

Religious Education

CURRICULUM DEVELOPMENT

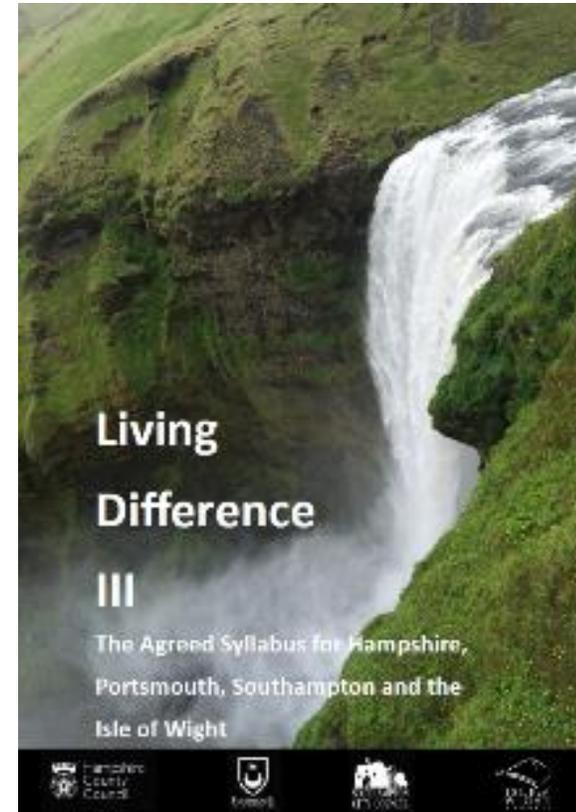
Intent Statement

- ▶ At Nettlestone and Newchurch Primary School pupils will develop their knowledge and understanding of, and their ability to respond to, Christianity and the other principal religions represented in Britain, as well as non-religious views. They explore concepts within and between faiths so that they can understand, respect and show mutual respect and tolerance of different religions, faiths, values and traditions. Through this pupils will understand that there are ways of life that are different to their own. From learning about different concepts and faiths pupils can make reasoned and informed judgements on religious and moral issues. High quality, evidence-based and age-appropriate teaching will develop the pupils sense of identity and belonging, preparing them for life as citizens in a global society.



Locally Agreed Syllabus Living Difference III

- ▶ The Living Difference III approach is a process of enquiry into concepts, where a concept is understood as a name for, or way of referring to, something like an idea that exists or has the possibility of existing in a particular kind of way under particular conditions; for example love, hope, community or justice.



CONCEPT CYCLE

Evaluate

Why is the concept important to the religious people?
How do we feel about how they feel?

Communicate

What does it mean to you, in your life?
How do you feel about it?
Can you express how you feel?

Apply

What difference does it make to you?
What difference does it make to other people?
What if it didn't exist?

Enquire

What does it mean?
Does everyone agree?

Contextualise

What do religious people make of it?
Can we find it in their stories/ pictures?
What do they say about it?

Long Term Planning

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Assessment Focus
Autumn 1	Sharing	Thankfulness	Symbol	Message	Temptation	Belonging	Laws	Communicate
	Harvest	Celebrating Harvest	Bread as a Symbol	Jesus' teachings and message	Making choices	Shahada and salat	Jesus and the law breaker	
Autumn 2	Celebrating birth	Journey's End	Light as a Symbol	Angels	Holy	Prophecy	Interpretation	Apply
	Christmas- Jesus' birth	The nativity journeys	Advent and Hanukkah	Angels	Mary, mother of God	The Magi	Christmas- the two birth narratives	
Spring 1	Specialness	Remembering	Change	Good and Evil	Myth	Stewardship	Ritual	Enquire
	Special clothes	Passover	People Jesus Met	Holi	Myth	Creation	Wudu and Eid-ul-Fitr	
Spring 2	Symbol of new life	Welcoming	Sadness to Happiness	Suffering	Ritual	Symbol	Resurrection	Contextualise
	Eggs as a sign of new life	Palm Sunday		Key events of Holy Week	Paschal candle	Eucharist	The empty cross	
Summer 1	Remembering	Belonging	Authority	Creation	Devotion	Sacred place	Ceremony	Contextualise
	Guru Nanak	Belonging in Judaism	The Bible	Creation stories	Hindu worship	Places of worship	Places of Worship	
Summer 2	Precious	Authority	Remembering	Protection	Symbol	Umma	Symbol	Evaluate
	Water	Key events in Jesus' life	Shabbat	Raksha Bandhan	Stones as a symbol	Haji and Zakat	Flight	

