



## Brookland Junior School

### RE Curriculum Map Overview

#### **Intent of Religious Education**

Barnet is one of the most religiously diverse Boroughs in England and Brookland Junior School has children from a variety of faith backgrounds or none. We have many members from Jewish and Christian traditions and also smaller groups from Muslim, Hindu and Buddhist ones. We value our diversity and our curriculum has been designed to match the context of our area. Our children and their families provide us with a rich resource and are welcome to talk about their faith and festivals as part of our curriculum. Brookland children enjoy celebrating our differences and learning about beliefs and traditions different from their own.

The pupils said in a whole school meeting, where pupils express their opinions:

*'We accept any religion, practice equal opportunities and teach the importance of following the British values and diversity.'*

We believe that RE contributes to inclusive education by giving all children the opportunity to express their unique experiences and, at the same time, focusing on human experiences common to all. The intent of Religious Education in the Agreed Syllabus is to enable students to explore and reflect on the nature of religion and fundamental questions of human experience through three golden threads of firstly belonging, secondly story, celebration and symbols and finally leaders, teachers and believing.

Religious Education should therefore help pupils to:

1. develop and extend knowledge and understanding of Christianity, other world faiths and ethical beliefs
2. develop an understanding of the influence of beliefs, values and traditions on individuals, communities and societies.
3. enhance and reflect on their own spiritual, moral, social and cultural development
4. grow in confidence in their own faith and respect those with a faith different from their own
5. develop a positive attitude to living in a religiously diverse society
6. develop the ability to make reasoned and informed judgements about religious and moral issue.

The curriculum has been planned through the Barnet Agreed Syllabus and in consultation with a SACRE lead consultant, the school refers to research and documentation from the NATRE organisation and knowledge of content and research is up dated through Borough subject specialist meetings.

#### **The Implementation**

**The pupils at Brookland are proud of the variety of religions and learning experiences they have in RE:**

During a Whole School meeting where pupils express their opinions, pupils said:

*'We learn about a lot of religions and not just one. We are learning about different religions so we can understand them better. We are learning more specific things so we can link and compare. If you have two religions to compare we know more about them so there is more to compare. I understand a religion's backstory, I can compare their different stories.'*

At Brookland Junior School, class teachers ensure children are offered a variety of experiences within their lessons, for example, to handle artefacts, examine photographs, explore special places through virtual visits, as well as opportunities to discuss religious ideas and beliefs so that RE is as stimulating and interesting as possible.

Pupils have the opportunity to visit a local place of worship each year to complement the learning in class. The church of St Jude's, a local synagogue, North Finchley mosque and the Bhaktivedanta Manor Hare Krishna Hindu temple are all within walking distance or commutable from the school site. Local religious leaders provide tours, explanations and demonstrations of religious practices and stories from their religion providing first hand insight into a variety of ways of worshipping and living. Visitors from our diverse community are also invited to meet and talk with the children and answer questions.

Teachers encourage children to consider the similarities between religions as well as appreciating the differences between faiths and remind children about the importance of respect and tolerance. The pupils make links between the school and British values with those found in religions. World views and philosophical ideas are also discussed and debated, with children answering and asking ultimate questions posed by these.

The units are planned with three golden threads from the Barnet Agreed syllabus, starting with belonging, moving to story, celebration and symbols and ending with leaders, teachers and believing.

In addition to the RE curriculum, we have a comprehensive assembly and class performance rota which focuses on religious festivals throughout the year. Children from each class will present information on a festival from the religions represented within the school.

Pupil voice plays a large role at Brookland and pupils feedback each term on their learning in RE during whole school meetings, groups of pupils are also often selected to answer questions about the curriculum and their comments can lead to change or adjustments within planning.

## **Impact**

### **How do we know how well our children are learning more and remembering more in RE during their time at Brookland?**

Work is recorded in individual books transferred up through the school as well as Thinking Books which show class thoughts and reflections on an issue, trip or even philosophical point. Alongside quality assessment for learning in class teachers and pupils evaluate their learning each lesson through the use of green pen comments which reflect on the key skill or content during the lesson. Identified key skills in the planning are deep marked each term and half termly assessments record the attainments of each child in RE. Class teachers provide a written report statement on RE at the end of the year.

## **RE curriculum overview**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
--	----------	----------	----------	----------	----------	----------

