

Buckfastleigh Primary School

RE Curriculum Statement

INTENT

At **Buckfastleigh Primary School** we believe that RE should provoke challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.

In line with the Torbay and Devon Agreed Syllabus, our RE curriculum develops children's knowledge and understanding of Christianity and other principal religions. The religions studied are Islam, Judaism and Hinduism. Consideration is also given to other non-religious perspectives such as Humanism. Where a child in our school follows a different religion from those studied, opportunities will be created to explore, compare and contrast this alongside the taught religions. At Buckfastleigh Primary School, our RE curriculum offers children opportunities for personal reflection and spiritual development as well as opportunities to look at religions through different "lenses" such as psychology, philosophy, theology and sociology. It encourages them to respond to the 'big questions' in life and consider the influence of religion on individuals, families, communities and cultures.

At Buckfastleigh Primary School, RE aims to ensure that all pupils:

- Make sense of a range of religious and non-religious beliefs.
- Understand the impact and significance of religious and non-religious beliefs on believers.
- Make connections between religious and non-religious beliefs, concepts, practices and ideas studied as well as making links with and developing their own personal view.

IMPLEMENTATION

Our RE curriculum for Years 1, 2 and 6, which is adapted from the Torbay and Devon Agreed Syllabus, has a spiral nature, meaning children will encounter some of the same concepts, using different key questions, at different ages. This should support their ability to connect ideas and develop a coherent understanding of religion and belief. Where possible, year groups study the same concept at the same time, encouraging discussion at home, display opportunities across the school and allowing staff, children and parents to see the development and progression in learning.

Approaches to teaching and learning in RE

At Buckfastleigh Primary School we believe that RE is an exciting curriculum subject which should be challenging, thought-provoking and engaging.

We employ a variety of teaching methods, including

- Visiting local places of worship and receiving visitors from faith communities.
- Using art, music, dance and drama.
- Children experiencing times of quiet reflection to develop their own thoughts and ideas.
- Using story, pictures and photographs.

- Using artefacts to help children develop their understanding of religious beliefs and forms of expression.
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others.
- Developing the use of ICT in helping children's knowledge and awareness of religions and beliefs.
- Adaptive teaching strategies are used for children with SEND to support them in accessing the curriculum; for example, using Widgeo to make the vocabulary and unit content accessible, use of stem sentences and cloze procedures where appropriate.

Diversity at Buckfastleigh Primary School

We believe it is important to acknowledge and teach about diversity WITHIN religion as well as diversity OF religion. We do this from the Early Years by using the language of "Some", "Many", "Most" and by exploring different beliefs within religion as we move up through the school.

What is Opening Worlds?

Opening Worlds is a knowledge-rich humanities programme for teaching history, geography and religion in Years 3 to 6. As a school, we are provided with curriculum resources together with training, support and ongoing programme-related professional development for our school teachers.



The uniqueness and background of every child is recognised and valued. Because of this, our curriculum covers a range of cultural, historical and ethical backgrounds and offers purposeful and meaningful experiences to apply, share and develop this knowledge.

Our diverse, culturally rich and wide-scoping curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values in a rigorous and coherent way. Explicit links to story-telling and creativity are made to enthuse learners. Many enhancement and enrichment activities are used throughout the curriculum to engage children and create purposeful, high-leverage outcomes that give children the opportunity to use and apply their developing knowledge and skills.

Our aim is to create an environment that prompts curiosity, critical thinking and allows learners to connect strands of learning across all aspects of the curriculum.

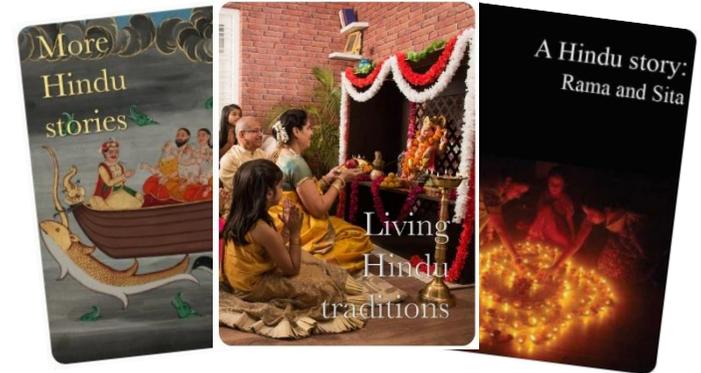
What does this look like at Buckfastleigh Primary School?

