

A Guide to RE at Raynville



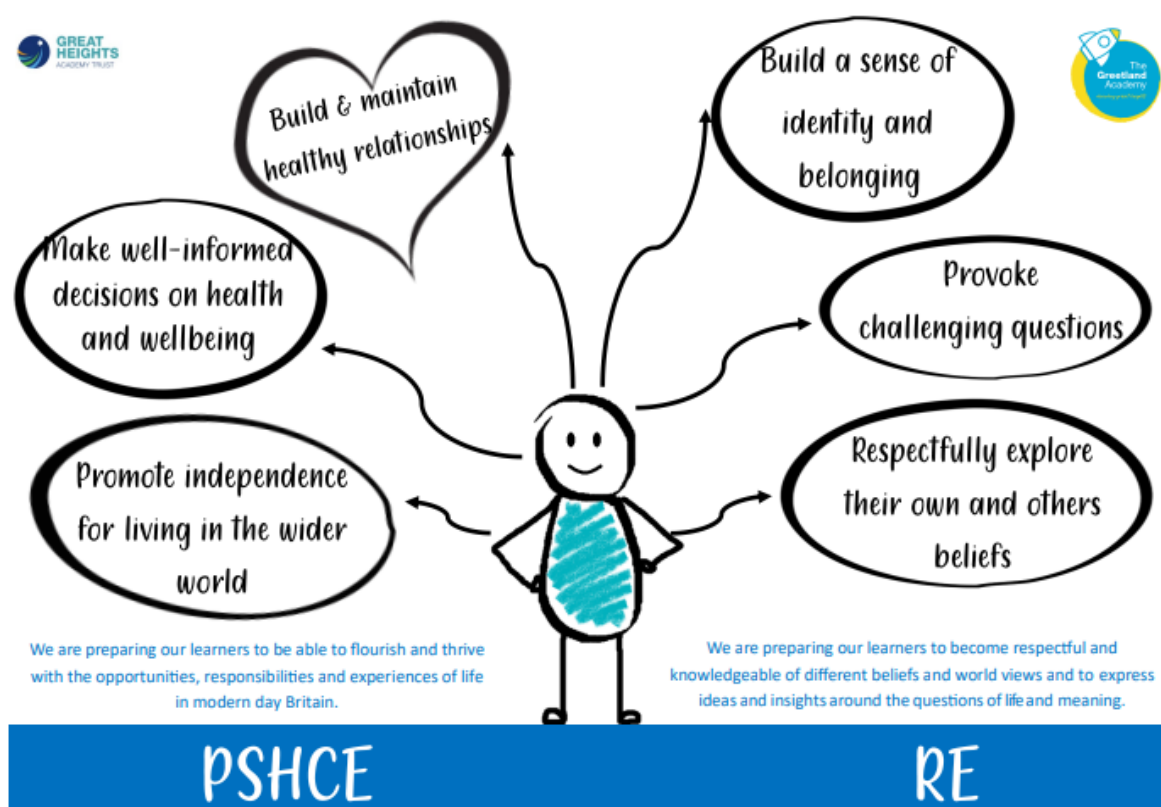
This document outlines the expectations of how we teach and monitor the RE curriculum at Raynville: progression across the Key Stages and consistency across the school.

Teaching RE at Raynville Academy

Curriculum Statement

The RE curriculum at Raynville Academy is based on Believing and Belonging, the Agreed Syllabus for Religious Education for Calderdale, Kirklees and Leeds, for teaching from September 2019. The aims of the curriculum are to:

- A. Investigate the beliefs and practices of religions and other world views.
- B. Investigate how religions and other world views address questions of meaning, purpose & value.
- C. Investigate how religions and other world views influence morality, identity and diversity.



At Raynville Academy, we recognise the importance of RE teaching in helping our pupils grow up to become responsible, respectful and tolerant adults. We aim to provide opportunities to promote their spiritual, moral, cultural and mental development. Our curriculum helps the pupils to understand the beliefs, practices and traditions of the major world religions and belief systems so that they are equipped to challenge prejudice where

they meet it. We encourage our pupils to understand and value diversity in their own community and the wider world, alongside developing their own views and beliefs in an environment where they feel confident to air their opinions.

RE at Raynville is taught weekly, and our curriculum is enhanced by visits to local churches, mosques and synagogues, and through our assemblies. We also invite visitors from the religious traditions we are studying, to talk to the children about their beliefs and practices.

EYFS

RE in EYFS is linked to statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception. Although all areas of the EYFS profile are relevant, RE particularly supports the development of: Communication and language; Personal, social and emotional development; Understanding the world.

Key Stage 1

In Key Stage 1, Learning is focused around Christianity and Islam, alongside non-religious perspectives. Our pupils are encouraged to develop their knowledge and understanding of religions and world views, and to use appropriate vocabulary in their discussions. They should raise questions about beliefs and find out about questions of right and wrong, and begin to respond with their own views.

