

**LEARNING
WITHOUT LIMITS**



Successful learners
Confident individuals
Responsible Citizens

Ladybrook Primary School

Religious Education (RE)



Our school intention for RE

Ambitious Curriculum

*'The important thing is
to never stop
questioning.'*

Albert Einstein



Our children will...

- Ask challenging questions about the meaning and purpose of life; beliefs; the self; issues of right and wrong, and what it means to be human.
- Develop knowledge and understanding of religions, traditions and worldviews that examine these questions.
- Be encouraged to explore their own beliefs (whether they are religious or non-religious).
- Develop respect for others, including people with different faiths and beliefs within our own community and through visits and visitors.
- Consider their responsibilities to themselves and to others, and explore how they might contribute to their communities and to our wider society.



What does our Progression for RE look like? Why?

We follow the Agreed Syllabus 2022-2027.

We find that this is reflective of the population and allows all learners to share their experiences and to learn from one another and the religions and beliefs in our community.

We want to ensure that RE is responsive to the changing nature of schools and education, as well as the wider world.

We use this document as a backbone to shape our RE curriculum, its progression and generating key questions.

Manchester, Salford, Stockport, Tameside and Trafford

Agreed Syllabus for Religious Education
2022-2027



Salford City Council





What does our Progression for RE look like? Why?

The RE curriculum focuses on core concepts:

- We have selected key ideas and concepts at the heart of religious and non-religious worldviews.
- We intend (through careful planning and sequencing) to explore these from different perspectives to enrich understanding.
- In general, we focus on providing children with a deeper (rather than broader) experience. RE has a uniqueness in the sense that it does not necessarily focus on coverage – the focus is on understanding.

This is shown in the progression from content coverage in Year 1, to the more abstract concepts in Years 5 and 6. We want our RE curriculum to shape our children into *thinkers*.



What does our Progression for RE look like? Why?

A snapshot of our starting point in EYFS:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Name	Marvellous Me	N - Once upon a time R - Let's Celebrate	Make it	Make it	Growing things	Growing things
Which stories are special and why?	Throughout the year we will look at stories linked to Christmas, Easter, Diwali, Ramadan/Eid, Chinese New Year. We will also read stories from the bible, Quran. -All around the world week					
Which people are special and why?	-We talk about our families and who is special to us/ religions at the start of the year when the children bring in their photograph for their wall. -We invited 'people who help us' into school - they talked about their jobs and we asked them questions. -Discuss stories of key religious leaders from other religions through the stories we share at key points in the year. -All around the world week					



What does our Progression for RE look like? Why?

Selecting our units:

- We have chosen our key questions from Year 1-6 from the Agreed Syllabus.
- These have been pieced together so that there is a logical progression and deepening of understanding of religions and 'big concepts' as children move through the school.
- This builds from more knowledge-based content in the earlier years, to more conceptual learning as the children develop as thinkers.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	1.1 Who are Christians and what do they believe? *Links to 1.6: How and why do we celebrate special and sacred times?	1.2 Who is a Muslim and what do they believe? *Links to 1.5 What makes some places sacred?	L2.1 What do different people believe about God?	L2.7 What does it mean to be a Christian in Britain today? *Links to L2.3: Why is Jesus inspiring to some people?	U2.1: Why do some people believe God exists?	U2.7: What matters most to Christians and Humanists? *Buddhism introduced

Larger sections are broken down into Year 1 and Year 2 components. E.g. Question 1.1 is asked in both Year 1 and 2, but with a different focus and learning that develops from the previous year.



What does our Progression for RE look like? Why?

Questions taken from Agreed Syllabus with explicit links to the selected religion.

Linking to core concepts:

- We have identified the core concepts for four of the major world religions (as directed in the Agreed Syllabus).
- Our learning questions are then explicitly linked to elements of these.
- We aim to cover all of the core concepts throughout the children's journey at Ladybrook.

