

Religious Education Overview



Content

- Our 'Built for Blackrod' Curriculum
- Curriculum Processes
- RE Progression
- Subject Journey
- Subject Overview and NC Coverage
- RE Knowledge Blocks
- Knowledge Builders
- Cultural Capital Offer
- Sticky Learning
- EYFS curriculum



Our Curriculum

Built for...



Values

B L A C K R O D
Bravery Learning Aspiration Citizenship Kindness Respect Optimism Determination

At Blackrod Primary School we provide an ambitious, broad and balanced curriculum that is designed to meet the needs of all children. Our curriculum provides our children with meaningful experiences and opportunities with the knowledge and skills they need for life beyond Blackrod Primary School.

Our curriculum is organised and sequenced in a way that ensures the end points the children are working towards are clear. Our children acquire the knowledge and skills they need to accomplish the end points by building on what they have already learned.

Through our '*Built for Blackrod*' curriculum we are driven to create a positive school culture where diversity and equality is at the core. Social, Moral, Spiritual and Cultural development opportunities are woven throughout the curriculum and assemblies which incorporate the Rights of a Child, Fundamental British Values, Safety and the Equality Act 2010.

Our ambition is to develop the 'whole child', nurturing children's talents and celebrating their achievements and successes. Our values alongside our vision of 'A joy in learning and life' underpin all that we do at Blackrod Primary School.

Curriculum Intent



RE Intent

At Blackrod Primary School, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.



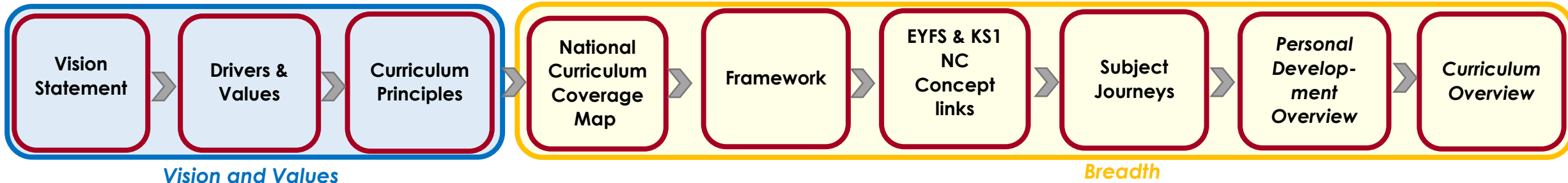
Implementation

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of Blackrod Primary School. It plays an important role, along with all other curriculum areas, particularly PSHE, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British Values, ensuring that children are aware of their rights and responsibilities as UK citizens. Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence.

