





## Curriculum Rationale RE

INTENT	
<p>How is RE aligned to the national curriculum?</p> 	<p><i>“The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.” RE Today 2021</i></p> <p>Religious Education (RE) has an integral place in the curriculum of all schools. RE provides a safe space for children to develop their understanding of people, cultures, faiths and relationships. It’s a place to be curious; to ask big questions and to foster a deep understanding of a variety of religious beliefs, practices and values.</p> <p>RE is determined locally, not nationally, so Meadow Vale follows the Pan-Berkshire Agreed Syllabus for Religious Education (2018-2023) developed by Pans-Berkshire SACRE with support from RE Today. This agreed syllabus satisfies two key requirements: the law (as set out in the Education Act 1996) and the aims of RE as defined by the local agreed Syllabus Conference.</p>
<p>What are the end points for the curriculum and what knowledge and skills will children have when they leave us?</p> 	<p>At Meadow Vale, we believe that our RE curriculum will impact our pupils in the following ways:</p> <ul style="list-style-type: none"><li>• Standards of attainment for RE will be in line with national expectations and other curricular subjects at Meadow Vale</li><li>• Children will be able to identify, explain and analyse beliefs and concepts of different religions, using appropriate vocabulary</li><li>• Pupils will be able to talk about their own beliefs, belonging and behaviours and those of others with respect, wisdom and understanding</li><li>• Pupils will be able to make connections between different faiths and worldviews when discussing key religious beliefs, such as commitment, prayer and community</li></ul>

	<ul style="list-style-type: none"> <li>• Children will be able to recognise how and why sources of authority (e.g. texts, teachings, traditions and leaders) are used, expressed and interpreted in different ways</li> <li>• Pupils will be able to examine and explain how and why people express their beliefs in diverse ways in their everyday lives, within their communities and in the wider world</li> <li>• Children will be able to ask and answer challenging questions about meaning, purpose, beliefs about God, issues or right and wrong and what it means to be human</li> <li>• Pupils will leave the school feeling valued members of the community equipped with the skills and knowledge to be respectful citizens in our multi-cultural, global society</li> </ul>
<p>How is the curriculum sequenced from EYFS to year 6?</p> 	<p>In order to fulfil the requirements laid out in the Pan-Berkshire Agreed Syllabus for Religious Education (2018-2023), we use the Pans-Berkshire approved scheme of work, 'Discovery RE' as the basis of our curriculum.</p> <p>Discovery RE is a set of detailed medium-term plans for RE from EYFS to Year 6. It adopts an enquiry-based approach to teaching and learning. Christianity is taught in every year group, with Christmas and Easter given new treatment each year to ensure learning is developed in a progressive way. Alongside Christianity, another world faith is studied in detail each year. Hinduism is studied in Year 3; Islam in Years 2 and 6; Judaism in Years 1 and 4 and Sikhism in Year 5.</p> <p>Each Discovery unit of work is based around an overarching question - for example, 'What is 'good' about Good Friday?' (Year 3 Easter unit). This key question is regularly discussed throughout the unit alongside a number of other open questions relating to each lessons' content. Each unit also ensures that at least one phase specific Key Question and Expected Outcome stipulated in the Pans Berkshire Syllabus is covered. By following the Discovery RE programme, we ensure all phase specific Key Questions and Expected Outcomes are explored in the Christianity units and some are explored for each world faith. (The Pans Berkshire syllabus stipulates all Key Questions and Expected Outcomes are studied or achieved in Christianity and at least two questions and Expected Outcomes in the other religions studied).</p>

	<p>Sequences of lessons are designed to reinforce and build upon prior RE learning and develop pupils' abilities to describe, reflect upon and apply their learning to their own growing understanding of religion and belief.</p>
<p>Local Context – is there any local context that plays a role in our curriculum design?</p>  <p>LocConte</p>	<p>For a proportion of our lower attaining pupils and pupils with SEND, carefully structured support and purposeful guidance is provided, where necessary, to increase their confidence and independence. Language development is a key focus. Through highlighting key vocabulary, as well as a large emphasis on teacher modelling and appropriate scaffolding, pupils develop and broaden their vocabulary.</p> <p>We have strong links with our local church – St Andrew's, Priestwood. In Years 1 and 2, the children participate in workshops at this church. These workshops provide opportunities for the children to further their understanding of Easter and Christmas through memorable learning experiences with practicing Christians in a fully operational Church. The children's worker also delivers assemblies in school several times a year; these experiences provide the children with the opportunity to develop their understanding of a variety of Christian festivals, including Lent and Palm Sunday.</p>

## IMPLEMENTATION

Pedagogical Approaches – what teaching approaches are taken to secure knowledge and skills?



