# *RE*

## *Intent*

At Holland Moor, we believe that it is vital for all our pupils to learn about and from religion, so that they can understand the world and the community around them. Our curriculum provides all children, regardless of their background, with:

• Coherent and sequenced substantive knowledge of religion and worldviews represented in Britain and the wider world, selected to build pupils' understanding through three vertical concepts. These vertical concepts build a thematic narrative and provide context across diverse worldviews, as well as using small steps to help pupils gain a deep understanding of complex, abstract ideas:

• Sacrifice: Giving something up for the benefit of someone else is a recurring concept across religious & non-religious worldviews and takes many different forms. What motivates human action and what are the societal and personal consequences?

•Knowledge & Meaning: One of the unique qualities of human intelligence through time has been our quest for knowledge and meaning. How have religion and belief impacted on humanity's search for "Truth"? How do beliefs impact human behaviour? What is it reasonable to believe?

•Human Context: Human beings exist in, and are influenced by, their place in time and their geographical, political and social context (Person, Time & Place). Everyone is different, so how have our diversities been influenced by our personal context? What influences a personal worldview?

• A Worldviews approach provides opportunities for all pupils to see themselves reflected in the curriculum, but also to be taken beyond their own experiences. The Religion & Worldviews curriculum teaches pupils about diversity within and between beliefs, cultures and worldviews from across the world, and seeks to teach the skills and knowledge to hold respectful and informed conversations about religion and belief; to be religiously literate.

• A conscious inclusion of vocabulary and substantive content that recognises the need to decolonise teaching materials in a meaningful and accessible way.

• A scholarly approach to the core disciplinary knowledge of theology, philosophy and social sciences, developing pupils' ability to hold the types of conversation and to apply the methods and processes of theologians, philosophers and social scientists.

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• A curiosity and open-minded approach to the worldviews of others and a reflective consciousness of their own worldview.

Vertical concepts build a thematic narrative and provide context across diverse worldviews, as well as using small steps to help pupils gain a deep understanding of complex, abstract ideas:

**Sacrifice**

- Giving something up for the benefit of someone else is a recurring concept across religious & non-religious worldviews.
- Sacrifices can be for the benefit of people close to us or people we have never met.
- Sacrifices can be everyday commitments of time, money, material objects or service to others.
- Some worldviews see sacrifices as a way of pleasing God and may involve the motivation of future reward.
- Some people see sacrifices for the sake of others as altruistic acts, with no personal reward.
- Sacrifices can be on a higher level and involve risking or giving up a life for the sake of others.
- In Christianity, the Ultimate Sacrifice of Jesus, giving up his life for the people he loved, is a principal belief.

**Knowledge & Meaning**

- Beliefs impact how people make sense of the world: humanity's ideas of right & wrong; truth, meaning & purpose.
- Beliefs impact human behaviour in diverse ways including how people and organisations exercise power.
- Some people seek to question how reasonable it is to believe certain aspects of religious and non-religious teachings.

**Human Context**

- Human beings exist in, and are influenced by, their place in time and their geographical, political and social context (Person, Time & Place).
- Everyone is different; our diversities are influenced by our personal context which influences our personal worldview.

Religion & Worldviews is a multidisciplinary subject touching on many academic disciplines. In our curriculum, we focus on developing our disciplinary skills through the types of conversation and methods and processes required to be scholarly in the studies of Theology, Philosophy and Social Sciences. The statements below are developed at progressive depth throughout the year groups. The curriculum has been sequenced so that the disciplinary content is also

reviewed in subsequent units and developed as scholarly tools to access a wide range of substantive content.

| Theology (Beliefs) Theologians… | Philosophy (Thinking) Philosophers… | Social Sciences (Living) Social Scientists… |
|---|---|---|
| **Theologians** deal with **types of conversation** that consider:<br>• Where beliefs come from<br>• How beliefs change over time<br>• How beliefs relate to each other<br>• How beliefs shape the way believers see the world and each other<br><br>**Methods and processes** used by theologians:<br>• Interpretation of story & text<br>• Consideration of reliability of sources<br>• Considering unity & diversity within and between worldviews<br>• Considering how beliefs change over time<br>• Considering impact of belief on practice | **Philosophers** deal with **types of conversation** that consider:<br>• The nature of knowledge, meaning and existence<br>• How and whether things make sense<br>• Issues of right & wrong, good & bad<br><br>**Methods and processes** used by philosophers:<br>• Analysis of the validity of "truth" claims (doubt)<br>• Development and use of coherent questioning<br>• Development of and analysis of coherent argument<br>• Understanding of the human quest for knowledge and meaning<br>• Connecting belief (motivation) with behaviour | **Social Scientists** deal with **types of conversation** that consider:<br>• The diverse nature of religion<br>• The diverse ways in which people practice and express beliefs<br>• The ways in which beliefs shape individual identity, and impact on communities and society<br><br>**Methods and processes** used by social scientists:<br>• Seek evidence of belief in human behaviour and forms of expression<br>• Recognise similarities and differences within and between groups<br>• Consider forms of evidence and its reliability (e.g. data)<br>• Consider individual, local, national and global evidence of lived experience |

## *Implementation*

The RE curriculum at Holland Moor has been developed around our pupils. Our Curriculum has been very carefully sequenced to ensure coverage and appropriate progression through substantive and disciplinary knowledge. Their journey builds on knowledge, skills and understanding from previous units.