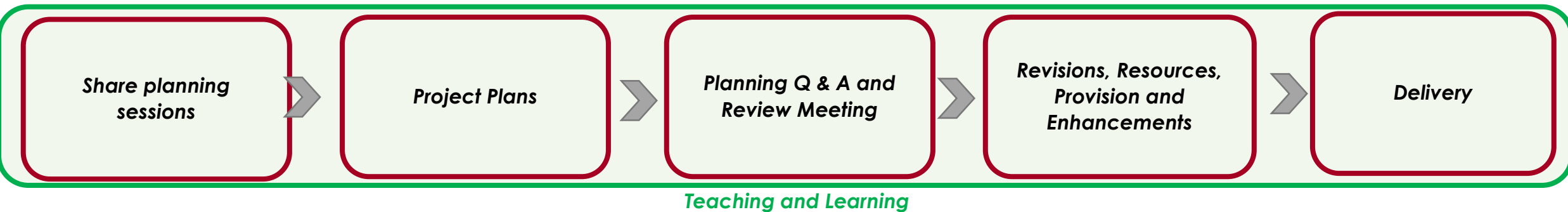
Curriculum Design Processes



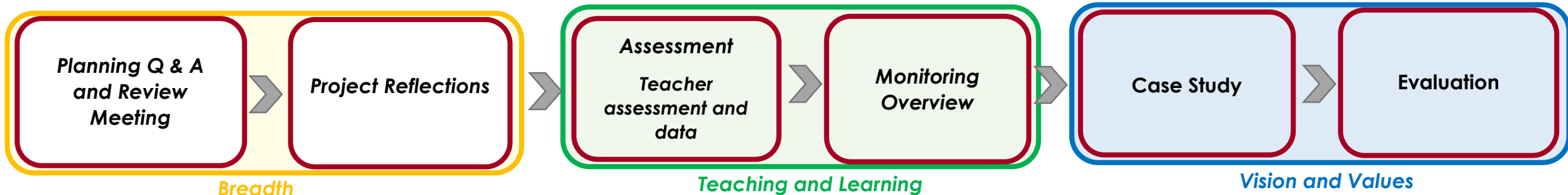
INTENT



IMPLEMENTATION



IMPACT



RE Progression

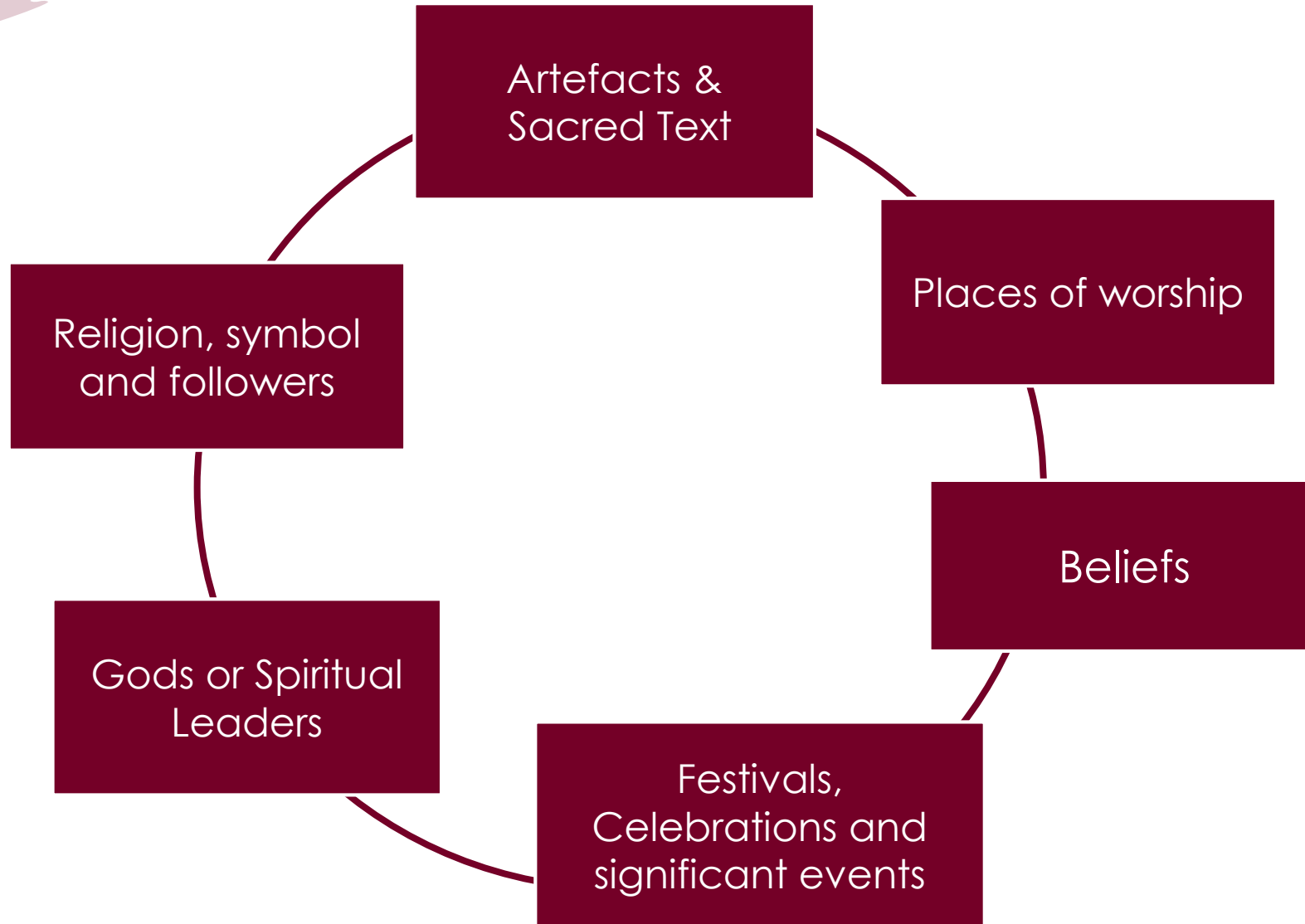
Concepts	KS1	LKS2	UKS2
<p>Understand beliefs and teachings This concept involves understanding the key teachings of various religions.</p>	<ul style="list-style-type: none"> Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. 	<ul style="list-style-type: none"> Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. 	<ul style="list-style-type: none"> Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities.
<p>Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.</p>	<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. 	<ul style="list-style-type: none"> Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. 	<ul style="list-style-type: none"> Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader.
<p>Understand how beliefs are conveyed This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p>	<ul style="list-style-type: none"> Name some religious symbols. Explain the meaning of some religious symbols. 	<ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. 	<ul style="list-style-type: none"> Explain some of the different ways that individuals show their beliefs.
<p>Reflect This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<ul style="list-style-type: none"> Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life. 	<ul style="list-style-type: none"> Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers. 	<ul style="list-style-type: none"> Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.
<p>Understand values This concept involves an appreciation of how many people place values as an important aspect of their lives.</p>	<ul style="list-style-type: none"> Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'. 	<ul style="list-style-type: none"> Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas. 	<ul style="list-style-type: none"> Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). Express their own values and remain respectful of those with different values.

