



Burnham-on-Crouch Primary School

R.E: From Learning to Understanding

**Burnham on Crouch
Primary School**
Connected to our world

What we are teaching:

At Burnham-on-Crouch Primary School, we aim to prepare our children to grow up into young adults who are **able to hold thoughtful and respectful conversations with those around them**. In order for our children to do this we encourage them to share their own thoughts and beliefs, **showing sensitivity towards others and their beliefs**. One way that we enable our children to do this through modelling and celebrating 'British Values'.

We enable our children to understand more about the 6 main religions as well as Worldviews such as Humanism, which they will encounter in our World today.

In order to fulfil this purpose, we advocate that R.E. needs to provide a balance between three disciplines.

These are:

- **Theology:** This is about believing. It looks at **where beliefs come from** and how they have changed over time.
- **Philosophy:** This is about thinking. It is about finding out how and whether things make sense to themselves and other people and **asking thought provoking questions**.
- **Human/Social Sciences:** This is about living. It **explores the ways in which people practise their beliefs** themselves, and in their local community.

Our topics have been carefully chosen to cover an equal mix of the three disciplines; Theology, Philosophy and Social/Human Sciences. In each topic, one of these disciplines is at the heart of teaching and learning but others will be visited as appropriate.

How we are teaching:

KS1 and KS2 Religious Education is taught using the structure, content and ethos of Saffron Academy Trust RE Scheme, which is based upon the Essex Agreed Syllabus 2022. In the EYFS practitioners follow both the EYFS curriculum and the Saffron Academy Trust scheme.

A key question for the enquiry requires children to find an answer that weighs up 'evidence' 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. Sequences of lessons focuses on critical thinking skills, require children to personally reflect on their own thoughts and feelings.

Step 1 - Engagement The key question is explored here within the children's own experience, whether that includes religion or not. If they can relate to the human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the bridge into the world of religion (which may be very much outside of their experience).

Step 2 – Enquire and Explore The teacher guides the children through the enquiry, studying subject knowledge (the factual base about the religion), carefully selected to assist their thinking about the key question. Some of the enquiries have a lot of relevant content so teachers do need to be selective and not try to cover too much. Depth is more important.

Step 3 - Evaluation This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task which the teacher can assess by using the Level descriptors at the end of each enquiry. The levels are exemplified and tracking and record sheets are included, as are pupil self-assessment sheets.

Step 4 – Expression Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting point/beliefs, etc.

Religious knowledge and vocabulary is enriched within our teaching and learning and revisited to enable secure and progressive understanding.

RE is taught weekly across KS1 and KS2. Work is recorded in floor books in KS1 to reflect to range of discussions, story-telling, role-play and creative approaches. Individual work is recorded in KS2.

Experiences and Opportunities:

Teachers also aim to ensure that children encounter religion and Worldviews through:

- Planning visits to places of worship, where possible, and where not, making use of video, Internet and e-mail
- Meeting, in action and dialogue, people who are religious believers and considering a range of human and religious experiences and feelings
- Exposing children to religious art work and artefacts
- Encouraging children to express and communicate their own and others' insights through art and design, music, dance, drama and ICT
- Developing ICT use, particularly in enhancing pupils' awareness of religions and beliefs globally

In EYFS and KS1 children experience Christianity as their main religion, allowing them to compare and contrast with religious beliefs and stories from Judaism and Hinduism.

In KS2 children will explore the six main religions as well as Worldviews such as Humanism. As a predominantly White, British community, this breadth will give the children a greater understanding of being connected to our world.

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What children have learned:

- All children to acquire the age appropriate related knowledge linked to the Essex Agreed Syllabus 2022 and the EYFS profile.
- An ability and confidence in our children to have meaningful and thought provoking conversations as they grow into young adults in our world today.
- An understanding of the vocabulary and knowledge of the diverse religions and beliefs in our World today, and respect for these.
- An enjoyment and capability to learn how to investigate and research their own, and others' religious thoughts and beliefs.

Our Curriculum Golden Threads

- Knowledge a progression
- Future Learning/Car
- Multi-cultural diversity

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