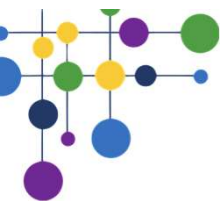




Primary Curriculum RE Handbook



Through studying our primary curriculum, we aim for our pupils to be:

Knowledgeable and skilled:

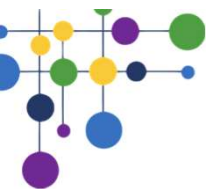
Regardless of their experience of disadvantage, our pupils will be exposed to a breadth of coverage that will equip them with knowledge and skills they need to experience **success** and support **ambition**.



Good humans:

Our pupils will be articulate and able to communicate effectively – solving problems and resolving conflict. They will show **resilience** and will work in **harmony** – treating others with kindness and respect. They will love learning and **encourage** each other to achieve their best.



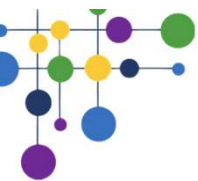


Our RE curriculum aims are based around six pathways through which the most important feature of RE may be understood. Through these pathways, pupils will be encouraged to become knowledgeable and considerate members of our community and the wider world.

We follow the Local Agreed Syllabus for Calderdale, Kirklees and Bradford (Believing and Belonging). RE is timetabled so that pupils are provided with 1 hour of RE each week. Lessons are normally taught by the class teacher or a HLTA. During lessons, we encourage teachers to:

- develop pupils' sensitivity to the questions and challenges that learning about a treasury of diverse beliefs and cultures presents.
- offer pupils a place where difficult or 'risky' questions can be tackled within a safe but challenging context
- nurture informed and resilient responses to misunderstanding, stereotyping and division.
- provide Continuous progression by building on practical and investigative skills across all units.
- ensure that coherent and sequential learning is built upon the six pathways.

The Believing and Belonging syllabus enables pupils to meet the end of key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum.



Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
EYFS	E.1 Which places are special to members of our community? (Pathway 1)	E.2 Why are some objects special? (Pathway 2)	E.3 Who cares for me and how do I help others? (Pathway 3)	E.4 Who belongs in my family and community? (Pathway 4)	E.5 How do people celebrate special times? (Pathway 5)	E.6 How do we understand and care for the world? (Pathway 6)
Year 1	C1.6 – Which books and stories are important? (Pathway 6) Christianity, Islam, Judaism	C1.5 – Why are festivals important in the community? (Pathway 5) Christianity, Hinduism, Judaism	F1.13 What do religions/worldviews say about our wonderful world? (Pathways 4 and 6)		C1.1 - What does it mean to belong to a community of belief? (Pathway 1) Christianity, Islam, Sikhism	
Year 2	C1.3 - How can we make good choices? (Pathway 3) Islam, Christianity, Judaism and Non-religious	F1.12 How and why do we care for others? (Pathway 3)	C1.4 - How and why do some people pray? (Pathway 4) Buddhism, Christianity, Islam		C1.2 - How are symbols used to welcome new life? (Pathway 2) Islam, Sikhism, Christianity and Non-religious	
Year 3	CL2.6 How do Jews use stories to remember God's covenant? (Pathway 6) Judaism	FL2.11 How do creation stories help people understand the world? (Pathway 6)	CL2.3 How do the 5 pillars help Muslims to lead a good life? (Pathway 3) Islam		CL2.2 How do different people express their spirituality? (Pathway 2) All six main religions plus non- religions.	
Year 4	CL2.4 Why do the lives of the Gurus inspire Sikh believers? (Pathway 4) Sikhism	CL2.5 How do ancient stories influence modern celebrations? (Pathway 5) Christianity, Judaism, Hinduism, Paganism	FL2.13 Why do people follow inspirational leaders? (Pathways 3&5)		CL2.1 What faiths and beliefs can be found in our country and community? (Pathway 1) All six main religions plus non-religions	
Year 5	CU2.5 How and why are Jewish festivals celebrated today? (Pathway 5) Judaism	FU.2.12 - Should we forgive others? (Pathway 3)	CU2.6 What do Christians believe about the old and new covenants? (Pathway 6) Christianity		CU2.4 Why do some people go on pilgrimage? (Pathway 4) All six main	
Year 6	CU2.2 - How do Sikhs symbolise their commitment? (Pathway 2) Sikhism	FU2.15 - What is humanism? (Pathways 3&5)	CU2.1 - What do Hindu people believe about God? (Pathway 1) Hinduism		CU2.3 - What values do people live by? (Pathway 3)	

RE Long Term Plan



The Six Pathways: A summary



The Nature of Religion and belief

- Beliefs, practices and values, and the diversity within religion: sacred things including buildings, festivals, rituals, books.