RE journey

Long term overview

		Autumn	Spring	Summer			
EYFS		F4: Being special: where do we belong?	F2: Why is Christmas special for Christians?	F1: Why is the word 'God' so important to Christians?	F3: Why is Easter special to Christians?	F5: What places are special and why?	F5 and 6: Stories that are special
KS1	A	What does it mean to belong to a faith community?	What do Christians believe God is like?	Who is Jewish and how do they live?	Who is Jewish and how do they live?	Who do Christians say made the world?	How should we care for the world and for others, and why does it matter?
	B	Who is Muslim and how do they live?	Why does Christmas matter to Christians?	Who is a Muslim and how do they live? Part 2	Why does Easter matter to Christians?	What is the 'good news' Christians believe Jesus brings?	What makes some places sacred to believers?
LKS2	A	What do Christians learn from the Creation story?	What is it like for someone to follow God?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What kind of world did Jesus want?	How and why do people try to make the world a better place?
	B	What is the 'Trinity' and why is it important for Christians?	What do Hindus believe God is like?	What does it mean to be Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	For Christians, when Jesus left, what was the impact of Pentecost?	How and why do people mark the significant events of life?
UKS2	A	What does it mean if Christians believe God is holy and loving?	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah?	Why is the Torah so important to Jewish people?	Christians and how to live: 'What would Jesus do?'	What matters most to Humanists and Christians?
	B	Creation and science: conflicting or complementary?	Why do some people believe in God and some people not?{	Why do Hindus want to be good?	What do Christians believe Jesus did to 'save' people?	For Christians, what kind of king is Jesus?	How does faith help people when life gets hard?

Religious Education Knowledge Blocks



Religious Education - Knowledge Blocks

Religion, symbol
and followers

Places of worship

Artefacts and
Sacred Text

Beliefs and
practices

Festivals,
celebrations and
significant events

Gods or Spiritual
Leaders

Religion, symbol and followers: Muslims follow Islam and Jews follow Judaism etc. † ✡ ☾ ॐ

Places of worship – church, synagogue, temple or mosque.

Artefacts and sacred text - Bible, Torah, Qur'an, Bhagavad Gita or artefacts such as prayer wheels, clothing, books or candles.

Beliefs and practices – identifying key beliefs such as: Christians believe God is very willing to forgive if they are sorry. Hindu beliefs about samsara – the cycle of life death and rebirth travelled by the atman through various reincarnations.

Festivals, celebrations and significant events – Eid, Christmas, Diwali and Hanukah etc.

Gods or Spiritual Leaders – God, Brahman, Ganesh or Priests, victors or Desmond Tutu etc.

BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDERS



Religious Education: Who is Muslim and how do they live?

KS1 example

Enquiry Questions

1. Who are Muslims and what do they believe?
2. What are the 5 pillars of Islam?
3. How and when do Muslims pray?
4. Who is Allah and why is he important to Muslims?

