



Subject Overview

Religious Education																																			
<p>Vision for RE</p> <p>Religious Education enables children to investigate and reflect on some of the most fundamental questions of meaning and purpose asked by people. Children develop knowledge and understanding of the major world faiths, and address the fundamental questions in life e.g. the meaning of life and the existence of a divine spirit. Children develop a sound knowledge of Christianity and other world religions. They reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. Children learn from religions as well as about religions.</p>		<p>Key Concepts:</p> <table border="0"> <tr> <td>God</td> <td>Light</td> <td>Fall</td> </tr> <tr> <td>Celebration</td> <td>Forgiveness</td> <td>Trinity</td> </tr> <tr> <td>Specialness</td> <td>Rescue</td> <td>Hope</td> </tr> <tr> <td>Symbol</td> <td>Salvation</td> <td>Symbol</td> </tr> <tr> <td>Recognition</td> <td>Remembering</td> <td>Kingdom of God</td> </tr> <tr> <td>Good & Evil</td> <td>Obedience</td> <td>Authority</td> </tr> <tr> <td>Welcoming</td> <td>Holiness</td> <td>Justice</td> </tr> <tr> <td>Belonging</td> <td>Freedom</td> <td>Submission</td> </tr> <tr> <td>Protection</td> <td>Ritual</td> <td>Faith</td> </tr> <tr> <td>Creation</td> <td>Gospel</td> <td></td> </tr> </table>			God	Light	Fall	Celebration	Forgiveness	Trinity	Specialness	Rescue	Hope	Symbol	Salvation	Symbol	Recognition	Remembering	Kingdom of God	Good & Evil	Obedience	Authority	Welcoming	Holiness	Justice	Belonging	Freedom	Submission	Protection	Ritual	Faith	Creation	Gospel		<p>Content and Sequencing</p> <p>Learning is progressive and sequenced so that knowledge is built upon each year e.g. by the end of Y1, children can talk about their own responses to their experiences of the concepts explored; by the end of Y4, children can describe their own responses to the human experience of the concepts studied; by the end of Y6, children can explain their own response to the human experience of the concepts explored.</p>
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Curriculum Drivers																																			
Aspirational	Outward Looking	Conceptual	Experience Led	Language Rich	Enquiry Based																														
<p>RE teaching and learning enables children to understand that religion influences their own society both domestically and globally; that they live in an inclusive society where their own religious beliefs, culture and opinions are valued and diversity can be celebrated.</p>	<p>RE teaching and learning builds pupils' knowledge of world religions. It provides them with an understanding about the impact of religion on their own lives, those of people in their community and in the wider world.</p>	<p>A religious concept is an idea or model explaining religious beliefs or practices.</p> <p>Many religious concepts are abstract and complex. Religious Education moves learners through a cycle of learning, the 'Cycle of Enquiry' (enquire, contextualise, evaluate, communicate, apply) that deepens knowledge of key concepts so that learning is both accessible and memorable.</p> <p>Children learn about Group A, B & C concepts:</p> <p>A – concepts common to all people.</p> <p>B – concepts shared by many religions.</p>	<p>In a unit of work, learning begins with the children's own experiences and links learning about religion to real life. Learners make discoveries through memorable first-hand experience wherever possible eg making visits to places of worship, interviewing religious visitors, handling artefacts, re-enacting religious ceremonies.</p> <p>Opportunities are provided to contextualise and make sense of new learning.</p>	<p>The quality and variety of language heard, written and spoken are key factors in learning the meaning of important religious vocabulary (e.g. synagogue, ritual) and articulating religious concepts clearly and precisely. This language assists children in making their thinking clear, both to</p>	<p>Religious Education begins with asking questions through the 'Cycle of Enquiry'. Throughout a unit of learning, children are encouraged to answer further questions as they contextualise, evaluate, communicate and apply their learning to deepen understanding.</p>																														

		C – concepts distinctive to particular religions.		themselves and others.	
Links with Mathematics and English 	Progressive 		Inclusive 		
<p>Opportunities to apply their English skills:</p> <ul style="list-style-type: none"> ➤ Descriptions e.g. of religious practices ➤ Explanations e.g. of a person’s beliefs ➤ Discussion ➤ Debate ➤ Oral and written presentations <p>Opportunities to apply their Mathematics skills:</p> <ul style="list-style-type: none"> ➤ Chronology (dates, timelines) ➤ Numerical symbolism eg ten commandments, five pillars of Islam, four gospels. ➤ Data collection, handling & presentation 	<ul style="list-style-type: none"> ➤ Evidence of RE scaffolded by the ‘Cycle of Enquiry’ (enquire, contextualise, evaluate, communicate, apply) will be evident in books/class collections of work. ➤ Children can talk confidently at each stage about the religious concepts they have studied. ➤ Children apply their understanding after the unit of learning or in another subject/context. 		<ul style="list-style-type: none"> ➤ The curriculum is designed to engage all. ➤ Tasks are varied to support children to access the learning. ➤ Children’s starting points are identified using assessment tools and teaching builds on prior knowledge. ➤ Learning is challenging and progress is expected of all children. ➤ Outside visitors, educational visits, artefacts and other resources are used to aid understanding. 		