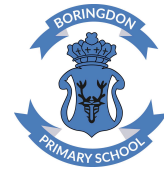


Religious Education at Boringdon Primary School (Y4)



'RE at Boringdon Primary School aims to enable children to understand and make connections between different religions and the wider society and communities they exist in. We explore the effect religion has on people and give the children the knowledge to understand the varying aspects of specific religions, encouraging children to question and enquire.'

Intent:

At Boringdon Primary School we believe that RE should provoke challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.

In line with the Plymouth Locally Agreed Syllabus, our RE curriculum develops children’s knowledge and understanding of Christianity and other principal religions. The religions studied are Christianity, Islam, Judaism and Hinduism. Consideration is also given to other non-religious perspectives such as Humanism.

We recognise the ever-changing and multicultural world that we live in and our children are growing up in. Religious education contributes dynamically to children and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the rights of others to differ.

Where a child in our school follows a different religion from those studied, opportunities will be created to explore, compare and contrast this alongside the taught religions. At Boringdon Primary School, RE aims to ensure that all pupils:

Make sense of a range of religious and non-religious beliefs - identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.

Understand the impact and significance of religious and non-religious beliefs on believers - evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils’ thinking; discerning possible connections between these and pupils’ own lives and ways of understanding the world.

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied as well as making links with and developing their own personal view - examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

How is Religious Education planned and taught at Boringdon Primary School?

Our RE curriculum for the Foundation Stage and Years 1, 2 and 6, is adapted from the Plymouth Locally Agreed Syllabus. This has a spiral nature, meaning children will encounter some of the same concepts, using different key questions, at different ages. This supports their ability to connect ideas and develop a coherent understanding of religion and belief. Where possible, year groups study the same concept at the same time, encouraging discussion at home, display opportunities across the school and allowing staff, children and parents to see the development and progression in learning.

- We believe that RE is an exciting subject which should be challenging, thought-provoking and engaging. We use a variety of teaching methods, including:
- Visiting local places of worship and receiving visitors from faith communities.
- Using art, music, dance and drama.
- Children experiencing times of quiet reflection to develop their own thoughts and ideas.
- Using story, pictures and photographs.
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression.
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others.
- Adaptive teaching strategies are used for children with SEND to support them in accessing the curriculum; for example, using Widgit to make the vocabulary and unit content accessible, use of stem sentences and cloze procedures where appropriate.

Diversity at Boringdon Primary School

We believe it is important to acknowledge and teach about diversity WITHIN religion as well as diversity OF religion. We do this from the Early Years by using the language of “Some”, “Many”, “Most” and by exploring different beliefs within religion as we move up through the school.

Enrichment We believe that nothing parallels a first hand experience, therefore our pupils have frequent opportunities to meet people from other religions and visit a variety of different places of worship. We encourage curiosity and open mindedness and find that this allows our pupils to ask informative and thought provoking questions that lead to deep conversations about humanity, religion and the meaning and purpose of life. Experiencing other religions first hand, not only gives our pupils a deep and secure understanding of the diverse world in which we live, but it fosters positive attitudes, respect and acceptance, something we value at Boringdon Primary School. Some examples of enrichment our pupils have enjoyed include; • Visits from speakers of different religions • Trips to various places of worship • Participating in and celebrating Christian festivals How do we check that pupils have understood before we move on? • Answering retrieval questions to support recall and committing information to their long-term memories • Understanding and using prior knowledge, from current or previous year groups, alongside the unit, making connections and thinking about similarities, differences, and connections • Confidently debating and discussing choices made • Lesson observations and subject leader discussions with pupils • Regular pupil voice opportunities to allow the children to demonstrate their knowledge and also reflect on their own learning and progression • End of unit synoptic tasks Children will demonstrate their understanding and knowledge through independently applying all that they have learned to answer the main enquiry question (synoptic task). Assessments are made formatively and summatively with retrieval quizzes within lessons and synoptic tasks used as an end of unit assessment where the main enquiry question is answered. These synoptic tasks give the children scope to share a wide breadth of understanding in relation to the topic taught. We use an impact document to measure the effectiveness of our learning. This helps us improve our teaching and scaffolding of learning for the following year. Information is fed back to previous teachers if it was felt that the knowledge from that year was also not secure enough. The impact of the RE curriculum is regularly reviewed in staff meetings and INSET days throughout the year. We have strong links with other schools, both primary and secondary, within Westcountry Schools Trust which ensure a continuous review of practice and provision as well as expert guidance from the Executive Director of Religious Studies.
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What is Opening Worlds? Opening Worlds is a knowledge-rich humanities programme for teaching history, geography and religion in Years 3 to 6. As a school, we are provided with curriculum resources together with training, support and ongoing programme-related professional development for our school teachers. The uniqueness and background of every child is recognised and valued. Because of this, our curriculum covers a range of cultural, historical and ethical backgrounds and offers purposeful and meaningful experiences to apply, share and develop this knowledge. Our diverse, culturally rich and wide-scoping curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values in a rigorous and coherent way. Explicit links to story-telling and creativity are made to enthuse learners. Many enhancement and enrichment activities are used throughout the curriculum to engage children and create purposeful, high-leverage outcomes that give children the opportunity to use and apply their developing knowledge and skills. Our aim is to create an environment that prompts curiosity, critical thinking and allows learners to connect strands of learning across all aspects of the curriculum. What does this look like at Boringdon Primary School? The programme meets and substantially exceeds the demand of the National Curriculum for history and geography and is compatible with our locally agreed syllabus in RE. The programme is characterised by strong vertical sequencing within subjects (so that pupils gain security in a rich, broad vocabulary through systematic introduction, sustained practice and deliberate revisiting) and intricate horizontal and diagonal connections, thus creating a curriculum whose effects are far greater than the sum of its parts. As the programme builds on prior learning, Years 3, 4 and 5 will start with the Y3 Curriculum in the 2024-25 Academic year

