



# Religious Education Curriculum Overview

Religious Education contributes to pupils' readiness to participate in life in modern, diverse Britain and in a plural world. Good RE is never coercive: this area of learning is not about making pupils into believers but tries to help them become literate and articulate about religions and beliefs, and to be thoughtful members of a plural society, so that in learning from religion they are able to make informed choices about how they want to live their lives whilst also understanding more about the faith of other people they meet.

Living in and growing up in the world of the 21st century will challenge all young people. It will raise questions of spirituality and identity as well as questions of morality, such as poverty, discrimination and the use of limited resources as well as raising ethical questions about human reproduction, racial and religious prejudice and the role of politics in everyday life. RE will provoke challenging questions about human life, beliefs, communities and ideas. In RE pupils learn from religions and world views about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by expressing insights into their own and others' lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and world views.

***"Before becoming a Muslim, a Sikh, a Hindu or a Christian lets become a human first." Guru Nanak Dev Ji***

## Our curriculum intent

Our RE curriculum will enable pupils to:

### **1. Know about and understand a range of religions and worldviews so that they can:**

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

### **2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

### **3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

## **Our curriculum approach - Knowing and remembering more**

We believe that the RE curriculum we offer at Bradley Green is exceptional. It enhances the children's knowledge and understanding of people, places and the world. We have a detailed and well-sequenced curriculum with built in retrieval activities to enable the children to know and remember more. Our curriculum challenges misconceptions and makes links to previous and future learning. We have carefully planned trips and visitors into our curriculum plans as well as the use of high-quality texts to ensure that explore beliefs, practices and forms of expression in reality.

Our curriculum is designed so that key concepts are revisited within and across year groups so that children can relate information and ideas to each other and make sense of them.

### **Key concepts:**

- Beliefs, teachings and sources
- Practices and ways of life
- Expressing meaning
- Identity
- Diversity
- Belonging
- Meaning
- Purpose
- Truth
- Values
- Commitments

### **Lesson structure**

Each lesson begins with some retrieval of key knowledge and vocabulary from previous lessons and units from the current and previous year groups. We believe that it is vital that children know and remember more. *"Building our long-term memory and our level of fluency in recall. More fluent recall allows more space in working memory to attend to applying the knowledge to explain deeper questions."*

The learning intentions will be shared with the children. *"If we don't know where we are going, we'll never arrive!"*

Before the new learning takes place, staff will activate some prior knowledge, which links to the new learning of the lesson, through a retrieval type task or a discussion. *"Prior learning needs to be active in our working memory if we're going to add layers of complexity to it. New information is only stored if we link it to the knowledge we already have."*

The main part of the lesson may contain an 'I do', 'we do' or 'you do' element depending on the content and where they are up to in the unit. This is where the teacher will model, children will work together and/or with the teacher so that they are supported and then children will complete a task independently.

Throughout the lesson, staff will use a range of questions to assess the children's understanding and guide the lesson appropriately, tailoring the lesson for individuals if required.

At the end of the lesson, staff will ask carefully targeted questions to assess children's understanding. These questions are open questions that relate to understanding rather than just remembering. This assessment is then used to decide a starting point for the next lesson in the sequence.

Any assessments made during the lesson regarding children's understanding as individuals or as a whole are noted on the bottom of the unit plan.

## **SEND**

Our classrooms are inclusive classrooms. They are places where learning opportunities are tailored to meet the needs of all children; in lessons where adults have thought about the ways in which learning is purposeful, meaningful and relevant to the current needs of every child. These are classrooms where lessons are pitched so that every child experiences success and makes progress in their learning.

## **Coverage**

At Bradley Green we teach RE weekly in Reception, KS1 and KS2. In EYFS, RE is blocked each half term. We follow the Manchester SACRE Agreed Syllabus which is structured around the three strands: believing, expressing and living and follows an enquiry-based approach.

The agreed syllabus requires that all pupils study Christianity in each key stage. In addition, pupils will study the principal religions represented in the UK, in line with the law. These are Islam, Hinduism and Judaism for the primary age range. Furthermore, children from families where non-religious worldviews are held are represented in almost all our classrooms. Non-religious worldviews, including 'organised' examples such as Humanism, will also be the focus for study.

