

# RE

## Curriculum Implementation

RE is a statutory subject; however, local councils are responsible for deciding the RE syllabus. As a Free School, Green Ridge follows the locally agreed syllabus as part of its Funding Agreement. As such we follow the [Buckinghamshire Agreed Syllabus 2016-2021](#).

### Aims

The [Buckinghamshire Agreed Syllabus 2016-2021](#) aims to ensure that all pupils:

- Show knowledge and understanding of Christianity and other faiths and beliefs and can explain what difference faith makes in family life.
- Understand what it means to belong to a religious community and the influence religious faith has on individuals and communities.
- Think about what influences our beliefs and lifestyle and the way we see things.
- Explore different religious and non-religious beliefs about meaning, purpose and value.
- Gain a basic understanding of some beliefs to be able to give valid reasons for and against an opinion.
- Show awareness of the ways beliefs influence attitudes, way of life and behavior.
- Express and justify their own beliefs and opinions and listen sensitively to those of others.
- Distinguish between valid and invalid arguments

### Curriculum

The overall curriculum focuses on Christianity but within these lessons we have also included some other core religions. As previously mentioned, the teaching of religion is inclusive to all children and the children at Green Ridge follow a broad range of different religions. We want to ensure that our lessons are rooted in deep mutual respect, so although a unit may focus on one religion, other religions will still be discussed. This is particularly important when it comes to the skills of comparison, discussion and debate.

The below chart shows an overview of the religions taught in each phase.

EYFS	In the EYFS, pupils follow the areas of learning as laid out in the EYFS curriculum and should choose material as appropriate.
Key Stage 1	Pupils should study Christianity plus one other religion in depth. The children learn focus on Christianity within five different units. Judaism is the focus of one key unit, while, the other six units focus on a key area within religion such a 'Special Objects' but explore a range of different religions.
Key Stage 2	Pupils should study Christianity within eight units. The children also have units that focus on Judaism, Hinduism, Islam alongside units that teach the children about a core feature of a range of different religions e.g. 'Signs and Symbols'.

To further support the teaching of religion, the curriculum will also be using teaching and lesson resources from Plan Bee. These have been reviewed and adapted based on pedagogical approaches Green Ridge has. The lesson resources provide materials to support teaches in delivering our R.E. curriculum.

## EYFS

Within the Early Years Foundation stage, the religious education aspects of the children's learning relate to the objectives set out in the EYFS Development Matters and Early Learning Goals which underpin the curriculum planning within Early Years.

In Nursery, pupils celebrate and explore all the religious festivals throughout the year, for example; Diwali. In the Nursery classroom, a range of books are provided to promote diversity. The children have opportunities to discuss their differences, backgrounds and families through circle time discussions and child-initiated learning.

In Reception, pupils explore Christianity e.g. through the Nativity performance. Children will share their own religious experiences and be exposed to other religions through child-initiated learning. The pupils are taught about traditions, beliefs and world views outside of their own experiences through exploring other cultures in the wider world. There are many opportunities within the Early Years to develop children's knowledge and understanding of religious beliefs (e.g. through circle time, show and tell and story-time, as well as unplanned, child-initiated opportunities and every day routines).

The children learn about different festivals throughout the year.

By the end of the Early Years, pupils should be able to:

- Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- Work as part of a group or class and understand and follow the rules.
- Talk about past and present events in their own lives and in the lives of family members.
- Know that other children don't always enjoy the same things and are sensitive to this.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.

## KS1: Exploring religion, experience and feelings

Throughout Key Stage 1 pupils explore Christianity, Judaism and are introduced to other religions, including Islam and Hinduism.

- They also learn aspects of some other religions as appropriate to the local area and achieving a balance between Abrahamic and Eastern faiths.
- Children will also learn about non-religious views held by members of the class and their families.
- They should use basic subject specific vocabulary.
- 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.

## Knowledge and understanding

For Christianity and the other main faith, children will learn:

- What people believe about God, humanity and the natural world;
- How and why some stories are sacred and important in religion;
- The main celebrations and how and why these are important;
- How and why symbols express religious meaning;
- Figures who have an influence on others locally, nationally and globally in religion;
- Where and how people belong and why belonging is important.

In exploring these aspects of the religions, the children will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family and community;
- What they believe, why what they think is important and how these influence their day-to-day lives.

## KS2: Exploring religions, experience and beliefs

Throughout Key Stage 2 pupils learn about Christianity, Judaism, Islam and Hinduism. Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.

- They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life.
- They make connections between differing aspects of religion and consider the different forms of religious expression.
- They consider the beliefs, teachings, practices and ways of life central to religion.
- They learn about sacred texts and other sources and consider their meanings.
- They begin to recognise diversity in religion, learning about similarities and differences within as well as between religions and beliefs and the importance of mutual understanding.
- They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.
- They should be introduced to an extended range of sources and subject specific vocabulary.
- Pupils should learn to express their own ideas in response to the material they engage with; identifying relevant information, selecting examples and giving reasons to support their ideas and views.

