



## Religious Education Curriculum Statement

### Intent

Religious Education at Beechwood has a significant role in the development of pupil's spiritual, moral, social and cultural development. Religious Education at Beechwood aims to encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own and promotes respect and open mindedness towards others with different faiths and beliefs. It also encourages pupils to develop their sense of identity and belonging through self-awareness and reflection.

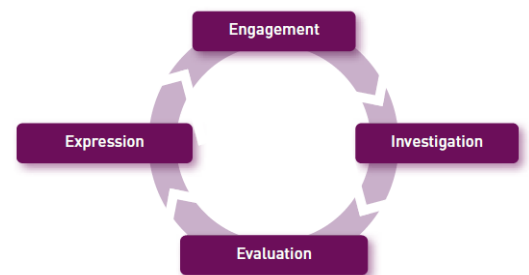
The principle aim of RE is to engage pupils through an enquiry-based approach where they can develop an understanding and appreciation of principle religions and world views in the wider global community. RE plays an important role, along with all other curriculum areas, in promoting social awareness and understanding in our children. RE also includes and promotes British values alongside PSHE. We encourage our pupils to ask questions about the world, as well as reflect on their own beliefs, values and experiences. At Beechwood, Discovery RE underpins our curriculum. "Our belief is that, using an enquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place." Discovery RE.

### Implementation

Discovery RE advocates an enquiry model with a 4-step approach as the basis for implementation. Every unit / enquiry is based around a key question. The key question for the enquiry is such that it demands an answer that weighs up 'evidence' (subject knowledge) and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

Discovery RE advocates an enquiry-based approach with a 4-step process

The children start from their own experience to develop engagement with the aspect of RE that is being studied then move into investigating that concept in depth from the point of view of the chosen religion. This continues over three lessons of investigation and discussion throughout Step 2, which embeds subject knowledge. These lessons not only support the children with embedding their RE knowledge, but also contributes to their oracy and critical thinking skills. In Step 3, they complete an assessment activity to evaluate the question again in light of





	<p>What did Jesus teach?</p> <p><b>Key Question:</b> Is it possible to be kind to everyone all of the time?</p> <p><b>Religion:</b> Christianity</p>	<p>Christmas - Jesus as gift from God</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Why do Christians believe God gave Jesus to the world?</p> <p><b>Religion:</b> Christianity</p>	<p>Prayer at home</p> <p><b>Key Question:</b> Does praying at regular intervals help a Muslim in his/her everyday life?</p> <p><b>Religion:</b> Islam</p>	<p>Easter - Resurrection</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p><b>Religion:</b> Christianity</p>	<p>Community and Belonging</p> <p><b>Key Question:</b> Does going to a Mosque give Muslims a sense of belonging?</p> <p><b>Religion:</b> Islam</p>	<p>Hajj</p> <p><b>Key Question:</b> Does completing Hajj make a person a better Muslim?</p> <p><b>Religion:</b> Islam</p>
Year 3	<p><b>Theme:</b> Divali</p> <p><b>Key Question:</b> Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p><b>Religion:</b> Hinduism</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Has Christmas lost its true meaning?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Jesus' Miracles</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Easter - Forgiveness</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> What is 'good' about Good Friday?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Hindu Beliefs</p> <p><b>Key Question:</b> How can Brahman be everywhere and in everything?</p> <p><b>Religion:</b> Hinduism</p>	<p><b>Theme:</b> Pilgrimage to the River Ganges</p> <p><b>Key Question:</b> Would visiting the River Ganges feel special to a non-Hindu?</p> <p><b>Religion:</b> Hinduism</p>
Year 4	<p><b>Theme:</b> Buddha's teachings</p> <p><b>Key Question:</b> Is it possible for everyone to be happy?</p> <p><b>Religion:</b> Buddhism</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> What is the most significant part of the nativity story for Christians today?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> The 8-fold path</p> <p><b>Key Question:</b> Can the Buddha's teachings make the world a better place?</p> <p><b>Religion:</b> Buddhism</p>	<p><b>Theme:</b> Easter</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> Is forgiveness always possible for Christians?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> The 8-fold path</p> <p><b>Key Question:</b> What is the best way for a Buddhist to lead a good life?</p> <p><b>Religion:</b> Buddhism</p>	<p><b>Theme:</b> Prayer and Worship</p> <p><b>Key Question:</b> Do people need to go to church to show they are Christians?</p> <p><b>Religion:</b> Christianity</p>
Year 5	<p><b>Theme:</b> Belief into action</p> <p><b>Key Question:</b> How far would a Sikh go for his/her religion?</p> <p><b>Religion:</b> Sikhism</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Is the Christmas story true?</p> <p><b>Religion:</b> Christianity</p>	<p><b>*Theme:</b> Beliefs and moral values</p> <p><b>Key Question:</b> Are Sikh stories important today?</p> <p><b>Religion:</b> Sikhism</p>	<p><b>Theme:</b> Easter</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> How significant is it for Christians to believe God intended Jesus to die?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Prayer and Worship</p> <p><b>Key Question:</b> What is the best way for a Sikh to show commitment to God?</p> <p><b>Religion:</b> Sikhism</p>	<p><b>Theme:</b> Beliefs and Practices</p> <p><b>Key Question:</b> What is the best way for a Christian to show commitment to God?</p> <p><b>Religion:</b> Christianity</p>
Year 6	<p><b>Theme:</b> Beliefs and Practices</p> <p><b>Key Question:</b> What is the best way for a Muslim to show commitment to God?</p> <p><b>Religion:</b> Islam</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> How significant is it that Mary was Jesus' mother?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Beliefs and Meaning</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> Is anything ever eternal?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Easter</p> <p><b>Concept:</b> Gospel</p> <p><b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Beliefs and moral values</p> <p><b>Key Question:</b> Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p><b>Religion:</b> Islam</p> <p><b>Theme: NB: This enquiry is taught in 2 sections over the term</b></p>	

## Impact

The curriculum at Beechwood extends their knowledge and understanding of religions and beliefs, develops a religious vocabulary and interprets religious symbolism in a variety of forms. The children can reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views. They explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society. The most important impact of our RE scheme is teaching

children to respect that we are all different and have different beliefs and that they leave our school being respectful members of the community.