



Mountford Manor

Curriculum Policy

Religious Education (RE)

*"This is my simple religion. There is no need for temples;
no need for complicated philosophies. Our own brain, our
own heart is our temple; the philosophy is kindness.*

Dalai Lama

Whole School Curriculum Intent:

At Mountford Manor Primary School, children are supported, guided and inspired through our excellent teaching practises, to achieve academic success through a [knowledge-engaged](#) approach to the curriculum, which centres around a key stimulus.

Developing the whole child is at the centre of everything we do and our intention is that the curriculum extends opportunity, raises aspiration and opens children's eyes to the world beyond their immediate environment.

Through our values based approach, the curriculum encourages children to become kind, considerate and accepting individuals who make positive contributions to their community and beyond.

At Mountford we aspire for children to **Make the Most** of their **Potential**.

To do this, we strive for children to;

- Be **Motivated** Learners
- Seek **Meaningful** futures
- Become **Proud** citizens

In order for us to ensure our pupils "Make the Most of their Potential" 5 instrumental **Golden Threads** underpin and weave through everything we do at the school. We believe these threads enable children to have the essential knowledge and skills that they need to be educated citizens.

1. **Embed values** and a sense of community
2. **Develop oracy** through immersing pupils in a language rich environment
3. **Cultivate a sense of value** in the love of reading
4. **Enable and facilitate opportunities** and **experiences** to accumulate advantage; inspiring ambition and aspiration.
5. **Encourage curiosity**; pupils want to pupils do more, to know more; and therefore, remember more.

How the **5 Golden Threads** are embedded in our RE Curriculum

Golden Thread	How this is embedded in RE
Embed Values	Through the RE curriculum, children learn about the importance of different religions and cultures. Alongside exploring their own belief's and feelings; children develop a sense of tolerance and acceptance of other people's rights to their own faiths and beliefs.
Develop Oracy Skills	Children are given opportunities in lesson to discuss their emotions, views and opinions. In each unit of work, children are exposed to a range of vocabulary which enables them to describe, discuss their emotions, feelings and opinions.
Cultivating a culture of readers	Where possible, children's RE work links to and/or is inspired by a key text. Through the RE curriculum they learn about important messages through fables and religious stories.
Giving exposure to real life opportunities and experiences	Class teachers are encouraged to seek opportunities for RE to be enhanced through visitors and real-life opportunities. Children are made aware of the different types of religions and faiths that are available to them through visitors and visits from a range of faith leaders.
Encourage curiosity	The RE curriculum allows children to develop their understand about both themselves and others. By learning how to express their faith and beliefs they also develop tolerance and kindness towards others, giving them confidence to learn more about what it means to be a proud citizen.

RE Curriculum Intent

At Mountford Manor we believe Religious Education (RE) is an essential element of the curriculum and contributes to the personal and intellectual development of young people. It also offers opportunities to build knowledge, understanding and skills that are essential for life in modern Britain.

At Mountford, RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, and reflect on their own ideas and ways of living.

Aims and Objectives:

Religious education at Mountford contributes dynamically to children's and young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human;

- In RE pupils learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to evaluate wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.
- Pupils should be given opportunities to reflect upon their own personal responses to the fundamental human questions to which religious and non-religious worldviews respond.
- Pupils should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

To support the teaching of RE at Mountford Manor the school follows Swindon's agreed syllabus for religious education (SACRE)

The Swindon SACRE curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religious and non-religious worldviews¹, 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 wisdom² found in religious and non-religious 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 religious and non-religious worldviews, so that they can:

- explain, using reasoned arguments, 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

3. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:

- 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 clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

RE Curriculum Map (Progression and sequencing):

