



Broom Leys Primary School



RE

Intent:

Religious Education (RE) has an integral place in the curriculum at Broom Leys. RE provides a safe space for children and young people to develop their understanding of people, cultures, faiths and relationships. To be curious, to ask big questions and to wonder. RE is determined locally, not nationally, so our school follows the Leicestershire Agreed Syllabus for RE 2021-2026, developed by Leicestershire SACRE with support from RE Today.

At Broom Leys, the teaching of Religious Education is an integral part of the curriculum, where we develop an individual's knowledge and understanding of the religions and beliefs which form part of a contemporary society. Religion and beliefs inform our values and are reflected in how we behave and what we say. In our school, our Religious Education curriculum provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and world-views that offer answers to questions such as these. RE also contributes to our pupils' personal development and wellbeing, and to community cohesion by promoting mutual respect and tolerance in our diverse society. The carefully planned and sequenced syllabus enables pupils to gain a developing understanding of the range of religious and non-religious world views studied, through EYFS, Key stage 1 and 2.

In our curriculum for RE, children will be able to:

MAKE SENSE OF RELIGIOUS AND NON-RELIGIOUS BELIEFS SO THAT THEY CAN:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

UNDERSTAND THE IMPACT AND SIGNIFICANCE OF RELIGIOUS AND NON-RELIGIOUS BELIEFS SO THAT THEY CAN;

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning
- make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can

Implementation

Broom Leys Whole School Curriculum Map:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Being special: where do we belong?	Why is Christmas special for Christians?	Why is the word 'God' so important to Christians?	Why is Easter special to Christians?	What places are special and why?	What times/stories are special and why?
Year 1	What does it mean to belong to a faith community?	What do Christians believe God is like?	Who is Jewish and how do they live?		Who do Christians say made the world?	How should we care for the world and for others, and why does it matter?
Year 2	Who is a Muslim and how do they live?	Why does Christmas matter to Christians?	Who is a Muslim and how do they live (Part 2)?	Why does Easter matter to Christians?	What is the 'good news' Christians believe Jesus brings?	What makes some places sacred to believers?
Year 3	What do Christians learn from the Creation story? What is it like for someone to follow God?		How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What kind of world did Jesus want?	How and why do people try and make the world a better place?
Year 4	What is the 'Trinity' and why is it important for Christians?	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	For Christians, when Jesus left, what was the impact of the Pentecost?	How and why do people mark the significant events of life?
Year 5	What does it mean if Christians believe God is holy and loving?	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah?	Why is the Torah so important to Jewish people?	Christians and how to live: 'What would Jesus do?'	What matters most to Humanists and Christians?
Year 6	Creation and science: conflicting or complimentary?	Why do some people believe in God and some people not?	Why do Hindus want to be good?	What do Christians believe Jesus did to 'save' people?	For Christians, what kind of King is Jesus?	How does faith help people when life gets hard?

Timetable of religious events:

August: Eid Il Fitr

September: Harvest festival, Rosh Hashannah

October: Yom Kippor, Diwali

November: Guru Nanak Day

December: Christmas, Hanukah,

January: Guru Gobind Singh Day, Orthodox Christmas, Buddhist New Year

February: Chinese New Year, Shrove Tuesday (Lent), Buddhist Day

March: St David's Day, Holi

April: Easter

May: Ramadan/Eid

June: St John Baptist

July: Vaishka

Visits to places of worship:

By the end of year 6, our children will have visited several places of worship, which develops cultural capital including: a church (EYFS – Y6), a mandir (Y4), a mosque (Y2) and a synagogue (Y5).

Impact

Children will leave Broom Leys as compassionate, respectful individuals who show an appreciation for the diverse religions and beliefs in the locality and world in which they reside. They will be confident and feel safe exploring their own beliefs, and building a sense of identity and belonging. Their understanding will be developed through the study of religious change over time and how religion influences, and is influenced by changes in society. They will study a range of faiths linking in with British values and understand the range of religious celebrations within their own culture and that of others.