

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.

Religious Education

2

3

4

5



Spr 1

Special Books

Christian

Rites of

Passages

Jewish

Celebration

Hindus

celebrations

at home/

Mandir

Possible Visit

What's

important to

Muslims?



Spr 2

What did

Jesus teach

us?

Why is the

Torah

Special?

Celebration

Day

Possible Visit

Buddhist

worship and

beliefs

Sikh Worship

and

Community

Sum 1

What do

Hindus

celebrate?

Who is

Buddha?

Islamic Rites

of Passage

Sikhs Rites of

passage

Celebration

Day

Celebration

Day



Sum 2

What do

Muslims

celebrate?

What do

Sikhs Believe

in?

Possible Visit

Celebration

Day

Jewish

worship and

community

What

happens

when we die?



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.

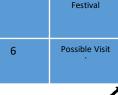


RETRIEVAL PRACTICE

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.



Aut 1

Our

Wonderful

World

Leaders and

Teachers?

What do we

know about

Jesus?

Belonging

and Identity

Harvest

Aut 2

Why do

Christians

give gifts at

Christmas?

Christmas

Celebrations?

Possible visit

Guest

Speaker

Why is

Muhammad

important to

Muslims?

Christian

Religious

Buildings



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.



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.