Year 3: Spring
Key question: L2.10: How do family life and festivals show what matters to Jewish people?
Key Concepts: <ol style="list-style-type: none">1. The synagogue is the Jewish place of worship, but is also used as a place to study, and often as a community centre as well.2. The Torah is the Jewish holy text and shows Jews how to live a good life – the Torah makes up the first 5 books of the Bible and the Ten Commandments are in the Torah.3. Jewish beliefs about food come directly from the Torah. Kosher- permitted, Tref- forbidden.4. Shabbat is the most important day of the week for Jews, because it is a day on which we remember that God created the world and everything in it.5. Shabbat is so important that it is the only ritual that is mentioned in the Ten Commandments.6. Bar Mitzvah/Bat Mitzvah: After these ceremonies, the young person participates fully in services at the synagogue and must set a good example for others.7. Passover (Pesach) is a celebration of the story of Exodus. During Passover, Jews remember how their ancestors left slavery behind them when they were led out of Egypt by Moses.8. Rosh Hashanah is the Jewish new year festival where Jews look at their deeds from the past year and make a fresh start for the next one.9. Jewish people believe only God created the universe and only he controls it.10. Judaism teaches that God is spiritual and not physical.
Questioning opportunities: <ul style="list-style-type: none">*Do you and your family have any rituals/traditions?*What might Jewish people be thinking about as they take part in these festivals and rituals?*Why is it important to stop and reflect every once in a while?*Are there any practices in Rosh Hashana that are similar to Christianity?

Core concepts that are encompassed in these questions that must be covered in the planning/sequencing of lessons.



What does our Progression for RE look like? Why?

Linking to core concepts:

- We have identified the core concepts for four of the major world religions (as directed in the Agreed Syllabus).
- Our learning questions are then explicitly linked to elements of these.
- We aim to cover all of the core concepts throughout the children's journey at Ladybrook.

Core concepts not covered the previous year are introduced at the appropriate time to deepen learning.



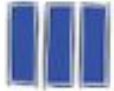


	Year 1	Year 2
Autumn	1.1 Who are Christians and what do they believe? *Links to 1.6: How and why do we celebrate special and sacred times? (Xmas)	1.2 Who is a Muslim and what do they believe? *Links to 1.5 What makes some places sacred?
Key concepts	*Christians believe in one God. *God is: all-knowing, all-loving and all-powerful. *Christians believe in God as a Trinity: the Father, Son and Holy Spirit. *Christians' holy book is called The Bible and it is split into two parts: The Old and New Testaments. *Christians use the Bible to find out about God through stories – The Lost Sheep. *God as the creator of our universe and so we should look after His creation. (Creation story) *Jesus is the son of God and is God on Earth. *Jesus' teachings are centred around love and he is a bridge between humans and God. *The birth of Jesus was a time of hope and good news. (Christmas story.)	*Recap core concepts covered in Year 1 Islam unit. *The Prophet Muhammad had Allah's teachings revealed to him, which is now Ramadan. *Muslims fast during Ramadan as an act of worship. Eid ul-Fitr is the completion of a month of fasting. *Muslims follow the Five Pillars Islam. *Salat (prayer) can take place anywhere, but many Muslims pray in a mosque/masjid when they can. *An Imam leads the prayer, men and women pray separately. *Mosques contain: the 99 names of Allah, prayer mats and a mihrab. *Mecca is a holy city and is believed to be the birthplace of the Prophet Muhammad. *Muslims face the mihrab while praying because this is the direction of Mecca.



What does our Progression for RE look like? Why?

Progression of skills and understanding throughout school:

- Give pupils opportunities to reflect upon their own personal responses to our big questions.
- Our aim is for pupils to be able to articulate their personal beliefs, ideas, values and experiences while respecting those of others that may differ.

Prestructural	Unistructural	Multistructural	Relational	Extended abstract
				
Learning outcomes show unconnected information and no organisation.	Learning outcomes show simple connections but importance is not noted.	Learning outcomes show connections are made but significance to overall meaning is missing.	Learning outcomes show connections are made and parts are synthesised with the overall meaning.	Learning outcomes go beyond the subject and make links to other concepts – generalising, predicting, evaluating.
No idea	One idea	Many ideas	Related ideas	Extended ideas



What does our Progression for RE look like? Why?

