**Athersley South Primary School**

**Religious Education Overview February 2022**

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| RE at Athersley South Primary School explores the six key questions outlined in the Barnsley SACRE Locally Agreed Syllabus 2020. These questions are designed to guide and shape pupils’ learning in RE across their primary school years. Initially pupils begin to discuss the six key questions in simple ways then move on to develop their skills so they are able to respond appropriately in discussions about religious objects and ideas, analyse information and draw thoughtful and balanced conclusions about what they have learnt. Key questions are revisited in every key stage on a two year cycle to ensure children are able to build on their previous knowledge and develop a deeper understanding and respect for major world religions. Our curriculum aims to equip pupils with the skills, understanding and knowledge needed to become active and responsible citizens both now and in the future. In line with the Religious Education in English Schools: Non statutory Guidance it aims to provide pupils with a context in which they can develop their understanding and appreciation of diversity and shared values and challenge issues such as racism and discrimination. Our RE curriculum contributes significantly to pupils’ spiritual, moral and cultural development by raising their awareness of the fundamental questions in life and how religious teachings can help understand these. It encourages pupils to reflect on their own experiences and thoughts in order to help them understand questions about life and the universe and help them develop positive attitudes and respect towards the beliefs and views of others. Our curriculum encourages children to appreciate not only what they can learn about religion but what they can learnt from it. **The table below outlines the six key questions covered on a two year cycle**

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| **Cycle 1** | Question 1: Why are some words special? |
| Question 2: Why are some places special? |
| Question 3: How can faith contribute to community cohesion? |
| **Cycle 2** | Question 4: Why are some times special? |
| Question 5: What can be learned from the lives of significant people of faith? |
| Question 6: How do I and others feel about life and the universe around us? |

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**EYFS**

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| The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. We continuously use our understanding of child development and skill progression, baselines, observations and assessments to identify and review our children’s strengths and gaps. This knowledge, along with the Educational Outcomes and Early Learning Goals within the Statutory Framework, drives our provision, learning environment and tailors our curriculum to the children’s needs as well as ensuring we provide a broad range of knowledge and skills that are continuously built upon to provide the right foundations for the children in our care to become lifelong learners. All of this is provided through our continuous provision to engage children’s curiosity, thinking and learning through play and adult focus tasks. Throughout their time in EYFS pupils begin to build the foundations for understanding, appreciating, respecting and celebrating the similarities and differences between individuals, families, cultures and communities. RE in EYFS is taught through a number of different strands in the curriculum including past and present, people, culture and communities and making relationships. Pupils begin to understand that others may think, feel and believe things that are different to them and that these differences need to be respected and celebrated.  |

**Progression of Skills**

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| **Question 1: Why are some words special?**In Key Stage 1 pupils learn to name the Bible and the Torah and talk about stories from them that they have heard. They begin to think about what these stories might mean to them and what they might mean to followers of the Jewish and Christian faith. In Key stage 2 pupils learn to describe the stories and teachings of holy books and make clear links to their own lives and ideas. In Lower Key Stage 2 pupils develop a deeper understanding of special words from the Christian faith and begin to develop their understanding of special words from the Hindu faith. In Upper Key Stage 2 pupils explore the meaning and implications of special words from the Islamic and Sikh faith and discuss how their teachings may apply to their own lives.**Question 2: Why are some places special?**In Key Stage 1 pupils learn about places of worship, what they are like, how special they are and about objects and artefacts associated with them. Pupils find out about a Christian church and Jewish synagogue and think about their own special places. In Lower Key Stage 2 pupils learn to describe places of worship which are special to followers of the Hindu faith and their associated symbols. They develop a deeper understanding of the artefacts and symbols associated with the Christian faith. In Upper Key Stage 2 pupils develop their understanding of places of worship which are special in Islam and Sikhism. They link ideas about peace, strength, courage and love to ideas about worship. Pupils learn that pilgrimages come in many different forms in different religions, making links to the idea of ‘life as a journey’.**Question 3: How can faith contribute to community cohesion?**In Key Stage 1, pupils learn about the ways being religious makes a difference in a family. Pupils learn that our society includes many different religions and all are worth respecting. Pupils focus on how Jewish and Christian beliefs can contribute to community cohesion. In Key Stage 2 pupils learn to describe what difference believing makes in religion. They learn to describe their own beliefs linking them to religious ones. Pupils describe some of the ways a religion is expressed and the impact faith has in community life. In Lower Key Stage 2 this is explored through Christianity and Hinduism and in Upper Key Stage 2 pupils explore these ideas in Islam and Sikhism. **Question 4: Why are some times special?**In Key Stage 1 pupils learn to name Christian and Jewish celebrations and festivals and celebrations that are special to themselves. In Lower Key Stage 2 pupils learn to describe religious artefacts, festivals and practices in Christianity and Hinduism, linking them to special times they have studied. In Upper Key Stage 2 pupils explore these themes in Islam and Sikhism identifying times in their own lives where self-discipline and belief play an important role. They learn to make links between the themes of festivals and times of celebrations in their own lives. **Question 5: What can be learned from the lives of significant people of faith?**In Key Stage 1 pupils take thoughts from stories of religious founders or leaders and think about what makes people special. They explore the ways in which some people have special roles in Christianity and Judaism and how they set an example about how followers of their religion could live. In Lower Key Stage 2 pupils describe the lives and teaching of some great leaders in Christianity and Hinduism and make links between their beliefs, the religion they contributed to and themselves. In Upper Key Stage 2 pupils explore what qualities people look for in an inspiring leader or role model linking these ideas to Sikh ideas about the ten Gurus and how Muslims feel about the prophet Muhammad (pbuh). **Question 6: How do I and others feel about life and the universe around us?**In Key Stage 1 pupils explore the puzzling questions that life in the world gives us. They talk about some answers to them from the Jewish and Christian faith. Pupils also talk about questions they would like to ask god. In Lower Key Stage 2 pupils describe some puzzling questions about God, humanity and some answers from Hindu and Christian viewpoints. They suggest answers of their own. In Upper Key Stage 2 pupils identify questions about life and the universe that are difficult to answer and develop their own thinking about what makes these questions hard. They explore ideas from Islam and Sikhism about how these questions could be answered.At Athersley South Primary School we follow the Barnsley SACRE locally agreed syllabus and take into account the recommendations from the Religious Education in English Schools: Non statutory Guidance in order to ensure we equip all pupils with the skills, knowledge and understanding they need to become respectful and tolerant members of the school and wider community.  |