



Wessex Learning Trust



Draycott and Rodney Stoke
First School

We Learn Together

RE

Curriculum Documents





Intent

At Draycott and Rodney Stoke Church of England First School our children learn about different religious beliefs, so that they can better understand the world around them. Our RE curriculum is underpinned by the SACRE agreed syllabus for teaching RE in Somerset (Awareness, Mystery and Value) and rooted in our Christian values of, Respect, Trust, Courage, Thankfulness, Kindness and Community. Through this we aim to empower our pupils to develop into aspirational and resilient individuals who are kind, respectful, and responsible members of society. We aim to equip pupils with the knowledge, experiences, understanding and attitudes which will enable them to be part of a multi-faith society, having a positive sense of self and others. Children will engage with powerful and important questions of meaning. This enables children to not just learn about religion but also learn from it.

Implementation

We follow the SACRE agreed syllabus for teaching RE in Somerset (Awareness, Mystery and Value). Our curriculum covers the world's major religions including Islam, Judaism and Hinduism with additional emphasis on Christianity, as we are a Church of England school. Units of work are planned to be progressive, building on prior knowledge, and the study of at least one major world religion is covered in each year group. Where possible, units are linked to other subjects in the curriculum. Lessons are inquiry-led to enable all children to take an active role in their learning. Lessons are taught on a weekly basis, however, children also take part in Christian festivals such as Christmas and Easter, when they learn what it means to be part of a Christian community. Monitoring of progress takes place informally through book scrutiny and reviewing other evidence, including floor books. Planning, teaching and learning are monitored by the subject leader, who also provides up-to-date resources. Our children take part in daily Collective Worship, which is planned, in detail, to link in with the seasons and festivals of the church. This includes a weekly visit to our local church for a service lead by our local clergy.

Impact

Children at Draycott and Rodney Stoke Church of England First School enjoy their learning in RE. Our children gain knowledge and understanding of the key beliefs of Christianity, Judaism, Islam and Hinduism and develop respect for different belief systems and the influence these have on how people choose to live their lives. The children in KS2 in particular are able to talk about key teachings and stories they have been taught. By following the agreed local syllabus, we not only fulfil statutory requirements however children are also able to make links between their own lives and those in their community and wider world. Children develop a strong sense of self, identity and belonging within our school community. The impact of our RE teaching is evident in several key areas and reflects our school values. Through having the opportunity to ask and answers the challenging questions of life, in a safe and supportive environment, children are able to engage in opportunities for personal reflection and spiritual development to enable them to be confident, sensitive individuals, prepared for life in a diverse world



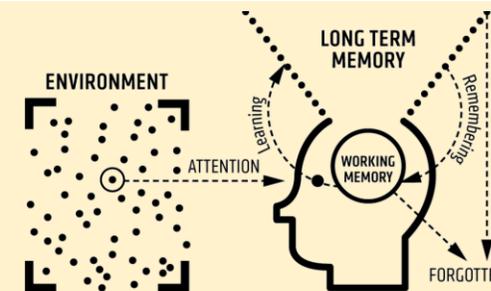
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn
Routines

→ Linking Prior +
New Learning

→ Focused
Instruction '*I Do*'

→ Practise
Learning '*We Do*'

→ Learning Check
'*You Do*'

→ Consolidating
Learning

★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.

★ Disciplinary and substantive learning is integral to any planned sequence of learning.



