

CURRICULUM STATEMENT: Religious Education

Our Curriculum Intent for Religious Education



The 'drivers' around which our curriculum is centred, without any subject preference or bias, are:

EXPLORE PERSEVERE (BE) INDEPENDENT COMMUNICATE

We want our pupils to develop EPIC qualities and become EPIC learners.

E: We want our pupils to have a love of exploring facts, finding information and developing new skills; we want them to be inquisitive and enquiring.

P: We want them not to give up at the first hurdle (or even the second); we want them to know that effort, commitment and hard work can pay dividends; we want them to persevere.

I: We want them to learn how to learn; to learn how to pursue lines of enquiry and interest themselves; we want them to develop independence.

C: We want them to be able to tell others, with confidence and clarity, what they know, what they think, what they imagine...we want them to be good communicators.

Whilst our 'Curriculum to Inspire' is based on the EYFS Curriculum and the National Curriculum, we have been proactive in our school by developing a new curriculum which inspires our children to learn and is relevant to their needs now - and in the future. We have tried to balance the 'have to' aspects alongside the 'got to' and the 'want to' aspects.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education.

The Key Characteristics that we have identified, and that we believe, will make a **GOOD EXPLORER OF RELIGIONS, RELIGIOUS BELIEFS AND FAITHS** are:

- A broad and balanced understanding and knowledge of religions, religious belief and faith.
- An understanding of how the beliefs, values, practices and ways of life within any religion join together and the similarities and differences between different religions.
- An awareness of British values and an empathetic understanding of different groups within our communities.
- The ability to ask questions and to **explore** the meaning and significance of life.
- The ability to link the study of religion and belief to their own personal reflections on meaning and purpose.
- Making informed choices about how they want to live their lives whilst also understanding more about the faith of other people they meet.
- The ability to **persevere** with the understanding of others beliefs and views that are different to their own
- Shows **independence** in the ability to think for themselves and take the initiative in asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- **Communicate** clearly their personal beliefs, ideas and values and experiences while respecting the right of others to differ.

We believe that Religious Education will provoke challenging questions about the meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be a human. They will learn about and from religions and worldviews in local, national and global contexts to discover and consider different answers to these questions. The knowledge and understanding they will acquire through our curriculum will develop in them the ability to participate positively in our and the future society with its diverse religions and world views.

Our Curriculum Implementation for R.E.:

At Mountfields Lodge School we use the Leicestershire Agreed Syllabus as a basis for our teaching of R.E. This syllabus enables an understanding of concepts and the development of skills and attitudes so that our pupils can explore wider issues of religion and belief in religiously literate ways. It prepares our pupils for active citizenship in a diverse and rapidly changing world, exploring some aspects of British values in relation to religions and world views.

Mountfields Lodge School and our local community has diversity of religion and belief. A number of our pupils are part of religious communities: Christians, Hindus, Muslims and smaller groups of other significant faiths. Many of our pupils come from families that hold non-religious life stances. Our RE is taught to allow all learners to share their experiences and to learn from one another and the religions and beliefs in our community.

This syllabus makes space for all pupils to explore their own beliefs, values and traditions, and those of others, in engaged and engaging ways. Our curriculum aims to support pupils to develop positive attitudes of respect towards people from all religions and worldviews.

Our pupils will learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study.

Each of our R.E. units are based around a key question which allows us to draw in different traditions, where they fit the theme and question, and where there are representatives of those traditions in the school and local community.

Curriculum time for RE is distinct from the time spent on collective worship or school assembly, however links between the collective worship and the purposes and themes of RE will be made.

Our R.E. may be taught weekly over a half term or as an R.E. week, there will also be opportunities where R.E. is taught as part of our creative curriculum with the R.E. objectives being made clear to the pupils.