Year 4	Christianity 1: The family of Jesus	Christianity 2:The birth of Jesus	Christianity 3: The life and teaching of Jesus	Christianity 4: The death and resurrection of Jesus	Christianity 5: The message of Jesus spreads	Islam 1: Ramadan
Main enquiry	Why is the idea of ‘Messiah’ so important to Christians?	How do Christians express their beliefs about Jesus at Christmas time?	How does the life and teaching of Jesus affect the way in which Christians live?	What do the death and resurrection of Jesus mean in Christian traditions?	How did Christianity develop in the early Church and how do we know?	What does Ramadan mean to Muslims today?
Lesson titles	1. Judea in the first century BC 2. The coming of the Messiah 3. Mary and Joseph 4. The Annunciation 5. Mary visits her cousin Elizabeth 6. Why are these stories important for Christians?	1. The New Testament introduces Jesus’ birth 2. The first Christmas Jesus is born 3. The shepherds visit Jesus 4. The wise men visit Jesus 5. Mary and Joseph escape to Egypt 6. Why are these stories important to Christians?	1. Jesus Christ is baptised and tempted 2. The disciples and the Sermon on the Mount 3. The miracles of Jesus 4. The parables of Jesus 5. The transfiguration of Jesus 6. Why are these stories important for Christians?	1. Palm Sunday: The entry of Jews into Jerusalem 2. Maundy Thursday: The last supper of Jesus 3. Jesus is arrested, condemned and punished 4. Good Friday: The death of Jesus on the cross 5. Easter: The resurrection of Jesus 6. The risen Jesus appears to his disciples.	1. Jesus sends the Spirit onto his disciples 2. Peter preaches on the day of Pentecost 3. Stephen, Saul and the road to Damascus 4. The message of Jesus spreads to the Gentiles 5. Paul writes letters to Christian communities 6. The message of Jesus reaches Rome	1. The crescent moon 2. The holiest month 3. Mauma’s Ramadan 4. Fasting, faith and community 5. Zerrin’s Ramadan 6. Eid ul-Firr
Substantive knowledge	• The Roman province of Judea in the first century BC. • New Testament stories: Jesus’s family origins, focus on New Testament stories that link with the Old Testament and Judaism and concept of Messiah (‘the Christ’) • Symbolic, cultural and religious importance of Temple in Jerusalem in 1st C Judaism (link to Summer 2 Religion) Joseph – a carpenter from the line of Jewish kings (David theme) • Mary and the Angel Gabriel (the Annunciation). • Mary and the visit to Elizabeth (the Visitation). • Why are these stories important to Christians? Strong emphasis on diverse cultural depictions of Jesus in art. • Each cultural setting tends to depict him in their own image (e.g. Ethiopian, Cameroonian)	• New Testament stories: birth of Jesus (Matthew and Luke’s Gospels) • The nativity story • The shepherds’ story • The Wise Men (the Epiphany) • Herod and the killing of the infants • Why are these stories important to Christians? • How have Christians shown their importance in their drama, art and music?	• New Testament stories: life of Jesus and its meaning for Christians • Jesus in the Temple • Jesus is baptised and tempted • Disciples and Sermon on the Mount • Miracles of Jesus • Parables of Jesus • Transfiguration of Jesus • Why are these stories important to Christians? • How have Christians shown their importance in their drama, art and music?	• New Testament stories: Jesus rides into Jerusalem (Palm Sunday), • Jesus turning over the money changers’ tables in the Temple, • Last Supper (Maundy Thursday), • Crucifixion & Christian understanding of sacrifice* (Good Friday), • The Resurrection (Easter Day). • *Link back to Exodus and the sacrifice of the Passover lamb, but keep distinction between Jewish and Christian interpretations. Why are these stories important to Christians?	• Stories from Acts of the Apostles and Paul’s epistles: The Ascension of Jesus and the apostles • The Day of Pentecost • Paul’s conversion and missionary journeys Gentile Christians, • The Council of Jerusalem and multiethnic nature of the early Church • Letters of Paul Spread of Christianity across Mediterranean, into Africa (links with history and empire of Aksum) and Syria into the Greek world. • Early Christian Church including beliefs, worship and practices	• Muhammad’s teachings about Sawm and Ramadan • Ramadan and the Muslim calendar • The meaning and experience of Ramadan to two Muslims living in Britain today – from Turkish and Bangladeshi traditions • The festival of Eid ul Fitr – origins, meaning and practices today within differing Muslim traditions
Vocabulary	Chapter 1 Judea, Herod, Pledges Chapter 2 Messiah, anointing. foretold, the Davidic line	Chapter 1 Christmas, Nativity, New Testament, Holy Bible, testament Chapter 2 decree, census, Bethlehem,	Chapter 1 childhood, Jesus of Nazareth, prepare, baptised, sins, forgiven, John the Baptist, baptism, devil, tempt	Chapter 1 Palm Sunday, commemorated, courtyard, Gentiles, authority Chapter 2 Judas Iscariot, betray, Holy	Chapter 1 Acts of the Apostles, ascending, Ascension, apostles, apostle, address, accompanied, cast, lot, Day of Pentecost, tongues, perplexed	Chapter 1 marvelled, straining, crescent, Ramadan, illuminates, new moon, full moon, cycle, phases of the moon, lunar, sliver, at first light, suhoor, thread, dusk, break

