



### Subject Intention:

Our intention, when teaching Religious Education, is to deliver a curriculum which is accessible to all and that will maximise the outcomes of all children, providing them with plenty of opportunities to build upon prior knowledge, thus allowing them to know more and remember more. As a result of this, the children will become independent and responsible members of society who understand and explore big questions about life, to find out what people believe and what difference this makes to how they live, so that they can make sense of religion, reflecting on their own ideas and ways of living. They will be equipped with systematic knowledge and understanding of a range of religions and world views, enabling them to develop their ideas, values and identities. We want our children to understand what it means to be a British citizen, or someone from another country who lives in Britain. We want them to develop an awareness and tolerance of living in a multicultural society and being mutually respectful towards the beliefs of others.

### Subject Implementation:

RE is taught through the Programme of Study, as suggested in the Wakefield Agreed Syllabus, and each Key Stage has a scheme of work which reflects this. The children are taught knowledge, skills, and understanding through learning about Christians, Muslims, Hindus, Jewish and Humanist people through three key questions: Believing, Expressing and Living. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. They are introduced to an extended range of sources and subject specific vocabulary.

The scheme of work is organised in such a way to allow suitable links to be made to specific religious festivals taking place. The use of high quality resources/artefacts enables children to gain a deeper understanding of the religion being studied.

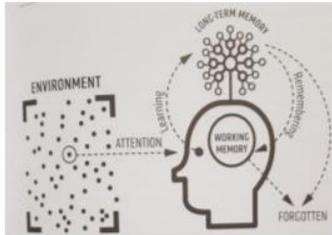
RE is taught in half termly blocks. Teachers use a range of teaching and learning styles, including discussion, role-play, religious stories, games, circle time, problem-solving activities and exploring religious artefacts. The children are informed about a variety of religious festivals which take place throughout the year in order to demonstrate how people with differing religious beliefs live and worship alongside each other.

Sufficient time is given to enable pupils to meet the expectations set out in the agreed syllabus, thus ensuring that the curriculum is coherent and shows progression, particularly across the key stages.

### Subject Impact:

The children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs which are different to their own. They demonstrate respectful behaviour to everyone and this is transferable in the wider community and beyond. Through discussion, the children demonstrate that they know more, remember more and use more sophisticated vocabulary.

What practices do we employ in our lessons to encourage children to know more and remember more?



What do our lessons look like			
Introduction	Teaching input	Pupil activity	Ongoing assessment
Daily review	Present new materials using small steps Provide models	Guide student practice  Obtain a high success rate	Ask questions  Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks Independent practice	Weekly and Monthly Review

How does this lead to specific learning activities?

<b>Introduction (Daily Review)</b>	<ul style="list-style-type: none"> <li>• Definition of words</li> <li>• Show examples for children to identify knowledge/skills</li> <li>• Vocab quiz</li> </ul>
<b>Input (Present new materials in small steps)</b>	<ul style="list-style-type: none"> <li>• Teacher to model small steps and then children to have a go</li> <li>• Examples of high quality models</li> <li>• Narrow down skills/tasks</li> <li>• Carefully chosen resources</li> <li>• Adult/peer role model</li> </ul>
<b>Input ( Provide models)</b>	
<b>Input (Scaffolds for difficult tasks)</b>	
<b>Pupil Activity (Guided student activity)</b>	<ul style="list-style-type: none"> <li>• Teacher to observe pupils and provide guidance to support or stretch</li> <li>• Adult support</li> <li>• Apply techniques / skills</li> <li>• Children practise using the knowledge and skills they have learnt</li> </ul>
<b>Pupil Activity (Obtain a high success rate)</b>	
<b>Pupil Activity (Time for independent practice)</b>	
<b>Ongoing Assessment (Ask questions)</b>	<ul style="list-style-type: none"> <li>• What resources have you used? Why?</li> <li>• How did you achieve that?</li> <li>• How could you improve?</li> <li>• How could you change the outcomes?</li> <li>• What would happen if....?</li> <li>• Look at children's work</li> <li>• Ask questions</li> <li>• Vocab review</li> </ul>
<b>Ongoing Assessment (Check student understanding)</b>	
<b>Ongoing Assessment (Weekly and monthly reviews)</b>	



