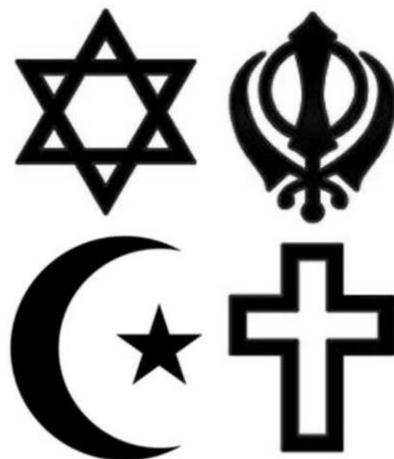




**Brookside Primary School**  
*Learn Together - Achieve Together*

# **Teaching of RE at Brookside Primary School**



**The intent, implementation and impact for the learning  
of RE at Brookside Primary School**

## **Why is RE important at Brookside Primary School?**

***“Peace cannot be kept by force; it can only be achieved by understanding” Albert Einstein***

At Brookside Primary School we believe that RE has an important part to play in promoting the spiritual, moral, social, cultural and intellectual development of our pupils and in helping them gain a greater understanding of themselves and a more sympathetic awareness of the needs of others. Knowledge and skills developed by RE contribute to pupils’ readiness to participate in life in modern, diverse Britain and in a plural world, including a social and ethnic harmony and awareness of British Values. This enables pupils to be better equipped to cope with the responsibilities and experiences of later life.

To promote the values we hold as a school, and the school vision, we believe that learning in RE should be a child-centred, exciting journey. The teaching of RE is not about making pupils into believers but tries to help them become literate and articulate about religious and non-religious beliefs, and to be thoughtful members of a plural society, so that in learning about beliefs they are able to make informed choices about how they want to live their lives.

Children learn to understand the world and their place in it, know that all members of the school community show respect and tolerance for others and develop a better cultural awareness. Children will have the opportunity to reflect and develop their spiritual awareness and thinking skills through child-led philosophical discussions and enquiry-based learning.

At Brookside our curriculum drivers are co-operation, empathy for others and enquiry. These themes are a continuous thread through our RE curriculum.

The teaching of RE at Brookside Primary school is based on the Manchester, Salford, Stockport, Tameside and Trafford Agreed Syllabus for Religious Education 2022 – 2027, which follows the structure of the National Curriculum. The scheme of work we follow is from RE Today and is based on the Agreed Syllabus.

**What are the key knowledge concepts in RE at  
Brookside Primary School?**

<b>BELIEVING</b> Know about and understand a range of religious and non-religious worldviews.	<b>EXPRESSING</b> Express ideas and insights about the nature, significance and impact of religions and worldviews.	<b>LIVING</b> Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.
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## What are the key RE subject skills?

RE teaching is intended to develop these skills:	Pupils will be increasingly able to:
<p><b>Investigating</b></p> <ul style="list-style-type: none"> <li>● asking relevant questions</li> <li>● knowing how to use different types of sources as ways of gathering information</li> <li>● knowing what may constitute evidence for understanding religion(s).</li> </ul>	<ul style="list-style-type: none"> <li>● Ask increasingly deep questions about religion.</li> <li>● Use a widening range of sources to pursue answers.</li> <li>● Focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity.</li> </ul>
<p><b>Reflecting:</b></p> <ul style="list-style-type: none"> <li>● reflecting on religious beliefs and practices and ultimate questions</li> <li>● reflecting upon feelings, relationships, and experiences</li> <li>● thinking and speaking carefully about religious and spiritual topics.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe how action and atmosphere makes them feel.</li> <li>● Experience the use of silence and thoughtfulness in religion and in life.</li> <li>● Take increasing account of the meanings of experience</li> </ul>
<p><b>Expressing:</b></p> <ul style="list-style-type: none"> <li>● explaining concepts, rituals and practice</li> <li>● identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain what words and actions might mean to believers.</li> <li>● Articulate their own reactions and ideas about religious questions and practices.</li> <li>● Clarify with growing confidence aspects of religion which they find valuable or interesting or negative.</li> <li>● Explain in words and other ways their own responses to matters of deep conviction.</li> </ul>
<p><b>Interpreting:</b></p> <ul style="list-style-type: none"> <li>● drawing meaning from, for example artefacts, works of art, poetry and symbols</li> <li>● interpreting religious language suggesting meanings of religious texts.</li> </ul>	<ul style="list-style-type: none"> <li>● Say what an object means or explain a symbol.</li> <li>● Use figures of speech to speak creatively about religious ideas.</li> <li>● Understand increasingly the diverse ways in which religious and spiritual experience can be interpreted.</li> </ul>
<p><b>Empathising:</b></p> <ul style="list-style-type: none"> <li>● considering the thoughts, feelings, experiences, attitudes, beliefs and values of others</li> <li>● developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow</li> <li>● seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.</li> </ul>	<ul style="list-style-type: none"> <li>● See with sensitivity how others respond to their actions, words or behaviour.</li> <li>● Connect their feelings, both positive and negative, with those of others, including those in religious stories and contexts.</li> <li>● Imagine with growing awareness how they would feel in a different situation from their own.</li> </ul>