Key Stage 2

At key stage 2, the teaching and learning builds on the KS1 focus around Christianity and Islam, and is extended to the study of Judaism and Sikhism, alongside developing understanding of non-religious approaches to life. Aspects of other faiths may also be included, such as teaching about a specific concept, festival or practice.

Our pupils are encouraged to be curious and to ask and discuss increasingly challenging questions about beliefs, values and human life, using their understanding of the religions and other world views that they have been introduced to.



Progression of RE throughout the school

EYFS	<ul style="list-style-type: none">• See themselves as a valuable individual.• Think about the perspectives of others.• Talk about members of their immediate family and community.• Name and describe people who are familiar to them.• Understand that some places are special to members of their community.• Recognise that people have different beliefs and celebrate special times in different ways.
Key Stage 1	<ul style="list-style-type: none">• Recall and name different beliefs and practices, including prayer, worship, festivals, rituals and ways of life, in order to find out about the meanings behind them;• Retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come;• Recognise some ways that people express beliefs and belonging through prayer, worship, symbols and actions, appreciating some similarities between communities.• Explore questions about beliefs, expressing their own ideas and opinions in response, using words, music, drama, art or poetry;• Observe and recount different ways of expressing belief, responding sensitively for themselves.• Find out about questions of right and wrong and begin to express their ideas and opinions in response;• Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning.
Key Stage 2	<ul style="list-style-type: none">• Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to beliefs and teachings that arise from them.• Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship,

	<p>pilgrimages and the rituals which mark important points in life.</p> <ul style="list-style-type: none"> • Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities. • Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. • Discuss and respond to ethical questions, including what is right, wrong, just and fair, and the complexity of these questions. • Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
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What is expected to be seen when teaching RE?

- Each lesson should start with an Enquiry Question.
- Front cover sheets detailing the Enquiry Questions for the whole topic will be stuck into RE books at the start of each topic.
- Trips and visitors to school are encouraged, to enhance the children's learning experience. These should be planned to take place at an appropriate point during the teaching of the topic.
- High quality lessons which will inspire enthusiasm and interest in RE. Challenging questions should be asked to enable the children to consider what they have learned and develop their own opinions.
- The use of artefacts from the relevant religious traditions.
- The use of videos demonstrating places of worship and religious practices.
- Photographic evidence of trips, visitors, artefact handling and other relevant activities should be put into RE books.
- Not every Enquiry Question will require a written response.

Resources

- RE resources are kept in the drawers on the landing outside Year 3 and 4. These should be returned to the drawers after use.

Monitoring

- RE books will be scrutinised regularly to ensure progression through the school.
- Pupil interviews will be undertaken to ascertain what children have learned and understood, and how their viewpoints are being developed.

Differentiation

- Differentiated tasks appropriate to the ability of the particular children in the class.
- Level of support: scaffolding, guided/modelled, scribing etc.
- Differentiated resources, e.g. artefacts, images, sentence starters, word banks.

Marking and Feedback:

- Work should be marked as per the school marking policy.
- Every piece of work should have the Enquiry Question at the top. This should be the focus for marking.
- If the pupil has demonstrated that they have appropriately answered the EQ, the EQ at the top of the page should be highlighted in green, and again on the front cover sheet. If this has not been achieved, the EQ should be highlighted in orange.
- Where the children have not been required to respond in writing to the Enquiry Question, their contributions to the class discussion should be used as the basis for assessment, and the Enquiry Question on the front cover sheet should be highlighted appropriately.

Curriculum Overview for RE

	<u>Autumn1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
R	Christmas and birthdays		Divali and the story of Rama and Sita		Chinese New Year	
Y1	Which books and stories are special?	How do we celebrate special events? Church visit	What does it mean to belong to a church?	What does it mean to belong to a mosque?	How and why do we care for others?	Who brought messages about God and what did they say?
Y2	How is new life welcomed?	How can we make good choices?	How and why do people pray?	How can we look after the planet?	What did Jesus teach us?	
Y3	What do Creation stories tell us?		What do Christians believe about a good life?		Who can inspire us?	What is spirituality and how do people experience this?
Y4	How do Jews remember God's covenant with Abraham? Synagogue visit		How are important events remembered in ceremonies?		What faiths make up our community?	How do the Five Pillars guide Muslims?
Y5	Why are some places and journeys special?		What values are shown in codes for living?		Should we forgive others?	What do Christians believe about the old and new covenants?
Y6	How do Sikhs show commitment?		What do Christians believe about death and resurrection?		How do Jews remember kings and prophets?	How does growing up bring responsibilities?

How do the Five Pillars guide Muslims in life?



Enquiry Questions	
What are some of the most important features of Islam?	
How did Islam start?	
Who is the Prophet Muhammad (pbuh) and why is he important to Muslims?	
What are the 5 pillars of Islam?	
What do Muslims believe about God?	
What is the Shahadah?	
What is Salaah?	
What is Sawm?	
What is Zakaah?	
Why do Muslims go on Hajj?	