

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



As a Free School, Green Ridge follows the locally agreed syllabus which is the Buckinghamshire Agreed Syllabus 2016-2021. 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 eg> Christianity, Islam etc or they focus on a shared aspect of religious practice, eg, 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. Each child has their own RE book where learning will be recorded. The expectation for teachers is that there is one piece of evidence recorded in the RE books each lesson. This evidence could be recorded through a writing activity, pictures or drawings.

Trips

To further enhance and celebrate the RE curriculum, trips have been set out for a number of year groups.
Year 1 – St Albans Cathedral
Year 2 – Radlett Reform Synagogue
Year 4 – Hare Krishna Temple

RE in EYFS

The skills that link to RE come under Understanding the World: People, Culture and Communities, in the Early Years Foundation Stage. The Early Learning Goal that links directly to building these skills is People, Culture and Communities:

- 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;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate- maps.

The children reach these milestones by a well planned and sequenced curriculum that explores a variety of cultures, celebrations and a range of key knowledge.



10 min – next steps/review



5 min – Hook



15 min – Teaching input inc vocabulary



10 min – Guided practice



15 min – Independent application



5 min – Review of learning



Assessment



Teacher Assessment Guidance documents have been created for every unit for each year group. Teachers should use this guidance to inform their planning and differentiate appropriately. This document also provides a basis for their teacher judgement: working towards, met or working beyond age related expectations.

Teachers should also use AfL strategies such as questioning, observation and marking to ascertain how well children have understood their learning.

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.

Whole School Overview 2023-2024

	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?