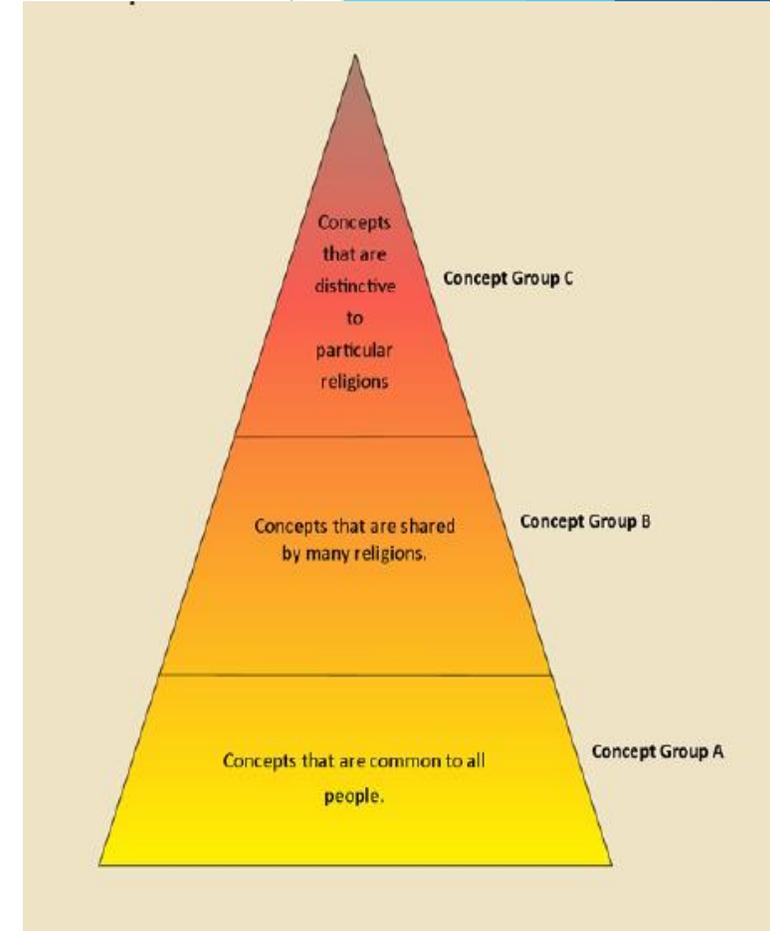
Christianity

Sikhism

Judaism

Hinduism

Islam

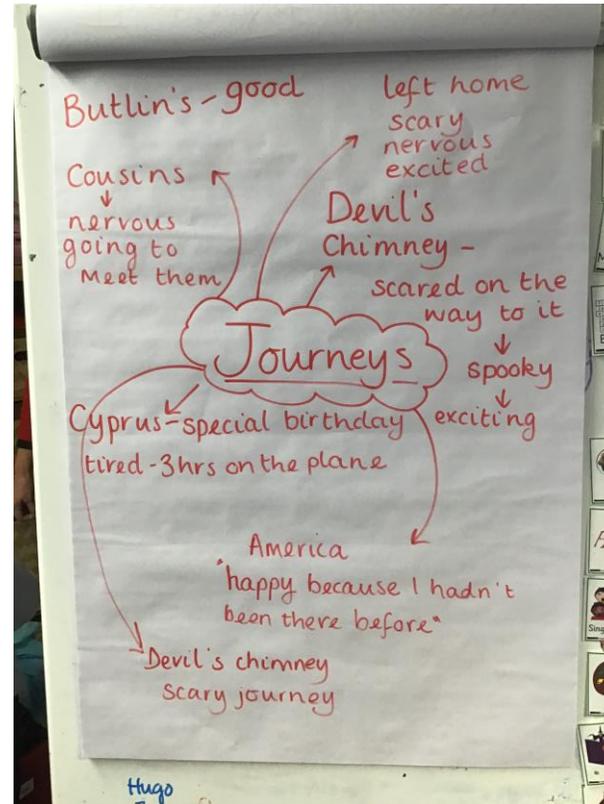


Assessment

- ▶ All work in RE should reflect a response to the identified concept.
- ▶ Are children using the vocabulary identified in the vocabulary progression for this subject?
- ▶ Children's explanation of each aspect of the cycle.

How is the Curriculum being delivered?

- ▶ Discussion/ debate
- ▶ Role play/ freeze frames
- ▶ Sequencing/ ordering
- ▶ Real life experiences
- ▶ Art/ religion portrayed through Art
- ▶ Visitors
- ▶ Writing- natural links with PSHE and excellent Literacy links



Left:
An example of some discussion in Year 1 with reference to the concept of Journeys. These are examples of how the children related this concept to their own experiences

Curriculum Enrichment

- ▶ Visits and visitors to improve cultural capital
- ▶ Taught through a range of practical activities
- ▶ Harvest Festival
- ▶ Christmas carol concerts
- ▶ Rev Janice- wider community



Harvest Festival

Lights of Love Concert

Whole School RE Day Summer 2019

- ▶ Although this was not part of our Living Difference III teaching cycle we wanted to increase the cultural capital of our children. The day allowed them to meet people of a different religious belief to their own as our local Iman, Mohammed, came to visit the school. The children were divide into houses, allowing them to work with a range of children from different year groups for the day. The children asked Mohammed many questions and were involved in activities such as designing their own Rangoli patterns, Mendhi hand designs, writing in Arabic and the day culminated in our own Eid celebration.



Staff CPD

- ▶ Staff meetings- One an academic year set aside to update staff on any developments and refresh training with regards to Living Difference III and the use of the concept cycle.
- ▶ Training courses- Ongoing research into courses available, specifically with regards to assessment within RE.
