



Religious Education Curriculum

Implementation

'let your light shine'
Matthew 5:16

Contents



1. Modular knowledge approach
2. Developing disciplinary knowledge and skills development
3. Lesson structure
4. Knowledge organisers and Vocabulary strips
5. Formative assessment (hinge points, exit tickets, cumulative assessment)
6. Summative assessment (end of unit and end of year assessment)
7. Supporting pupils with SEND
8. Reading and vocabulary instruction
9. Religious Education in the EYFS
10. Celebrating diversity
11. Training for classroom teachers (QFT teacher and unit specific training)

1. Modular knowledge approach



The RE curriculum has been developed so that children are building upon prior knowledge with the opportunity to know and remember more about the six major world religions. RE progresses from Nursery into Year 6. In EYFS children are introduced to Christianity and look at key elements of Judaism and Islam. Within KS1, Christianity and Judaism are the main religions that are studied, before introducing children to Islam. Lower Key Stage 2 build upon this knowledge to include Hinduism and Sikhism, whilst Upper Key Stage 2 introduce Buddhism and Humanism in Year 6. The curriculum ensures that children are taught about the key teachings relating to the following areas: belonging, believing, symbols and artefacts, prayer and worship, leaders and community, symbols and expression, beliefs and questions, inspirational people, sacred places and the journey of life and death. These are key elements which provide children with the knowledge to talk with confidence about different world religions, identifying which concepts are the same and different.

By building upon their prior knowledge, as children progress throughout the school, they are able to draw upon their understanding of each religion to tackle more challenging concepts such as the journey of life and death, which they encounter in Year 6. Without the foundations of the key facts and concepts at the beginning of their RE learning, and by starting with Christianity and Judaism before progressing to knowledge of more religions, children will find it more difficult to connect the key beliefs and actions of each religion and make comparisons across them.

2. Developing Disciplinary knowledge and skill development



RE lessons are delivered on a weekly basis, following a long term plan which outlines the progression of RE throughout the school. RE explores a range of topics from 'teachings and authority' to 'the journey of life and death'. Lessons are structured so that children not only learn about religion, but also from religion.

Learning about religion includes:

- enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, practices and forms of expression
- developing pupils' skills of interpretation, analysis and explanation
- learning to communicate their knowledge and understanding using specialist vocabulary
- identifying and developing an understanding of ultimate questions and ethical issues
- developing the knowledge and understanding of individual religions and how they relate to each other

Learning from religion is concerned with:

- developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion
- developing pupils' skills of application, interpretation and evaluation of what they learn about religion
- learning to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, and values and commitments.



3. Lesson structure

Feature	Function
Do Now	To recall prior learning related to the module, to help the child know and remember more and make connections within their learning.
Hinge Knowledge Retrieval	Taken from the whole school knowledge progression for Religious Education recall/retrieving knowledge so all children meet end points in order to pivot to their next year's learning.
I (Model/Guided Discourse)	The class teacher will model substantive knowledge (and model the skills necessary for disciplinary knowledge) to achieve the sequenced learning objective for that lesson. The steps for learning will be explicitly taught through the teaching of success criteria. Using the 2 pathways the teacher will model the actions and the thinking needed.
We	Using partner work, the children will practice the skills necessary to achieve the learning objective. This is to be used as an 'Assessment for Learning' opportunity by the teacher to assess if the children are ready to move on.
You	The children will complete an independent task to show that they can independently apply the skills necessary to achieve the learning objective.
Exit ticket (cumulative)	An assessment question (linked to the learning objective) is completed independently at the end of every lesson. These questions are cumulative, allowing for continual retrieval of prior knowledge.

4. Knowledge organisers and Vocabulary Strips



Accompanying each module is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain.

Vocabulary strips are developed for each lesson – the vocabulary is taken from the RE vocabulary progression from Nursery to Year 6. These focus on specific tier 3 words which the children need in order to complete this module. It provides definitions and etymology to help children acquire new vocabulary and apply it within their learning. They support concept acquisition through a well-structured sequence that is cumulative. Each vocabulary strip focusses on vocabulary which needs to be retained and built upon. This is tested in cumulative quizzing, and recapped within lessons.

Knowledge Organisers and Vocabulary strips provide pupils with visual calls to aid understanding and recall. Knowledge Organisers and Vocabulary Strips are referenced throughout each module.

4. Knowledge organisers and vocabulary strips



Year 4 - Methodist Unit: Warm Hearts

<p>What does it feel like to experience God's presence?</p> <p>The life of John Wesley.</p>	<p>What should we know?</p> <p>Recognise that "Who am I?" is a question with many answers.</p> <p>recognise that some people think they belong to God, and religious beliefs can have an effect on what people do and feel.</p>	<p>Warm Hearts - What does it mean?</p>	<p>What should we be able to do?</p> <p>Pupils have opportunities to investigate the concepts of worship, meditation and reflection.</p> <p>Pupils have opportunities to consider a diverse range of views about questions such as: Can we feel God's presence? Do we all have a spiritual side? What warms our hearts?</p> <p>From the study of Methodism as a branch of Christianity, pupils will be able to discuss and think about their own experiences and views in relation to questions of spirituality and belief.</p>
	<p>Communicate verbally feelings and thoughts about belonging in their own lives.</p> <p>Know what makes me happy and discuss reasons for this.</p>		

Vocabulary

The Lord's Prayer is a prayer that Jesus taught his disciples when they asked him how to pray.