<h2>Ready To Learn Routines</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Emotional learning environment - physical learning environment 	<p>Learning environments are safe, inclusive and welcoming. Relationships are positive and love of learning is promoted. Everyone feels safe to take risks and explore learning without judgement. Praise and rewarding effort is used to motivate and engage. A sense of pace and challenge is established from the start of the lesson.</p>
<h2>Linking Prior + New Learning</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Pace of talk, clarity of instruction 	<p>Prior learning is checked and revisited to strengthen connections and longer-term memory. Know more, remember more. Planning ensures new learning builds on prior learning. Vocabulary is explicitly taught using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. Problem solving and number skills are revisited, retaught and applied in unfamiliar contexts to support deeper learning. Gaps in learning and misconceptions are revisited, including feedback and improvement tasks. Planning is adapted lesson on lesson so that core skills and knowledge are retaught where necessary. Precision learning is explained so that skills and knowledge are well understood, and misconceptions are minimised.</p>
<h2>Focused Instruction 'I Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching of vocabulary - Explicit teaching of listening 	<p>The steps to new learning are broken down into manageable amounts and reduce cognitive load. High-quality explanations are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through decision making modelled, visible and explicit. Approaches to getting unstuck are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of how to solve problems solve and minimize misconceptions. Deeper learning is sequenced so that all learners can understand each developing stage. Learners know what excellent learning looks like and have success criteria to support their independent work.</p>
<h2>Practise Learning 'We Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching paired, small group talk 	<p>Guided practice and worked examples are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used skilfully to check understanding and the impact of planned learning. Peer explanation + modelling scaffolds and prepares for independent practice. Learners use expert thinking and talking to explore deeper learning. Scaffolding and support (including TAs) is in place to develop and build independence.</p>
<h2>Learning Check 'You Do'</h2>			<p>Skills and knowledge are explored using a variety of contexts. Independent practice and application of learning (including homework) builds confidence, self esteem and motivation. Metacognition and self-regulation are developed over time. Learning is consolidated. Scaffolding and support is reduced and removed over time. Feedback is used to deepen learning and address misconceptions.</p>
<h2>Consolidating Learning</h2>			<p>Learner's plan, review and evaluate their progress reflecting on what excellent learning looks like and success criteria. Next steps are identified and used to inform teacher planning and develop mastery approaches over time. Learning skills continue. <i>Next lessons, rest of day, community, wider world.</i></p>



Learning how to....(skills)

Somerset
AMV
Skills in
RE

The following skills are central to religious education, and should be reflected in learning opportunities. This syllabus places an important emphasis on the development of skills at all stages of learning. This section highlights the skills intrinsic to RE, followed by the contribution of RE to the broader skills in the primary and secondary curriculum. The level descriptions are rooted in skills and illustrate how pupils progress through the development of key skills.

a) **Investigation** - this includes:

asking relevant questions;

knowing how to use a variety of sources in order to gather information;

knowing what may count as good evidence in understanding religion(s).

b) **Interpretation** - this includes:

the ability to draw meaning from artefacts, works of art, poetry and symbolism;

the ability to interpret religious language;

the ability to suggest meanings of religious texts.

c) **Reflection** - this includes:

the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.

d) **Empathy** - this includes:

developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;

the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;

the ability to see the world through the eyes of others, and to see issues from their point of view.

e) **Evaluation** - this includes:

the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith;

weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

f) **Analysis** - this includes:

distinguishing between opinion, belief and fact;

recognizing bias, caricature, prejudice and stereotyping;

distinguishing between the features of different religions.

g) **Synthesis** - this includes:

linking significant features of religion(s) together in a coherent pattern;

connecting different aspects of life into a meaningful whole.

h) **Application** - this includes:

making links between religion and individual, community, national and international life;

identifying key religious values and their links with secular values.

i) **Expression** - this includes:

the ability to articulate ideas, beliefs and values;

the ability to respond to religious ideas, beliefs and questions through a variety of media.

j) **Self-understanding** - this includes:

the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.



Learning about...(Knowledge from Somerset AMV)

