



Religious Education Intent and Implementation at Bawdeswell Primary School

Context

Bawdeswell Primary serves the village of Bawdeswell and the immediate surrounding area, which is within the Ward of Upper Wensum. The 2021 Census information shows us that for the area of Upper Wensum (population of 6530), 51% identify as Christian, 41% have no religious affiliation at all, 0.2% Buddhist, 0.1% Jewish, 0.1% Hindu, 0.2% Muslim and 0.7% 'other religion' (0% Sikh). As such, a large proportion of the children coming into our school in YrR have a very limited understanding of what a religion is or what it means to practice a religion. Those that do know have a knowledge of Christianity, and even within this group the children's understanding is more of a cultural understanding (ie knowing about key celebrations) rather than knowing the beliefs and religious practices.

Intent

Our first intention is for children to understand what a religion is, and what it means to practice a religion. We aim for our pupils to understand that there are six major worldwide religions, and to build their knowledge of beliefs practices in each religion by learning about the key festivals and celebrations. We aim for our children to build their knowledge to be able to compare and contrast the religions in order to understand there are both similarities and differences in beliefs and in practices. We also aim for our children to understand the geography associated with religion, and to know that whilst these religions can be practised anywhere, different places have stronger affiliations with particular religions, and that the cultures of different countries are hugely influenced by the religions practised in that place. We want our children to understand that there is a deep history with every religion, and that religions are fundamentally peaceful, joyful and positive. The overall aim of our RE curriculum is to ensure that by the time our pupils leave our school, they will understand the impact religion has on the lives of its followers.

Implementation

Beech Class (YrR/1) & Maple Class (Yr2/3)

Our children learn about Christianity, Buddhism and Islam in their first four years at our school. We teach about key festivals in each religion, starting each year with Christianity (as it is most familiar for our children). In the Spring term we learn about Buddhism. As Buddhism is one of the two prevalent religions in Japan, our children are able to link this knowledge and understanding with our International Partner School work (with the Sakado Azuma Kindergarten, Japan), and then re-visit it during our Japan curriculum week. The study of Islam in the Summer term introduces children to the second most practised religion in the world.

Elder Class (Yr4/5/6)

Once children have become confident with the key beliefs and practices of religions already studied, we introduce Judaism, Sikhism, and Hinduism. Once again, knowledge of key beliefs and practices is learned through studying festivals and celebrations. We introduce Judaism in the Autumn term as all children can use their prior learning of the Abrahamic religions to compare and contrast, helping the progression of key knowledge and skills. Sikhism and Hinduism are then studied in the spring and summer terms, providing the children with an understanding of contrasting beliefs.

We use Cornerstones Curriculum resources throughout our school to support high quality teaching.

