

**Our RE curriculum aims to...**

- Provide a rich understanding of a range of religions and religious festivals (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:

- Identifying, describing, explaining, and analysing beliefs and concepts of world religions.
- Explaining how these are understood in different ways.
- Recognising how and why sources of authority are used, expressed, and interpreted in different ways,
- Developing 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.
- Discerning possible connections between what others think and we think.

Pupils are taught to understand the impact of religions by:

- Exploring and explaining how and why people express their beliefs in a different way,
- Recognising how people put their beliefs into action and how this is carried out daily within the community and in the wider world.
- Appreciating the significance of different ways of life.

**Content and Sequencing****Content –**

RE units are organised and sequenced into enquiries that build on children's previous understanding of concepts and organised in line with the Discovery RE Scheme of Learning.

Each enquiry includes a key question which is explored across 6 lessons.

Each enquiry is broken down into 4 steps as followed:

Step 1: Engagement

Step 2: Investigation (normally 3 lessons)

Step 3: Evaluation

Step 4: Expression

RE is taught in each year group on a weekly basis and provides children with opportunities to: express their own beliefs or experiences; investigate key concepts by exploring an aspect of a religion in detail; evaluate and conclude their learning by answering the key question for that unit of study and reflect upon their own beliefs.

**Sequencing**

Discovery RE is an enquiry based approach that builds upon child's prior knowledge. Christianity is taught in each year group, with Christmas and Easter being developed upon in each year group. Alongside Christianity, pupils also explore Buddhism, Hinduism, Islam, Judaism and Sikhism.



### Deepening Concepts

Our deepening concepts are:

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



### Learning Modules

Discovery RE has a detailed teacher guide which identifies:  
-the theme, key question and the religion which pupils are exploring:

- the areas of enquiry;
- areas of focus;
- learning objectives;
- SMSC opportunities;
- MTP for each enquiry using the 4-step approach which provides guidance for each lesson to ensure connections between learning is made;
- knowledge organisers which include core knowledge, links to other religions, personal connections, key vocabulary and the impact on daily life.



### Lesson Design

Each lesson has:

- A key question for the enquiry and WILFS which link back to it;
- I, We , You modelling to scaffold learning;
- Quality assured, highly detailed resources to enrich the teaching sequence;
- Retrieval practice at the beginning and end;
- Scaffolding of tasks;
- Opportunities for discussion and sharing our own beliefs and experiences



### Vocabulary

Each learning module has:

- A unit overview which includes Tier 3 vocabulary and the definitions;
- Exposure to Tier 2/3 words which will need explicit, teacher 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 lesson question 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;
- 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.



### Subject Specific Experiences

Our children at Corngreaves Academy will have opportunities throughout their time at school including:

- Visiting places of worship;
- Talks from visitors who will discuss their religion;
- Cultural workshops.



### 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.