<p>Year 3</p>	<p><b>How do Christians show they belong?</b></p> <p>-identify the main beliefs of Christianity</p> <p>-understand the links between faith and the key aspects of the places of worship</p> <p>-know the variety of activities that happen in places of worship</p> <p>-Know how parables help to teach Christian values?</p> <p><b>Trip to the Church of St Judes</b></p>	<p><b>What can we find out about Christianity through the arts?</b></p> <p>Think about a variety of ways in which commitment to follow a religion are shown.</p>	<p><b>How do creation stories compare across different religions?</b></p> <p>Interpret religious stories from at least two different religions about God, the world and creation and how we should treat others</p> <p>Make links between beliefs and sources including religious stories</p>	<p><b>What is good about Good Friday?</b></p> <p>Grow in confidence in their own faith and respect those with a faith different from their own</p> <p>Develop and extend knowledge and understanding of Christianity</p>	<p><b>What do stories about and by Guru Nanak tell us about Sikhism?</b></p> <p>Understand what it means for an individual to belong to a faith</p> <p>Understand that all people have values and beliefs that inform their actions</p> <p>Understand how religious identity is developed through dress and personal symbols</p>	<p><b>How do our beliefs and values help us care for people in the community?</b></p> <p>Study examples from two or more religions and look at what it means to belong to a faith</p> <p>Identify and begin to describe the similarities and differences within and between religions on an issue.</p>
<p>Year 4</p>	<p><b>Can I explain what global and local charities there are and what they do?</b></p> <p><b>Year grp focus - Harvest</b></p> <p>Discuss how religions and beliefs respond to the world issue of</p>	<p><b>What does it mean to belong to the Jewish faith?</b></p> <p>How might you tell someone belonged to the Jewish community?</p> <p>What does it mean to belong to the Jewish faith?</p>	<p><b>Why is Shabbat important to Jewish families?</b></p> <p>-Reflect on the variety of ways that religious symbols are used and their meanings.</p> <p>-Discuss the</p>	<p><b>What is the significance of lent and Passover?</b></p> <p>Discover how their beliefs affect the ways in which individuals live their lives.</p> <p>Describe the</p>	<p><b>What can stories and images of the Buddha tell us about Buddhist beliefs?</b></p> <p>Interpret religious stories about God, the world and creation and how we should treat others</p> <p>Identify and</p>	<p><b>What is a humanist code for living?</b></p> <p>What are the values held within the community?</p> <p>Discuss their own and others views about values.</p>

	<p><b>hunger?</b></p> <p>Identify how beliefs and values affect actions</p>	<p>How do synagogues reflect a sense of belonging?</p> <p><b>Trip to the Synagogue</b></p> <p>-Reflect on the importance of symbolism in the lives of worshippers</p> <p>-understand the links between faith and the key aspects of the places of worship</p>	<p>importance that symbols hold for faith communities today</p> <p>Reflect on people as sources of inspiration in their own and other people's lives</p> <p>How do people's beliefs affect the way they live their lives?</p>	<p>varieties of worship in at least two religions</p> <p>Reflect on what it means to belong to a faith community</p>	<p>understand the variety of symbols that different religions use to express meaning</p> <p>Reflect on what it means to belong to a faith community.</p>	<p>Investigate the significance of religion in a local context</p>
<p>Year 5</p>	<p><b>What does it mean to be a Muslim?</b></p> <p>(Trip to the Mosque)</p> <p>Reflect on the variety of ways religious symbols are used and their meanings</p> <p>Understand the links between faith</p>	<p><b>What is the significance of the symbol of light in a range of religions?</b></p> <p>Discuss the importance that symbols hold for the faith communities today.</p> <p>Reflect on similarities and differences between</p>	<p><b>How do some Muslims express their beliefs?</b></p> <p>To identify what matters to them and others, including those with religious commitments and communicate their responses.</p> <p>Reflect on</p>	<p><b>What rituals do different religions hold to mark stages in life?</b></p> <p>Compare and understand the ways in which religions often see life as a journey with rituals that celebrate stages</p>	<p><b>Who were the great humanist thinkers and how did they inspire people?</b></p> <p>Ask important questions about religion and beliefs making links with their own and other responses.</p>	<p><b>How do different religions care for the environment?</b></p> <p>Describe and understand the religious and other responses to ultimate and ethical questions. Using at least three religions as examples</p> <p>How does a story inspire people?</p>

	and the key aspects of the places of worship	the two religions studied	religious books as sources of inspiration in the lives of others.	Reflect on what it means to see life as a journey		
Year 6	<p>What does it mean to be a global citizen? PSHE UNIT RE cross curricular link</p> <p>How do different religions and beliefs teach about right and wrong?</p> <p>Identify what matters to them and others, including those with religious commitments and communicate their responses</p>	<p>What do the teachings of religious leaders teach us about leadership?</p> <p>Investigate the significance in at least two religions the religious leaders locally, nationally and globally and their relationship to followers</p> <p>Reflect on how leaders influence others in the ways they lead their lives and values and aspirations</p>	<p>What can stories and images of deities tell us about Hindu beliefs?</p> <p>(Trip to the Temple)</p> <p>How a place and the symbols contained within it, might facilitate worship and a sense of belonging</p> <p>Identify similarities and differences between religious artefacts and symbols</p>	<p>How can we celebrate the diverse religions in the Brookland community?</p> <p>To understand religion plays an important role in day to day life in Barnet and in the world.</p>	<p>Where do we come from where do we go?</p> <p>Reflect on what it means to see life as a journey</p> <p>Discuss their own and other's views of the purpose of life and whether there is life after death expressing their own ideas</p>	<p>What is a pilgrimage?</p> <p>Understand that going on a journey can often change how people look at life.</p> <p>Recognise how religious commitment can be shown in a variety of ways.</p> <p>Reflect on sources of inspiration in their own and other's lives</p>