The programme meets and substantially exceeds the demand of the National Curriculum for history and geography and is compatible with our locally agreed syllabi in RE. The programme is characterised by strong vertical sequencing within subjects (so that pupils gain security in a rich, broad vocabulary through systematic introduction, sustained practice and deliberate revisiting) and intricate horizontal and diagonal connections, thus creating a curriculum whose effects are far greater than the sum of its parts.

As the programme builds on prior learning, Years 3, 4 and 5 will start with the Y3 Curriculum in the 2023-24 Academic year.

Opening Worlds Implementation Plan

Academic Year 2023-2024	Y3	Y4	Y5	Y6
	Year 3 Opening Worlds Curriculum	Year 3 Opening Worlds Curriculum	Year 3 Opening Worlds Curriculum	Buckfastleigh Primary Curriculum
Academic Year 2024-2025	Y3	Y4	Y5	Y6
	Year 3 Opening Worlds Curriculum	Y4 Opening Worlds Curriculum	Year 4 Opening Worlds Curriculum	Year 4 Opening Worlds Curriculum
Academic Year 2025-2026	Y3	Y4	Y5	Y6
	Year 3 Opening Worlds Curriculum	Year 4 Opening Worlds Curriculum	Year 5 Opening Worlds Curriculum	Year 5 Opening Worlds Curriculum
Academic Year 2026-2027	Y3	Y4	Y5	Y6
	Year 3 Opening Worlds Curriculum	Y4 Opening Worlds Curriculum	Year 5 Opening Worlds Curriculum	Year 6 Opening Worlds Curriculum



Pupils will learn:

YF	Y1	Y2	Y3	Y4	Y5	Y6
<p>Understanding The World From Development matters, children in EYFS will focus on:</p> <ul style="list-style-type: none"> - Talking about members of their immediate family and community. - Naming and describing people who are familiar to them. - Understanding that some places are special to members of their community. - Recognising that people have different beliefs and celebrate special times in different ways. 	<p>Creation: Who made the world? In this sequence, children will explore the creation story and recognise that 'creation' is the beginning of the 'big story' of the Bible.</p> <p>Incarnation: Why is Christmas special for Christians? This sequence will enable children to explore Jesus' birth and why this is important for Christians. This will include how Christians use the story of the Nativity to guide their actions and beliefs at Christmas.</p> <p>Being Special: Where do we belong? In this sequence, children will begin the journey into exploring other faiths, alongside continuing to strengthen their understanding of Christianity. Children will learn about baptism and how other faiths welcome new life. They will look at what makes individuals unique and how different faiths celebrate this.</p> <p>Salvation: Why do Christians put a cross in an Easter Garden?</p>		<p>Children in Year 3, 4 and 5 will be exploring history through the Year 3 Opening Worlds Curriculum (2023-2024):</p> <p>A Hindu story: Rama and Sita In this sequence, children learn about one of most well-known Hindu stories, Rama and Sita. They explore the story through stages before ending the sequence on understanding the importance of the story to people of the Hindu faith.</p> <p>More Hindu Stories Following on from Rama and Sita, children learn about other stories in Hinduism. This includes the story of Manu and Matsya the fish, leading into learning about Vishnu and his symbols. The children explore how Hinduism has changed over time, before studying Arjuna and Krishna.</p> <p>Living Hindu Traditions After exploring Hindu stories and their importance; in this sequence children learn about Hindu beliefs through their traditions and celebrations. Children study how people of the Hindu faith worship, the importance of Ganesha and Shiva, and the festival Parvati.</p>			<p>Creation: Creation and science – conflicting or complementary? In this sequence, children will identify the Christian views on Genesis 1 and the purpose of this. They will use this to compare how different Christians interpret Genesis 1 as well as make connections to how Christians view God as a creator. They will explore how many Christians view science and faith together.</p> <p>Kingdom of God: For Christians, what kind of King was Jesus? In this sequence, children will explore biblical texts in relation to the kingdom of God, showing an awareness of different interpretations for different Christians. Children will explore how Christians put their beliefs into practice, as well as make connections between the Christian belief of 'kingdom of God' and issues, problems and opportunities prevalent today.</p> <p>A Hindu story: Rama and Sita In this sequence, children learn about one of most well-known Hindu stories, Rama and Sita. They explore the story through stages before ending the</p>

