

Religious Education 2023-2024

Bramley Sunnyside Junior School

Religious Education at BSJS

1. Intent, rationale and curriculum

Intent

At Bramley Sunnyside Junior School we provide engaging opportunities for children to independently and collaboratively explore, understand and appreciate a variety of religious values and practices. These learning opportunities enable children to develop and confidently apply the use of an important life skill - being respectful towards and appreciating others' thoughts, opinions and values.

Vision and Values

We empower all of our children to embrace learning, achieve their full potential and build their emotional, social and physical well-being through a creative curriculum for excellence.



- Collaboration
- Confidence
- Creativity

Learning Today...Leading Tomorrow

Rationale

- 2.1 Every state-funded school must offer a curriculum which is balanced and broadly based¹ and which:
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
 - prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Rotherham SACRE scheme makes a significant contribution to children's spiritual, moral, social and cultural development (SMSC).

The Rotherham Agreed Syllabus for Religious Education 2021-2026 (2021, pages 9-10)

- 2.3 All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and sex and relationship education to pupils in secondary education.

- 3.6 All schools are also required to teach religious education at all key stages. Secondary schools must provide sex and relationship education.

Rationale

The aim of Religious Education in Rotherham is that pupils will know about and understand a range of religions and world views. They will express ideas and insights of their own into the significant human questions which religions address, gaining and deploying the skills needed to study religion.

It is a legal requirement for pupils to have opportunities to learn about the principal religions in the UK while they are at school. In Rotherham this means schools are to plan, as a minimum, to teach about:

KS1: Christianity + Judaism (some teaching about Islam can also be used)

KS2: Christianity + Islam + Hinduism

KS3: Christianity + Sikhism and Buddhism, + one more religion selected by the school (exemplary material in the scheme of work uses Islam)

14-19: Christianity plus, normally, one religion selected by the school (or a nationally accredited qualification such as the GCSE short course or full course in RS).

Religion / Belief	Rotherham	Yorkshire and Humberside	England and Wales
Christianity	171 068	3 144 000	33 243 000
Islam	9 614	326 000	2 706 000
Hinduism	433	24 000	816 000
Sikhism	293	22 200	423 000
Judaism	63	9 900	263 000
Buddhism	401	14 300	247 000
Other religious groups	595	16 500	240 000
No religion	57 783	1 366 000	14 097 000
Unstated in the Census	17 030	360 000	4 038 000

Curriculum

In describing progression in RE, the syllabus pictures how pupils will develop increasing understanding of wide areas of RE subject knowledge, and also how pupils can develop religious literacy, including the skills of:

- **Discovering religion:** investigating religions and world views through varied experiences and disciplines, gathering a rich knowledge of many religions and worldviews;
- **Developing their own views:** reflecting on and expressing their own ideas and the ideas of others with increasing knowledge, creativity and clarity;
- **Being reasonable about religions:** becoming increasingly able to be reasonable in their responses to religions and world views, using their skills of rationality and argument.

Know about and understand religions and world views	Express ideas and insights into the significance of religion and world views	Gain and deploy skills for engaging with religions and world views
A1. Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.	B1. Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.



All of the above link to the British Values of tolerance and respect.

Curriculum



RE curriculum map 2023-2024

Collaboration - Confidence - Creativity

Key:	Autumn			Spring			Summer		
	Year 3		Year 4		Year 5		Year 6		
Christianity									
Hinduism									
Humanism									
Islam									
Sikhism (optional)									

Please note:

- Year 3 – Hinduism unit (3.2) and Christianity unit (3.1) swapped terms to fit teaching with religious events (Diwali and Easter)
- Year 4 – Christianity and Hinduism unit (4.3) and Christianity and Humanism unit (4.2) swapped terms to fit teaching of Easter

The Themes of Key Stage 2 RE

- **beliefs and questions:** how people's beliefs about God, the world and others impact on their lives;
- **teachings and authority:** what sacred texts and other sources say about God, the world and human life;
- **worship, pilgrimage and sacred places:** where, how and why people worship, including at particular sites;
- **the journey of life and death:** why some occasions are sacred to believers, and what people think about life after death;
- **symbols and religious expression:** how religious and spiritual ideas are expressed;
- **inspirational people:** figures from whom believers find inspiration;
- **religion and the individual:** what is expected of a person in following a religion or belief;
- **religion, family and community:** how religious families and communities practise their faith, and the contributions this makes to local life;
- **beliefs in action in the world:** how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.

