-awareness in their own personal development eg. reflect on their own views about what God is like and to compare their views to others</li></ul>