Our expectations for Teaching and Learning are:

- A progression map for R.E. using the Leicestershire Agreed Syllabus ensuring a balance across a year of the three strands: Believing, Living, Expressing, from EYFS
- RE taught within lesson time (not assemblies)
- Practical outcome for each unit e.g. display boards, photos
- Use of resources, visitors, places of worship to enhance the teaching

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R.E. content overview

Cycle A	Year 1&2	Year 3&4	Year 5&6
Autumn	Expressing 1.5 What makes some places sacred ? <i>Christians / Muslims / Jewish</i> 1.1 Who is a Christian and why do they believe? Believing	L2.9 What can we learn from religions about deciding what is right and wrong? Living L2.4 Why do people pray?	U2.4 If God is everywhere, why go to a place of worship? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Expressing
Spring	1.3 Who is Jewish and what do they believe? Believing 1.6 How and why do we celebrate special and sacred times? Expressing	L2.5 Why are festivals important to religious communities? (Easter and Pesach) Expressing	U2.6 What does it mean to be a Muslim in Britain today? Living
Summer	1.2 Who is a Muslim and what do they believe? Believing 1.3 Who is Jewish and what do they believe? Believing	L2.6 Why do some people think that life is a journey Expressing L2.5 Why are festivals important to religious communities? (Ramadan)	U2.7 What matters most to Christians and Humanists? Living

Cycle B	Year 1&2	Year 3&4	Year 5&6
Autumn	1.8 How should we care for others and the world, and why does it matter? Living 1.7 What does it mean to a faith community? Living	L2.1 What do people believe about God? L2.2 Why is the Bible so important for Christians today? Believing	U2.3 What do religions say to us when life gets hard? U2.1 Why do some people believe God exists? Believing
Spring	1.4 What can be learnt from sacred books? Believing L2.8 What does it mean to be a Hindu in Britain today? Living	L2.3 Why is Jesus inspiring to some people? Believing	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? Believing
Summer	1.6 How and why do we celebrate special and sacred times? Expressing	L2.7 What does it mean to be a Christian in Britain today? Living	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)? Living

Curriculum Impact Statement

In our school we have a set of assessment 'tasks'/tools that we use across all Foundation subjects; tasks/tools that are widely used (by teachers) and widely known (by pupils). We use these in **R.E.**

We believe that they have maximum impact on T&L outcomes (learning 'stickiness' and impact on 'next lesson' content and approach) for minimum demand upon staff workload and pupil wellbeing.

In **R.E.** we recognise that we need to:

- **Share the Curriculum 'Journey'** – *do the pupils know what they are doing and why they are doing it and where it 'fits in'?*
- **Check previous knowledge/understanding/skills** – *what can the pupils remember from previous learning? Has it stuck?*
- **Check new knowledge/understanding/skills** – *have the pupils retained the objective of the lesson? Has it stuck?*
- **Using 'the checks' to adjust T&L** and improve outcomes.

We believe that if our assessment is regular, consistent and focused in **R.E.** it will be relevant and impactful.

Our 3 agreed approaches to assessment in R.E. are

1) At the Planning Stage

CTs refer to the **Progression Map for R.E.** (x-ref Curriculum Implementation statement) at the point of planning and consider not only the 'current' Yr Gp expectations but also make themselves fully aware of the 'previous' and the 'next' expectations.

CTs then reference 'prior learning' in their introductory slide(s) (ppt/flipchart) to a new theme/unit; i.e. 'Do you remember in Year ? when you did/learned about/found out about?'

CTs judge the 'stickiness of the prior learning' and help pupils contextualise their learning. We do this to remind our pupils of what they have already been taught/have learnt and how it fits in to previous (and possibly future) learning/knowledge and skills acquisition.

2) The Learning Journey

CTs create and share **The Learning Journey** of each unit/theme in **R.E.** (in a ppt or flipchart slide); this includes * **Questions** (max.6) that are to be answered throughout the theme/unit, Unit-specific **vocabulary** that must be used/taught and the **Core Learning** expectations.

The slide is referred to at the beginning of each **R.E.** lesson; the strength of this is the coming back to it regularly and making sure the questions are answered and the vocabulary is embedded.

Our school's **Core Learning** expectations in **R.E.** map out the 'non-negotiables' along the Learning Journey of a pupil in MfL. These **Core Learning** expectations are taken from our school's **R.E. Progression Map**, which itself reflects the **Leicestershire Agreed Syllabus**.