The curriculum is taught from Reception to Year Six and reflects the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.

Each unit of work is blocked for 6 weeks over a total of 5 blocks and is taught on a 2-year rolling programme. Each unit clearly sets out the knowledge that should be taught and reviewed in the sequence of lessons. Topics are blocked to allow children to focus on developing their knowledge and skills, studying each unit deeply. Retrieval opportunities are put in place throughout the year to ensure knowledge is retrieved on a regular basis and so not forgotten over time.

Each unit is planned to cover six lessons. This allows time before and after the unit for teachers to fill gaps or address misconceptions as required. A sequence of four lessons is also provided for each unit; this allows teachers to teach the core, non-negotiable knowledge for the unit while allowing additional time to fill gaps if required.

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Teachers use our Progression of Knowledge/Skills document to support planning and delivery of RE lessons, enabling pupils to build on and develop prior knowledge and skills.

To support children in their ability to know more and remember more, we provide regular opportunities to review prior learning from previous lessons and even previous units of work through a variety of retrieval activities

All previous learning is reviewed at the start of each topic and children are given the opportunity to share what they already know.

Pre-teaching new/subject specific vocabulary takes place prior to our RE lessons. This technique facilitates the reading of new words by giving our pupils their meanings before they encounter them. This practice reduces cognitive load and facilitates learning.

Teachers use highly effective techniques to Check for Understanding, including directed questioning, pose, pause, pounce and bounce and exit tickets in each lesson to ensure misconceptions are highlighted and addressed with immediate intervention.

Our children are also given opportunities to explore physical, religious resources from our extensive range. Teachers are encouraged to plan the use of these resources as often as possible.

Children are given the opportunity to foster their love of reading and continually develop their reading and comprehension skills through being provided with a range of engaging challenging texts that are used across RE including stories that make up religious texts and traditions. Such as excerpts from the Bible, the Qu'ran, the Tanakh and the Vedas.

Our teachers use many effective modelling techniques such as my turn, our turn, your turn, live modelling and thinking-aloud to ensure their children have an enhanced learning process. During these instructional strategies our teachers simultaneously describe what they're doing and why they're doing it. They are interactive processes that, through structured guided practice, makes concepts more accessible and foster positive pupil outcomes.

Our children are provided with various types of scaffolding depending on task and need. Scaffolding helps them to systematically build their knowledge base and supports their learning, allowing them to gain confidence when performing a variety of tasks independently. Scaffolding might include a set success-criteria, breaking learning down into manageable chunks, cue cards or vocab mats.

Effective use of educational visits and visitors are planned, to enrich and enhance our pupil's learning experiences in their RE Journey.

Assessment is on-going and is a vital tool to aid future planning. Children are assessed on their oral responses as well as their written work and each child's progress is noted.

There are clear links to British Values in all aspects of Religious Education. Successful Religious Education learning will allow children to explore the rule of law; individual liberty; and develop mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

In addition, links can be found within Personal, Social, Health and Economic education as the children will be working to develop a sense of self and a sense of belonging.

Art and symbolism is a key feature of many faiths and depicts crucial elements of beliefs, values and traditions. Children can also be given the opportunity to present their own ideas and responses in the form of artwork.

Children will be given the opportunities to develop their Spoken Language skills by participating in regular discussions and group activities within Religious Education lessons. The children will all be encouraged to share their opinions with partners, groups and then, as they grow in confidence, to the class. Other opportunities to develop these skills will arise when visits and visitors take place.

## *Impact*

The impact of Holland Moor's RE journey and our specific curriculum design will lead to outstanding progress over time across key stages, relative to a child's individual starting point and their progression of knowledge/skills. Children will therefore be expected to leave Holland Moor reaching at least age-related expectations for RE.

As our children progress along their RE journey, they develop a deep knowledge and understanding of the main elements of Religious Education, exploring the key beliefs, values and traditions.

Assessment is on-going and is a vital tool to aid future planning. Children are assessed on their oral responses as well as their written work and each child's progress will be noted.

Our curriculum will produce knowledgeable RE learners. This can be evidenced in a variety of ways including children's books, immersive displays, pupil interviews and assessments.

## *Vertical Concepts in RE*

At Holland Moor, we use *vertical concepts* from Nursery to Year 6. These are big ideas or themes that grow in depth and complexity as our children move up through the school. Vertical concepts provide a structured approach to learning, helping children connect ideas across different subjects and understand how topics develop as they progress through each year. Our Vertical concepts in RE are as follows:

**Sacrifice**
Giving something up for the benefit of someone else is a recurring concept across religious & non-religious worldviews and takes many different forms. What motivates human action and what are the societal and personal consequences?

**Knowledge & Meaning**
One of the unique qualities of human intelligence through time has been our quest for knowledge and meaning. How have religion and belief impacted on humanity's search for "Truth"? How do beliefs impact human behaviour? What is it reasonable to believe?

**Human Context**
Human beings exist in, and are influenced by, their place in time and their geographical, political and social context (Person, Time & Place). Everyone is different, so how have our diversities been influenced by our personal context? What influences a personal worldview?