Expressing beliefs

- How beliefs are expressed: words and other forms of communication like art, music, drama, dance, texts, poetry.



A Good Life

- How people treat each other fairly and live together without upsetting or hurting each other or the environment.



Personal Journey

- How people find wonder and awe including pilgrimage and life experiences.



Influence and Authority

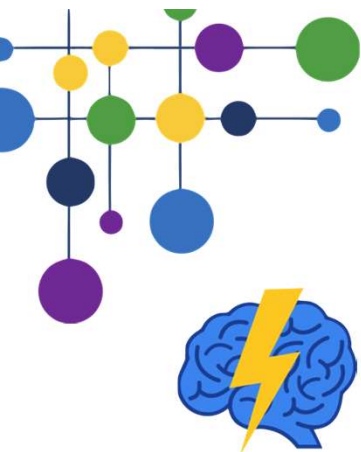
- How religious and non-religious communities interact with wider society and cultures.



The Big Picture

- Making sense of our world and our place in it. Big questions of the grand narrative eg origin of the world.

RE Implementation



02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.



Golden Nugget

01 DAILY REVIEW

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

4. Teachers review pupils' **memory of the golden knowledge** over time and reteach the forgotten gaps. Pupils respond to feedback and are able to articulate their misconceptions.

1. Teachers have an excellent understanding of the **golden knowledge** (key components) of their curriculum.

Golden Threads of Learning

2. Teachers design tasks which get the students doing more and thinking harder about the **golden knowledge**. Using the I do, We do, You do model, most of the lesson is on **You do** so pupils embed concepts in their long term memory.

3. Teachers **monitor the understanding** of pupils throughout the lesson using responsive teaching and assessment for learning strategies. They adapt their lesson, planning or CPD accordingly. Misconceptions are retaught.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

07 OBTAIN HIGH SUCCESS RATE

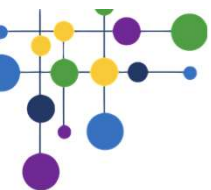
A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.



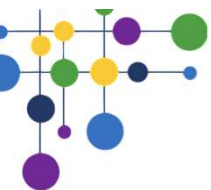
How do we make learning stick?



Golden nuggets are the key pieces of knowledge/learning that we want pupils to know and remember.



We help our pupils remember these 'Golden Nuggets' by revisiting learning – flashing back.



Medium Term Plans

See example year 1 MTP

The medium-term plans support teachers in identifying prior learning, key components of new learning, key vocabulary, and links to future learning.

Previous learning links

The medium-term plans detail the previous learning that pupils must revisit before learning new key content. This allows new learning to 'stick' and knowledge to become deeper.

Key components of new learning

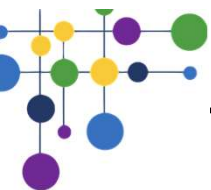
The key learning is identified in the medium-term plans so teachers can deliver, revisit and reinforce key knowledge and skills. This is linked to the National Curriculum.

Key Vocabulary

As well as the key components, we detail specific vocabulary and definitions. This is revisiting frequently for depth of understanding.