Hallowed - made Holy, honoured

Kingdom - spiritual reign of God

Daily bread - asking God to sustain us




Sustain - strengthen and support

The Lord's Prayer can be found in two places in the Bible. Matthew 6.9-13 and Luke 11.1-4

Each child in every lesson has a vocabulary strip focussed on the words they are learning

What words should we understand and be able to use?

Faith	Sacred	Commitment
Scripture	Presence of God	Worship

Above is an example of Year 4 Knowledge organiser for our Methodist units.

Right is a Knowledge organiser for Year 2 – Showing the Big Question to focus on

KS1 Why was Jesus given the name 'saviour'?

<p>Prior learning:</p> <p>God is a VIP.</p> <p>Jesus is God's son. He told parables to teach about God.</p> <p>Everyone is welcome into the Christian family.</p> <p>Christians pray to God and worship him in different ways.</p> <p>The Holy Spirit reminds Christians God is always with them.</p>	<p>What should we know?</p> <p>Christians believe:</p> <ul style="list-style-type: none"> God decided to show the world how much he loved us by coming to earth as the baby Jesus. This was a wonderful gift. Jesus is the saviour and rescuer of the world. He shows people the way to God. Advent is a special time of waiting to celebrate the 'coming' of Jesus. 		<p>What should we be able to do?</p> <p>Remember the Annunciation story.</p> <p>Recognise an advent calendar or candle.</p> <p>Recall one of the stories about Jesus as a baby.</p> <p>Describe Jesus as a saviour or rescuer.</p>
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What words should we understand and be able to use?

Advent	The four Sundays and weeks before Christmas.	Annunciation	The story in the Bible when the Angel Gabriel told Mary she was going to have a baby.
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5. Formative Assessment



Assessment for learning strategies

Think-pair-share, sage and scribe, cold calling, strategic questioning, round robin.

Hinge Points

Strategic questioning is used by teachers to assess 'hinge knowledge' which is essential for the children's understanding and tackling misconceptions.

The whole school knowledge progression for Religious Education is also used for 'hinge knowledge retrieval questions at the beginning of each lesson.

Exit Tickets

Links directly to each lesson learning objects assessing everyone's individual understanding every lesson and allowing for any misconceptions to be addressed in the next lesson.

Cumulative assessments

Exit tickets are completed cumulatively supporting children to recall prior learning so they can learn and remember more.



6. Summative Assessment

End of unit assessments

End of unit assessments are completed each half term at the end of each unit to assess children's understanding. They are made up of the exit tickets completed at the end of each lesson.

End of term assessments

End of term assessment are completed at the end of Autumn, Spring and Summer which assess children's understanding from units they have complete that year and key hinge knowledge from previous years in the style of multiple choice and explanation questions.

End of year assessments

End of year assessments are made up of end of unit and end of half term assessments from across the year. These are also cumulative of previous years' learning. Children will also complete a set task to showcase the knowledge and skills they have learnt in that particular year group.

There are 3 areas to an End of Year Assessment – The Keys – children recall key facts about the religions they have focussed on. Focussed questions surrounding a Big Question about the Religions they have studied that year and previous years. A source searching activity where children will use the Bibles to look up scriptures that have been a focus and for Years 4,5 and 6 a set task – which is an essay style question focussing on one of the big questions from their current year's learning.

Reteach weeks

During reteach week the children are retaught a lesson from a the previous unit. This lesson is identified through gap analysis of the assessment results.

Retrieval Weeks

During retrieval week the children complete a retrieval lesson focussing on one of the units that was taught in the previous year. For example Sikhism is not taught in Year 5, but was taught in Year 4. Children in Year 5 will use their retrieval lesson to recall prior learning around Sikhism.

Autumn Anchors

Teachers communicate with their class's teacher for the next academic year in regards to any gaps or areas of weakness that need to be filled before starting the next academic years learning.

7. Supporting pupils with SEND



RE plays an important part in the life of the school, contributing to the school's Christian ethos and many of the school's Christian Values are evident within its teaching. All children regardless of ability or faith background are supported to fully access the RE curriculum at Hawkesley, we believe that RE teaching of different world faiths encourages children to develop a sense of identity and belonging whilst simultaneously promoting a culture of **respect**. Through studying different biblical stories, children are presented with key values such as **forgiveness, justice and trust**, which allow for thought provoking discussion and debate, enabling all children to participate and grow. Some children will be able to identify with values such as **hope** and through learning from religion, a sense of **peace**. Children will learn about the importance of **community** to different world religions, as well as the **compassion** and **service** which are essential to their practice. RE will demonstrate that **joy** can be found within religion and enable children to explore their own understanding of this in order for them to 'Let their Light shine'.