Example of 'Easter' themed work in Reception and in Year 5:




Exploring the Easter Story

Part 1: The Triumphant Entry

Key words to associate with this part of the story:

- miracle/miraculous
- elated
- overjoyed
- pride

Icons: Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday




Part 2: The Sacrifice

Key words to associate with this part of the story:

- crucifixion
- betrayal
- sorrowful
- jealous
- shame
- serious
- hopelessness
- effortless
- disgusted

Icons: Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday

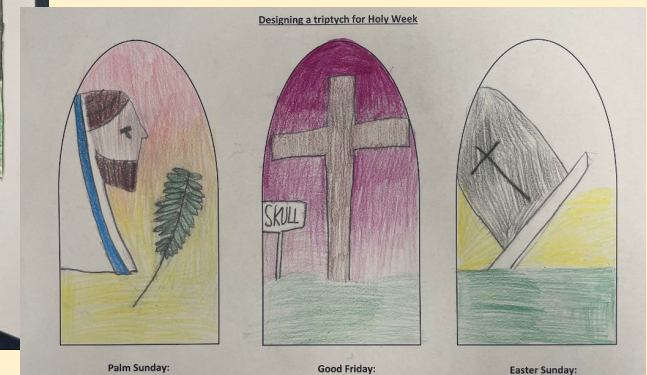
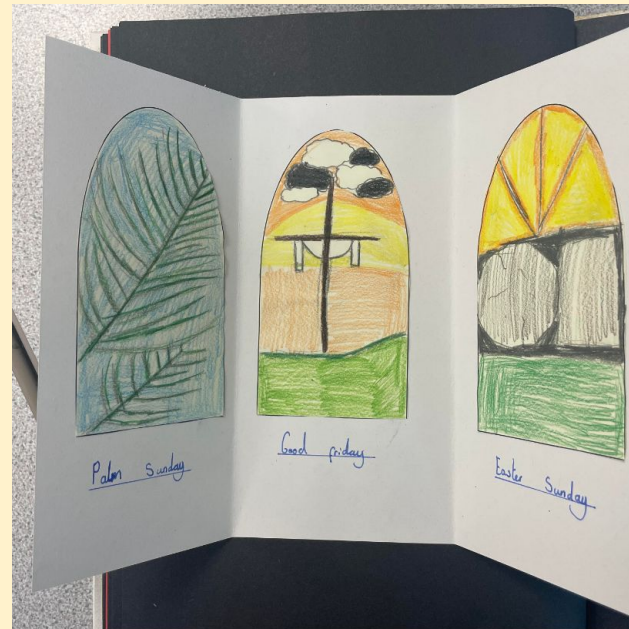



Part 3: The Resurrection and Ascension

Key words to associate with this part of the story:

- revived
- hope
- unbearable
- mystery
- healing
- unimaginable
- amazement
- life
- salvation

Icons: Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday





What essential knowledge* do we want our children to acquire?

We have identified the essential knowledge which our units of work enable children to learn.

Factual knowledge is presented to the children in a precise and concise way.

***Knowledge includes facts, familiarity with situations and practical skills.**

This is all included within our key concepts.

Year 5: Autumn
Key question: U2.1: Why do some people believe God exists?
Key Concepts: 1 Theism (the belief in a God/Gods), Atheism (the lack of belief in God/Gods), Agnosticism (cannot say if they believe or do not). 2 Through Jesus, God demonstrates his power even defying laws of nature. 3 Christianity often uses <u>symbol</u> and artwork to represent ideas of God as the Trinity. 4 Many Christians <u>sight</u> the idea of the world having an intelligent design as 'evidence' of the existence of God. 5 Traditional ideas of God as omnipresent, omnipotent and benevolent. 6 Family background, religious experience, observing the world around them and difficult times are all factors that can influence a person's belief in God. 7 Numinous experience is the feeling of a presence surrounding the person – particularly religious. 8 Many Christians use Jesus' miracles as key to their reasoning for believing in God.
Questioning opportunities: *If God did design the universe, why might bad things exist like evil and pain? *Do you think miracles are strong reasons to believe in God? *Why do some people abandon their belief in God? How might this shape their everyday lives? *Do you think all Christians believe the stories of Jesus' miracles actually happened? If not, why are they still important?



What does our Progression of vocabulary look like within RE? Why?

Vocabulary is introduced, modelled and repeated through planned learning opportunities to embed its use.

Each year group has identified key vocabulary that the children will then build on in the following years.

Below is an example of key vocabulary identified across year groups' planning. Our staff have collaborated to select the essential vocabulary which then progresses in complexity throughout the years.