Key Belief	KS1	LKS2
<p>Christianity</p> <p>Salvation</p>	<ul style="list-style-type: none"> • Know that the Christian Holy book is called the Bible, and that it is divided into two parts - Old Testament (which Christians share with Judaism - Jesus was a Jew) and New Testament. • Recall stories from the Bible associated with the last eight days of Jesus' life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection. • Recognise the order of the key events in the Biblical narrative. • Identify these stories with the religion of Christianity, who are collectively called Christians and know that they are from the Bible. • Understand that Christians believe that Jesus died so that people can be forgiven by God. • Understand that Christians believe that Jesus rose from the dead, giving hope of a new life. • Raise and suggest answers to relevant questions in response to their enquiry into the Easter story. 	<ul style="list-style-type: none"> • Recognise that Christians refer to Jesus as 'the Saviour' or as 'my Saviour'. □ Explain the Christian Salvation story and that it makes four main claims: - God created a perfect the world - Humanity went wrong - To save humanity, God had a salvation plan - God enters into the world as Jesus Christ who saves humanity • Recall the key features of the story of Zacchaeus: - Understand the context of the story; Zacchaeus is an outcast because he is seen as a greedy, corrupt traitor. Now he is sorry. He wants to make up for his bad deeds and live a better life. - Understand the message of this and other stories from the Bible - that Christians believe Jesus came to forgive and rescue everyone. No one is too bad - or too good. • Recall the story of Jesus' death on the cross. Understand that Christians believe that because Jesus died, they can be forgiven by God.
<p>Christianity</p> <p>God and Creation</p>	<ul style="list-style-type: none"> • Christians find out about what God is like and how he wants people to live from the Bible. • There is a story in the Bible which Christians believe expresses their key beliefs about creation. - God created the universe. - The story is called the six days of creation and describes what God did as the world was created. - The last thing that God created was humans. • Christians believe that God expects humans to care for His world because it belongs to God. • Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God. 	<ul style="list-style-type: none"> • Christians believe the Bible talks about what God is like and his relationship with people who believe in Him. • Christians will describe one God as Father (parent), Son and Holy Spirit. The Trinity. • Recall what happens in both Infant Baptism and Believers' Baptism. Water is used. The person baptising usually says "I baptise you in the name of the Father, and the son, and the Holy spirit." The person is welcomed into the Christian Church. • Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.



Learning about...(Knowledge from Somerset AMV)

Key Belief	KS1	LKS2
<p>Christianity Incarnation</p>	<ul style="list-style-type: none"> • Christians find out about what Jesus is like and how he wants people to live from the Bible. • Understand that Advent is the time before Christmas when Christians get ready for Jesus coming. • Recall Bible stories associated with the birth of Jesus. Including (a) the meaning of his names Immanuel (God is with us) and Jesus (he saves), (b), the angel Gabriel's message to Mary - that her baby is God's son, (c) his humble birth, (d) visited by shepherds -ordinary people - and the Magi. • Identify these stories with the religion of Christianity, whose members are collectively called Christians and know that these stories are from the Bible. • Recognise the order of the key events in the Biblical narrative. • Raise and suggest answers to relevant questions in response to their enquiry into the Christmas story. 	<ul style="list-style-type: none"> • Recall stories from the Bible of Jesus miracles - what do they say about Jesus? e.g. that Jesus calmed a storm - he had power over the forces of nature Mark 4.35-41, healing Jairus' daughter - that he had power over death (Luke 8. 40-56). • Understand what Christians believe this and other stories from the Bible say about who Jesus is - that only God can do things like this. Christians believe that Jesus is the Son of God. • Raise and suggest answers to relevant questions in response to their enquiry into the accounts of these miracles and what Christians say about who Jesus is.
<p>Christianity Agape</p>	<ul style="list-style-type: none"> • Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like. • Recall the story of the Unmerciful Servant Matthew 18:23-34, linking it to forgiveness in the Lord's Prayer Matthew 6:5-15 including (a) Peter's question, "How many times should I forgive?" (b) the events of the parable, (c) understand that, just as Christians believe that God forgives them, Jesus wants them to forgive everyone (d) that Christians are reminded about these things every time they pray the Lord's prayer. • Reflect on the implications of this story for Christians and for themselves today. • Raise and suggest answers to relevant questions in response to their enquiry into this story, e.g. 'Why did Jesus tell this story and other parables?' 	<ul style="list-style-type: none"> • Christians try to be like Jesus and obey his teachings in the things that they think and do. • Recall the story of the Good Samaritan Luke 10.25-37. Man attacked on dangerous road; left without anything - even clothes; he is seen by a Priest and Levite (respected members of community); Samaritan stops and helps Jew; uses expensive oils; places man on donkey while he walks; taken to inn and pays for stay. • Know the context for the story: how the story came to be told - Jesus is asked how to inherit eternal life? Love God and your neighbour as yourself; Jesus is asked who is my neighbour? • Understand background to the story; Samaritans and Jews are enemies (at the end of the story the person asking the question cannot even say the word 'Samaritan', the people who walked by had good reason (muggers still around; might be a trap; he might be dead anyway (cleansing process); road called 'red road' for good reason.