### Knowledge, skills and understanding

Pupils should be taught to:

- Describe the key aspects of religions and beliefs, especially the people, stories and traditions that influence the beliefs and values of others, and reflect on what it means to belong to a faith community;
- Describe the variety of practices and ways of life that stem from beliefs and show understanding of the challenges involved in committing to a faith or belief in the modern world;
- Identify and begin to describe the similarities and differences within and between religions, discussing different views of religious truth and belief;
- Investigate the significance of religion and belief in the local, national and global communities and what inspires us to live better lives;
- Consider the meaning of a range of forms of religious expression, understand why they are important in religion and reflect on the significance of experiences that are difficult to put into words;
- Describe and begin to understand religious and other responses to ultimate and ethical questions, reflecting on ideas of right and wrong and their own and others' responses to them;
- Use specialist vocabulary in communicating their knowledge and understanding;
- Use and interpret information about religions and beliefs from a range of sources, considering the positive and negative influence they can have on individuals and communities.

In exploring these aspects of the religions, the children will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family, community and world;
- What they believe, what they think is important and how these influence their day-to-day life

## Curriculum Overview

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year One	All About Me! Teacher Planned	Why do Christians give gifts at Christmas? Plan Bee	Special Places Plan Bee	Easter Beginnings Plan Bee	Our Wonderful World Plan Bee	Special Objects Plan Bee
Year Two	Why is the Torah so special? Plan Bee	Christmas Celebrations Plan Bee	Leaders and Teachers Plan Bee	What did Jesus Teach us? Plan Bee	Christian rites of passage Plan Bee	Special Books Plan Bee
Year Three	Diwali Plan Bee	Signs and Symbols Plan Bee	What is the Bible and why is it important to Christians? Plan Bee	Jewish Celebrations Plan Bee	Special Foods Plan Bee	What do we know about Jesus? Plan Bee
Year Four	Identity and Belonging Plan Bee	Christmas Journey Plan Bee	Islamic Rites of Passage Plan Bee	Why is Easter Important? Plan Bee	Hindus Home and Mandir Plan Bee	Tudor Christianity Plan Bee
Year Five	Where does the Christian Bible come from? Plan Bee	Stories of Christianity Plan Bee	Why is Muhammad important to Muslims? Plan Bee	Stories of Hinduism Plan Bee	Belief in Our Community Plan Bee	Jewish Worship and Community Plan Bee
Year Six	Expressing faith through the Arts Plan Bee	What is a Church? Plan Bee	What happens when we die? Plan Bee	What is the Qur'an and why is it important to Muslims? Plan Bee	Buddhist Worship and Beliefs Plan Bee	Natural World Teacher Planned

Christianity		Buddhism	
Judaism		Multi-faith	
Islam		Hinduism	

The above curriculum overview highlights the range of different religions taught across KS1-KS2. This provides the children is a balance of different religions to explore during their time within school, with an emphasis on Christianity, Judaism, Islam and Hinduism.

## RE Lessons

Classes will have a one hour RE lesson every week. Planning for the RE curriculum ensures that the Bucks agreed syllabus is being taught and that a range of different religions are being taught. This has been mapped out with the *RE- Agreed Syllabus Map document*. 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. As previously mentioned, although a unit may focus on one religion, we encourage opportunities for the inclusion of other religions through discussion, comparisons and links between religions.

When planning, teachers will need to use a combination of the **Bucks Agreed Syllabus** and the **Plan Bee resources**. These will provide the key focus for lessons, questions and an overview of what will need to be taught. Teachers will also need to use **Knowledge Organisers**, which have been prepared by the subject leader and highlights key knowledge, vocabulary and unit questions. All planning will be recorded using the appropriate proforma, which can be found on the shared drive.

For most of the lessons evidence will be recorded in RE books; however, some lessons will not require writing and in these cases; evidence of the content of the lesson can be obtained through discussions with the children or lesson planning.

## How to set it out in books

Each year group has a separate RE book, where learning will be recorded. To ensure there is consistency between year groups the following would be expected within books:

- Children to write using a pencil in Year One and Year Two
- Year Three – Six will require children to write in a pen.
- Work will be completed within a specific RE book
- Date and learning intention will be written at the top of the page a space will be left after both. The date will be in written form rather than numerical shorthand
- Any sheets will be stuck in neatly and not overlap on the page.

To achieve this, you should ensure that you spend time with the children, highlighting the expectation for presentation within books. As a minimum, this should be done at the start of the academic year, but frequent reminders or revisits would be recommended.

## Assessment

Teachers should use the **Knowledge Organisers** to support them with assessing the children's understanding of a unit in the final session. Each knowledge organiser contains a range of relevant unit questions, which the children should answer to show their understanding of the unit. All questions should be asked within the final session and children should record their responses in their books. In some cases, a scaffold may be needed to support the children or adult assistance.

Teachers should also use AfL strategies such as questioning, observation and marking to ascertain how well children have understood their learning. **Knowledge Organiser** questions can be used within any lesson to support the children with their retention of information over time.