Y1	Vocabulary: Christian, belief	Vocabulary: see poem vocabulary that may need explaining.	Vocabulary: Trinity, Holy Spirit, God the Father, God the Son	Vocabulary: Bible, New Testament, Old Testament, Bible Story		
Y3	Vocabulary: father, Son, Holy Spirit	Vocabulary: pray, holy communion, evensong, bible	Vocabulary: worship, belief	Vocabulary: holy communion, symbol	Vocabulary: community, Christian	Vocabulary: Christmas, Easter, Jerusalem, Jesus
Y6	Vocabulary: arts, architecture, charity, generosity, sacred,	Vocabulary: Islam, Muslim, mosque, architecture, Allah, Prophet Muhammad, Paradise,	Vocabulary: Islam, Muslim, art	Vocabulary: arts, architecture, worship, generosity, love, spiritual power, salvation		



How have we sequenced learning from EYFS to Year 6? Why?

Sequencing example from one year group demonstrating the key knowledge that must be learnt first in order to progress to the next unit.

The sequencing of our RE curriculum has been done in such a way that:

- Children know and understand the key elements of major religious (and non-religious) worldviews.
- They can then use this knowledge to express ideas and insights about the nature, significance and impact of these worldviews.

The goal is that, by Year 6, children have gained significant understanding and can deploy the skills needed to engage seriously with these worldviews.

Year 2: Autumn
<p>Key question: 1.3 Who is Jewish and what do they believe?</p> <p>Key Concepts:</p> <ol style="list-style-type: none"> 1 Jewish people believe in only one God. 2 Only God created the universe and only He controls it. 3 Judaism teaches that God is spiritual and not physical. 4 Jewish people do not believe that Jesus was the son of God. 5 Jews see their relationship with God as a covenant, or an agreement. They believe that God asks them to do certain things, and in return he will take care of them. 6 The Torah is the Jewish holy text and shows Jews how to live a good life. 7 The Torah is written in Hebrew, the oldest of Jewish languages. 8 The Torah cannot be touched directly and is kept in a cabinet called the Ark. 9 The Torah scrolls are taken out from the Ark and portions read in the synagogue three times each week. Over the course of the year the whole scroll is read in sequence. This begins from the end of Sukkot which is an autumn festival. 10 A mezuzah is present on the doorway of Jewish homes, containing the Shema prayer. <p>Questioning opportunities:</p> <ul style="list-style-type: none"> *Are there any similarities between what Jewish people believe and what Christians believe? *Why do you think the Torah is so important? *Do you have to have a holy book like the Torah, Bible or Qur'an to know what is the correct way to act?

How will these concepts be taught?				
<p>Lesson 1: What do Jewish people believe?</p> <p>Key concept 1, 2, 3, 5</p>	<p>Lesson 2: What is the importance of the festival of Sukkot?</p> <p>Key concept 9</p>	<p>Lesson 3: How and why do Jewish people celebrate Shabbat?</p> <p>Key concept: 1, 2, 3, 6</p>	<p>Lesson 4: What is the Torah?</p> <p>Key concept 4, 6, 7, 8</p>	<p>Lesson 5: What does a mezuzah remind Jewish people about?</p> <p>Key concept 10</p>



How have we sequenced learning from EYFS to Year 6? Why?

How will these concepts be taught?			
How many people believe in God? 1	Is God Real? 1, 3, 5	What is God like? 1, 3, 5	Does 'creation' prove God's existence? 3, 4
If the world was a village of 100 people how many would belong to each religion or non-religious group? What surprises them when the real figures are revealed? Christian (33.5), Muslim (18), Agnostic (15), Hindu (12.5), Other religions (9), Buddhists (6.5), Atheists (4.5), Jewish people (0.6), Sikhs (0.3). Which of these groups	Recap: Atheist, Agnostic and Theist vocabulary challenge to recall knowledge from last lesson. Ask pupils to list all the questions that they think they will need to answer if you are going to solve the Big Question. If they struggle you could give them a selection of questions to choose from e.g. who is this God? What kind of God	The Trinity recap: Utilise images and symbols to help the children understand the 'God as three parts but still one whole' idea of the Trinity. Use artwork (some more abstract than others) to see if they can find clues/symbols that point to each element of the Trinity.	Share part of the creation story from the Bible. Explain that Christians view these accounts differently – some read it literally, while others see it as telling a truth about human nature. In both interpretations Christians see God as creator and designer of the natural world. It's a belief shared with Sikhs,

Our sequence of lessons in a unit of work begin with recapping prior knowledge as a baseline for new learning.