- ▶ Network meetings- Attended once a half term, alternately by each of the RE leads in the Newchurch and Nettlestone Federation. Information gained here is then fed back to all other staff members.

How does RE connect to other subjects?

- ▶ Natural links with PSHE and P4C
- ▶ Excellent Literacy links
- ▶ Can also link with history – eg leaders
- ▶ Science – eg change
- ▶ Creative arts
- ▶ And many other subjects too ...

- ▶ Below is an example of cross curricular links taken from the YR planning on the concept of 'Precious'.

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us.

Moral: reflecting on making decisions and when others may influence us. To see when a decision is the right one and when someone is influenced by the wrong things.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Cross-curricular links:

Art

Using art and craft opportunities to develop the concept and to explore the concept of *preciousness* through looking at water in baptism and River Ganges.

Drama

Opportunities for role playing a baptism and considering all the aspects involved. Circle time and discussion opportunities for speaking and listening.

Literacy

Opportunities to listen and respond to the story of the baptism of Jesus and/or the story of Shiva saving the world and to consider the meaning of the stories. Talking about why water is *precious* and why the concept is important.

How does RE connect to whole school themes?

- ▶ 2018/19- The theme of this academic year was 'World War I'. This could relate to concepts taught such as, 'thankfulness' and 'remembering'.
- ▶ 2019/20- The theme of this academic year was 'Ocean Guardians'. This could relate to concepts taught such as, 'stewardship', 'precious', 'protection' and 'message'.

How does RE connect to whole school themes? Continued ...

- ▶ The concept cycle used through-out our RE teaching would also be a useful tool to use when looking at these whole school themes. Below is an example of how the concept of 'Ocean Guardians' could be addressed through this teaching approach. The children were particularly interested in this theme as the importance of the ocean is very important to them due to our unique location.