Learning about...(Knowledge from Somerset AMV)

Key Belief	KS1	LKS2
Christianity Agape continued		<ul style="list-style-type: none">• How does this and other teachings of Jesus display disinterested love (agape) being shown to all: freely given; generous; selfless; self-sacrificing?• Support their attempt to answer the relevant questions they raise in response to their enquiry into the Good Samaritan parable using reasons and information to support their views.



Learning about...(Knowledge from Somerset AMV)

Key Belief	KS1	LKS2
<p>Judaism</p> <p>God and the Covenant</p>	<ul style="list-style-type: none"> • Know that Jews believe in one God who created the universe. • Know basic elements of the story found in Genesis: God made the world from nothing. God Makes everything in the world, including plants and animals. Man is the last to be made. Man is made last and is given responsibility to care for the world God has created. • Know that the Jewish name for God is Adonai which mean 'Lord'. Jews use the name with great respect, never carelessly. Sometimes Jews write the words as God because of its sacredness. • Be able to recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis. • Know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by God. • Raise and suggest answers to relevant questions in response to the story of creation. • Attempt to support their answers using reasons and/or information. 	<p>Not covered in KS2</p>
<p>Judaism</p> <p>Torah</p>	<ul style="list-style-type: none"> • Know that the Torah means 'teaching' is the most important part of Jewish scriptures. • Know that it contains the first 5 books of the Hebrew Bible. • It teaches Jews what God is like and how they should live their lives. • One day a week Jews observe the Sabbath: they rest, have a meal on Friday evening with their family. Jews believe that bringing the family together once a week when no one works is important. • Understand how special the Torah is for Jews: the Torah is read every week in the synagogue, the end of one cycle is celebrated in Simchat Torah. • Raise and suggest answers to relevant questions in response to the Jewish teachings on the Torah. • Attempt to support their answers using reasons and/or information 	<p>Not covered in KS2</p>



Learning about...(Knowledge from Somerset AMV)

Key Belief	KS1	LKS2
<p>Islam</p> <p>Islam</p>	<p>Not covered in KS1</p>	<ul style="list-style-type: none"> • Know that Islam means "Submission (to the will of Allah)" and the word Muslims means someone who has willingly submitted themselves to Allah. • Identify the two main beliefs of Islam as: □ the belief in only one God, and □ the belief that Muhammad is the Messenger of God • Understand that praying 5 times a day, which is prescribed in the Qur'an, is one way Muslims submit to the will of Allah. They do this by: <ul style="list-style-type: none"> - Being constantly reminded of Allah throughout the day, reminds them for what is important in their life and helps them straying from the path - The sujud position (prostration) reflects Muslim submission as a physical act. • Salah can take place anywhere, as God created everything • Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah and the practice of Salah. • Attempt to support their answers using reasons and/or information
<p>Islam</p> <p>Imam</p>	<ul style="list-style-type: none"> • Not covered in KS1 	<ul style="list-style-type: none"> • Know that Muslims believe that Muhammad had many revelations over 22 years. • Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote down the Words that had been revealed to Muhammad. What they wrote formed a book - the holy Qur'an. • Know that Muslims believe that the angel Gabriel was 'sent down' with God's holy book - the Mother of the Book. This was the book that was shown to Muhammad. So the Qur'an is a copy of God's holy book. • Understand that the Qur'an is treated with great respect by Muslims, including that it is often kept in a stand, kept above all other books, is sometimes wrapped in a cloth, a Muslim will wash their hands before touching the book. • Know that God's message is known as the 'Straight Path' or the Shariah • Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah. • Attempt to support their answers using reasons and/or information