Religious Education at BSJS

2. Implementation

Implementation

Scheme

The Rotherham Agreed Syllabus for Religious Education 2021-2026 is used consistently across school.

Challenge

Children who are GDS readers are also challenged in RE.

Assess

An end of unit question provides children with the opportunity to independently reflect on and showcase their learning.

Teaching

RE is always taught in a respectful, sensitive manner considering the beliefs of individuals in each class.

Regular paired, group and class discussions promotes being respectful and tolerant of others' thoughts, opinions and values demonstrating British Values.

Engaging, thought provoking and inspiring lessons are taught allowing children to reflect on and consider their own and others' beliefs.

Support

In order for all our pupils to access the RE curriculum, learning is differentiated and scaffolded where necessary.

A unit overviews, including key vocabulary and lesson objectives, are stuck in children's books and discussed at the start of each unit.

Promote

Christian, Hindu and Muslim celebrations and events, in addition to Chinese New Year, are explored and celebrated.

A close link with our local church offers our children opportunities to celebrate Christian events in the local community.

Remembrance Day is also an opportunity for pupils to learn about and reflect on important historic events with links to British Values.

Implementation

Support

Unit overview example

Unit 4.1

Christian and Hindu answers to questions:
 What is God like? What matters most in life?
 What happens when we die?



This unit of RE will allow us to explore Christian and Hindu beliefs about God and life's journey. In this unit, we will be able to question beliefs, seek and explore answers from different sources.

Key vocabulary:

Christianity, Jesus, heaven, resurrection, Hinduism, Murti, God, Goddess, journey, life, death, belief

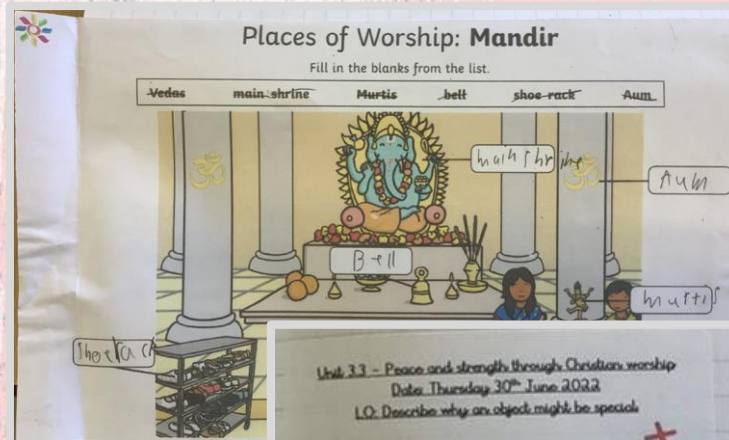
Lesson:

Date covered:

1. What does the journey of life mean to us?
2. What do Hindus believe about God?
3. Why do Hindus worship many gods and goddesses?
4. A Hindu journey: What does it mean?
5. How do Christian communities use and enjoy music to express their beliefs about God?
6. What do Christians believe about life after death and the resurrection of Jesus?
7. Is death the end? What do you believe and how does this affect the way you live your life?
8. Are all journeys similar? Can we compare the journeys of Christians and Hindus?

Support

Differentiated learning example



Places of Worship: Mandir

Fill in the blanks from the list.

Vedas main-shrine Murtis .bell shoe-rack Aum

The Vedas

the main-shrine

the Murtis

the .bell

the shoe-rack

the Aum

Unit 3.3 - Peace and strength through Christian worship

Date: Thursday 16th June 2022

LO: Describe why an object might be special

Signpost - Sorting the story of the last supper with partner

Two objects that are significant to Christians are bread and wine

These are significant because the bread is Jesus's body and the wine is Jesus's blood.

