







# RE at Bridge Junior School

Religious Education helps children understand how people make sense of the world and how beliefs shape daily life. We follow the Leicester City Agreed Syllabus 2024–2029, using an inclusive religions and worldviews approach.

## **Understand beliefs and meaning**

Children build knowledge of religious and non-religious worldviews, sacred sources, practices and big ideas such as belonging, commitment, justice, peace and meaning.

## **Explore lived experience**

Children learn that traditions are diverse. Visits, visitors and local examples help them explore how individuals and communities express beliefs in different ways.

## **Think and talk respectfully**

Children ask thoughtful questions, interpret sources, compare viewpoints, give reasons and listen carefully. They learn to disagree well without judging another person's belief.

By the end of Year 6, children can connect knowledge, lived experience and reasoned discussion. They leave ready to take a thoughtful, respectful part in Leicester's diverse society.



# What we want our children to know...

## Religions and worldviews

Children develop secure knowledge of Christianity, Islam, Hinduism, Sikhism, Judaism and other traditions where relevant. Humanist, secular and other non-religious perspectives are included.

## Lived experience and diversity

Children understand that people within the same tradition may believe and practise differently. Local visits, testimony and community examples connect classroom knowledge with real lives.

## Ways of knowing

Children use theology to explore beliefs and sources, philosophy to reason about big questions, and social science to investigate how people live. They also reflect on their own developing worldview.



# How we teach RE at Bridge...

RE is organised around meaningful key questions. Children revisit important concepts, encounter varied perspectives and become increasingly independent in explaining and evaluating ideas.

1

## Connect

Children retrieve earlier knowledge, important vocabulary and familiar concepts before connecting them with the new question.

2

## Encounter

Stories, sacred sources, objects, art, music, visits and people's testimony make religions and worldviews tangible.

3

## Investigate

Children use theology, philosophy and social science to examine beliefs, meanings, evidence and lived practice.

4

## Discuss

Oracy, enquiry and debate help children compare views, give reasons and listen with care.

5

## Reflect

Children draw together knowledge and reasons, notice how learning connects with their own worldview and identify questions that remain.

### Local and first-hand

Leicester's places of worship, communities and festivals help children see how beliefs are expressed close to home.

### Inclusive and objective

Teaching includes religious and non-religious perspectives and diversity within traditions. Children learn about beliefs; they are not told what to believe.



# How we know that our children are doing well...

## They know and connect

Children remember key beliefs, sources, practices and vocabulary, and connect these with larger ideas such as identity, commitment and justice.

## They interpret

Children explain how a story, symbol, ritual or place may carry meaning and recognise that interpretation can differ.

## They reason and discuss

Children use examples and evidence, distinguish opinion from a supported claim, and respond thoughtfully to other viewpoints.

## They respect and compare

Children compare religions and worldviews without assuming everyone is the same, and communicate disagreement with care.

## What teachers check

Teachers use retrieval, questioning, discussion, writing, creative responses, pupil voice and responses to key questions to check knowledge and reasoning. Personal belief is never assessed.

## What success looks like

Children become knowledgeable, curious and fair-minded. They can explain, compare and reason about religions and worldviews and are ready for increasingly complex RE at Key Stage 3.



# RE curriculum at Bridge...

TERM PLAN

| Year group                               | Autumn                         | Spring                                     | Summer                          |
|------------------------------------------|--------------------------------|--------------------------------------------|---------------------------------|
| Year 3<br>Expression & Experience        | Worship and caring for others  | Religious and spiritual experiences        |                                 |
| Year 4<br>Why Communities Matter         | Pilgrimage                     | Religious communities in our neighbourhood | Philosophy for Children         |
| Year 5<br>Commitment, Promises & Meaning | Welcoming new life; commitment | Marriage                                   | Afterlife and funeral practices |
| Year 6<br>Big Questions                  | God; good and evil             | Morality; peace and caring                 | My religion or worldview        |

## How the sequence works

Themes grow from expression and experience to community, commitment and increasingly complex big questions. Across every year, children meet both religious and non-religious perspectives and revisit ideas with greater depth.



OVERVIEW

# What children learn about in each year group...

## Year 3

**Worship and caring:** How Christians, Muslims, Hindus and Sikhs express belief through worship, music, symbols and care; non-religious reasons for helping others.

**Religious and spiritual experiences:** What people mean by spiritual experience and miracle, including Christian, Muslim, Hindu, Sikh, Jewish and Humanist perspectives.

**Stories and meaning:** The Prodigal Son, Guru Nanak and the Friendly Snake, and Prophet Yusuf and his brothers: forgiveness, kindness, patience and trust.

## Year 4

**Pilgrimage:** Why journeys to places such as Makkah, Lourdes, Varanasi and Jerusalem matter; how religious and non-religious journeys can change people.

