



Religious Education



CONTENT & SEQUENCING



BIG IDEAS

At Ryefield, we use Plan Bee to support our detailed lesson planning and resourcing for each unit of learning.

RE units of work include learning about six major world religions as well as multi-faith learning activities about the role of religion in local communities. Throughout the year we celebrate a variety of religious festivals and visit places of worship. We also encourage parents/carers to come into school and share their knowledge.

The RE curriculum prepares the children and young people for active citizenship in a diverse and rapidly changing world, exploring some aspects of British Values in relation to religions and worldviews. Our aim is for young people to come to an informed and empathetic understanding of different groups which will help promote cohesion and integration.



LINKS WITH ENGLISH

During the teaching of RE, children's vocabulary is significantly enhanced by having a specific focus on key vocabulary for each topic. By using powerful texts to learn about different religions, this consolidated children comprehension work. Role playing is used through RE to recreate stories and demonstrate rituals. Links are often made back to their own lives for a more in depth understanding.



RETRIEVAL PRACTICE

Teachers return children's attention to the previous lesson's intended learning for the unit, including key vocabulary. Quizzing allows questions to be asked and allows pupils to carry out retrieval practice.

There is clear progression across the school in RE, which allows children to continuously build on their previous knowledge and understanding of different subject areas. Speaking to follower of religions and visiting places of worship allows the children to retrieve and apply their knowledge.



PROGRESS

Formative assessment takes place during the lesson and feedback and next steps are provided either verbally or via written feedback. Furthermore, pupils complete a pre and post unit assessment to inform teacher judgement.

Through a combination of formative and summative assessment a holistic understanding of pupil achievement is formed.



SUPPORT

Quality first teaching seeks to ensure that the pupils receive the support and guidance needed in class. A positive mind-set is encouraged as children can underperform in RE because they think some areas are not relatable to their lives.

Additional materials, such as knowledge organisers, knowledge markers, mind mapping and the use of cooperative learning strategies ensure that pupils are engaged in their learning.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1	Our Wonderful World	Why do Christians give gifts at Christmas?	Special Books	What did Jesus teach us?	What do Hindus celebrate?	What do Muslims celebrate?
2	Leaders and Teachers?	Christmas Celebrations?	Christian Rites of Passages	Why is the Torah Special?	Who is Buddha?	What do Sikhs Believe in?
3	What do we know about Jesus?	Possible visit	Jewish Celebration	Celebration Day	Islamic Rites of Passage	Possible Visit
4	Belonging and Identity	Guest Speaker	Hindus celebrations at home/ Mandir	Possible Visit	Sikhs Rites of passage	Celebration Day
5	Harvest Festival	Why is Muhammad important to Muslims?	Possible Visit	Buddhist worship and beliefs	Celebration Day	Jewish worship and community
6	Possible Visit	Christian Religious Buildings	What's important to Muslims?	Sikh Worship and Community	Celebration Day	What happens when we die?