



## Intent

Religion Education (RE) at Brecknock Primary School gives children the knowledge and understanding of different religious traditions and worldviews, within the context of a maintained school with SACRE Determination Status. We teach them to appreciate the diversity of beliefs and values present locally, nationally and globally.

## Knowledgeable learners

- We teach a well-structured and carefully planned curriculum, which follows the Camden-agreed Syllabus for RE - 'Living Difference'. This is planned through a concept-based, enquiry approach which is enriched by philosophical and theological enquiry.
- Teaching of religion allows children to engage with and enquire into 'Concepts', such as *celebration, symbolism or redemption*, enabling them to make sense of the world.
- Children learn about concepts that are common to all people, for example *remembering, celebration, and compassion*. These are known as *A Concepts* and are found in every year group.
- Children learn about concepts that are shared by many religions, for example, *worship, symbolism, and sacred texts*. These are known as *B Concepts* and are mostly found in KS2.
- In upper KS2, children learn about C concepts that are distinctive to particular religions, for example, *dukkha, redemption, and Torah*.
- Children understand how the concepts and ideas with lessons relate to their own beliefs, as well as world faiths.
- The RE curriculum aims to "reflect the fact that the religious traditions in Great Britain are in the main Christian while taking account of the teachings and practices of the other principal religions in Great Britain" (Education Act 1996). Therefore Christianity has a greater presence throughout the key stages than other traditions, particularly at major festivals such as Easter and Christmas. We have however ensured that the traditions covered represent our local community and the wider community, and therefore children also learn about Judaism, Islam, Hinduism, and Buddhism, and are introduced to Humanism and Sikhism.



## Confident Communicators

- A range of oracy activities and techniques are used to explore themes and concepts through religious and personal perspectives, including teaching specific vocabulary.
- Each unit of work has a 'Communicate' section, where we encourage children to share their personal knowledge using taught vocabulary. This enables them to use their oracy and listening skills to express their worldview and to hear how it differs between others and their own.
- Children have the opportunity to respond from their own experience before being introduced to the way others appreciate things. This gives our children the opportunity to evaluate; that is, to judge why something is important for someone else and to discern what may be important to them.



## Active citizens

- We develop pupils' abilities to pose questions, share opinions and debate different attitudes, experiences and assumptions around RE.
- We teach children about practices of faith by asking questions of believers, and observing practices and ways of living. This will be done through links and visits with different faith groups.
- All children are supported to fully access the curriculum through the use of visual aids and religious artefacts.
- We encourage all children to respect and accept one another's differences, therefore it is essential that all children learn about different religions including secular/non-religious beliefs.



## Implementation

- RE lessons are delivered over a whole day each half term and the world's faiths studied in depth are Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism. This reflects the majority faiths in our school community and in Camden. This blocked-out time helps children form a connected view of their particular concept.
- Lessons are taught by the class teacher and on occasion, visitors may be invited in to share their experiences of religion. These could include faith leaders, families, or staff.
- Collective worship takes place on a daily basis and children are given a moment of reflection where they can reflect upon their faiths or their response to a particular stimulus.
- Whole school assemblies mark religious festivals throughout the year.
- In EYFS lessons begin with personal experiences including families sharing their beliefs and include visits to local places of worship.
- In KS1, children begin to explore religions in their local area in more depth eg. Christianity, Islam and Judaism. They begin to make links between concepts within religions through whole school assemblies and lessons leading to comparisons with faith and their own personal experiences.
- In KS2, children build upon their knowledge from KS1 exploring more complex themes through a wider range of world faiths as well as non-religious worldviews.

## Impact

Through our teaching of religion, children are able to explain concepts by reflecting on contrasting religions and understand the complexity and diversity of religion including making links between different faiths. Children learn to respect differing beliefs to their own including non-belief. Children at Brecknock are interested in learning about other faiths, feelings and values and respect these differences.