Links to future learning/ future careers

We detail links to future learning so teachers can see how the pupils' knowledge and skills



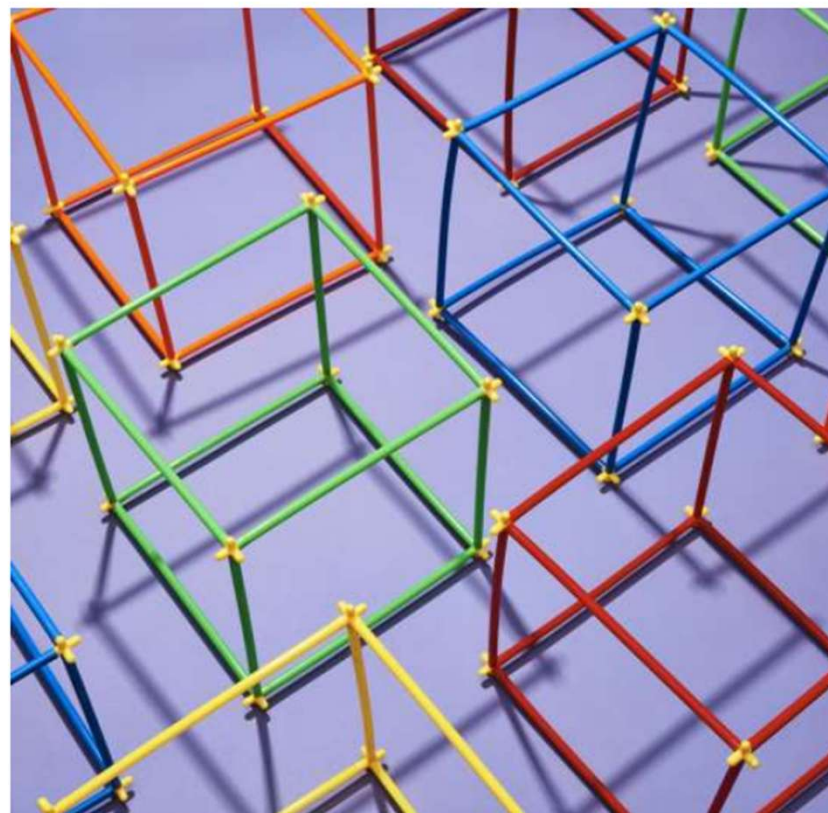
Progression in RE through a unit

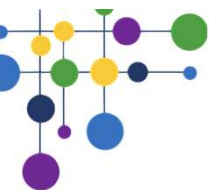
Progress through a unit



Each unit of work includes carefully planned activities to enable pupils to make progress through these stages of learning

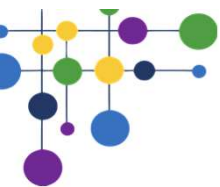
Learning objectives are built around these stages of learning – see next slide for exemplar objectives





An example of progression in skills and learning outcomes

	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
KS1	Recognise Name Talk about	Retell Notice details	Express ideas Respond sensitively	Sort Respond to questions	Suggest meanings Recognise similarities and differences	Teachers may use the following stems at any stage to assess age-appropriate outcomes: Create an object or picture to show understanding Design and make using new/learned ideas. Plan and produce an outcome to demonstrate learning. Generate and synthesise ideas as part of a project.
LKS2	Recall information Describe Re-tell Recognise	Give an example Make links Respond thoughtfully	Ask questions Give a presentation Express ideas	Demonstrate understanding Give reasons Explain	Describe similarities and differences Give opinions	
UKS2	Define Describe and give examples Identify and explain	Summarise ideas Compare and contrast Make connections Discuss	Choose appropriate questions (e.g an interview) Give a considered response Apply ideas	Explain a range of opinions Organise material (e.g most relevant) Find meanings	Weigh up different points of view Give reasons for differences	



Assessment in RE

Formative Assessment

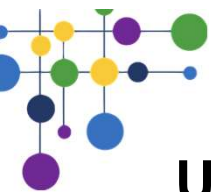
Assessment will be based on progress towards the end of key stage statements as a guide to assess our pupils in RE. The statements are matched to the six pathways on the medium-term plans, and this helps to form our teacher judgement for each pupil in RE. We teacher assess continually as part of the Golden Cycle.

Flashbacks

As part of the Golden Cycle, we frequently 'flashback' to prior learning before teaching new knowledge. Teachers use this information to re-teach any missing key concepts.

Summative assessment

Teachers will use the 'creating' phase of their unit to assess children's final understanding of the unit.



Useful links

Useful sources of professional development include:

RE Hubs <https://www.re-hubs.uk/>

RE Online <https://www.reonline.org.uk/>

National Association of Teachers of RE <https://www.natre.org.uk/>