In this sequence, children will recognise that creation and incarnation are part of the 'big story' in the Bible. Children will hear stories about Holy Week and Easter from the Bible alongside the importance of Christian belief in Jesus' death and resurrection.

Cross Faith Study: What places are special and why?

In this unit, children will discover that there are different places where people go to worship and the religions that these people believe in. Children will explore different objects that are important to different beliefs and why.

Cross Faith Study: What times/stories are special and why?

Following on from the previous sequence, children will study times and stories that are special to different faiths, and understand why these are important.

Judaism: Abraham, Isaac and Jacob

As with their study of Hinduism, in this sequence, children are introduced to Judaism through stories. They begin this sequence by learning about the Hebrew bible before exploring, chronologically, the story of Abram and Sarai, Abram and Abraham, Abraham and his son Isaac, Isaac and Rebekah and finally, the story of Jacob and Rachel.

Judaism: Joseph, Moses and the Exodus

In the second part of the study of Judaism, children will continue to explore the faith through stories, in particular the story of Joseph – enabling children to make cross-curricular links to their history learning on Egypt. Children then learn about Moses and the commandments, before completing the sequence by studying why the stories are so important to Jews.

Judaism: The kings, the temple and living as a Jew

Following on from the close of the previous sequence, children continue to study Moses and the Jewish escape from Egypt. Through the story of an epic journey, children learn about the Torah, written by Moses before his death, and the city of Jericho.

Children then learn about two kings, Saul and David, before learning about King Solomon and the importance of Jewish temple.

At the end of the sequence of teaching, children learn about worship in Judaism.

sequence on understanding the importance of the story to people of the Hindu faith.

More Hindu Stories

Following on from Rama and Sita, children learn about other stories in Hinduism. This includes the story of Manu and Matsya the fish, leading into learning about Vishnu and his symbols. The children explore how Hinduism has changed over time, before studying Arjuna and Krishna.

Living Hindu Traditions

After exploring Hindu stories and their importance; in this sequence children learn about Hindu beliefs through their traditions and celebrations. Children study how people of the Hindu faith worship, the importance of Ganesha and Shiva, and the festival Parvati.

IMPACT

Children will show achievement through independently applying the knowledge learned; this will be evidenced through:

- Building and revisiting a knowledge schema throughout the unit and before and after each lesson, with a focus on key vocabulary.
- Answering retrieval questions to support recall and committing information to their long-term memories.
- Understanding and using prior knowledge, from current or previous year groups', alongside the unit, making connections and thinking about similarities, differences, and connections.
- Displays and knowledge schema creation.
- Lesson observations and subject leader discussions with pupils.
- Pupil voice opportunities for the children to reflect on their own learning and progression.
- End of unit synoptic tasks.

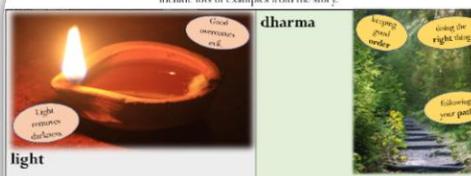
- Confidently debating and discussing choices made.



**Our big task
on Rama
and Sita**

What does the story of Rama and Sita
mean to Hindus?

What does the story of Rama and Sita mean to Hindus?
To answer this question, explain what the story teaches Hindus about light and about dharma.
Include lots of examples from the story.



light

Light
removes
darkness

Good
intention
and

dharma

To go
your
order

Doing the
right thing

Following
your path