<p><b>Applying:</b></p> <ul style="list-style-type: none"> <li>● using RE learning in new situations</li> <li>● making the association between religions and individual, community, national and international life</li> <li>● identifying key religious values</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise religious materials and take note of their details and style.</li> <li>● See links and simple connections between aspects of religions.</li> <li>● Make increasing links between religious material and their own ideas.</li> <li>● Apply learning from one religious context to new contexts with growing awareness and clarity.</li> </ul>
<p><b>Analysing:</b></p> <ul style="list-style-type: none"> <li>● distinguishing between opinion, belief and fact</li> <li>● distinguishing between the features of different religions</li> <li>● recognising similarities and distinctiveness of religious ways of life.</li> </ul>	<ul style="list-style-type: none"> <li>● See what kinds of reasons are given to explain religious aspects of life.</li> <li>● Join in discussion about issues arising from the study of religion.</li> <li>● Use reasons, facts, opinions, examples and experience to justify or question a view of a religious issue.</li> <li>● Analyse the religious views encountered with fairness, balance and empathy.</li> </ul>

In addition, the following attitudes and life skills are fostered in the teaching of RE at Brookside:

- **Curiosity and wonder**
- **Commitment**
- **Fairness**
- **Respect**
- **Care and concern**
- **Self-understanding**
- **Open mindedness**
- **Critical mindedness**
- **Enquiry**

## **How does Brookside Primary School ensure progression in our key knowledge and concepts in RE?**

Progression is the development of knowledge and understanding, skills, concepts and attitudes in a key stage and in relation to the previous and subsequent key stage. It is achieved through building on earlier learning. It is not just about accumulation of knowledge but concerns a developing ability to deepen understanding by making use of reflective, interpretative and evaluative skills. Pupils should increasingly be challenged to discover the underlying messages of the teaching behind religious traditions, stories, artefacts and ceremonies.

Progress will be assessed by reviewing:

- Oral responses in class and paired discussions
- Drama and role play presentations
- Written responses in RE books
- Collaborative work
- Depth of questioning from pupils.

## **The teaching of RE for pupils with Special Educational Needs and Disabilities.**

Our pupils with a SEND participate fully in all RE lessons. Questioning, expectations and outcomes are adjusted according to their abilities. Children who have lower speech and language skills are taught using visual prompts, reminders and prompts from support staff. Presenting and pre-teaching tricky vocabulary linked to class topics in speech and language intervention groups, helps to prepare the children for class learning. In each classroom, teachers display key words for the current themes in each subject. Pupils are paired in a Kagan approach with other pupils at a higher ability to support their participation in discussions. Work is often differentiated to match the level and understanding of our pupils with SEND. Pupils who are working below National Curriculum outcomes will work towards the school's Engagement Model followed by the statements formerly known as P4 – P8. See page 127 of the Agreed Syllabus.

## **Subject Content & Overview**

All classes from Year R to Year 6 follow the Stockport Agreed Syllabus for RE. The scheme enables children to learn about the major world religions, with three main themes of Believing, Expressing and Living, one covered each term. Children are encouraged to respond to ideas, particularly ultimate questions, and put forward their own beliefs in a safe and tolerant environment. Learning is enhanced by visits to places of worship and visitors from different faiths.

