SUBJECT ON A PAGE

RE

At Green Ridge, we want to ensure that all children have the opportunity to experience a range of different religions. We know that the world is a culturally diverse place with a plethora of different belief systems, and we want to ensure that children who have not yet chosen a belief system, are given all the information they need to help shape their own spiritual identity. In addition to this, we also want to ensure that children who have already chosen a belief system are given an opportunity to share their own views and have them respected within our lessons and teaching.

Intent – what we aim to do

- Develop children's understanding of their sense of who they are and their uniqueness as a person.
- Develop children's knowledge of the significance of religion and belief in the local, national and global communities.
- Explore the meaning of a range of forms of religious expression.
- Develop children's understanding of a variety of practices and ways of life that stem from beliefs.
- Develop understanding of the key aspects of religions and beliefs, especially the people, stories and traditions that influence the beliefs of others.
- Inform children of the similarities and differences within and between religions.
- Develop children's skills to be able to identify religious and other responses to ultimate and ethical questions.

Implementation – how do we achieve our aims?

Our curriculum ensures that children are able to develop a range of skills within RE as well as understanding and having respect for other religions. This also includes exploring non-religious world views. We want to ensure that the children develop their own personal identity through lessons by reflecting on their own personal beliefs, values and feelings in a safe and nurturing environment.

Planning/ Sequencing

Green Ridge follows the locally agreed syllabus which is the Buckinghamshire Agreed Syllabus 2022-2027. Planning for the RE curriculum ensures that the Bucks agreed syllabus is being taught and a range of religions are being taught. Units of work either have a religious focus e.g. Christianity, Islam etc or they focus on a shared aspect of religious practice, e.g, sacred texts, pilgrimages etc. The learning intentions for each RE lesson across the year have been mapped out which teachers can use to inform their planning and have been collated through a combination of the Bucks Agreed Syllabus and the Plan Bee resources.

Scope

A range of religions taught across KS1-KS2 provides children with the opportunity to imbed, share and explore different experiences and feelings. With an emphasis on Christianity, Judaism, Islam and Hinduism, an overview for each year group can be seen as follows:

- Year 1 – Christianity and multi-faith
- Year 2 – Christianity, multi-faith and Judaism
- Year 3 - Christianity, multi-faith, Judaism and Hinduism
- Year 4 – Christianity, multi-faith, Hinduism and Islam
- Year 5 – Christianity, multi-faith, Judaism, Hinduism and Islam
- Year 6 – Christianity, multi-faith, Islam and Buddhism

Implementation – (continued)

Structure of a lesson

Lessons are timetabled weekly. This is made up of 45 minutes of RE ensuring that the correct knowledge is being delivered effectively. Children will contribute ideas through class discussions, group work, independent tasks and photos which are recorded in a class floor book.

Enrichment

To further enhance and celebrate the RE curriculum, each year group will have a visit from a faith representative to promote religious literacy and respect for diverse beliefs.

RE in EYFS

In Reception, children are introduced to Religious Education through meaningful opportunities to learn about and take part in celebrations from a range of cultures and faiths. In the topic Through My Eyes, they explore celebrations around the world, gaining awareness of traditions that may be similar to or different from their own. Role play areas are enhanced to reflect special occasions, giving children opportunities to explore symbols, clothing, food and customs in imaginative and practical ways. Throughout the year, children experience a variety of celebrations, helping them develop respect, curiosity and understanding diversity of beliefs and traditions within their community and the wider world.

10 min – next steps/review

5 min – Think like a philosopher starter.

15 min – Teaching input inc vocabulary

10 min – Guided practice

15 min – Independent application

5 min – Review of learning

Assessment

In each unit studied, teachers will use assessment for learning throughout the unit to ensure retrieval practise allows knowledge to move to the long-term memory. Next steps and review of learning each lesson will allow teachers to assess the children's subject knowledge during a unit. The gaps identified will then inform the need for the re-teaching of these elements throughout the next unit.

SMSC + British Values

We aim to promote British Values and SMSC through our RE curriculum:

- Enable students to develop their self- knowledge, self esteem and self - confidence.
- Enable students to distinguish right from wrong
- Show an understanding of how citizens can influence decision making.
- We teach pupils to respect and value diversity through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

Implementation – (continued)

Substantive Knowledge

This would include knowledge about various religious and non-religious traditions:

- ways people express religion/ non-religion in their lives
- knowledge of artefacts and texts
- concepts and vocabulary relating to faith e.g. incarnation, ritual, prayer, sacred (Some concepts are common in multiple religions e.g. sacrifice and some concepts are specific to a religious tradition e.g. incarnation).

Retrieval Practice

Through both the starters to each lesson and the progression design of our RE curriculum, children will encounter the vocabulary and essential knowledge repeatedly throughout their time at primary school. Each time a unit is revisited, teachers will employ retrieval practice strategies to support children in moving knowledge to the long-term.

Adaptive Teaching

As per our teaching and learning framework, adaptive teaching is used to ensure all learners can apply their knowledge, make progress and apply their knowledge to independent application.
Adaptations in RE might include :

- Adapted resources
- Adapted expectation for recording such as pictures or drawings, role play or writing.
- Vocabulary prompts
- Breaking down knowledge further

Impact – how will we know we achieved our aims?

Children will reflect on their own experiences and uniqueness as a person in their family and community.

Children can share what inspires them to live better lives based on experiences and influences.

Children will reflect on the significance of experiences that are difficult to put into words.

Children can reflect on the challenges involved in committing to a faith or belief in the modern world.

Children can reflect on what it means to belong to a faith community.

Children can discuss different views of religious truth and belief.

Children will reflect on ideas of right and wrong and their own and others' responses to them.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What makes people special?	Why do Christians give gifts at Christmas?	What makes a place special?	Why do we celebrate Easter?	How was our world created?	Why are some objects used?
Year 2	Why are religious books important?	How and why do Christians celebrate Christmas?	What is a leader?	What did Jesus teach us?	What are the Christian rites of passage?	What are the most important Jewish events?
Year 3	How do Hindus celebrate Diwali?	What is the Bible and why is it important to Christians?	What do religious symbols represent?	How are religious stories celebrated by Jews?	What makes food special?	What do we know about Jesus?
Year 4	How do different communities express their identity?	What does the Bible teach about the Christmas journey?	What are the Islamic Rites of Passage?	Why is Easter Important?	How do Hindu's worship in their homes?	How did the Tudor period change Christian beliefs?
Year 5	Who were the prophets and what were the gospels?	How are Christian stories told?	Why is Muhammad important to Muslims?	What are the key Hindu beliefs?	What does religion look like in our community?	What are the most important Jewish rituals and days of worship?
Year 6	How is faith expressed through the Arts?	Are religious buildings really needed?	What happens when we die?	What is the Qur'an and why is it important to Muslims?	What is Buddhism?	Why does it matter how we treat the world?