**Communities in our neighbourhood:** Religions represented in Bridge and Leicester, the local gurdwara, community service and the celebration of Vaisakhi.

**Philosophy for Children:** Reasoned discussion about inner journeys, truth, prejudice, ownership, forgiveness, change and second chances.



# What children learn about in each year group...

## Year 5

**Welcoming new life:** Baptism, birth rites and religious and Humanist ways of welcoming a child.

**Showing commitment:** Hindu, Jewish and Sikh ceremonies and symbols, including coming of age, mitzvah and joining the Khalsa.

**Marriage:** Promises, ceremonies, clothing and symbols across religious and non-religious worldviews.

**Afterlife and funerals:** Christian, Muslim, Jewish, Hindu and Humanist beliefs about death, remembrance and what may follow life.

## Year 6

**The existence of God:** Christian, Muslim, Hindu and Humanist responses to creation, first causes, science and evidence.

**Good and evil:** Teachings, rules, human choices, suffering and how religious and non-religious people decide what is right.

**Morality:** Influences on judgement, absolute and relative morality, and reasons behind difficult ethical choices.

**Peace and caring:** How Christian, Muslim and non-religious perspectives inspire care for people and the planet.

**My religion or worldview:** Identity, community, influences and how each child can explain a personal worldview respectfully.





AL LINKS

# RE in Leicester and our community...

Leicester's exceptional diversity gives children rich opportunities to connect curriculum knowledge with communities, places and celebrations around them.

1

## Sacred Heart Church

Year 3 explores how some Christians worship, use sacred space and express belief through music, art and symbols.

2

## Gurdwara Tegh Bahadur Ji

Year 4 encounters Sikh worship, service and community, linking the visit with Leicester's Vaisakhi celebrations.

3

## Shri Hindu Temple

Year 5 investigates Hindu worship and how symbols, ceremonies and sacred spaces can express commitment.

4

## A local masjid

Year 6 connects learning about Muslim belief with worship, Ramadan, Eid, peace and caring for others.

5

## People and testimony

Visitors and interviews help children hear lived perspectives, ask genuine questions and notice diversity within traditions.

6

## Festivals and belonging

Assemblies and shared experiences around Christmas, Vaisakhi, Diwali and Eid connect RE with family and community life.



# Topic progression across Years 3–6...

| Stage  | Main focus               | Children explore                                                                     | Growing independence                               |
|--------|--------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------|
| Year 3 | Expression and worship   | Sacred meaning, prayer, music, symbols and care in religious and non-religious lives | Describe practices and connect them with belief    |
|        | Experience and stories   | Miracles, spiritual experience and stories about forgiveness, kindness and patience  | Explain possible meanings and compare responses    |
| Year 4 | Pilgrimage               | Sacred journeys, places, actions, motives and inner change across several traditions | Compare journeys and support a viewpoint           |
|        | Local communities        | Belonging, service, local faith communities and Leicester's changing diversity       | Use visits and testimony as evidence               |
|        | Philosophical enquiry    | Truth, prejudice, ownership, forgiveness and second chances                          | Ask questions, give reasons and respond to others  |
| Year 5 | New life and commitment  | Welcome ceremonies, symbols, promises and coming-of-age practices                    | Interpret ritual and explain commitment            |
|        | Marriage                 | Meaning, promises and varied religious and non-religious ceremonies                  | Compare similarities, differences and significance |
|        | Afterlife                | Beliefs about death, funerals, remembrance, rebirth and immortality                  | Connect practice with beliefs about life and death |
| Year 6 | God and creation         | The existence and nature of God, creation, science, first causes and evidence        | Evaluate contrasting claims with reasons           |
|        | Morality, peace and care | Good, evil, suffering, right and wrong, peace and responsibility for the planet      | Apply ideas to dilemmas and justify conclusions    |
|        | Personal worldview       | Identity, community, influences and how beliefs can change                           | Articulate a worldview while respecting difference |



THE LINKS

# RE beyond school...

## Notice beliefs around us

Look for places of worship, festivals, symbols, acts of care and different ways people mark important moments. Ask what these might mean.

## Visit and ask

When visiting a place or community event, encourage respectful questions. Notice what is shared and what may differ between individuals.

## Talk about big questions

Discuss meaning, truth, fairness, peace, life and death. It is fine not to have one answer; ask what reasons or evidence support a view.

## Compare viewpoints

Use careful phrases such as 'some people believe'. Avoid assuming everyone in a religion or worldview thinks or acts in the same way.

## Celebrate respectfully

Invite children to share family knowledge if they wish, while respecting privacy. Learn the meaning of a celebration before joining in.

## Useful questions

What might this mean? Why might it matter? What is your reason? Is there another view? What could we ask someone who lives this worldview?