RE is taught as an hour long lesson every 2 weeks or a shorter weekly lesson and as a block of lessons in our Faith Week.

The school uses the RE Today scheme which follows an enquiry-based approach to learning, with topics headed by a key question. Detailed lesson plans are linked to each of the key questions. However, each class also explores the questions through Circle Time, drama, small group and whole class discussions and by using computing research skills.

**EYFS:** As well as the themes from the scheme, we teach RE throughout the year based on celebrations including, The Diwali story, The Christmas story and the Easter Story as well as the Chinese New Year so that children are introduced to different belief systems and cultures.

**Faith Week:** For one week in the Autumn Term every class has a focus on one religion. The school celebrates and shares the diverse nature of each faith by visiting places of worship (the local church, Manchester Buddhist Centre), cooking and eating foods, dressing in traditional clothes, creating artwork, researching facts and other cross-curricular activities. We then hold an Open Morning to share our work and celebrate the faiths we have learnt about. The Stockport Ethnic Diversity Service work with school providing resources, recommending speakers and in an advisory role.

**Collective Worship:** We come together as a school four times a week for assembly (see the Assembly Policy). Our assembly themes cover a variety of religions, festivals, British Values, as well as how we manage challenges and dilemmas. In addition, every class has Circle Time once a week to challenge and discuss issues from the PSHE and RE scheme of work. Brookside has regular visitors from Hazel Grove Baptist Church, Bible Encounters and St Thomas's Church, High Lane.

Term 1 Believing	Term 2 Expressing	Term 3 Living
Religious beliefs, teachings, sources; questions and meaning, purpose and truth.	Religious and spiritual forms of expression; questions about identity and diversity.	Religious practices and ways of living; questions about values and commitments.

		AUTUMN		SPRING		SUMMER	
		YEAR A	YEAR B	YEAR A	YEAR B	YEAR A	YEAR B
	<i>Faith Week</i>	<i>BELIEVING</i>		<i>EXPRESSING</i>		<i>LIVING</i>	
HOOT	Festivals	F1 Which stories are special and why? F3 Which places are special and why?		F6 What is special about our world? F5 Where do we belong?		F2 Which people are special and why? F4 Which times are special and why?	
SNOWY	A: Hinduism B: Buddhism	1-1 Who is a Christian and what do they believe?	1-4 What can we learn from sacred books? 1-3 Who is Jewish and what do they believe?	1-5 What makes some places sacred?	1-6 How and why do we celebrate special and sacred times?	1-7 What does it mean to belong to a faith community? Hindus Buddhists and Jews 1-8 How should we care for others and the world, and why does it matter?	1-7 What does it mean to belong to a faith community?
TAWNY	A: Sikhism B: Islam	1-2 Who is a Muslim and what do they believe?	1-4 What can we learn from sacred books?	L2-5a How do people from religious and non religious celebrate festivals?	L2-4 Why do people pray?	1-8 How should we care for others and the world, and why does it matter?	L2-10 How do family life and festivals show what matters to Jewish people?
BARN	A: Buddhism B:	L2-2 Why is the Bible important for Christians?	L2-1 What do people believe about God?	L2-5 Why are festivals important to religious communities?	L2-4 Why do people pray?	L2-7 What does it mean to be a Christian?	L2-9 What can we learn from religions about deciding what is right and wrong?
EAGLE	A: Islam B: Hinduism	L2-3 Why is Jesus inspiring to some people?	U2-1 Why do some people think God exists?	L2-6 Why do some people think that life is like a journey and what significant experiences mark this?	U2-8 What difference does it make to believe in ahimsa, grace and Ummah community?	L2-8 What does it mean to be a Hindu in Britain today? U2-9 What can be done to reduce racism?	U2-10 Green religion what can be done about climate and environment?

BAY	A: Judaism B: Sikhism	U2-3 What do religions say to us when life gets hard?	U2-2 What would Jesus do?	U2-5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2-4 If God is everywhere, why go to a place of worship?	U2-6 What does it mean to be a Muslim?  U2-9 What can be done to reduce racism?	U2-7 What matters most to Christians & Humanists? U2-10 Green religion what can be done about climate and environment?