Gods or Spiritual Leaders

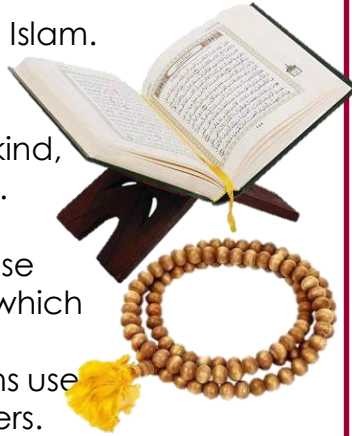
Allah is the name Muslims use for their God.

Muslims believe that **Allah** is One God, indivisible and absolute; nothing comes close to him as the ultimate source of power and creation.

Artefacts and Sacred Text

The **Qur'an** is the holy book of Islam. Muslims believe the **Qur'an** to be the word of God and as such it describes Allah as kind, compassionate and forgiving.

As part of their faith Muslims use prayer beads called **subha**, which means to glorify God (Allah). As part of their Ibadah Muslims use the beads to focus their prayers.



Key Vocabulary	Definition
Muslim	Followers of Islam.
Mosque	A place of prayer for Muslims.
Allah	The name Muslims use for god.
Qur'an	Holy book of Islam.
Crescent and Star	The symbol of Islam.
Subha	Prayer beads that Muslims use.
Mecca	Holy place for Muslims.

Religion, symbol and followers

Followers of Islam are called **Muslims**.

Muslims believe there is one true God Allah (the Arabic word for God).

The faith of Islam is symbolized by the **Crescent and Star**. The Crescent is the early phase of the moon and represents progress. The star presents knowledge.



Beliefs

The **Five Pillars of Islam** are an important part of Muslim life. They are five things that a Muslim must do so they can live a good and responsible life. They include:

1. Shahadah – declaration of faith.
2. Salah - Muslims must pray five times a day
3. Zakat (or Zakah) - giving to those in need
4. Sawm - fasting during Ramadan
5. Hajj - making the pilgrimage to the holy city of Makkah (Mecca).



Muslims are called to prayer 5 times a day as part of their Ibadah. When Muslims pray, they must always face **Makkah** in Saudi Arabia.

- Prayer is what connects Muslims with **Allah**. It is an act of love to show Allah that we are grateful for all the wonderful, beautiful blessings that he has given us.
- Muslims pray five times a day. The time of each prayer depends on the sun, which means that we pray at different times daily.

Places of worship

A **mosque** is a place of prayer for Muslims, or followers of the religion of Islam.



Within the **Mosque** followers of Islam can pray, be taught about their religion and receive support from their community.

BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDERS

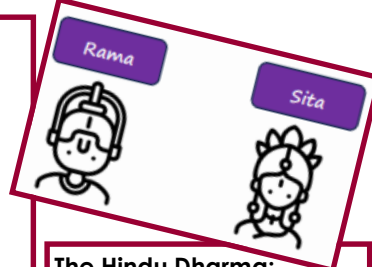


Religious Education : What does it mean to be a Hindu in Britain today?

LKS2 example

Enquiry Questions

1. What is Hindu Dharma?
2. How and why do many Hindus perform Puja?
3. What is dharma and what can we learn from the story of King Yudhishtira?
4. What does the Ramayana tell Hindus about dharma?
5. How and why do many Hindus celebrate Diwali?



The Hindu Dharma:
The Hindu Dharma has its origins in India and is the most ancient of the larger religious world views in the world today. Many stories in the Hindu Dharma try to explain what the dharma is for humans and they will help Hindus to fulfil their duty.

Key Vocabulary	Definition
Hindu	A follower of Hinduism.
Dharma	The eternal teaching.
Puja	Ceremonial worship at home or in the Mandir
Ramayana	One of the great stories of the Hindu Dharma
Shrine	A place of worship for a Hindu either in the home or the mandir
Rama	A very important deity and the hero of the Ramayana Dharma
Duty	By fulfilling their duty Hindus believe they will attain Moksha
Deity	Brahman shown in the form of different gods and goddesses
Mandir	A place where Hindus go to worship.
Diwali	Hindu festival of lights and a festival of good overcoming evil
Sita	The wife of Rama

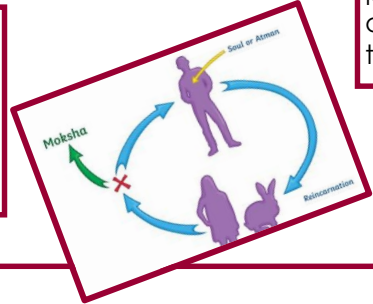
The Ramayana:

One of the great epic poems of the Hindu Dharma is the Ramayana which is connected to the festival of Diwali. The main characters of the Ramayana, Rama and his wife Sita are good examples to Hindus as to how they can fulfil their dharma. The story of the Ramayana is one of good overcoming evil and the festival of Diwali is celebrated all over the world to remember this.



