



# RE Curriculum

<b>Topics</b>		
<b>Autumn</b>	<b>Who Am I and Who Am I Becoming?</b>	To gain a better understanding of who they are as a person, develop an understanding of where they come from and their history. Build on strategies to develop confidence, develop a growth mindset, develop emotional resilience
	<b>Celebrating Difference</b>	Celebrating our differences can enable us to open our minds to new ideas and experiences. By being interested and open to the differences between us we can discover new ideas and ways of thinking as well as making new friends and experiencing different opportunities. It can also help us challenge stereotypes.
	<b>The wonders of Christmas</b>	RE Christmas focus
<b>Spring</b>	<b>Heritage and Culture</b>	This theme is history focused so pupils have the time and opportunity to delve into a significant period of history that had a political, social, religious, or economic impact on life as humans knew it at the time.
	<b>Dreams and Goals - <i>Building a Sustainable and Inclusive World</i></b>	It is about celebrating significant figure, inventions and organisations through the lens of the Global Goals. All year groups explore the influence people or events have had over major developments. Children will study Moments and Movements that have changed the World. Linked with the British Values, each year group will study a particular moment or movement that is significant to our current time in the world.
	<b>The Easter Story</b>	RE Easter Focus
<b>Summer</b>	<b>Citizenship and the World</b>	Allows children to develop knowledge of how our world has advanced geographically, through physical and human geography but also how different cultures through history has shaped our lives; giving children the opportunity to develop a better understanding of our world today.
	<b>Lights Camera Action</b>	As performance is the focus of this theme, lessons explore either the legacy of Shakespeare or one of the most prestigious titles in the peerages of the United Kingdom. Children will focus on how to build a community through performances. Depending on the cycle, each year pupils will learn about a different aspect of Tudor life and deepen their understanding of how this narrative was influenced by major changes that occurred around the world at the time

## RE Curriculum Aims

At Henley in Arden CofE Primary School, through the teaching of our RE curriculum, it is our intention that pupils should: develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection; have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging; have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews; and develop confident religious literacy. Our RE curriculum aims to provide children with the core knowledge required to talk confidently about Christianity and other world faiths' key teachings and to foster an awareness of the similarities and differences between them.

### The curriculum provides opportunities for pupils to:

- Listen and respond to visitors from local faith communities
- Visit places of worship and religious significance where possible, to develop and enhance learning at their key stage
- Begin to use ICT to further explore religions and beliefs practiced in the local and wider community
- Use every day and religious language to talk about their own beliefs, ideas, values, feelings and experiences
- Use their senses and have times for quiet reflection
- Use other curriculum areas such as art and design, music, dance and drama to develop and express their ideas in a variety of forms
- Identify and explore the connections between RE and other subject areas
- Begin to recognise diversity within religious traditions and human experiences

### What do we want learners to be able to know and do by the time they leave Henley in Arden CofE Primary School?

#### Curriculum Intent

Religious Education (R.E.) is NOT simply an exploration of the world religions. It is also about helping children to be more aware of who they are, what they and others believe and what they value, thus taking a worldviews approach to the teaching of the subject.

R.E. is important because it promotes spiritual, moral, social and cultural development. It enables pupils to acquire and develop an appreciation and understanding of religious traditions and those qualities of human existence which religion addresses.

The aims of R.E. are to enable pupils to:

- Develop an awareness of spiritual and moral real-life experiences, identify questions and issues which they raise and respond to them in a variety of ways.
- Develop knowledge and understanding of Christianity, other principal traditions and value systems represented in Great Britain.
- Reflect on their own experiences, beliefs and values and develop personal responses to ultimate questions in light of their studies.
- Have confidence in their own viewpoint whilst engaging in an open and honest enquiry, respecting the right of others to hold beliefs different from their own in a religiously diverse society.

Each of the aims contributes to the spiritual, moral, social and cultural education of pupils.

- 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 or a worldview.
- **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.

### Curriculum Implementation

Planning for R.E. is done within the context of the requirements of the Warwickshire Agreed Syllabus and the units of work are developed by the Warwickshire Education Authority, providing pupils with knowledge and understanding of a range of religions. Used alongside the Agreed Syllabus is Understanding Christianity, which seeks to "see pupils leave school with a coherent understanding of Christian belief and practice" (Understanding Christianity Teachers' Handbook).

The units from both of these syllabuses have been linked with work in other curriculum subjects where possible and if necessary adapted to suit the particular circumstances of different classes within the context of the school's long-term plan.

#### **The curriculum for RE aims to ensure that all pupils:**

- **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.

We visit our local churches on numerous occasions throughout the year to celebrate key Christian celebrations.

When applicable, learners' work shows that they make links with other subjects and refer to their local community. For example, when studying World War 2, one class visited Coventry Cathedral and researched the importance of the church to the community both then and now.

In January 2023, KS2 produced a piece of Mexican Art work as part of a Christian Art project connecting all the schools from the multi academy trust, exploring how the cross is depicted in different countries. The schools take it in turns to display the complete collection in their school for one month.