RE Strand	EYFS Discovering	KS1 Exploring	KS2 Connecting
<p>Believing: Religious beliefs, teachings, sources, questions about meaning, purpose and truth.</p>	<p>Building on Prior learning children will:</p> <ul style="list-style-type: none"> • Be able to explain and identify special stories. • Be able to explain who is special in their lives and why. • Be able to explore different religions. 	<p>Building on prior learning children will:</p> <ul style="list-style-type: none"> • Be able to 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. • Be able to 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. • Be able to recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. 	<p>Building on prior learning children will:</p> <ul style="list-style-type: none"> • Be able to describe and make connections between different features of the religious and nonreligious 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. • Be able to 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. • Be able to explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
<p>Expressing: Religious and spiritual forms of expressing; questions about identity and diversity.</p>	<p>Building on prior learning children will:</p> <ul style="list-style-type: none"> • Be able to talk about which places are special to them. • Be able to discuss what times are special. • Be able to explore religious symbols. 	<p>Building on prior learning children will:</p> <ul style="list-style-type: none"> • Be able to ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to community might make. 	<p>Building on prior learning children will:</p> <ul style="list-style-type: none"> • Be able to observe and understand varied examples of religious and nonreligious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. • Be able to 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.

		<ul style="list-style-type: none"> • Be able to observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. • Be able to notice and respond sensitively to some similarities between different religious and non-religious worldviews. 	<ul style="list-style-type: none"> • Be able to observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews
<p>Living: Religious practices and ways of living; questions about values and commitments.</p>	<p>Building on prior learning children will:</p> <ul style="list-style-type: none"> • Be able to talk about which values are important. • Be able to retell religious stories and events making connections with personal experiences. • Be able to talk about our world. 	<p>Building on prior knowledge children will:</p> <ul style="list-style-type: none"> • Be able to 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. • Be able to find out about and respond with ideas to examples of cooperation between people who are different. • Find out about questions of right and wrong and begin to express their ideas and opinions in response. 	<p>Building on prior knowledge children will:</p> <ul style="list-style-type: none"> • Be able to discuss and present 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. • Be able to Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. <p>Be able to 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 ow ideas clearly in response.</p>

Knowledge and Facts

EYFS

Understanding the World

ELG People, Culture and Communities

Children at the expected level of development will:

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Which stories are special and why.	Which people are special and why.	What places are special and why.	What times are special and why.	Where we belong.	What is special about our world.

KS1 & KS2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	What does it mean to belong to a faith?	How and why do we celebrate special and scared times? Focus on celebrations of the children in the class.	Who is a Christian and what do they believe?		What makes some places scared?	
Year 2	How should we care for others and the world and why does this matter?	How and why do we celebrate special and scared times? Focus on different festivals.	Who is a Muslim and what do they believe?	Who is Jewish and what do they believe?	What can we learn from scared books?	
Year 3	What does it mean to be a Christian in Britain today?		What do different people believe about God?	Why are festivals important to religious communities? Focus on different festivals of the children.	Why do some people pray?	Why is the bible so important for Christians today?
Year 4	What does it mean to be a Hindu in Britain today?		What can we learn from religions and worldviews about deciding what is right and wrong?	Why is Jesus inspiring to some people?	Why are festivals important to religious communities? Eid focus	Why do some people do some people think that life is a journey and what significant experiences mark this?
Year 5	Why do some people believe God exists?	If God is everywhere why go to a place of worship? Possible church visit and the Mandir.	What would Jesus do? Can people live by the values of Jesus in the twenty first century?		What does it mean to be a Muslim in Britain today?	
Year 6	Is it better to express your beliefs through art and architecture or through charity and generosity?	What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?	What matters most to Christians and Humanists?		What do religions and worldviews say when life gets hard?	

The Teaching and Learning of RE

At Mountford Manor we allocate approximately one hour to RE each week in order to teach the RE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways: assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. Class teachers and Teaching Assistants deliver the weekly lessons to their own classes.

At Mountford Manor, we approach teaching and learning of RE through 6 Key Principles.

These 6 principles are key to effective teaching but by its very nature, teaching is a creative profession so there is no prescribed formula for the way they are implemented in the classroom. .

These 6 Key Principles are;

1.CHALLENGE

With the mastery learning model, rather than prejudging potential outcomes and stifling expectations by setting a host of differentiated learning objectives, there is a single challenging learning objective (Challenge for all). Staff are expected to consider what each individual student needs to achieve it and adjust their lesson accordingly.

All students may have different starting points but should aspire to the learning objective and a teacher should tailor and adapt their teaching;

- focused questioning;
- adult/ peer help with starting their sentences;
- Modelled and worked examples
- Manipulatives and practical apparatus to support learning

It is about equity of opportunity, not all getting exactly the same to reach the objective. The aim is to keep students in the challenge zone.