Places of worship:

The Hindu place of worship is called a 'Mandir' (Temple). Hindus also pray and hold religious ceremonies at Puja's or shrines in their homes.



Artefacts & Sacred Texts:

Artefacts of Hinduism are statue's of deities such as Ganesh, Diwali lamps, prayer beads and Rangoli patterns. The sacred text of Hinduism is called **The Veda**.



Beliefs:

- **Samsara**, or reincarnation, is the cycle of birth and death.
- **Moksha** means liberation from samsara or the cycle of birth and death after leading a good life.
- **Dharma** means the right way, path or purpose.
- **Brahman** or the supreme being.

Festivals, celebrations and significant events

Diwali - is the festival of lights. It is celebrated in late October or early November. This is the Hindu New Year.

Holi - The festival which marks the coming of spring. It is held in March or April.



Gods or Spiritual Leaders:

Trimurti, the term denotes "having three forms," refers to the three main Hindu gods - Brahma, Vishnu, and Shiva.

Swamis serve as the spiritual and religious leader/ minister of his or her Hindu temple or organization.

Religion, symbol and followers:

- Aum/om (letters)
- Swastika (ancient religious Symbol)
- Trishula (trident)

Followers of Hinduism are called **Hindu's**.



BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDERS

Religious Education: What do Christians believe Jesus did to 'save' people?



UKS2 example

Enquiry Questions

1. What is the 'big story' from the Bible?
2. How does Incarnation and Salvation fit within the 'Big Story'?
3. What is the connection between Jesus' death as a sacrifice and how Christians celebrate Holy Communion?
4. How do Christians put their beliefs into practice in different ways?
5. Why do people sacrifice in their own life today and what impact does this have?

Q5 – Still today people make sacrifices as they believe sacrifice is good and necessary for making the world a better place. People sacrifice their own time to help others in needs. Giving money or goods to charity can be seen an act of sacrifice to help others.



Beliefs & Places of worship

Q4 - There are many different ways Christians choose to worship God. They remember the sacrifices he made for them. They may choose to attend Church and pray with others; they may choose to worship God in the comfort of their own home; they may choose to attend 'informal' worship which can often consist of dancing, singing and chanting. As well as worshipping God, Christians show their beliefs through their actions. They vow to be good, charitable people and may help out with local foodbanks and homeless shelters.



Q1 – In Christianity, the 'big story' is known as Holy week which is the week leading up to Easter Sunday. The week begins on Palm Sunday and includes the events of the Last Supper, Jesus' arrest in Gethsemane, Jesus' crucifixion on Good Friday and his resurrection on Easter Sunday.



Q2 – Christians believe that through Jesus' **incarnation**, God began the process of **salvation** from sin, making it possible for humans to have a full relationship with him and go to Heaven. As Jesus was the son of God, most Christians believe that he could not have been conceived and born like a normal human.

Q3 – Christians remember Jesus' death and resurrection throughout the year, particularly through the celebration of communion/the Lord's Supper. Usually during a church service, Christians will have the opportunity to take bread and wine, this links with the Passover celebrating during holy week but also connects with sacrifice as the wine represents Jesus' blood and the bread represents his body. This act continues to acknowledge Christ's selfless act of sacrifice and for Christians to give thanks to Jesus.

Key Vocabulary	Definition
Incarnation	The process by which a spiritual being takes form in a body (incarnates)
Messiah	A person believed to be the saviour, who has come to bring salvation to humankind
Salvation	The idea that we can be saved from harm
Saviour	A person or deity who saves someone or something from harm/danger
Sacrifice	The act of offering something or giving something up in order to get something back or help somebody else
Holy Communion	The service of Christian worship at which bread and wine are consecrated and shared



Cultural Capital

Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum:

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'



Cultural Capital Religious Education

What is Cultural Capital at Blackrod for Religious Education?

