



Bevendean Primary School and Nursery

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A place for everyone to succeed and thrive

At Bevendean Primary School and Nursery, we are committed to providing our children with a curriculum that has a clear intention and impacts positively on developing them as a learner.

Curriculum statement for the teaching and learning of RE

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| Intent | It is the aim of Bevendean Primary School and Nursery to provide opportunities for all children to learn and to achieve, regardless of gender, ethnicity or ability. The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and to prepare them for the opportunities, responsibilities and experiences of life. We aim to promote their self-esteem and emotional well-being and to help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and others. Through our teaching of RE, we aim to develop tolerance and respect for the different cultures and beliefs within our society, supporting British values. | | |
| Underpinned by.. | The teaching of skills | The application of skills | Vocabulary |
| | Our pupils will be taught to develop skills in three key areas; exploring, engaging and reflecting. These skills are applied during each of the following units: <ul style="list-style-type: none"> • beliefs and teaching sources, • practises and ways of life, • expressing meaning, • identity, diversity and belonging, • meaning, purpose and truth • values and commitments | Our pupils are given regular opportunities apply their learning during discussions and activities focused on the skills outlined in the school planning documents. During whole school RE days, pupils are able to apply their skills and cover whole units. | Our pupils will understand and use appropriate topic vocabulary e.g. belief, respect, values, faith, expression, diversity, belonging, tolerance. |

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| Implementation | <p>How do we implement this? At Bevendean Primary School and Nursery we use the National Curriculum to develop our RE programme. We follow the programmes of study for each year group to ensure we provide a broad and balanced curriculum with a balance of learning.</p> <p>At the beginning of each lesson, prior learning is reviewed, to link with new learning, and topic specific vocabulary is discussed. This is followed by well-planned RE teaching embedded with meaningful, memorable and practical learning experiences to provide opportunities for pupils to develop and build on their knowledge of RE.</p> <p>Our bespoke children are supported to access the lessons in a variety of ways: adult support, scaffolded activities, more visual tasks, etc. To enable our children to achieve their year group's curriculum, we ensure there are a range of activities that they are exposed to, and when writing is part of the lesson, support is in place to ensure it is not a barrier to recording their learning.</p> <p>In Early Years, weekly lessons are planned to teach skills or knowledge that prepare our children to access the RE curriculum. They are provided with opportunities to learn about, develop knowledge of, experience events and ask questions about a range of different religions and beliefs.</p> | | |
| Supported by... | <p>Curriculum Approach We use planning provided by Brighton and Hove LA which has been devised to ensure thorough coverage throughout the school. Children are able to build on skills each year and planning provides opportunities to support work at greater depth. There are clear indicators for end of year achievement.</p> | <p>External Stimuli Children from nursery through to Year 6 are instilled with the idea of respect for religions and belief. They are taught about the wide range of religions within our community and visits are arranged to places of worship.</p> | <p>British Values The planning used by staff is structured to promote British values through developing understanding of other cultures and beliefs, treating people of all faiths equally and nurturing tolerance for other people's opinions.</p> |
| | <p>Resources Children have access to a range of resources for a variety of different religions. We encourage a hands on approach so that children are able to see how artefacts are used in different religions and supported to understand their value.</p> | <p>Thoughtful Questioning that encourages deeper thinking about aspects of religion.</p> | |

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| Impact t | At the end of each year, pupils have developed their reflective skills, and have gained a new understanding of beliefs and religions in the world around them. | | | |
| Measured by.... | Pupil Voice | Evidence in Knowledge | Evidence in Skills | Support and Challenge |
| | Through discussion and feedback, children talk enthusiastically about their RE lessons. Children will be able to articulate well about the beliefs and religions that they have learnt about. | Pupils know how and why it is important to learn and develop creative skills. Pupils know how RE has shaped and contributed to history. | Pupils use acquired vocabulary and skills in lesson. They can demonstrate their reflective skills in lessons and through work produced. | Teachers plan a range of opportunities to use RE skills and knowledge through creative and inspiring lessons. Every child is given the support/challenge they need to achieve their individual best. |