

How To Teach

RE



Religious Education

I learn
about
and from
different
beliefs.

I understand
how
different
faith
communities
live in
Britain.

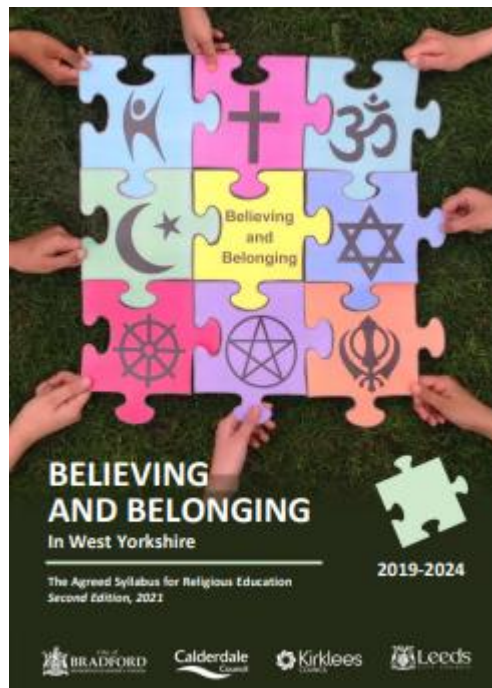
I explore
my own
- and
others -
beliefs.

I compare
key
concepts of
religious
faiths.



Curriculum

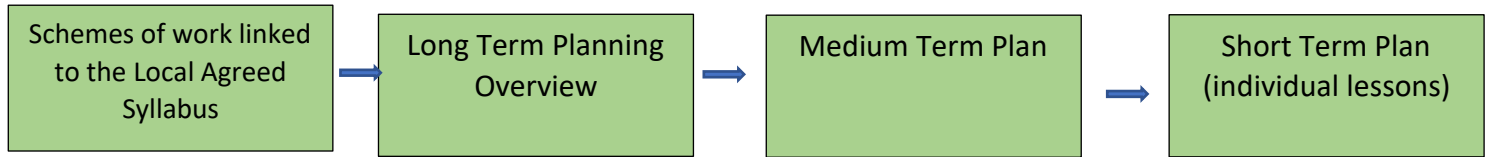
At Bowling Green Academy, we follow the Local Agreed Syllabus for Kirklees and Calderdale, 'Believing and Belonging.'



R.E. Unit Overview

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Reception	1. Where do we live and who lives there? Special Places & Belonging	2. How do Christians celebrate Christmas?	3. What makes a good helper?	4. What can we see in our wonderful world?	5. Who and what are special to us?
Year 1	1.1 Which books and stories are special?	1.2 How do we celebrate special events?	1.3 What does it mean to belong to a church or a Mosque?	1.4 How and why do we care for others?	1.5 Who brought messages about God and what did they say?
Year 2	2.1 How is new life welcomed?	2.2 How can we make good choices?	2.3 How and why do people pray?	2.4 How can we look after the planet?	2.5 What did Jesus teach and how did he live?
Year 3	3.1 How do Jews remember God's covenant with Abraham and Moses?	3.2 What is Spirituality and how do people experience this?	3.3 What is Spirituality and how do people experience this?	3.4 What do the creation stories tell us?	3.5 Who can inspire us?
Year 4	4.1 How are important events remembered?	4.2 What faiths are shared in our country?	4.3 How do the Five Pillars guide Muslims?	4.5 Why are Gurus at the heart of Sikh belief and practice?	
Year 5	5.1 Why are some journeys and places special?	5.2 What values are shown in codes for living?	5.3 Should we forgive others?	5.4 What do Christians believe about the old and new covenants?	
Year 6	6.1 How do Sikhs show commitment?	6.2 What do Christians believe about Jesus' death and resurrection?	6.3 How does growing up bring responsibilities?	6.4 How do Jews remember the Kings and Prophets in worship?	

Lesson Structure & Activities



Each lesson starts with a flashback to embed prior learning and as a recap from the previous lessons and key concepts taught the previous year:

e.g.:

FLASH BACK	
Last Lesson: What does 'new life' mean?	Last Week: How might people celebrate new life?
Last Term: What might be celebrated in a church? Who might worship in a Mosque?	Last Year: Which of these are religious books: Bible dictionary thesaurus Qur'an

Learning objectives for the lesson will be shared with the lesson. This will be followed by key vocabulary being explicitly taught and explained..

The main body of a lesson may take on a variety of forms:

- Drama/role play
- Research of a key concept or question
- Listening to and retelling of significant stories and events
- Sharing own thoughts, ideas and opinions about their own personal beliefs
- Exploration of artefacts
- Discussions
- Videos
- Visits and visitors from key religious faiths being studied
- Making comparison tables and charts to find similarities and differences between different faiths

Suggested activities are given within the R.E. Units of Work linked to the Agreed Syllabus.

Key Stage One largely focus on Christianity and Islam and Key Stage Two on Christianity, Islam, Judaism and Sikhism however these are not exclusive and we also explore other views, such as Humanist views and the views of Jehovas Witnesses to reflect our school families.