Unit 3.3 - Peace and strength through Christian worship
 Date: Thursday 16th June 2022
 LO: Make a link between my special place and a sacred place
 B1: Understanding of LO
 T / LC / Resources / Group Work

A special place I'd love to visit is the forest because it's very peaceful and quiet

A place where I feel very good is my bedroom because it's very cozy

A place that is sacred for others but not for me is church because I pray

... buildings are all sacred/are not all as much sacred

Assess

End of unit question example

Unit 3.1 - Why do some people think Jesus is inspirational?

Jesus is an important and inspirational figure in Christianity.


Explain why linking this to at least one of the key stories about Jesus.


Be as creative as you can to showcase your unit learning.


Implementation


Disciplinary

Skills to be an RE champion/advocate

 Respect (treating others as you want to be treated, respect for each other and working together)

 Discovery and tolerance (listen to others' views, and learning about different faiths and cultures, and diversity)

 Individual liberty (freedom of speech for all and the right to make our own choices)

 Democracy (making decisions together and the right to an opinion)



Respect



Discovery and tolerance



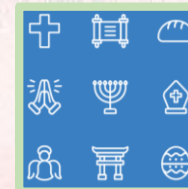
Individual liberty



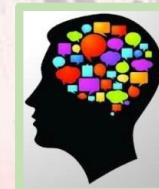
Democracy



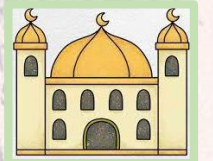
Worship



Teachings



Beliefs



Sacred places



Inspirational people



Events and celebrations



Family and community

Substantive

Key themes across RE

- Worship
- Teachings
- Beliefs
- Sacred places
- Inspirational people
- Events and celebrations
- Family and community



Religious Education at BSJS

3. Impact

Academic Year 2021/2022

Summer

	Below	At	Below	At or exceeding
Y3 (89)	15.6% (14)	59.6% (53)	24.7% (22)	84.3% (75)
Y4 (67)	7.1% (5)	82.9% (58)	5.7% (4)	88.6 (62)
Y5 (90)	3.3% (3)	85.6% (77)	11.1% (10)	96.7% (87)
Y6	All data not available			

Summary

Year 3

- Good percentage of children working at WTS and GDS

Year 4

- 3 children with no data accounting for 4.3% of the year group
- One less child working at GDS in year 4 in comparison to 2020-2021 attainment

Year 5

- Increase in working at GDS from 6 to 10 children
- Increase from 2 to 3 children at WTS however an increase of 1 child in the year group

Year 6

- All data not available

Academic Year 2022/2023

Summer

	Below	At	Below	At or exceeding
Y3 (80)	N/A	88.8% (71)	11.3 (9)	100% (80)
Y4 (87)	11.2% (10)	78.2% (68)	10.3% (9)	88.5% (77)
Y5 (75)	10.6% (8)	86.7% (65)	2.7% (2)	89.4% (67)
Y6 (91)	4.4% (4)	53.8% (49)	11% (10)	64.8% (59)

Summary

Year 3

- 100% of children working at EXP and GDS

Year 4

- Children at WTS has decreased and working at EXP or GDS has increased from 2021-2022

Year 5

- Children at WTS has decreased and working at EXP or GDS has increased from 2021-2022

Year 6

- Missing data for 6C

Academic Year 2023-2024

	Autumn				Spring				Summer			
	Below	At	Exceeding	At or exceeding	Below	At	Exceeding	At or exceeding	Below	At	Exceeding	At or exceeding
Y3 (..)												
Y4 (..)												
Y5 (..)												
Y6 (..)												
	Summary							Next Steps...				
	Year 3 Year 4 Year 5 Year 6							Year 3 Year 4 Year 5 Year 6				

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4. Future steps

Future steps for 2023-2024

- Continue using the Rotherham Agreed Syllabus for Religious Education (scheme updated during 2021)
- Continue with topic overviews in children's books prior to starting each unit providing children with the key question they will be exploring, key vocabulary and learning objectives
- Disciplinary and substantive concepts to be introduced and referred to each lesson
- Use of end of unit question to provide an opportunity for children to reflect on and showcase their learning
- Daily act of collective worship to be carried out during assemblies and whole class story allowing for individual reflection, demonstrating respect and being tolerant of others' thoughts and opinions
- Book looks and pupil voice to be carried out every term by subject leader