## How do we know our children have made progress?

### Early Learning Goals:

#### RE enables children to:

<p>Communication and Language:</p> <ul style="list-style-type: none"> <li>Develop their spoken language through quality conversation in a language rich environment, gaining new vocabulary about religion and worldviews.</li> <li>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</li> <li>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.</li> <li>Become comfortable using a rich range of vocabulary and language structures in relation to RE content.</li> <li>Offer explanations and answers to why questions about religious stories, non fiction, rhymes, songs and poems.</li> </ul>
<p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> <li>Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others.</li> <li>Manage emotions and develop a positive sense of self, understanding their own feelings and those of others eg. through religious story.</li> <li>Talk and think about simple values as they learn how to make good friendships, cooperate and resolve conflicts peaceably.</li> <li>Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.</li> </ul>
<p>Physical Development:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p>Literacy:</p> <ul style="list-style-type: none"> <li>Build that ability's in language comprehension through talking with adults about the world around them, including the world of religion and belief.</li> <li>Engage with stories and non-fiction in Ari settings and enjoy rhymes, poems and songs together.</li> <li>Build their skills in RE-related word reading, recognising religious words and discovering knew vocabulary in relation to religions and world views.</li> <li>Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.</li> </ul>
<p>Mathematics:</p> <ul style="list-style-type: none"> <li>Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content.</li> <li>Look for patterns and relationships and spot connections, sorting and ordering objects simply.</li> </ul>
<p>Understanding the world:</p> <ul style="list-style-type: none"> <li>Make sense of their physical world and their community, eg on visits to places of worship or by meeting members of religious communities.</li> <li>Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.</li> <li>Extend their knowledge and familiarity with words that support understanding of religion and belief.</li> <li>Talk about the lives of people around them, understanding characters and events from stories.</li> <li>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.</li> </ul>

<ul style="list-style-type: none"> <li>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.</li> </ul>
<p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Build their imagination and creativity 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.</li> <li>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.</li> <li>Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.</li> <li>Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well known songs in RE imaginatively and expressively</li> </ul>

## A Progression Overview: Key Stage Outcomes

Aims in RE a progression grid.	At the end of Key Stage 1 most pupils will be able to:	At the end of Key Stage 2 most pupils will be able to:
<p><b>Know about and understand:</b>  <b>A1.</b> Describe, explain and analyse beliefs and practises recognising the diversity which exists within and between communities.</p>	<p>Recall and name different beliefs and practises, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;</p>	<p>Describe and make Connexions between different features of the religious and non religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;</p>
<p><b>Know about and understand:</b>  <b>A2.</b> Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religious and non religious worldviews.</p>	<p>Retell and suggest meanings to some religious and moral stories, exploring on discussing sacred writings and sources of wisdom and recognising the communities from which they come;</p>	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;</p>
<p><b>Know about and understand:</b>  <b>A3.</b> Appreciate under praise the nature, significance and impact of different ways of life and ways of expressing meaning.</p>	<p>Recognise some different symbols and actions which express a communities way of life, appreciating some similarities between communities;</p>	<p>Explore and described a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;</p>
<p><b>Express and Communicate:</b>  <b>B1.</b> Explain reasonably their ideas about how beliefs, practises and forms of expression influence individuals and communities.</p>	<p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;</p>	<p>Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;</p>
<p><b>Express and Communicate:</b>  <b>B2.</b> Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity diversity meaning and value</p>	<p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p>	<p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;</p>
<p><b>Express and Communicate:</b>  <b>B3.</b> appreciate and appraise varied dimensions of religion.</p>	<p>Notice and respond sensitively to some similarities between different religious and non-religious worldviews;</p>	<p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;</p>
<p><b>Gain and Deploy Skills:</b>  <b>C1.</b> Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth applying ideas of their own thoughtfully in different forms including eg reasoning, music, art and poetry;</p>
<p><b>Gain and Deploy Skills:</b>  <b>C2.</b> Inquire into what enables different communities to live together respectfully for the well-being of all.</p>	<p>Find out about and respond with ideas to examples of cooperation between people who are different;</p>	<p>Consider under ply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;</p>
<p><b>Gain and Deploy Skills:</b>  <b>C3.</b> Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other peoples' lives.</p>	<p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Discuss under ply their own and others ideas about ethical questions including ideas about what is right and wrong and what is just and fair, and expressed their own ideas clearly in response.</p>