Vocabulary and Oracy

Key vocabulary for the unit and for each lesson are shared, explained and modelled with the pupils at the beginning of each lesson. These should be displayed and children encouraged to implement these into their spoken and written vocabulary. Children are encouraged to speak and write in full sentences, using Standard English. This should be modelled by all adults.

Activity Examples



Seesaw



Seesaw is our online learning and communication platform. Much of our R.E. work is done through activities where there is little or no written recordings, therefore we evidence this through uploading photographs onto Seesaw. Each unit of work has a folder where evidence is uploaded. This enables the subject leader to monitor as well as providing a communication tool for parents to view.

R.E. Big Books

A sample of written and recorded work is shown through our R.E. Big Books. These are separated into each unit of work and show the progression of each unit.

Assessment



Arbor

Assessment takes place at the end of each half-term. Children are assessed against criteria outlined in the Scheme of Work linked to the Agreed Syllabus. We assess whether children have met Age Related expectations or not and record these in our school Assessment Tracking System, Arbor.

An example of the assessment criteria for a Year 5 unit of work:

Pupils working at the age related expectations

(ARE) for Year 5 will be able to:

- Make connections between morals and values found in religious teachings and everyday life.
- Identify and explain similarities and differences between Humanist, Muslim and Christian values
- Investigate and apply ideas about values and how people choose to live their lives.
- Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty

Assemblies



Assemblies take place each day, these reflect British Values, reflect religious celebrations from a variety of faiths and celebrate individual, group and whole school achievements. We use ‘Picture News’ to support our assemblies as well as a theme each week.

Assemblies – Autumn term

Teachers/TAs – use assembly time as intervention time, including Picture News virtual assembly

	Whole School - Monday (JS)	Tuesday (Class assembly – Picture News follow up)	Whole School – Wed - Theme	Whole School – Thursday Curriculum/Class assembly	Whole School – Friday (JS)
5.9.22	TRAINING DAY	Whole School – Welcome Back - JS	New beginnings/Resolutions AD	English - <u>Poetry</u> JM	Assembly – resolutions
12.9.22	Picture News - JS	Picture News follow up	Democracy (ambassador elections) JM	TT Rockstars launch– Maths HB	Celebration
19.9.22	Picture News - JS	Picture News follow up	TA Recycling (Recycle Week 23-30 th Sept)	R.E. Rosh Hashanah AD	Celebration
26.9.22	Picture News - JS	Picture News follow up	CB Mental Health/Mindfulness	World Languages Day SH	Celebration
3.10.22	Picture News - JS	Picture News follow up	R.E. – Yom Kippur AD	National Poetry Day JM	Celebration
10.10.22	Picture News – JS World Mental Health Day	Picture News follow up	HB Black History Month	Black History Month ‘celebration’ TA	Celebration
17.10.22	Picture News - JS	Picture News follow up	SH Black History Month	Y6 class assembly	Celebration / KITE Awards
24.10.22	HALF TERM				
31.10.22	TRAINING DAY	Picture News - JS	JM	Diwali (24.10) AD	Celebration
7.11.22	Picture News - JS	Picture News	Remembrance AD	Remembrance Day TA	Celebration
14.11.22	Picture News - JS	Picture News	Anti- Bullying SH	Anti-Bullying -PSHE AD	Celebration
21.11.22	Picture News - JS	Picture News	Money TA	Geography - <u>Climate</u> - CB	Celebration
28.11.22	Picture News - JS	Picture News	Christmas songs HB	Christmas around the World AD	Celebration
5.12.22	Picture News - JS	Picture News	Christmas songs AD	Y5 class assembly	Celebration
12.12.22	Picture News - JS	Picture News	Christmas songs CB	Nativity??	Celebration/KITE Awards

Inclusion



We follow the EEF 5-A-Day Principles in order to ensure every child is included within all lessons. We use the following strategies:

What knowledge must learners acquire?

- An understanding that there are different faiths around the world and within the UK with different and similar beliefs.
- To know and name some of the main key religious faiths.
- That festivals are celebrated to mark significant events in different religious calendars.
- To draw comparisons between faiths.
- That stories often help to retell how and why events are celebrated.
- Recognition of different places of worship.
- To know and name key religious books and understand their importance and symbolism.

Strategies to support learners:

- Key word/vocab map prompt
- Checklist of learning steps.
- Drama and story telling through books and video links.
- Visual aid

Where is vocabulary and language explicitly taught?

Within lessons – key vocabulary highlighted and displayed. Referred to regularly and recapped to check understanding.

Strategies to support learners include

- Praise and encouragement
- Pre teaching
- Repetition of key learning points.
- Clear language
- Subtitles on videos.
- Visual prompts.

What does progression look like?

Children will begin by understanding celebrations, people and places which are important to them. They will progress by linking these to specific concepts linked to different religious faiths and then go on to compare and analyse. Children will be able to name religious faiths and explain key ideas and beliefs linked to them.

Strategies to support learners include

- Memory activities
- Waiting/processing time
- Uncluttered tasks
- Use of high quality waggles
- modelling

<https://www.bbc.co.uk/bitesize>

<https://www.kirkleesbusinesssolutions.uk/Event/89388>