

Religious Education

Edmund Waller
Curriculum

Intent

Implementation

Impact



Know, Explore, Communicate

Intent

At Edmund Waller, we recognise the importance Religious Education plays in the curriculum and local community and are committed to providing all children with opportunities to engage fully in RE. Our RE programme is in line with our school values:

- **Humanity**

- We create a culture of kindness where children are taught to have mutual respect towards others in a diverse multi-religious and multi-secular society.
- We enable children both the opportunity to see religion and non-religion in the world, and the opportunity to make sense of their own place in that world.
- We provide opportunities for children to consider their own personal backgrounds, influences, beliefs and values.
- We address misconceptions about religion and worldviews and teach children to challenge stereotypes that can lead to discrimination.

- **Creativity**

- We enable children to understand how religion can be studied in different ways.
- We create an environment in our lessons where children can develop the skills to think creatively about how RE content relates to their experiences and values and encourage them to make connections between their understanding of different religions and beliefs.

- **Ambition**

- We help children to develop an accurate knowledge about the complexity and diversity of local and global religion and non-religion.
- We introduce children to subject-specific vocabulary using familiar contexts and prior knowledge and encourage them to use Tier 2 and 3 words in lessons.
- We provide opportunities for children to visit local places of worship or sacred spaces and learn from members of different religions.
- We ensure that all children have access to RE lessons that develop their prior knowledge and skills as they move through the school.

Implementation

From Ofsted's Research Review Series: RE

Declarative – *What are the key facts that children should know?*

Declarative knowledge in RE is the factual knowledge concerning religious and non-religious traditions, including artefacts, texts and concepts relating to religion and non-religion. This knowledge is not a list of disconnected facts; it is explicitly linked with and between content. Declarative knowledge can be communicated through verbal or written means. Pupils could, for example, demonstrate their declarative knowledge through question-and-answer sections of a lesson, or written notes in books. With a more detailed declarative knowledge base, pupils can build a 'mental model' over time which reflects the global and historical complexity of religion and worldviews. Declarative knowledge alone, however, is not enough to understand religion and non-religion. Without exploring different forms of knowledge and 'ways of knowing', pupils may develop misconceptions about religion and over-simplify concepts. For example, the declarative knowledge of what the five pillars of Islam are is not the same as knowing how they came about or how individual Muslims may interpret them differently.

Implementation

From Ofsted's Research Review Series: RE

Procedural – *What are the things that all children should be able to do (skills)?*

Procedural knowledge can be viewed as the know-how to apply and explore declarative facts. This might include the skill of understanding which methods of scholarship are the most useful for the knowledge they are seeking. It can also include applying declarative knowledge to develop ones personal knowledge. This knowledge in an RE setting is best put into practice through discussions and carefully planned enquiries. Anderson theorised that all procedural knowledge begins as declarative knowledge and therefore argues that before taking action, you must have acquired a degree of declarative knowledge. For example, someone must have knowledge of what a parable is, before they can reflect on the concept that a parable refers to and how it relates to their personal knowledge and values. However, content should be selected precisely to allow personal knowledge to be developed in connection to RE content and to avoid it becoming a PSHE lesson.

Implementation

From Ofsted's Research Review Series: RE

Experiential – *What knowledge can only be gained first hand by experiencing or doing certain activities?*

Experiential knowledge in RE can include visiting local places of worship and sacred spaces or meeting faith practitioners. Educating pupils about sacred spaces is a memorable way for them to learn about historical and cultural aspects of religion, as well as 'real life' religion through meeting members of traditions. The value of visits to sacred places is enhanced when pupils have the necessary prior knowledge to make sense of the experience. Therefore, declarative knowledge is explicitly linked to developing experiential knowledge. Listening to the experiences and testimonies of individuals from a faith community is a genuine and organic way for children to learn about differences in the ways that religious and non-religious people live. It also develops their understanding of 'ways of knowing' in RE as they can learn how knowledge about religion might be gained through interviews and allows children to develop their personal knowledge through recognising their own assumptions as they listen. However, in order for these experiences to lead to curriculum impact, teachers should be clear about what they expect children to learn from the encounter and how it links to curriculum goals.