They clarify our **Curriculum Intent** for **R.E.** They are our, '*by the time a pupil in MfL leaves (an identified Yr Gp) they must know/have experience of/ learn...*'

They 'build' on previous learning/K&U/skills and are our 'points of assessment' in **R.E.** along the Learning Journey; they are things that are assessed by CTs and their stickiness monitored by Subject Leads and the SLT. They are how we assess **R.E.**

RE Core Learning

Year 1/2	Year 3/4	Year 5/6
When studying Christianity, Judaism and Islam talk about some of the ideas and beliefs they have about God.	To explain the importance of the Bible to Christians.	To explain the similarities and differences between beliefs about life after death.
To know the special books, places and festivals of the religions studied.	To explain how Christians and Hindus show their faith in lives today.	To explain how Muslims show their faith in lives today.
To explain some of the practices of people belonging to a faith community.	To explain the milestones of life for Christians and Hindus.	Suggest reasons why some believers see generosity and charity as more importance than buildings and art.

3) Photo Books

Each class has a **Photo Book**; it is used to 'capture the active learning' that the pupils have undertaken'.

We know that **our pupils** are more able to recall previous learning when they have a photo/picture/artefact prompt - a class photobook enables that. The Photo Book is referred to in class to bring prior learning to the fore, i.e. 'Do you remember when...?'

The aim is to ultimately produce QR codes (QR stands for Quick Response; it is basically a quick, scannable barcode-like image that takes you to a specific digital destination) for any videos/pieces of evidence of active/inspiring/engaging T&L that would be saved in our Shared Drive.

Our 3 agreed assessment tools in 'R.E' are:

A) Flashcards:

We use these to engage 'active recall' through securing memory connections.

We believe that comparing recalled answers with correct /given answers, strengthens self-reflection (or metacognition).

B) Quizzes

These are short and focused; they can be online, self-quizzes, group quizzes or class 'team' quizzes. They are 'low stake' i.e. they are not considered to be the 'be all and end all' of assessment; there is no scoring, marking, recording or ranking of classmates etc.

We believe that frequent no - or low-stakes - quizzes help cement long-term learning as they require pupils to bring previously acquired information to mind. By retrieving information, they organise it and create cues and connections. We believe that quizzing enables pupils to interact with the learning content; to think, dig deep and be an active participant. These can be carried out individually, in groups or as a whole class.

C) Exit Tickets

These are used at the end of a T&L session; again they are 'low stake'. Questions are posed to each individual on 'exit' from the lesson, or random individuals are selected, or table groups are questioned etc. We use these to consolidate, embed and check understanding; 'tickets' can be based on 'current'/recent learning OR can reference prior but linked learning.

We understand that the assessments made in **R.E.** must be

- Utilitarian – seeking the greatest good for the greatest number
- Opportunist – picking up ideas and misconceptions as you find them
- Efficient – keeping things simple and brief
- Mastery-oriented – seeking to get every pupil to a key level of understanding

We believe it is extremely important that pupils do not see going back to the previous lesson as a punishment, for the teacher or for them – the culture in the classroom has to be that it is a chance to improve and to understand fully.

We do not forget that Marking and Feedback of our pupils' learning also enables us to provide effective feedback to pupils on their learning performance. We can give recognition and appropriate praise for achievement. It helps us identify effective strategies and 'next steps' for improvement; it helps inform future planning. (x-ref. Marking and Feedback Policy).

Using the 3 agreed 'tools' for assessment in **R.E.** and ensuring we deliver on our 3 agreed 'assessment approaches' we believe we are well placed to confidently report to pupils and parents in the statutory end-of-year Individual Pupil Reports in terms of Core Learning attainment.

We do not believe that in **R.E.** there is any value, or need, to have a complex method of capturing attainment 'data' that, on first glance, might look good (i.e. a class list against a range of objectives, all annotated with colours/lines/marks that mean something once the coding is understood) but has little to no impact on T&L outcomes; i.e. 67% of Class 'B' attained at the expected standard in R.E. Such data, in our experience, has little value, or impact on the 33% who didn't make the grade? Does it mean the learning was too hard for them? Does it mean the teaching didn't engage them? Does it mean they have failed? Does it mean they have missed that learning opportunity and won't revisit it for 2 more years?

We believe, that our considered method of assessment in **R.E.** does everything we need it to do.