Lessons are connected with prior learning influencing and supporting the next concepts taught.

Learning outcomes are planned for so that misconceptions are dealt with as soon as possible and deeper connections can be made.



How do children demonstrate that they know more and remember more?

As a team, we have agreed meanings of key terms used in planning and assessing the children's knowledge for clarification and consistency across year groups.

We build in 'revisit' tasks at the beginning of each session to recall, practise and apply key vocabulary given in lessons.

TERM	AGREED MEANING
Describe	give a detailed account in words
Make connections	connecting prior knowledge to new knowledge and experiences.
Analyse	examine something methodically and in detail, typically in order to explain and interpret it
Identify	establish or indicate who or what someone or something is
Appraise	assess the value or quality of
Respond to	to say or do something as a reaction to something that has been said or done
Appreciate	recognize the full worth of
Explain	make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts
Indicate	point out; show
Apply	to put to use especially for some practical purpose
Consider	think carefully about (something), typically before making a decision.
Express	convey (a thought or feeling) in words or by gestures and conduct
Recall	Bring a fact, event or situation back into one's mind; remember
Explore	Inquire into or discuss a subject (in detail)



How do we ensure inclusion in RE?

Resourcing:

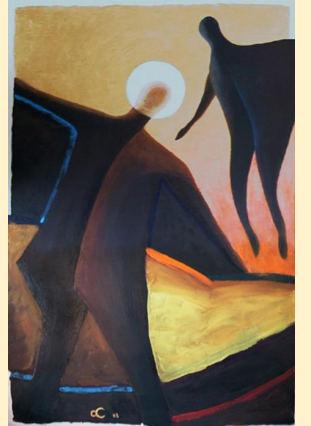
- Visitors to the classroom and visits to places of worship.
- Displays of key quotations, symbols from different faith traditions and respectfully presented religious artefacts.
- Inclusion keywords from each religious and non-religious worldview studied whether this be regular. recapping in each lesson, matching games or use of working walls/displays.

Adaption of teaching:

- Interesting images, videos and sound clips to give all learners an equal entry into the theme of the lesson and encourages all to share their perceptions. (Images and symbolism play a large part in our RE experience).
- Differentiated tasks when appropriate (e.g. cloze or simple sequencing tasks), that still demonstrate the core learning.
- Inclusion of quote walls where children's comments are recorded.
- Use of roleplay and lived experience whenever possible to immerse learners.

Impact of approach:

- Learners with SEND (or otherwise) who shine at oral work are highlighted and valued.
- Low stakes created with the use of images and interpretation, making all children feel comfortable to contribute.
- Practical, active learning allows for a deeper understanding of concepts taught, as well as a meaningful, memorable experience.





What policy decisions have we made about RE?

The syllabus reinforces the importance of RE as an academic discipline. It will enable understanding of concepts and the development of skills and attitudes so that our pupils can explore wider issues of religion and belief.

The syllabus offers an inclusive education to all young people, whatever their personal worldviews might be.

This syllabus prepares the children and young people of our area for active citizenship in a diverse and rapidly changing world. It also explores some aspects of British values in relation to religions and world views which tie into our school values and 'think' questions.



How have we constructed and renewed the curriculum for RE?

A brief summary of the story so far:

- **Subject leader Training:** Our subject leader attends termly RE Network meetings to discuss and share ideas, reflect on schools' practice and ask any questions regarding the content and delivery of the Stockport Agreed Syllabus.
- **Staff Development:** All decisions made regarding changes and adaptations to planning/content are made through whole-staff collaboration. Knowledge and expertise are shared and utilised in order to produce high quality curriculum progression.
- **Use of outside Expertise:** We often consult with official sources such as local mosques and churches in order to ensure our delivery is both accurate and thorough. At Ladybrook, we are also often looking for families to come in as speakers to share their experiences of religion as well as provide a personal view of how their religion shapes their daily lives.