



Our R.E. curriculum aims to...

- Provide a rich understanding of a range of religions and religious festivals including Buddhism, Hinduism, Islam, Judaism, Sikhism and Christianity.
- Provide opportunities for SMSC development by building upon children's self – awareness and skills of reflection.
- Build upon British values by providing children with the knowledge and understanding to tolerate and respect others and their beliefs.
- Encourage pupils to evaluate and think critically.



Big Ideas

Pupils are taught to make sense of belief by:

- Identify, describe, explain, and analyse beliefs and concepts of world religions.
- Explain how these are understood in different ways.
- Recognise how and why sources of authority are used, expressed, and interpreted in different ways,
- Develop their own skills of interpretation.

Pupils are taught to make connections by:

- Evaluating, reflecting, and enquiring upon key concepts of world religions.
- Responding thoughtfully and creatively, giving reasons for responses.
- Challenging ideas studied and allowing for our own thinking to be challenged by what we have learnt.
- Discern possible connections between what others think and we think.

Pupils are taught to understand the impact of religions by:

- Explore and explain how and why people express their beliefs in a different way,
- Recognise how people put their beliefs into action and how this is carried out daily within the community and in the wider world.
- Appreciate the significant of different ways of life.



Content

Our RE Units are enquiry based and are organised under the guidance of the latest Dudley Locally Agreed Syllabus which identifies two attainment targets – learning about religion (knowledge and understanding) and learning from religion (evaluation and application). Christianity is studied across all Key stages including EYFS. The other religion for focussed attention is Islam of which an aspect is studied every year. Four other religions, Sikhism, Buddhism, Hinduism and Judaism, are studied across the key stages so the children are acquainted with them by the end of KS2.

The Dudley LAS 2013 recommends the following time allocation:

Early Years Foundation stage approximately 5% of total curriculum time; Key stage 1 36 hours per year; Key stage 2 45 hours per year

Each unit of work includes a key question which is explored across 5 or 6 lessons. RE is taught in every year group on a weekly basis and provides children with opportunities to:

- Learn and understand about different religions and their principal traditions by answering key questions such as **'How do Buddhists practise their faith?'**
- Enhance their awareness and understanding of beliefs, practices and expression by exploring key aspects such as **'what is the importance of water in baptism and wudu?'**
- Gain better understanding on the influence of religion on individuals, families, communities and cultures in units such as **'why is the mosque important to Muslims?'**
- Explore their own faith and reflect upon their own beliefs, values and traditions in units such as **'Do we have a soul?'**

Sequencing – see Long Term Planning

RE units are sequences to build upon previous understanding of concepts. Christianity is taught in every year group, with Easter taught every year but with increased depth and Christmas taught every other year. Islam is studied in every year group either as a focus unit or as part of a generic question unit such as **'how do people give praise and thanks to god?'**



Deepening Concepts

Our deepening concepts are:

- To make sense of beliefs
- To make connections
- To understand the impact



RE units

Ham Dingle's Overview follows the Dudley Locally Agreed Syllabus and each RE unit (short term plan) identifies the following:

- The theme, key question and religion (colour coded) the pupils are exploring
- The areas of enquiry
- Resources identified to deliver high quality lessons
- Prior learning to make links and 'where next' for each unit of work
- Opportunities identified for links with English and wider curriculum such as art, drama, music (**see medium term planning**)
- opportunity planned for outside or internal visits to support studies such as trips to places of worship eg. Netherton Trust and Mosque, Mata da Mandir in Dudley etc.
- links to religious stories
- SMSC opportunities
- links to other religions
- personal connections
- key vocabulary
- impact on daily life



Lesson Design

Each lesson has:

- Headers for gluing into books which clearly identify the WALT/ task/ faith to which it links (colour coded) / theme linked to Dudley LAS/ indication of prior learning and where the unit leads on to
- WALT which links back to the key question for the enquiry
- Deepening concept identified
- Quality resources to enrich the teaching sequence all available in resource folder and/or online in staff shared area
- Begins and ends with retrieval practice
- Clearly defined task with challenge identified for more able learners
- Scaffolding tasks where appropriate
- Opportunities for discussion and self-reflection
- Key vocabulary (tier 2 and 3) for children to know from each lesson with opportunities for etymology study
- (where necessary) opportunity planned for outside or internal visits to support studies such as trips to places of worship eg. Netherton Trust and Mosque, Mata da Mandir in Dudley etc.



continued...





Our RE curriculum aims to... Vocabulary

Each learning module has:

- A unit overview which includes tier 2 and 3 vocabulary and the definitions.
- Teachers are expected to expose children to tier 2/3 words which will need explicit instruction over the course of the unit.



Metacognition

Pupils are encouraged to think about their own learning by monitoring whether they feel that have achieved the WALT at the end of each lesson.

By the end of each unit, pupils will answer the key question for the unit drawing upon the knowledge and supporting evidence gained throughout the lessons.



Retrieval Practice

Retrieval practice is used as a learning tool, not just an assessment tool. Opportunities within each lesson are created for pupils to show what they know. Children are provided with regular opportunities to retrieve through:

- Key ideas and concepts from religions being taught and revisited each year,
- Making links to other religions,
- Recall activities at the start of each session.



Subject Specific Resources

Our offer ensures that all children have access to:

- Religious holy books,
- High quality videos,
- Artefacts



Wider Experiences

From year 1 to year 6, children visit a different place of worship. This widens their experience and understanding of the faith being studied.

Pupils will be given the opportunity where possible to hear from community leaders representing those in our local area.

Pupils will have opportunities to study a range of religious scriptures as a key source of information.

Pupils Our children at Ham Dingle will have opportunities throughout their time at school including:

- Visiting places of worship,
- Talks from visitors who will discuss their religion.



Making Progress

Content is taught in small, manageable chunks to reduce cognitive load on children's working memory. Throughout each unit there are opportunities for children to demonstrate that they have made progress. This is shown in the following ways:

- AFL strategies including questioning, discussions, and independent work in books,
- Building upon pupils' own ideas and experiences and linking those to religions and cultures,
- Answering the key learning question at the end of each unit.