Key Learning							
EYFS (Reception)		KS1			KS2		
Children engage with aspects of what it means to live life in the Christian traditions along with a study of aspects of what it means to live in a second tradition. If there are children from other traditions in the class these traditions can also be included in the curriculum.		Children engage with aspects of what it means to live life in the Christian traditions along with a study of what it means to live life in a second tradition. If there are children from other traditions in the class these traditions can also be included in the curriculum as well as a study of non-religious perspectives.			Children engage with aspects of what it means to live life in the Christian traditions as well as depth studies of two additional religious traditions, one across Year 3 and 4 and another across Year 5 and 6. If there are children from other traditions in the class these traditions can also be included in the curriculum as well as a study of non-religious perspectives.		
Key Skills							
Area of Enquiry	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Communicate</i>	Children can make comments about what they have heard about the concepts	Children can express creatively their responses to their own experiences of the concepts/words introduced.	Children can express creatively their responses to their own experiences of the concepts/words introduced.	Children can express creatively and describe their own responses to the human experience of the concepts studied.	Children can express creatively and describe their own responses to the human experience of the concepts studied.	Children can respond creatively and begin to explain their own responses to the human experience of the concepts explored.	Children can respond creatively and begin to explain their own responses to the human experience of the concepts explored.
<i>Apply</i>	They can express their ideas and feelings about their own experiences.	They can recognise how their responses relate to events in their own lives.	They can identify simple examples of how their responses relate to events in their own lives.	They can describe examples of how their responses are or can be, applied in their own lives and the lives of others.	They can describe examples of how their responses are or can be, applied in their own lives and the lives of others.	They can explain examples of how their responses to the concepts can be applied in their own lives and in the lives of others.	They can explain examples of how their responses to the concepts can be applied in their own lives and in the lives of others.
<i>Enquire</i>	They can listen to key concepts that are common to all people (A concepts).	They can recognise what has been taught about the concept.word and how they are used in the key concepts explored that are common to all people (A concepts).	They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts)	They can accurately describe key concepts that are common to all people as well as those that are common to the lives of many living a religious live (A and B concepts)	They can accurately describe key concepts that are common to all people as well as those that are common to the lives of many living a religious live (A and B concepts)	Children can accurately explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).	Children can accurately explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).
<i>Contextualise</i>	They understand people believe different things.	They can recognise that the concept is expressed in the way of life of the people studied	They can simply describe ways that the concept is expressed in the way of life of the people studied.	They can accurately describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts)	They can accurately describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts)	They can explain how these concepts are contextualised within the beliefs and/or practices and/or ways of life of people living a religious life in the religions studied.	They can explain how these concepts are contextualised within the beliefs and/or practices and/or ways of life of people living a religious life in the religions studied.

## Brecknock Religious Education Progression Document



<i>Evaluate</i>	They can identify how this religion might be similar or different from theirs.	They can evaluate the human experience of the concept by talking about it in simple terms and its importance to people living a religious life as well as their own lives and communities.	They can evaluate human experience of the concept by describing in simple terms their value to people who are religious, and by dialoguing with others recognise an issue raised.	They can evaluate human experience of the concepts by describing their value to people and through discussion with others can recognise, identify and describe some issues raised.	They can evaluate human experience of the concepts by describing their value to people and through discussion with others can recognise, identify and describe some issues raised.	They can evaluate the concepts by explaining their value to people living a religious life and by drawing on examples. Discussion with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.	They can evaluate the concepts by explaining their value to people living a religious life and by drawing on examples. Discussion with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.
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	<i>Nursery</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Autumn 1</i>	Harvest Festival Diwali	Lessons begin in Autumn 2  Unit- Harvest Festival Diwali	Concept - Symbol  Unit- Harvest  Christianity	Concept - Celebration  Unit- Harvest  Judaism	Concept – Angels  Unit - Angels  Christianity	Concept - Symbol  Unit of Work- Trees  Cross faiths	Concept - Faith  Unit – The Annunciation  Christianity	Concept – Rites of Passage  Unit – The journey of life  Islam
<i>Autumn 2</i>	The Story of Christmas	Concept – symbol  Unit- Hannukah  Judaism	Concept – Celebration  Unit- Christmas/ Jesus' birthday  Christianity	Concept – special journeys  Unit - Christmas Journeys in stories  Christianity	Concept - Symbol of Light  Unit -Advent  Christianity	Concept – Holy  Unit - Holy Mary, Mother of God  Christianity	Concept – Prophecy  Unit - Magi Christmas  Christianity	Concept - Interpretation  Unit – The two narratives of Jesus' birth  Christianity
	<i>Nursery</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Spring 1</i>	Lent  Pancake Day	Concept – Storytelling  Stories Jesus told  Christianity	Concept - Change  Unit - People Jesus met  Christianity	Concept – Remembering  Unit -Passover  Judaism	Concept - Belonging  Unit - Worship  Islam	Concept – Good and Evil  Unit – Holi  Hinduism	Concept (C) - Submission  Unit –Mohammed and the Qur'an  Islam	Concept – Justice  Unit - Stories from Christianity, Islam and Judaism Cross faith

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<i>Spring 2</i>	The Story of Easter	Concept – celebration/new life A symbol of new life Christianity	Concept – symbol of darkness to light  Unit- Easter – Paschal candle Christianity	Concept- welcoming  Unit- Easter – Palm Sunday Christianity	Concept – Symbol  Unit – The Cross Christianity	Concept – Ritual  Unit – Paschal candle Christianity	Concept (C) – Resurrection  Unit - Easter; what happened next? Christianity	Concept – Laws  Unit – Jesus the Lawbreaker Christianity
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	<i>Nursery</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Summer 1</i>	Ramadan Eid	Concept – specialness  Special times Judaism	Concept – special  Unit- Special books (Bible, Torah) Judaism	Concept - Specialness  Unit- Special places Judaism	Concept - Authority  Unit- Sacred Books The bible and the Quran Cross faiths	Concept – Devotion  Unit – Mahashivratri Hinduism	Concept - God  Unit - Ideas of God Cross Faith	Concept – Power  Cross faith
<i>Summer 2</i>		Concept – special clothes  Special clothes in religion	Concept - Creation  Unit- Creation stories Multi faith	Concept - God  Unit- God talk Cross faith	Concept – Messages  Unit – Messages in Stories Cross faith	Concept - Creation  Unit– the Environment Cross faith	Concept - Community  Unit- Umma Islam	Concept - Wisdom  Unit - Are sacred books wise? Cross faith