### Curriculum Impact

The impact of our teaching of RE is predominantly measured by the behaviour and attitudes of the children who demonstrate their understanding of our Christian and British values on a daily basis. They also respect the beliefs of others.

### Assessment

Each unit of work contains sections relating to pupil expectations and assessment opportunities showing how pupils might demonstrate what and how they have learnt within each unit. The unit expectations provide three differentiated bands of achievement: developing, secure and extending.

These enable teachers to make summative assessments of the pupils' attainment. These assessments are recorded on topic/subject assessment grids and are used to make judgements regarding pupil progress in respect to Aspect 3 which are recorded on Insight.

At the start of each unit, pupils are provided with a unit outcomes sheet, detailing the big questions they will be covering. We use Big Questions thought bubbles on our reflection areas to address these questions as we move through the unit. Pupils and teachers also make an assessment against each big question at the end of the unit.

### Monitoring

The subject leader carries out a book scrutiny and a learning walk each term and records the key findings with action points for the following term. Pupil voice questionnaires are also carried out every term (where possible), sometimes alongside the RE governor, where pupils come and talk about their R.E. books, work they are proud of and found challenging, and their knowledge, with particular focal questions on the Understanding Christianity units. These findings will then inform subsequent action points to feedback to staff. Photographs are also used to collect evidence of activities such as role play acting a biblical story. Lessons observation also take place.

### Teaching and Learning

There are five key elements to the implementation of the RE curriculum:

- **Plan:** each lesson is judiciously planned to identify the different types of knowledge that the lesson focusses on.
- **Revisit:** At Henley we revisit areas of learning previously taught to support new learning of the next topic. It builds on pupils' prior learning, drawing upon previously planned lessons. This is done through a range of retrieval activities saved in the folder.
- **Teach:** Use Understanding Christianity and Warwickshire and Coventry SACRE to teach the curriculum.
- **Assess:** pupils are given enquiry-based composite tasks that enable pupils to demonstrate their understanding of the component knowledge.
- **Intervene and re-teach:** composite tasks identify knowledge components that are not secure. These are re-taught before moving on to avoid future gaps from emerging.

### What does teaching and learning look like in this subject?

1. Bring the religions and beliefs to life in the classroom using all senses through physical artefacts, visual stimuli, sights and sounds of the faith.
2. Check prior learning has been retained through the retrieval activities.
3. Introduce the learning outcome of the lesson, making links to both the wider learning journey and the real world. Ensure that the lesson is understood within a wider appreciation of geographical location of religions and drawing upon prior learning.
4. Maximise engagement, learning and progress through regular use of high quality teaching and learning techniques such as Cold Call, Turn and Talk, Everybody Writes and Show Call.
5. Build in regular checks for understanding during lessons, including through assertive monitoring and targeted questioning, addressing misconceptions quickly and re-modelling where necessary.
6. Check priority knowledge has been retained to the working memory at the end of every lesson, EG: use of Exit Tickets.
7. Develop knowledge and understanding of the key features and characteristics of the religions studied.
8. Ensure that substantive knowledge is developed alongside disciplinary knowledge within meaningful RE research, so they develop as independent learners and as critical and reflective thinkers, with regular opportunities for extended writing.
9. Analyse and compare religious sources independently.
10. Ensure pupils take pride in their written work, continually focus on their handwriting and quality of diagrams, and provide clear evidence in their books of

responding to written and verbal teacher feedback.

11. Analyse data throughout topics to support researching facts about different religions.
12. Offer opportunities to use ICT, such as film making, researching etc.
13. Provide opportunities for subject-specific enrichment both inside and outside of school.
14. Use the I do, we do, you do model

## Adapting the curriculum for pupils with SEND in RE

- Adaptive teaching takes place.
- For sensory or physically impaired pupils, RE learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
- Dyslexic pupils may benefit from well-spaced print.
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support.
- Practical, fast paced, engaging lessons to support children with attention difficulties

### What does it mean to teach RE in greater depth?

**Creating the opportunity for greater depth in RE involves allowing pupils the independence to apply their learning at a deeper level. This means that pupils working at greater depth are expected to be able to:**

- Work confidently and independently during lessons
- Consistently apply their learning to different contexts and across different curriculum areas.
- Compare, contrast and evaluate world religious and non-religious views whilst coherently expressing their personal views and beliefs.
- Make connections between world religious and non-religious views and discuss what these mean to those who follow these views.
- Discuss and reflect upon the bigger questions, making reference to religious and nonreligious world views
- Explain their learning and understanding to others in a way that enables others to learn too.

**Some examples of questions that give children the opportunity to demonstrate GD skills in RE:**

- Does God really exist?
- What is religion?
- Where do we come from?
- Is praying a waste of time?
- Should holy books be trusted?
- Does my soul exist?
- Can anyone give me the answers to life?
- Why can't I live forever?
- Why are rituals important?
- Are stories true?