Learning about...(Knowledge from Somerset AMV)

Key Belief	KS1	LKS2
<p>Hinduism</p> <p>Dharma, Deity and Atman</p>	<p>Not covered in KS1, but celebrated as part of EYFS curriculum</p>	<p style="text-align: center;">Dharma</p> <ul style="list-style-type: none"> • Recall stories of the exile, return and reign of Rama from the Hindu book: The Ramayana and understand how they teach a) respect for Parents, b) keeping promises, c) doing the right thing even when it's hard, and from his reign d) using power with care and responsibility towards those with less power, know that Hindus think these are important guidelines for right-living. • Understand when Hindus light lamps to celebrate Divali they remember that God guides us in life the way lamps light up darkness, to help us see our way. <ul style="list-style-type: none"> • Know Dharma means 'right-living' and that the Hindu faith is called the 'Hindu Dharma' <p style="text-align: center;">Deity</p> <ul style="list-style-type: none"> • Know that Hindu holy books describe Rama AND Krishna as special people called Avatars. These are believed by Hindus to be God, in human form and that God can choose to be born as an Avatar, in any time and place, when the world needs God's help or example. • Know that Hindus believe that they can also worship God in other divine forms (or deities) alongside the Avatars, such as a loving mother (Devi), Lakshmi, popularly worshipped at Divali. <p style="text-align: center;">Atman</p> <ul style="list-style-type: none"> • Recognise a form of Hindu worship (called puja) using a special tray called 'a puja thali' with a small sacred flame, a bell, flower petals, incense and water to help them not be distracted by anything else they may see, hear, smell or touch around them, to make it a special time. <ul style="list-style-type: none"> • Know and be able to use the following terms accurately and confidently: Mandir, shrine, puja, murti, prasad and arti. <ul style="list-style-type: none"> • Know that Hindus have a special place at home for performing puja once a day. • Understand that Puja helps Hindus be quiet enough to 'hear' God guiding them from within and to know Hindus can perform Puja at home or in a place of worship called a Mandir. <ul style="list-style-type: none"> • Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman. <ul style="list-style-type: none"> • Attempt to support their answers using reasons and/or information.



Learning about...(Knowledge from Somerset AMV)

Key Belief	KS1	LKS2
Humanism	<ul style="list-style-type: none"> • Be familiar with the terms 'Humanist' and 'atheist'. • Know that of utmost importance for a Humanist is what human beings have achieved and can achieve as individuals and together to improve life for everyone and look after the world. • Know that many Humanists are 'atheists'; they do not believe in a deity or deities. • Know how a Humanist family might celebrate the birth of a child and/or the naming of a baby. • Be able to recognise the 'happy human' as a symbol of Humanism (showing that the human being and the potential of human activity to shape our world are at the centre of what Humanists believe). 	<ul style="list-style-type: none"> • Be familiar with the concepts 'material world' and 'secular'. Know that 'secular' means 'concerned with the material world' and 'not concerned with religion'. • Be able to tell another person what is meant by 'Humanist' and 'atheist'. • Have had the opportunity to talk with members of a Humanist family. • Know that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world. • Know that Humanists primarily make decisions about right and wrong based on what is perceived to bring justice, happiness and peace to individuals, communities and societies. They should know that Humanists do not believe that knowledge of right and wrong comes from a deity or deities or that good deeds or wrong-doing will be judged and/or punished by a god or gods. • Be familiar with what the 'happy human' symbol means to Humanists.



Long Term Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme 1 <i>Ourselves and <u>Humankind</u></i>							
Theme 2 <i>Culture and Diversity</i>							
Theme 3 <i>Community and Citizenship</i>							
Theme 4 <i>Exploration and Discovery</i>							
Theme 5 <i>Expression and Creativity</i>							
Theme 6 <i>Ourselves and <u>Humankind</u></i>							