Our Religious Education curriculum is led by enquiry-based discussions where they learn about faiths in a respectful and tolerant environment. Through focussing on the Pans-Berkshire Key Questions and the overarching question for the unit, teachers are able to develop each child's understanding of the topics being covered and identify and correct any misconceptions that arise. Our curriculum is also very reflective; it incorporates many opportunities for the children to explore, consider and develop their own beliefs so that they can leave primary school as tolerant, respectful, well-informed members of society who are sensitive to the beliefs of others.

In order to create memorable, meaningful learning opportunities, all children are exposed to a range of high-quality resources, including real-life artefacts, copies of holy books and videos, during lessons. In addition to this, every year group (Years 1 – 6) takes part in a festival celebration day. During this time, the children participate in a diverse range of activities – such as drama, food tasting and talks by experts – related to a religious festival they have studied in order to further and deepen their understanding of how faith impacts followers' day-to-day lives.




Guided, independent and retrieval practice is also incorporated into lesson sequences in order to ensure children remember key substantive knowledge and are able to use this in activities that require deeper thinking.

Teachers' expert knowledge – how do we ensure quality first teaching?  
What training, CPD, resources are available to support?



In order to ensure the teachers' RE curriculum knowledge is secure, RE subject leaders attend regular network meetings where they view a variety of resources and good practice from around the borough; relevant information is then shared with the staff team. Also, we are fortunate that many world faiths are represented within our staff team; the expertise of these staff members is used to aid planning, further colleagues understanding of topics and in lessons, where the experts talk about their specialist subject with classes or year groups, when relevant.

Furthermore, the Discovery Scheme of work, which is used as the foundation of our RE curriculum, is exceptionally detailed. Within the planning, explanations of key terminology, such

	<p>as ‘salvation’ and ‘gospel’ are included as well as links to high-quality resources. The Discovery website (<a href="http://www.discoveryschemeofwork.com">www.discoveryschemeofwork.com</a>), which contains termly newsletters, articles and additional resources, is also used to further teacher’s professional development.</p>
<p>Knowing and remembering more – what approaches do we use to ensure knowledge is retained? E.g. knowledge organisers, retrieval practice</p> 	<p>Knowledge organisers for each unit set out the core knowledge, vocabulary and big ideas that the children are expected to recall. At the beginning of each topic, there is time set aside to activate prior knowledge for the religion being focused on and at the end of each topic, we ensure children have a review time, so that they can reflect upon what they have learnt and how this has impacted their own thinking and beliefs.</p> <p>Opportunities for retrieval practice are regularly included in RE lessons to ensure knowledge is transferred into long-term memory. Retrieval activities may require children to remember learning from the previous lesson, previous topic or even previous year to ensure the retrieval strength of powerful knowledge is high. To ensure higher-order reasoning is occurring, opportunities to compare and contrast beliefs between faith groups and compare them to their own are regularly planned into lessons; these opportunities create links between information in their long-term memory and therefore further consolidate and deepen their RE understanding.</p>
<p>Teacher assessment – what does assessment look like?</p> 	<p>Formative assessment through a variety of methods, such as marking, quizzing or discussion, is essential in the implementation of the RE curriculum to ensure that all children are developing the substantive and disciplinary knowledge needed. Effective questioning plays a fundamental role in checking for understanding and ensuring misconceptions are quickly addressed. Religious Education learning with a written outcome is assessed in line with the whole school feedback policy.</p>
<p>How do we know that the end points have been achieved? What does success look like?</p> 	<p>The children’s written and verbal outcomes during lessons are used to make judgements about their progress from their starting points and their attainment. Children’s learning is assessed against the Discovery RE descriptors for the unit to decide if they are working towards, working at or working beyond the unit expectations.</p>

IMPACT

How does our assessment approach inform us of how well children are doing?



At Meadow Vale, a range of evidence-based formative assessment strategies - including questioning, self-assessment and partner talk - are used to check for understanding and establish how well students are doing in making sense of the material. Live feedback techniques help all children to move forward and deepen their knowledge and understanding of a subject area. Teachers ensure that the feedback gathered in lessons is used to adapt or re-plan lessons as and when necessary.

Pupils work – what evidence is used to demonstrate children’s learning?



RE lessons should be exploratory and present children with many opportunities for discussion, through which they can develop their own thinking and listen and learn about the beliefs of different faith groups and individuals. We also use written and photographic evidence to demonstrate children’s learning.

What feedback do pupils give and how can this be used to make changes to the curriculum?



At Meadow Vale, the subject leader talks to pupils about their learning as part of the monitoring process. Teachers use children’s books and the relevant knowledge organisers are used to guide discussion and provide the subject leader with the information required to measure how much of the knowledge, skills and vocabulary have been remembered and understood across the school.