Teaching of RE at Hawkesley Church Primary Academy should provide the opportunity for reflection, discussion, dialogue and debate which enables all children to think about the British Values. RE classrooms should be democratic, where children have equal rights to be heard. They consider questions about identity and belonging and how mutual tolerance and respect is important to our society. Religion is an excellent tool for considering individual liberty and the greater good. All children are scaffolded, supported and challenged to develop and make their own faith journey throughout their time at Hawkesley.

As part of termly SEND reviews, the SENDCO uses the foundation assessment tracker to identify pupils where wave 1 and wave 2 intervention isn't effective in ensuring mastery for all in order to provide tailored CPD and training to staff.



8. Reading and vocabulary instruction

We want our children to have an expansive vocabulary and through teacher modelling and planning, children are given the opportunity to use and apply appropriate vocabulary. Subject-specific language is taught and built upon with vocabulary being a focus. Utilising research, the school explicitly teaches Tier 2 and Tier 3 vocabulary in all subjects.

Our Religious Education curriculum is supported by a wealth of high-quality texts which support pupil's learning and develop their skills in accessing information from a range of sources.

Christmas

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Jesus Baby Stable Donkey Mary Joseph	Gift Kings Joseph Mary Story Stable Nativity Manger	gifts crib gold stable giving manger frankincense myrrh receiving significance Jesus Angel Gabriel Mary	Jesus Angel Gabriel Mary Nativity Christmas Message Name saviour church kindness Bible birth belief advent preparation salvation	belief christians carol shepherd church nativity celebration advent meaningful holy trinity human form saviour reflection	Bible nativity symbol sign of the cross christingle wreath angel humble value representation significant	Bible nativity eye-witness morals fables accounts represent meaningful	Bible extracts significant Virgin Mary favoured Holy Trinity generations incarnation rejoice depiction glorify conceived symbolise emmaculate

9. Religious Education in the EYFS



At Hawkesley we have one curriculum. However, the end points for EYFS and Years 1 – 6 come from different places. For each subject we have broken down end points into component parts to create one cumulative journey from Nursery to the end of Year 6. The school has created and adopted bridging documentation to manage the difference in expectations of early learning goals and knowledge needed to successfully integrate into the National Curriculum.

The areas of the EYFS curriculum which link directly to Religious Education are:

1. Understanding the world
2. Communication and language
3. Personal, Social and Emotional development

Each EYFS medium term plan has a subject overview document that allows curriculum leaders to monitor the activities that link directly to each curriculum areas.

Examples of Religious Education learning in Nursery and Reception include:

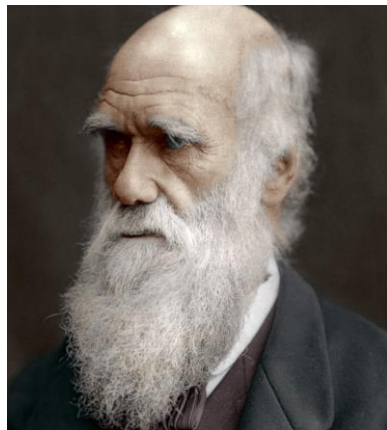
- The Nativity
- The Easter Story
- Daily Prayer
- Noah's Ark
- Small world
- Oscar the Owl Collective Worship

10. Celebrating diversity

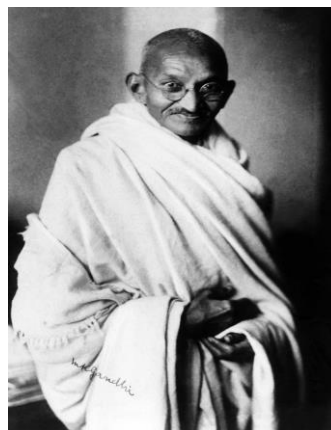
We are committed to ensuring that our curriculum reflects the diversity of British society and Biblical Diversity with the shared understanding that all people are created in the image of God. In Religious Education, the children are exposed to a variety of LGBTQ+, disabled and members of the GM/BME (Global Majority and Black and Minority Ethnic) including:



14th Dalai Lama



Charles Darwin



Mahatma Gandhi



Mother Teresa



Nelson Mandela



Martin Luther King Jr.

Children explore key characters from the Bible. Looking at beliefs, representation, diversity and characterisations. The RE curriculum demonstrates that we are all different, but united by something bigger than ourselves. Children are allocated houses which are represented by 4 key Biblical characters: Noah, Ruth, David and Esther

11. Staff CPD



All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum.

Staff receive regular quality first teaching coaching from senior leaders to support with the implementation of all areas of the curriculum.

All staff have received training from the subject lead on teaching RE and enabling children to learn from Religion and about Religion.

Staff have also been signposted to training from the Church Of England and Methodist Schools which provide CPD resources on their website to support teaching and learning.

- OFSTED audit reviewed
- Briefing training based on audit needs
- Curriculum leader coaching for target teachers
- Detailed MTPs
- Access to unit support through Emanuel Project