Subject Overview

	Autumn	Spring	Summer
Year 1	The Natural World Christianity	Belonging/ Who am I? Right and Wrong	Sharing Food
Year 2	Hinduism	Christianity	Islam
Year 3	Sikhism	Peace Christianity	Buddhism
Year 4	Christianity	Judaism	Hinduism
Year 5	Buddhism	Christianity Islam	Judaism
Year 6	Islam The Journey of Life and Death	Sikhism	Christianity Understanding Faith and Beliefs in Lewisham

Impact

At Edmund Waller Primary School, we ensure that our RE curriculum is progressive and allows children to develop fundamental skills and apply them to their understanding of the wider world.

- children talk confidently about their learning in RE, using appropriate and specific vocabulary.
- children enjoy taking part in lessons and are confident to demonstrate their knowledge and skills.
- children discover new interests.
- parents' religious and non-religious beliefs and values are respected
- children understand the importance of diversity and mutual respect.
- children learn to take responsibility for their own actions and attitudes towards others.
- children confidently apply their religious education knowledge to other areas of learning and outside interests.
- children are prepared for the next stage of their religious education.
- outcomes at the end of each Key stage are in line or above National expectations (please see the next four slides for more information) and progress in RE is evident.

Outcomes

	At the end of KS1 children can	At the end of LKS2 children can	At the end of UKS2 children can
Learning about religion	<ul style="list-style-type: none"> Name some key beliefs, traditions and festivals from the six most widespread world religions – Christianity, Islam, Judaism, Buddhism, Hinduism and Sikhism Discuss some different beliefs about God. Know that some religions have sacred texts and recall some stories from them. Identify some features of places of worship and how they may be used. <p>Key words Christianity, Islam, Judaism, Sikhism, Buddhism, Hinduism, Christians, Muslims, Jews, Sikhs, Buddhists, Hindus, believe, God, Allah, creator, Bible, story, celebration, Christmas, church, pray, belong, family, special, rules, Qur'an, food, sharing, meal, equal, festival, Diwali, worship, respect, values, Easter, symbol, respect, charity, fasting, mosque</p>	<ul style="list-style-type: none"> Know how worship is carried out in Christianity, Islam, Judaism, Buddhism, Hinduism and Sikhism, including places of worship and sacred texts. Identify the importance of different festivals and traditions to members of different religions and links to sacred texts/stories. Discuss the meaning of peace to themselves and others. Know where attitudes towards peace come from in Christianity and Islam and how views of peace are similar across different religions. <p>Key words Guru, equality, reflection, peace, testament, parable, faith, Buddha, enlightened, suffering, meditation, mindfulness, shrine, advent, lent, temptation, Shabbat, synagogue, Passover, Hannukah, pilgrimage</p>	<ul style="list-style-type: none"> Discuss what evidence members of religions base their beliefs on. Identify how sacred texts, teachings and traditions help members of religions to understand what it means to be part of their faith. Discuss beliefs surrounding life and death in Christianity, Islam, Judaism, Buddhism, Hinduism and Sikhism and how members support one another in times of loss. Explain the significance of places of worship and religious leaders to members of a religion. Understand values held across different religions as well as potential challenges faced from following a religion/traditions. Know how faith communities in Lewisham have changed over time, work in partnership and have enriched the local community. <p>Key words Dharma, monk, nun, Vesak, holy spirit, disciples, baptism, resurrection, Ramadan, Id, Zakat, obedience, Torah, Hebrew, Shema, Bar/Bat Mitzvah, death, hope, bereavement, Gurdwara, Guru Granth Sahib, Langar, Khalsa, Amrit</p>

Outcomes

	At the end of KS1 children can	At the end of LKS2 children can	At the end of UKS2 children can
Learning from religion	<ul style="list-style-type: none">• Reflect on their personal views of how the world was created.• Use stories from sacred texts to think about their personal values, beliefs and behaviours.• Discuss what it means to belong and think about where they belong.	<ul style="list-style-type: none">• Make connections between religious festivals to any celebrations they take part in. Identify common themes in how people celebrate events across religion, non-religion and the world.• Reflect on stories from sacred texts, considering what can be learned from them.• Consider their beliefs about peace and what makes them feel at peace. Use knowledge of peace within different religions to reflect on how they could find or promote peace in their lives.	<ul style="list-style-type: none">• Understand there are different ways in which they can learn about religion and appreciate different forms of knowing.• Reflect on their own beliefs surrounding life and death. Consider what can be learned from different religions about how they may support others in times of loss.• Reflect on values they hold and how they may be similar/different to what they have learned about values within different religions. Think about how challenges faced by members of religions may relate to challenges they have faced.