

## Brookside Academy Skills, Knowledge and Vocabulary document

### RE

#### Aims

The national curriculum for Religious Education aims to ensure that all pupils:

KS1 and KS2

- Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.
- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, there should be a wide ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

#### Religious Education Intention Statement

It is our intent for the Religious Education element of our school curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, exploring different religious beliefs, values and traditions. This will enable them to develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our

multi-cultural society. We want them to know how religious education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning

At Brookside Academy, RE contributes to our whole school vision: we have adopted a challenging, enquiry-based approach to teaching and learning, which requires children to retain knowledge and apply it to a series of big questions. We believe that using an enquiry-based model develops children's critical thinking skills, increases their inspiration to learn, and enhances their understanding of – and respect of – people and their beliefs, religious or otherwise. This approach takes very seriously the philosophy that children are free to independently make their own choices and decisions concerning religion and belief - its purpose is to inform and develop the skills with which evaluation can take place. Our curriculum provides children with the knowledge they need to become independent thinkers and to persevere with discussions and debates about belief. All viewpoints are respected and children are taught that difference in opinion and belief are to celebrated. We also seek to use mindfulness practices where possible to develop a sense of awareness in a non-judgemental way; we believe that mindfulness practices are important as they build children's self-awareness and skills of reflection, which can in turn support their learning in RE and their personal spiritual development.

When considering the structure of the curriculum, the framework allows children as they go through the school to develop a strong sense of their own perceptions as well as developing an understanding of ideas and opinions that are different to their own. In Reception, the focus of the units of work is to allow the children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. In KS1, pupils should begin to develop their knowledge and understanding of religions and worldviews. Children will begin to raise their own questions and express their own views in response to the content of the lessons and questions that are raised during discussions. In KS2, children will be extending their knowledge and understanding of religions and worldviews where they will be encouraged

to be curious and ask increasingly challenging questions about religion, belief, values and human life. Children in Special Provision are able to access the curriculum at a stage that is appropriate to their individual stage of learning.

<b>Year 3</b>		
	<b>Skills and Knowledge</b>	<b>Vocabulary</b>
<b>Hinduism</b>	<p>I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.</p> <p>I can explain some of the different roles I play whilst still being me.</p> <p>I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</p>	Hindu, Hinduism God, Goddesses, Shrine, Divali, Brahman, River Ganges
<b>Sikhism</b>	<p>I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.</p> <p>I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs.</p> <p>I can start to evaluate which ways may show more or less commitment to God for Sikhs.</p>	Sikh, Sikhism, Amrit, Kelsa, Belief, evaluate, commitment, ceremony
<b>Christianity</b>	<p>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p> <p>I can start to tell you what Christmas means to Christians and what it means to me.</p> <p>I can explain one Christian viewpoint about one of Jesus' healing miracles.</p>	Christians, Easter, service, sacred, Christmas, forgiveness, Bible, Holy Communion, Baptism, Christening, healing miracles.