## Substantive Knowledge

This is factual knowledge of religions and includes two types - 'generative knowledge' and 'fingertip knowledge':

- I. **Generative knowledge** is the essential, underpinning, in-depth knowledge of a religion that supports ) further learning and thus supports pupils to *generate* more knowledge. **Substantive Concepts** are concepts concerned with the subject matter of RE. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times throughout the curriculum. *Substantive concepts are best understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way.* Substantive concepts are classed as generative knowledge because they support the learning of new material.
  - II. **Chronological knowledge** is also generative knowledge. This is the specific knowledge of the broad characteristics of RE and supports pupils to build coherent schema for particular topics.
- **Fingertip knowledge** is the knowledge of the key facts which pupils need in their minds, *or at their fingertips*, whilst undertaking religious enquiries, without which they would be incapable of constructing answers. Without essential fingertip knowledge, working memory is overloaded when undertaking enquiries, and it is thus useful to have this fingertip knowledge in knowledge organisers. Fingertip knowledge must be taught and pupils must retain it during their enquiry. However, gaining this type of knowledge is not the ultimate long term aim of the primary classroom, and it may not be needed beyond the current topic.

## Disciplinary Knowledge

**Disciplinary knowledge** is knowledge about how religions have been documented and recorded. Pupils learn disciplinary knowledge within relevant studies of religion. through application to substantive knowledge. Units of learning are framed around central Big Questions which focus a unit of work on elements of this disciplinary knowledge. This knowledge of other religions frames what pupils know, supporting them to consider the elements of other religions. It helps pupils to compare and debate different beliefs dependent upon viewpoint.

In high-quality RE curriculums, these types of knowledge are not artificially separated from each other. "RE should begin by helping the student to understand the world-views that religions propagate and to deconstruct these before building world-views of their own. Lying at the heart of this approach is the belief that the job of education is to allow an individual to make meaning about themselves and the world. Much of previous religious pedagogy is seen as oppressive as it aims to construct a world-view for the student, not allowing them to construct their own. In order to develop this world-view, students must be given the tools to deconstruct the narratives with which they are already familiar. This is a strong post-modern approach to equal validity and truth claims which treats religious, spiritual, humanist and secular narratives as equally valid world-views." (Erricker, Clive *Reconstructing Religious, Spiritual and Moral Education*, 2000). "RE should be involved in the experiences of religion and religious practice, using the senses and extensive use of role-play, drama, dance and other sensate activities. This approach develops the idea of experiencing the traditions and the phenomena of religion. With a strong focus on multi-sensory approaches, the key aim will be for the students to focus on, and respond to, the spiritual dimensions of life. Lessons will be very 'hands on' and include guided fantasy, reflection, meditation, drama and role-play." (Hay, David & Hammond, John, *New methods in RE teaching*, 1990).

## National Curriculum and EYFS Framework

### Substantive Knowledge

#### Generative Knowledge

- **Substantive Concepts** embedded within units and revisited many times
- **Chronological knowledge** - understanding broad characteristics and having an overview knowledge

#### Fingertip Knowledge

- Knowledge of key vocabulary and beliefs and features of religions

### Disciplinary Knowledge

- The Approach to RE Study

Asking questions and investigating

places of worship and texts to deepen understanding

#### Disciplinary Concepts

The importance of the word God, special and sacred times and places,

the meaning of belonging to a faith community, the importance of festivals, religion in Britain, Science conflicting or complimenting RE

The spiritual development of pupils is shown by their:	The moral development of pupils is shown by their:
<ul style="list-style-type: none"> <li>• ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</li> <li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> <li>• Use of imagination and creativity in their learning</li> <li>• Willingness to reflect on their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.</li> <li>• Understanding of the consequences of their behaviour and actions.</li> <li>• Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>
The social development of pupils is shown by their:	The cultural development of pupils is shown by their:
<ul style="list-style-type: none"> <li>• use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.</li> <li>• Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.</li> <li>• Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.</li> <li>• Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</li> <li>• Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</li> <li>• Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</li> <li>• Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</li> </ul>
Which values underpin the curriculum content?	
We embed the values in our RE Curriculum that the children begin to learn about during Collective Worship and Celebration Assemblies – thankfulness, trust, service, justice, respect, courage, forgiveness, perseverance, generosity, friendship, compassion and truthfulness.	
British Values in RE	
<p>British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the RE curriculum.</p> <p>Democracy - The RE classroom must be a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil.</p> <p>The Rule of Law -In RE pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law.</p> <p>Individual Liberty - Children will learn that Religion is a good case study of the balance between individual liberty and the greater good. It is the right of the parent to</p>	

withdraw their child from RE.

Mutual Respect - Children learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others. Mutual respect is taught and given when children are expressing their opinions and beliefs. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by given each child a forum to share these on and an expectation that these must be listened to.

Tolerance of those of different faiths and beliefs - Children consider questions about identity and belonging. Children learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others. Class assemblies also help to contribute to the knowledge of special occasions, beliefs and customs. RE can challenge pupils to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs.