# South Hiendley Primary School Curriculum Statement



## RELIGIOUS EDUCATION

### LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Which stories are special and why?	Which people are special and why?	Which places are special and why?	What times are special and why?	Being special – where do we belong?	What is special about the world?
Year 1	Who is a Christian and what do they believe?	Celebrations – Hanukah (Jewish)	1.5 What makes some places sacred?	1.6 Celebrations – Holi (Hindu)	1.8 How should we care for others and the world?	1.8 How should we care for others and the world?
Year 2	Who is a Christian and what do they believe? Who is Jewish and what do they believe?	How and why do we celebrate special and sacred times?	What can we learn from sacred books?	How and why do we celebrate special and sacred times?	How should we care for others and the world and why does it matter?	How should we care for others and the world and why does it matter?
Year 3	What do different people believe about God?	Why is the Bible so important for Christians today?	Why do some people think life is like a journey and what significant experiences mark this?	Why do some people think life is like a journey and what significant experiences mark this?	What can we learn from religions about deciding what is right and wrong?	<b>Sikhism</b> <del>Sikhism</del> Gurdwara Visit
Year 4	Why is Jesus inspiring to some people?	Why are festivals important to religious communities?	Why do some people think that life is like a journey and what significant experiences mark this?	What does it mean to be a Hindu in Britain today?	What can we learn from religions about deciding what is right and wrong?	
Year 5	Why do some people think God exists?	What would Jesus do?	If god is everywhere, why go to a place of worship?	What does it mean to be a Muslim in Britain today?		
Year 6	What do religions say to us when times get hard?		Is it better to express your religion in arts and architecture, or in charity and generosity?	What matters most to Christians and to Humanists?		



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## RELIGIOUS EDUCATION

### Knowledge Progression

	EYFS (Discovering)	KS1 (Exploring)	LKS2 (Connecting)	UKS2 (Connecting)
Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)		1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe?	L2.1 What do different people believe about God?	U2.1 Why do some people believe God exists?
	F1 Which stories are special and why?	1.4 What can we learn from sacred books?	L2.2 Why is the Bible so important to Christians today?	
	F2 Which people are special and why?		L2.3 Why is Jesus inspiring to some people?	U2.2 What would Jesus do? Can we live by the values of Jesus in the 21 <sup>st</sup> century?
				U2.3 What do religions say to us when life gets hard?
Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	F3 What places are special and why?	1.5 What makes some places sacred?	L2.4 Why do people pray?	U2.4 If God is everywhere, why go to a place of worship?
	F4 What times are special and why?	1.6 How and why do we celebrate special and sacred times?	L2.5 Why are festivals important to religious communities?	U2.5 Is it better to express your beliefs in arts and architecture, or in charity and generosity?
			L2.6 Why do some people think life is a journey and what significant experiences mark this?	

	EYFS (Discovering)	KS1 (Exploring)	LKS2 (Connecting)	UKS2 (Connecting)
Living (Religious practices and ways of living; questions about values and commitments)	F5 Being special: where do we belong?	1.7 What does it mean to belong to a faith community?	L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today?	U2.6 What does it mean to be a Muslim in Britain today?
		1.8 How should we care for others and the world, and why does it matter?	L2.9 What can we learn from religions about deciding what is right and wrong?	U2.7 What matters most to Christians and Humanists?
	F6 What is special about our world?			U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?



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## RELIGIOUS EDUCATION

Assessment:

Assessment is regular, and ongoing. It is a part of the learning process. It is not onerous and does not generate additional paperwork or workload for teachers. It is used to identify next steps for learning, to identify gaps and provide support and challenge where appropriate, ensuring the children are always prepared for their current and next stage of learning. Strategies for this are detailed in our 10 methods for moving knowledge from working to long term memory.

Collection of work: Children upload their outcomes where appropriate to the "See Saw" collection system. This enables subject leaders to review the work for each class, checking against the appropriate knowledge progression and planning documentation. In hand with pupil voice, this enables us to see how pupils are knowing more, remembering more and that knowledge is revisited on a regular basis.