	Chapter 3 Mary, Nazareth, Joseph, carpenter, engaged, lily, Old Testament, testament, New Testament, Gospels, Christ Chapter 4 Elizabeth, Gabriel, the Annunciation, Hail Mary, Christmas, carol Chapter 5 rejoicing Chapter 6 appearance, angelic	Jesus, inn, swaddling, manger, Virgin Mary Chapter 3 shepherds, pondered wise men from the East Magi adored gold frankincense myrrh Chapter 4 wise men, from the East, Magi, adored, gold, frankincense, myrrh Chapter 5 Holy, Family, dwell Chapter 6 Incarnation, God took flesh, mystery, advent, Advent, symbolise	Chapter 2 Sea of Galilee, disciples, tax collectors, sinners, mercy, peacemakers, Beatitudes, an eye for an eye, turn the other cheek, love your enemies, the Lord’s Prayer, forgive, authority, Sermon on the Mount Chapter 3 leprosy, lepers, healed, miracles, blind, deaf, paralysed, faith, Lazarus, resurrection Chapter 4 Samaritan, eternal life, parables, repents Chapter 5 transfigured, beloved, transfiguration, the good shepherd Chapter 6 resisted, sinner	Communion, convey, denied Chapter 3 authorities, Pilate, crown of thorns, mocked, release, crucify Chapter 4 crucified, Calvary, Golgotha, Mary Magdalene, Good Friday, crucifix Chapter 5 pierced, resurrected, Resurrection, Easter Day Chapter 6 witnesses, haul, depiction, depicting	Chapter 2 sermon, custody, prison cell, boldness, cornerstone, educated, released, colonnade, persecuted, proclaiming, persecution Chapter 3 devote, community, appointed, Stephen, martyr, stoned, guides, bound, the road to Damascus, persecute, persecuting, speechless, regain Chapter 4 forbidden, unclean, scattered, Christians Chapter 5 Paul, epistle, Christianity, numerous, Church, bishops, bishop Chapter 6 compromise, debate, Council of Jerusalem, distinction, yoke, apostolic, missionary, the body of Christ, interrogated, shipwrecked, catacombs	their fast, iftar Chapter 2 Jibril, the Prophet Muhammad, scriptures, corrupted, Seal of the Prophets, Qur'an, Night of Power, reverence, lanterns Chapter 3 themes, imam, character, zakat, charity, wholesome, spiritual, prioritise, hardship, ease Chapter 4 Sawm, distract, distracting, prescribed, mindful, mankind, glorify, obedience, Hadith, deeds, compassion, reflect, faults, muezzin, minaret Chapter 5 reflections, couscous, salah, occupy, Khatam, Eid, madrasa Chapter 6 sliver, of the new moon, Eid Mubarek, Eid ul-Fitr, national holiday, donations, purify
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