2.EXPLANATION

Three key principles should guide explanations:

1. Plan in to schemes of learning how to **link to and build on something already known**. a. Begin each lesson with a short review of previous learning (Rosenshine, 2012)

2. Allow for the **limitations of the working memory** when asking students to take on board new information, giving instructions, asking them to sort key bits of information etc. a. Present new information in small steps with student practice after each step (Rosenshine, 2012)

3. Where possible try to make the **abstract concrete** – think about and plan, how to make abstract ideas make sense:

- a. Drawing diagrams; demonstrations; sharing and discussing images; taking the learning outside etc.
- b. Provide scaffolds for difficult tasks (Rosenshine, 2012)
- c. Direct explicit instruction (Kirschner, Sweller, Clarke, 2006)

3.MODELLING

Explain the key ideas, then model how to do it / what to do with it. This falls in to two main categories:

1. **Model the creation of products/procedures**. For example: write an essay, *show* them how to do it. Write it out on the board and discuss how/why you are doing each step as you go. Question them on what is being done. Explain, out loud, thought processes. If mistakes are made, point them out.
2. **Deconstruct expert examples and use worked examples** – have an excellent finished product and share it, discuss why it is good.

4.PRACTICE

Plan in time, during the lesson and over a series of lessons, for students to practice using new knowledge and skills. Consider the type of practice and its purpose:

1. Practice for fluency and long-term retention – repeating things in order to master them; coming back to things in subsequent lessons etc.
2. Deliberate ‘intelligent’ practice at the outer reaches of ability – allowing students to make connections and see patterns. Practising at the outer reaches of ability means students will have to layer skills and use them with agility.
 - a. Guide student practice (Rosenshine, 2012)
 - b. Require and monitor independent practice (Rosenshine, 2012)

5.FEEDBACK

Plan in how you will give feedback during/after lessons and – for this feedback to be meaningful -how you will allow students to respond this feedback. Feedback is a two way process and the teacher should use the students’ feedback to inform future planning.

Moreover, it is our goal to nurture independent and agile learners who have the skills to be successful in an increasingly globalised and rapidly changing world. To achieve this, we must equip students to be critical and reflective learners in their own right by ‘learning how to learn’. Students need to be engaged in their own learning, be part of the creation of their ‘next steps’ and have the opportunity to assess their own work and that of their peers in a meaningful and useful manner.

1. Engage students in weekly and monthly review (Rosenshine, 2012)
2. Guide student practice

6.QUESTIONING

Some questions can be planned for but some should be responsive to what is happening in the lesson.

When considering planned questions, they should be to:

1. Check for understanding – i.e. hinge questions that students should be able to answer at a certain point in the lesson, before they move on.
 - a. Ask a large number of questions and check the responses of all students,
 - b. Check for understanding (Rosenshine, 2012)
2. Provoke deeper thinking
3. Increase the ratio of participation and thinking of all students

Inclusion and the RE Curriculum

When teaching at Mountford Manor, staff are aware of children’s individual needs and how to best scaffold teaching and learning, to enable access for all. Teachers consider; a range of resources, classroom organisation and management strategies to ensure optimal access for all learners, including those with physical and learning needs. Teachers have access to specialist support for advice on target setting and assessment. All SEND pupils are identified (through the Swindon Core Standards paperwork and on the Mountford Manor’ SEND register). Their progress is systematically recorded and monitored in individual provision maps / Termly SEN assessments.

Monitoring and Assessment

EYFS

In EYFS the new skills and knowledge learnt in RE is evidenced by collecting photos and work produced by a child and placing it in their Learning Journeys.

Children’s RE knowledge and skills are assessed by judging them against the Early learning goals set out in the EYFS Profile documentation.

Key Stage 1

In KS1 the new skills and knowledge learnt in RE is evidenced through a combination of work in class RE books, pupil books and pupil's responses to key questions.

Key Stage 2

In KS2 the new skills and knowledge learnt in RE is evidenced through a combination of work in class books, pupil books and pupil's responses to key questions.

Review

To be reviewed September 2023 by Sharon Morgan (RE Lead at Mountford Manor).