At Blackrod, Cultural Capital is seen in the way we incorporate our drivers of **Possibilities, Environment, Community & Citizenship and Well-Being**, into all of our areas of learning and by striving to provide the children the opportunities to experience and develop understanding of different cultural genres which may not be readily accessible to them outside of School.

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.

As part of your curriculum offer, children have enhancements such as educational visits, speakers, workshops etc. whilst engaging with the local community and their environment on targeted projects, they are able to develop a stronger sense of identity and become educated citizens who learn from the events, people, ideas they study.

RE at Blackrod Primary School plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

RE subject matter at Blackrod Primary School gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

BPS'S RE CULTURAL CAPITAL OFFER INCLUDES:

A PROGRESSIVE VOCABULARY OVERVIEW

RE KEY STAGE READING AREA ENHANCEMENTS

RE PROJECT PROVISION RESOURCES

SIGNIFICANT PEOPLE - RELIGIOUS AND SPIRITUAL LEADERS EMBEDDED INTO SUBJECT JOURNEY

TERMLY PROJECTS LOANS IN CLASSROOM PROVISION

SCHOOL TRIPS –

Commonwealth Grave Commissioner

Blackrod Cenotaph - Act of Remembrance

Community hampers, raffles and newsletters

KS1 Christmas carol nursing home tour (suspended due to COVID 2021/22)

KS2 Mosque / synagogue (2 year cycle)

KS1 Hindu Temple / church (2 year cycle)

SCHOOL VISITORS –

Diwali Dance Workshop

Dragon Dance workshop

ENHANCEMENT DAYS AND ASSEMBLIES–

Diwali

Harvest assembly and collection

Remembrance Day

Winter performances

Chinese New Year

Easter assembly, egg competition and bonnet parade

Queen's Platinum Jubilee

Cultural Capital for Religious Education



Religious Education Sticky Learning

Intent

Cyclical: Children return to the same disciplinary and substantive concepts during their time in school

Prior Knowledge: Upon returning to each concept, prior knowledge is utilised so children can build on previous foundations, rather than starting again

Increasing depth: Each time a concept is revisited, it is covered with greater complexity.

Endpoints: end points the children are working towards are clear.

Implementation

Knowledge Builders: these provide a children friendly overview of key knowledge, skills and vocabulary.

Lesson Structure and Delivery: Lessons are structured using retrieval practice, dual coding and using small steps to allow children to access the historical enquiry cycle: Question – Investigate – Interpret - Evaluate and Conclude - Communicate

Impact

Formative assessment
Lesson contains the '[Assessing progress and understanding](#)' overview which helps teachers to identify those children who are secure in their learning or working at a greater depth in each lesson. Teachers make a judgement at the end of each project when the children complete composite piece such as a quiz or fact file.

Review Days – half termly. Ignite prior knowledge and revisit areas of development. End of project composite and endpoints support the delivery.

Summative assessment
Children have end of term, year group endpoint assessments to support teacher project judgement across the year.





PICASSO - LONG TERM PLAN

	Autumn		Spring		Summer		
Understanding the world	Geography	Where I live and my community	Different homes and landscapes	Comparing Places; similarities, differences in contrasting environments	Mapping the world	Holidays, place and journeys. Name and Locate	Map Making e.g. treasure map
	History	Houses and Homes	Toys and Games	Peek into the Past: Can you guess who? Past and Present My life Timeline	Adventures Through Time: Family Tree Picture Detective	Adventures Through Time: Picture Detectives Transport Through Time	Adventures Through Time: My achievements Treasure Box
	RE	Being special: where do we belong? Festivals/Events Rosh Hashanah Yom Kippur Sukkot All Saints Day	Why is Christmas special for Christians? Festivals/Events Diwali Hanukkah Christmas	Why is the word 'God' so important to Christians? Festivals/Events Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	Why is Easter special to Christians? Festivals/Events Holi Palm Sunday Passover Easter Start of Ramadan	What places are special and why? Festivals/Events Eid Shavuot	Times/ Stories that are special Festivals/Events Summer Solstice
	Science	Understanding my body – Body Parts	Understanding my body - Our-Senses/Keeping Healthy	Understanding Animals and Habitats	Understanding Materials – Sorting and Recycling Nature and changing states	Planting and Growing and a life cycle	Let's Explore Space