Religious traditions are to be studied in depth as follows:

4-5s Reception	Children will encounter Christians and people of other faiths, as part of their growing sense of self, their own community and their place within it.
5-7s Key Stage 1	Christianity, Islam and Judaism
7-11s Key Stage 2	Christianity, Islam, Judaism, Hinduism and Humanism

## **RE in EYFS**

Children in EYFS at Bradley Green encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They are introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

RE makes particular contributions within the prime areas of communication and language and personal, social and emotional development (PSED), as well as specific areas including understanding the world and expressive arts and design. This RE framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

## **Assessment**

Teachers assess throughout as well as at the end of each lesson and record this assessment on their unit plans. Teachers identify children who have exceeded the expectation or who need more practice and use this to decide the starting point for the next lesson.

The assessment information is also passed on to the subject leader at the end of a unit so that the subject leader can look for patterns across this school. The teacher's feedback on the teaching of the unit is important for the subject leader when they come to revise the unit plans for the following year.

A summative judgement is also completed at the end of each term.

## **Personal development**

Through our RE curriculum, we have a determination to develop learners to have a well-rounded set of British Values that enable them to keep themselves safe and prepares them for life in the modern world in a diverse and ever-changing community aspiring for equality for all. We have a cast iron conviction to develop the behaviours that children need to succeed in the world ensuring they are ready, respectful, and safe. To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality, and to engage in the culture they live in and understand the cultures of others. Our lessons are carefully planned to allow all children to develop the 10 life skills we work on at Bradley Green: Managing distractions, noticing, perseverance, questioning, planning, reasoning, collaboration, listening, empathy, and organisation.



Bradley Green @BradleyGreenPA · 9 Mar

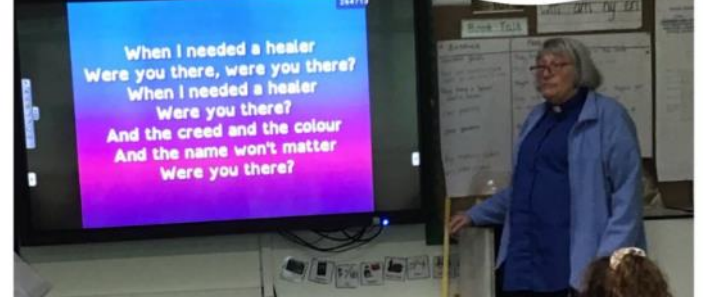
#BradleyGreenY2 made a conscience alley to advise Moses whether to carry on trying to persuade the Pharaoh to let the Jewish slaves go, or whether to give up. #BradleyGreenRE



Bradley Green

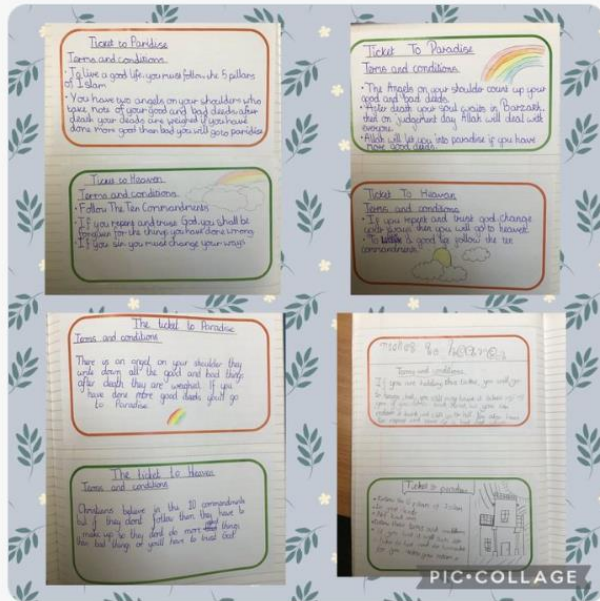
@BradleyGreenPA

We have really enjoyed having Reverend Sheila visit our class to discuss why the Bible is important to her. #BradleyGreenY3 #BradleyGreenRE



Bradley Green @BradleyGreenPA · 17 Mar

#BradleyGreenY6 have made Tickets to Heaven and Paradise with the terms and conditions needed to redeem them in #BradleyGreenRE



### Developing expertise

The subject leader keeps up to date with the latest information and research by being part of work group within in the trust.

The subject leader attends the Tameside RE networks.

Unit plans have been created by the subject leader to support the teachers in delivering high quality lessons.

### **Oracy education**

Oracy develops students' confidence, articulacy, and capacity to learn. We provide a high-quality oracy education as a Voice 21 school.

There are many opportunities purposefully planned into the RE curriculum for children to talk. We believe that every child should have the opportunity to not only learn through talk but learn to talk. Therefore, we use different talk tactics and groupings throughout our curriculum.