**KEY SKILL THREADS FOR YEAR 3**

<p><b>1. develop and extend knowledge and understanding of Christianity and other world faiths, and of ethical beliefs</b></p>	<p><b>2. develop an understanding of the influence of beliefs, values and traditions on individuals, communities and societies- main thread vision for Brookland Junior School</b></p>	<p><b>3. enhance and reflect on their own spiritual, moral, social and cultural development</b></p>	<p><b>4. grow in confidence in their own faith and respect those with a faith different from their own</b></p>	<p><b>5. develop a positive attitude to living in a religiously diverse society</b></p>	<p><b>6. develop the ability to make reasoned and informed judgements about religious and moral issue.</b></p>
<p>identify the main beliefs of Christianity  <b>Trip to the Church of St</b></p>	<p>Interpret religious stories from at least two different religions about God, the world and creation and how we should treat others</p>	<p>Understand what it means for an individual to belong to a faith</p>	<p>Identify women and men from a variety of cultures and times who are regarded as inspirational</p>	<p>Think about a variety of ways in which commitment to follow a religion are shown.</p>	<p>Identify and begin to describe the similarities and differences within</p>

<p><b>Judes</b>          -understand the links between faith and the key aspects of the places of worship</p> <p>-know the variety of activities that happen in places of worship</p> <p>-Know how parables help to teach Christian values?</p> <p>Understand how religious identity is developed through dress and personal symbols</p>	<p>Make links between beliefs and sources including religious stories</p>	<p>Understand that all people have values and beliefs that inform their actions</p>	<p>people today</p> <p>Grow in confidence in their own faith and respect those with a faith different from their own</p>	<p>Study examples from two or more religions and look at what it means to belong to a faith.</p>	<p>and between religions on an issue.</p>
--	---	---	--	--	---

**KEY SKILL THREADS FOR YEAR 4**

<p><b>Trip to a synagogue</b>          understand the links between faith and the key aspects of the places of worship</p> <p>-know the variety of activities that happen in places of worship</p> <p>Lent -Discover how their beliefs affect the ways in which individuals live their lives.</p> <p>Identify and understand the variety of symbols that different religions use to</p>	<p>Reflect on the importance of symbolism in the lives of worshippers</p> <p>Investigate the significance of religion in a local context.</p>	<p>Discuss how religions and beliefs respond to the world issue of hunger?</p> <p>Identify how beliefs and values affect actions</p> <p>Interpret religious stories about God, the world and creation and how we should treat others</p>	<p>Reflect on people as sources of inspiration in their own and other people's lives</p>	<p>Reflect on what it means to belong to a faith community.</p>	<p>Discuss their own and others views about values.</p>
---	---	--	--	---	---

express meaning					
Describe the varieties of worship in at least two religions					

**KEY SKILL THREADS FOR YEAR 5**

<p><b>(Trip to the Mosque)</b>          Reflect on the variety of ways religious symbols are used and their meanings</p> <p>Understand the links between faith and the key aspects of the places of worship</p> <p>Reflect on similarities and differences between the two religions studied</p>	<p>To understand that cultural festivals play important role in the day to day life in Barnet and in the World</p> <p>Compare and understand the ways in which religions often see life as a journey with rituals that celebrate stages</p>	<p>Discuss the importance that symbols hold for the faith communities today.</p> <p>To identify what matters to them and others, including those with religious commitments and communicate their responses.</p>	<p>Reflect on what it means to see life as a journey</p> <p>Ask important questions about religion and beliefs making links with their own and other responses.</p>	<p>Reflect on religious books as sources of inspiration in the lives of others.</p>	<p>Describe and understand the religious and other responses to ultimate and ethical questions. Using at least three religions as examples</p>
--	---	--	---	---	--

**KEY SKILL THREADS FOR YEAR 6**

<p><b>(Trip to the Temple)</b>          How a place and the symbols contained within it, might facilitate worship and a sense of belonging</p> <p>Identify similarities and differences between religious artefacts and symbols</p>	<p>To understand religion plays an important role in day to day life in Barnet and in the world.</p>	<p>Understand that going on a journey can often change how people look at life.</p> <p>Recognise how religious commitment can be shown in a variety of ways.</p>	<p>Reflect on what it means to see life as a journey</p> <p>Discuss their own and other's views of the purpose of life and whether there is life after death expressing their own ideas</p>	<p>Investigate the significance in at least two religions the religious leaders locally, nationally and globally and their relationship to followers</p> <p>Reflect on how leaders influence others in the ways they lead their</p>	<p>How do different religions and beliefs teach about right and wrong?</p> <p>Identify what matters to them and others, including those with religious commitments and communicate their responses</p>
---	--	--	---	---	--



To understand the features of a cathedral

Reflect on sources of inspiration in their own and other's lives

lives and values and aspirations