

RELIGIOUS EDUCATION CURRICULUM

Intent

At Brunel 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. Religious education at Brunel provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE also makes important contributions to other parts of the school curriculum such as Character Education, PSHE education, humanities and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

At Brunel RE provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development. Pupils explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives. It enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society while teaching pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.

Implementation

At Brunel, we follow an 'enquiry' approach, there are five key steps where pupils 'communicate' and 'apply' to their own and others' experience. The next step is to 'enquire' and 'contextualise' intellectually before reaching the 'evaluate' step to discern value for others and themselves in a way dependent on the context of the enquiry.

Each enquiry begins with the teacher inviting the children and/or young people into the enquiry process, usually at the 'Communicate' but sometimes at the 'Enquire' step. If beginning at the 'Communicate' step the teacher will bring the child or young person to attend first to their own experience of the concept through an activity, before exploring their own responses in relation to others' experience. At 'Apply', children and young people become even more aware of others' responses and might give examples from their own experience of the concept in different situations. The enquiry has now moved on because children and young people have come to see challenges and complexities existing in the range of experiences and different situations. However, the enquiry is in general still working with ideas familiar to those in the class. At Enquire, material that is new to the children and young people is introduced in varying complexity, usually depending on the age of the children.

WHOLE SCHOOL OVERVIEW FOR RELIGIOUS EDUCATION

	Aut 1 (Judaism)	Aut 2 (Hinduism)	Spr1 (Christianity)	Spr 2 (Sikhism)	Sum 1 (Islam)	Sum 2 Buddhism (EYFS & KS1) Humanism (KS2)
EYFS	What should we eat and why?	What do we know about darkness and light?	What can we learn from the story of Lent?	What is it like to celebrate?	What is the most special thing in the world?	How should we treat living things?
Year 1	What rules/values are important and why? (10 commandments)	What does Diwali teach us about good and evil?	Why should we overcome challenges?	How do we help others?	What are the most important sounds we hear and why do they matter?	What do you need to be happy?
Year 2	What festivals are important?	What makes something special?	What could you do to help you achieve your goals?/ What does the story of Lent teach us about resilience?	What does it mean to belong?	How are we the same and different from other people and does it matter?	What do we know about change and how does it make us feel?
Year 3	What do we believe and how do we show it?	What does it mean to worship?	What can you do if you find something hard work?	How can we tell if a building is important?	Should everyone treat the Qur'an differently to other books?	How do we remember people and why?
Year 4	What books are important to us?	How should we live our lives?	How do you overcome obstacles?	Does it matter what we wear and why?	How do we use water and why?	How is Humanism the same as and different to a religion?
Year 5	How is family important?	How does it mean to belong?	How will you achieve your dreams and goals?	What difference did Guru Nanak make to the world?	Is it better to give than to receive?	Why do people believe different things about how the world began?
Year 6	What does it mean to grow up?/ How is community important to us? (Bat Mitzvah link)	How responsible are we for the environment?	How does what we eat affect the world?	What is the story behind Baisakhi?	Is there any point to prayer?	Who do we look to for inspiration and why?