

# **2019 2020 RE Learning challenges**

Learning challenges – the principles  
Overview of year group challenges

# Learning Challenges – The Principles

## *What are the main principles?*

- The Learning Challenge concept is built around the principle of greater learner involvement in their work. It requires deep thinking and encourages learners to work using a question as the starting point.
- In designing the curriculum teachers and learners are using a prime learning challenge, expressed as a question, as the starting point. Using the information gained from pre- learning tasks and the school's context a series of subsidiary challenges are then planned. Each subsidiary learning challenge is also expressed as a question. See how this works in the scheme of work provided.
- The subsidiary learning challenge is normally expected to last for one week but this does not need to be the case. However, initially it may be useful for the learners and indeed the staff to get used to the weekly learning challenge. The important point is that the learning challenges need to make sense to the learners and be something that is within their immediate understanding.

# Learning Challenges – The Principles

## *How do the Pre- Learning Tasks Work?*

- Pre-Learning Tasks ensure that learners are directly involved in the planning process. Well planned pre-learning tasks should help to bring out what learners already know; what misconceptions they may have and what really interests them.
- Teachers should take account of the outcomes from pre-learning tasks to plan the subsidiary learning challenges for each major area of study. It should help teachers recognise what transferable skills learners have already developed that could be used to initiate new learning with a level of confidence.
- Pre-Learning tasks could take many different forms and can last for as long or as short as required. Some may be written tasks, others oral. Mind mapping is one method that has been used successfully by many schools. Using pre-learning tasks as part of a school's programme of home learning will help to get parents and carers directly involved in their children's learning.

# Learning Challenges – The Principles

## *How are learners represented with opportunities to reflect on their learning?*

- Time for learners to reflect or review their learning is central to the whole process. This is in keeping with the 'Learning to Learn' principles where reflection is seen as a very important part of individuals' learning programme.
- Within the Learning Challenge Curriculum it is suggested that the final subsidiary learning challenge is handed over for learners to reflect on their learning. The idea is that learners represent their learning back to the rest of the class or another appropriate audience making the most of their oracy and ICT skills to do so. Initially, learners may require a great deal of direction so the reflection time may need to be represented in the form of a question which helps them to review their work.
- Although reflection is seen as a concluding part of the prime learning challenge, it is hoped that there will be continual opportunities for learners to reflect frequently, especially as each subsidiary learning challenge comes to an end. Ideally, there should be a good deal of learner autonomy evident during reflection time. This reflection is especially relevant to religious education.

# RE: Key Stage One Overview

## Requirements from the Curriculum Framework

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary.

### Know About and Understand

Pupils should be taught to:

A1	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
A2	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
A3	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

# RE: Key Stage One Overview

## Requirements from the Curriculum Framework

They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

### Express and Communicate

Pupils should be taught to:

B1

Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

B2

Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

B3

Notice and respond sensitively to some similarities between different religions and worldviews.

# RE: Key Stage One Overview

## Requirements from the Curriculum Framework

They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

### Gain and Deploy Skills

Pupils should be taught to:

C1	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
C2	Find out about and respond with ideas to examples of co-operation between people who are different.
C3	Find out about questions of right and wrong and begin to express their ideas and opinions in response.

# Key Stage One

## long term overview

This is given as a suggestion only and schools should adapt their planning to best meet the needs of their children; take account of the locally agreed syllabus; fit with the calendar of the specific religions being studied and to make links with any religious observances or events in their locality.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 1	What is important to you?	Why do Christians celebrate Christmas?	How do I know I'm being good?	What do Christians and Jews believe about creation?	How do religions welcome new members? <i>(with possible link to transition within school)</i>	
Year 2	How do Christians, Jews and Muslims say 'thank you' to God for the natural world?	Why is light important in religions?	What does it mean to be a Muslim?	When do we cooperate?	Do our actions speak louder than words?	What have I learned about different religions?



# RE: Key Stage Two Overview

## Requirements from the Curriculum Framework

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary.

### Know About and Understand

Pupils should be taught to:

A1	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
A2	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
A3	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

# RE: Key Stage Two Overview

## Requirements from the Curriculum Framework

They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

### Express and Communicate

Pupils should be taught to:

B1	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
B2	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
B3	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

# RE: Key Stage Two Overview

## Requirements from the Curriculum Framework

They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

### Gain and Deploy Skills

Pupils should be taught to:

C1	Discuss and represent thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
C2	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
C3	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

# Lower Key Stage Two long term overview

This is given as a suggestion only and schools should adapt their planning to best meet the needs of their children; take account of the locally agreed syllabus; fit with the calendar of the specific religions being studied and to make links with any religious observances or events in their locality.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 3	What are the rules?	What do people believe about God?		That's not fair! Or is it?	What is so special about places?	
Year 4	What does worship mean?	How is Christmas celebrated in other countries?	What do we mean by commitment?	Why did Jesus tell stories?	What is pilgrimage?	What is Judaism?

# Upper Key Stage Two

## long term overview

This is given as a suggestion only and schools should adapt their planning to best meet the needs of their children; take account of the locally agreed syllabus; fit with the calendar of the specific religions being studied and to make links with any religious observances or events in their locality.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>Year 5</b>	How did it all start?	What can we learn from religious texts?	What are the Five Pillars of Islam?	Am I always right?	What do we believe in <i>*our town?</i>	
<b>Year 6</b>	Why is Diwali celebrated by both Hindus and Sikhs?	What is prayer and meditation?	How can religious meaning be expressed through art?		How do different religions celebrate marriage?	What do people believe happens after someone dies?