## End of Year Assessments 2021/22

Subject: RE

ALL pupils

Year	Emerging		Expected		Exceeding	
	Number	%	Number	%	Number	%
1	3	12	20	80	2	8
2	4	22	14	78		
3	12	48	12	48	1	4
4	2	8	24	89	1	4
5	8	30	17	63	2	7
6	3	12	21	84	1	4
All pupils	32	22%	108	73%	7	5%

Boys

Year	Emerging		Expected		Exceeding	
	Number	%	Number	%	Number	%
1	1	7	12	86	1	7
2	2	20	8	80		
3	7	54	6	46		
4	1	11	7	79	1	11
5	4	27	9	60	2	13
6	2	14	11	79	1	7
All pupils	17	23%	53	71%	5	7%

Girls

Year	Emerging		Expected		Exceeding	
	Number	%	Number	%	Number	%
1	2	18	8	72	1	9
2	2	25	6	75		
3	6	46	6	46	1	8
4	1	5	17	95		
5	4	33	8	67		
6	1	9	10	91		
All pupils	16	22%	55	75%	2	3%

Pupil Premium

Year	Emerging		Expected		Exceeding	
	Number	%	Number	%	Number	%
1	1	33	2	67		
2						
3	3	75	1	25		
4	1	20	4	80		
5	1	100				
6	1	50	1	50		
All Pupils	7	47%	8	53%		



# Brookside Primary School

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## Pupil Voice in RE

**What have you learnt about in RE?**

**About Hindu gods some about Islam and a lot about Christianity. People think that God can be different things, like an animal, a spirit, a girl some people think God is a man with a white beard and sandals. Some people think that God came from a big bang like Vishnu with different gods. There are no right and wrong answers in RE, because people have different views and beliefs. Ehsaan, Elle & Oliver. There are right answers when we learn about the facts, and there are no right answers when we learn about different people's beliefs & ideas. Freya, Malini and Austen.**

**Do you like learning about RE?**

**Yes we do more talking, which I like to do. When we discuss things I can get all my ideas out. Everyone gets the chance to say what they think. I think RE is taught well. When we learnt about Islam some things were not right, but I explained the correct things. Ehsaan, Elle & Oliver.**

**Yes RE makes you curious. Freya**

**Do you enjoy Faith Week?**

**Yes it helps us to learn about other people and what they believe.**

**How can we make RE better at our school?**

**We would like to do it more than once in a week. I would like to learn about more religions.**

**Do you think RE is important?**

**Yes very important, because you find about what other people believe, and what they might find offensive. We learn about the cultures and traditions of other people, and it helps us to understand. RE teaches you how to treat people and be polite about different faiths. Freya, Malini and Austen.**

Do you think RE is important for your future?

‘Yes because I’m Chinese and English, I don’t know much about how they worship Buddha, something I’d learn about.’ ‘Not sure’. ‘Maybe.’

How well do they learn	Date/s	Evidence
Pupil Voice	27/7/21	<p>Interviews with children from Year 1, 4 and 5. The children all see the benefit of learning about people from different cultures, and about the different religions we have in Britain and around the world. One child said that if he was to become interested in religion as an adult, his learning about RE would be useful now.</p> <p>Younger children do not understand what the subject RE is about. They feel that we learn about how to worship in different religions and this is important. All the children say they enjoy RE and that they all feel Faith Week is a positive and beneficial experience.</p>
Lesson Observations		
Children’s Work	27/7/21	<p>There is evidence of a variety of work and teaching approaches used to teach RE. eg art, D&amp;T, music , drama, Circle Time. Content in books is differs widely. Half the classes have only got Faith Week work and the Easter Story.</p> <p>RE is a question-based scheme of work, but there is no evidence it is being taught in this way. There is also little evidence of the teaching of moral and spiritual matters, and the teaching of RE is predominantly fact based teaching. Children need to explore their own ideals and beliefs. In one class the children questioned their ‘moral compass’, and some continued this discussion when they went home, with their families.</p>
End of Year Assessments		