



Rationale for shared teacher guidance in Religious Education

This is a guide to how we teach RE at CAW, in this document you will find the process, strategies, documents and links to curriculum. To best meet the needs of children in RE we use the Brighton and Hove SACRE document as a guide to inform our curriculum planning.

The Leadership of Religious Education

Quality of Education Lead	Assistant Headteacher Operational Leader
Thomas McMorris	James McAdam

The Teaching of Religious Education

At CAW Religious Education will contribute dynamically to children's education in school by provoking challenging questions about; the meaning and purpose in life, beliefs about God(s), ultimate reality, issues of right and wrong and what it means to be human. Our world is enriched by a wide and profound diversity of cultures and beliefs. We as human beings are strengthened and empowered by learning from each other. Our ambition is that our lessons will lead to children adopting a balanced worldview.

Engaging and stimulating religious education will enable us to ensure that we nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security within which difficult or 'risky' questions can be tackled within a safe but challenging context.

In RE lessons pupils will discover, explore and consider different answers to big questions, in local, national and global contexts, through learning about and from religions and other worldviews. They will learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree and disagree respectfully. It may be necessary to use the CAW discussion rationale in conjunction with this policy.

In 2013 OFSTED published guidance suggests that there are many barriers in RE teaching that need to be addressed in order to offer a rich RE curriculum: low standards in outcomes and a confused sense of purpose. By writing these rationale and progression documents CAW will address outcomes and purpose of RE in our school community.

Religious education: realising the potential (OFSTED, 2013)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413157/Religious_education_-_realising_the_potential.pdf

To best meet the needs of children in RE we use the Brighton and Hove SACRE document as a guide to inform our curriculum planning.

Content/Time	Each week children are involved 30 minute lessons with additional hours made up through RE days
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When Medium Term Planning for RE consider			
Stimuli/Resources	Websites/Staff Server	Planning support from	Dates/Events
RE will be taught from exposure to big questions, key figures, places of worship, festivals and artefacts.	Brighton and Hove SACRE document	James McAdam Danielle Cuthill Curriculum Development Team	This is a list of major religious holidays from Richmond University https://registrar.richmond.edu/planning/religious-observance.html
CAW RE skills progressions:	RE Online – Search https://www.reonline.org.uk/		
	BBC Bitesize KS2 https://www.bbc.co.uk/bitesize/subjects/z7hs34j		
	BBC Bitesize KS1 https://www.bbc.co.uk/bitesize/subjects/zxnygk7		

Most effective lessons look like...
<p>RE will be taught from exposure to virtues, big questions, key figures, places of worship, festivals and artefacts.</p> <p>We want children to be able to create links and think about philosophy and theology in a productive and meaningful manner.</p> <p>We want children to develop empathy, understanding and interest, in order to celebrate and relate to those that hold different beliefs and values.</p> <p>Each lesson will:</p> <ul style="list-style-type: none"> • Focus on at least one faith or belief system • Allow for personal reflection • Look at geographic location(s) of a particular faith • Think about similarities and differences between belief systems and worldviews <p>Some lessons will:</p> <ul style="list-style-type: none"> • Focus on religious figures • Focus on festivals/celebrations • Focus on religious symbols/buildings • Allocate time for written work (every other lesson) <p>An example of a lesson structure can be seen below:</p> <p>Week 1</p>





What is RE? and RE focus e.g. relate to geography	Recap previous learning	Key Vocabulary	Big question	New learning	Reflection/ discussion
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Week 2

Recap Big Question and Discuss	Key Vocabulary	Recap New learning	Task	Reflection/ discussion
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RE Days will be themed on a religious festival once every term:

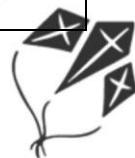
- Geography focus and historical context where possible
- Reading slot focus on either a religious character or reading from a sacred text
- A creative element to the day incorporating the RE Day theme

An example of a RE Day structure can be seen below:

What is RE? and RE focus e.g. relate to geography	Historical context	Key Vocabulary	Big question	New learning	Reflection/ discussion	Reading from a sacred text or about a religious key figure	Recap on previous learning and added depth	Creative task based on RE day theme
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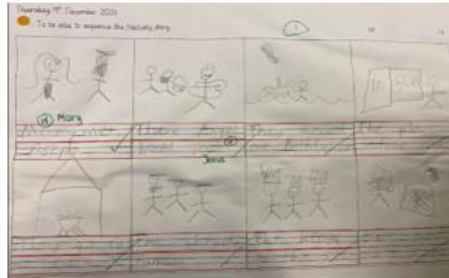
RE Day examples:

Reception:

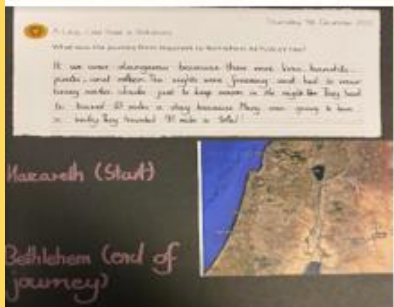
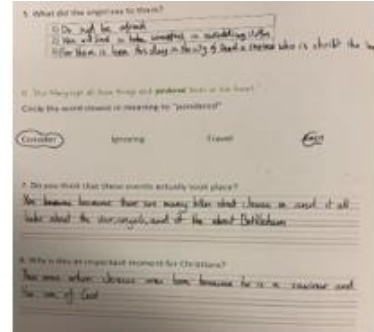
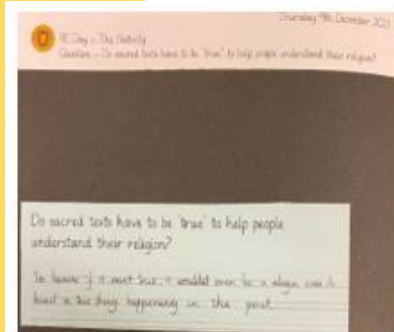




KS1:



KS2:





Pupil outcomes	
Intended Learning	Exercise Books/Demonstrable Outcomes
<p><u>Always refer to the RE skills progression:</u></p> <p>Example: Year 2 – Autumn 1 (Islam, Christianity, Judaism)</p> <p>To be able to retell religious stories from more than one faith and explain what they mean.</p> <p>What virtue is on display through the learning objective?</p> <p>Love, care</p>	<p>Children can identify that the Christian creation story is shared with Judaism and that when looking at Islam they can make links between the faiths.</p> <p>Bi-Weekly, children will write a reflection or create a token of their learning that reflects on the given virtues.</p>
<p>SEND Support</p>	<p>When medium term planning for RE, teachers need to consider how best to support all children regardless of attainment. In RE, thought needs to be given to how best to support children to take part in the discussion elements of the lesson as well as task design and appropriate scaffolding.</p> <p>In line with our teaching and learning policy, our most effective way to support children with SEND will be through an effective first wave of teaching. It will be important to consider whether the content of the RE lesson will be appropriate for some of our children or if content appropriate for younger years would be needed first.</p>

Examples of Outcomes:

Reception	<p>The Christmas story Christmas and remember the birth of Jesus. Jesus is a special baby some people are Christians and some are not.</p> <p>the King had a gift. hee is the son of god. He slept in hay. peopl came to see him.</p> <p>05 DEC 2021</p>
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Year 2

Friday 7th January 2022

To be able to recognise that sacred texts contain stories which are special to many people and should be respected

Sacred text: Quran

Story: story of the prophet Muhammad and his Allah's messages

How do Muslims look after the Quran?

They wash their hands. They can't let it touch the floor.

Why is the Quran special to Muslims?

so they treat it as Allah's word

Year 6

Friday 7th January 2022

To be able to interpret parables and explain what they might teach followers

What is a parable?

A story or with verses to send to teach religion people

Parable: Parable of the Prodigal Son

What is the message of the parable?

He was dead then alive because he finally saw what was wrong he was lost then found

Parable: The Good Samaritan

What is the message of the parable?

Always help your neighbour

Feedback

Please refer to our Feedback and Marking Policy in line with this guidance

- Pupils' success and areas for development against their Learning Objective will be acknowledged by school staff.
- Marking Cold Tasks (Blue) to inform RE planning.
- Hot Tasks (Yellow) to be clearly marked to show each child's progress.

Example of Hot and Cold Task below:

Year 1

Year 1 Spring 2 21/02/22 RE 4/7

1 Match these religions to their place of worship

Buddhism Judaism Islam

Synagogue Vihara Mosque

2 Match these religions to their sacred books

Buddhism Judaism Islam

Quran Tripitaka Torah

3 Describe what is special about the group you belong to:

Describe what is special about the group you belong to:

What else can you tell me about Buddhism, Judaism and Islam?

Year 1 Spring 2 07/04/22 RE

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Year 3

Year 3 Spring 1 03.01.22 RE

1) What does free will mean to Jewish people?
Magic choices ✓

2) How does God appear to Muslims?
his power/god he is

3) How is the Buddhist festival of Wasak similar to the Christian celebration of the Nativity?
decorating giving presents and gifts

What else can you tell me about religious celebrations in RE?
Christmas Ramadan Eid festival Easter and
quasars birthday ✓

Year 3 Spring 1 21.02.22 RE

1) Define the term traditions

2) How do Buddhist choose to live their lives?

3) How does praying help religious people?
helping god ✓

What else can you tell me about Buddhism?
they help god

Year 6

Year 6 Spring 1 Date 11.01.22 RE

1) What is a parable? Why are they used?
A parable and to not fall and die.
A bible and to read it

2) What is more important in faith, charity or prestige? Why?
Respect because no one will join your religion

3) Why would someone turn to religion/faith in during difficult times?
To show what religion you are in or hate crime

What else can you tell me about RE from this half term?
We are doing Sikhism and Judaism or Islam.

Year 6 Spring 1 Date RE

1) What is a parable? Why are they used?
It's a story (chapter) and explains life changing situation

2) What is more important in faith, charity or prestige? Why?
When you need help you can pray to God

3) Why would someone turn to religion/faith in during difficult times?
When you need help in difficult times you can pray to your God for help

What else can you tell me about RE from this half term?
We are understanding the importance of a parable and why we might turn to our religion

