

# R.E TEACHING AND LEARNING AT ROBSON HOUSE

The RE curriculum at Robson House aims to engage and inspire pupils, equipping them with the knowledge and skills to answer challenging questions. The children explore different religious beliefs, values and traditions each term, in order to help them gain a better understanding of the diverse range of religious ideologies present in our multicultural society. We help children to understand how religious education can promote tolerance and discernment, giving them the skills to recognise and challenge prejudice and preparing them for adult life, employment and life-long learning.

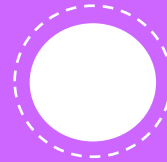
KS1



## KEY LEARNING KS1

### Core Learning

- Name a range of celebrations and explore the ways members of different communities prepare for them.
- Consider special places in their local area and reflect on what makes them important to others.
- Listen to and discuss a range of religious stories and traditional tales, and explore what we can learn from them.
- Explore daily practices and rituals of different religions and reflect on their own experiences of attending ceremonies.
- Investigate the traditions and rules surrounding food in different religions and cultures.
- Explore the importance of caring for our 'natural world' and investigate our rights and responsibilities as global citizens.



## SPIRITUAL DEVELOPMENT

### Key Skills

- I can talk about some things that are important to me.

### Key Skills

- I can show care and concern about living things, people and the environment.

## MORAL DEVELOPMENT

### Key Skills

- I can understand some of the differences between me and my friends.
- I can think about my relationships and the importance of these.
- I am developing my sense of belonging.

## CULTURAL DEVELOPMENT

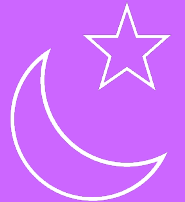
### Key Skills

- I can understand that people have different traditions, clothes, foods and festivals.

## SOCIAL DEVELOPMENT

### ENRICHMENT

- Birthday Celebrations
- Going to special places in the local area such as the park
  - Food Tasting
  - Gardening/Recycling
- Zoo Project and Conservation



LKS2



## SPIRITUAL DEVELOPMENT

### Key Skills

- I can compare how beliefs can be expressed in different ways.
- I can develop my own views and ideas on religious and spiritual beliefs, stories and issues.
- I can understand important concepts, experiences and beliefs which are at the heart of religious and other traditions.

### Key Skills

- I understand that believers listen to teachings, sacred texts and guidance from religious leaders.
- I can discuss key questions of meaning and truth such as the being of God and values such as justice, honesty and truth.
- I can consider what is of ultimate value to me and believers through studying the key beliefs and teachings from religion and philosophy.

## MORAL DEVELOPMENT

### Key Skills

- I understand and consider the relationship between people's religion and their culture.

## CULTURAL DEVELOPMENT

### Key Skills

- I can consider how religious and other beliefs lead to particular behaviours, actions and concerns.



## SOCIAL DEVELOPMENT

## Core Learning

- Explore the origins of different faiths, including the stories associated with these.
- Describe the key teachings and beliefs of the religions which they investigate, and make some comparisons between these.
- Discover the the gods, prophets and leading figures connected to the world religions.
- Explore religious buildings and how they are used, including ceremonies and rituals that are held within these.
- Investigate the holy texts and stories associated with different faiths, and the sources of wisdom and the traditions which they come from.
- Name and describe the main festivals including the practices and rituals linked to these.

## KEY LEARNING LKS2

### ENRICHMENT

- Jewish Museum London
- St Paul's Cathedral
- Visit to Buddhist Temple
- Celebration of Christmas and Easter, as well as Vesak
- Visits from Special Guests where appropriate.



UKS2



# KEY LEARNING UKS2

## Core Learning

- Explore the practices, rituals and lifestyles associated with belonging to differing faiths.
- Explore religious symbolism in literature and the arts.
  - Investigate religious misconceptions and stereotypes which have emerged over time.
- Examining the history of faith in the UK, including exploring key events which have shaped the lives of individuals and society.



## SPIRITUAL DEVELOPMENT

### Key Skills

- I can consider how beliefs and concepts in religion may be expressed through expressive arts and the community.
- I can develop my own ideas of religious and spiritual issues.

### Key Skills

- I can explore the influence of family, friends and the media on moral choices.
- I can explain the importance of rights and responsibilities.
- I can consider what is of ultimate value to myself and others.

## MORAL DEVELOPMENT

## CULTURAL DEVELOPMENT

### Key Skills

- I can learn from different religions through encounters with people, literature, expressive arts and resources from different cultures.
- I can consider the relationship between religion and cultures and how this leads to diverse views.

### Key Skills

- I can consider how religious and other beliefs lead to particular behaviours, actions and concerns.
- I can recognise the common ground between religions.

## SOCIAL DEVELOPMENT



## ENRICHMENT

- Regent's Park Mosque
- BAPS Shir Swaminarayan Mandir
- Visit to Gurdwara
- Celebration of Diwali
- Visits from Special Guests where appropriate.

## INTENDED OUTCOME BY THE END OF KEY STAGE 2

Children will leave Robson House with a good knowledge of the diversity of religious beliefs in their local area, the UK and the world. Children will be able to explore their own beliefs and build their sense of identity and belonging. The study of other faiths will link to work on British values and promote tolerance and inclusion of others. Children will have developed a respect for the beliefs of others and understand that religious festivals punctuate the calendar and are important times when families and communities gather together