

Disciplinary Concepts

Theology	Philosophy	Sociology
This is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.	This is about thinking. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge, and existence.	This is about living. It explores the diverse ways in which people practice their beliefs. It engages with the impact of beliefs on individuals, communities, and societies.

Learning Sequence

Engage	Enquire	Explore	Evaluate	Express
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Religions and World Faiths

Christianity (All years)	Judaism (EY, KS1)	Hinduism (LKS2, UKS2)	Islam (All years)	Buddhism (UKS2)	Sikhism (KS1, LKS2)	Humanism (UKS2)
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Concepts

Nature of God <i>Names of God</i>	Creation <i>Views of Creation Science and Creation</i>	Incarnation <i>Relationship and interaction with God Evidence of Jesus</i>	Salvation <i>Easter/ Reincarnation Forgiveness Goals in life</i>	Gospel <i>Life is celebrated Heaven After life</i>	Worship <i>Festivals Religious life Religious Practice</i>
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Learning Characteristics

Critical Thinker 	Risk Taker 	Resilience 	Curiosity 	Communicator 
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Curriculum Drivers	Communication	Community	Adventure	Possibilities
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***'This is my simple religion. There is no need for temples; no need for complicated philosophy. Our own brain, our own heart is our temple; the philosophy is kindness.'* - Dalai Lama**

The study of religion and belief is an indispensable part of a complete education because of their influence on individuals, culture, behaviour and national life. Most religions and beliefs offer answers to life's deepest questions which most young people are, as they grow into independence and work out how to live a good life. RE provides opportunities for children and young people to reflect and analyse, to discuss and debate, to explore and discover, and to learn more about the world in which they live.

We emphasise the importance of children being aware of and respecting the needs of others in a caring, multi-cultural community. The children will learn about religions by focusing on traditional belief systems. This will be developed by considering questions of human experience in the light of the children's knowledge of the religion and learn from this by being encouraged to develop their own beliefs and values.

Our RE curriculum enables pupils to:

- Acquire and develop knowledge and understanding of Christianity and other principal religions represented in Great Britain.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the principal religions represented in Great Britain.
- Develop awareness of and respond to fundamental questions of life raised by human experience and how religious teaching can relate to them.
- Reflect on their own beliefs, values and experiences in the light of their study.
- Develop a positive attitude towards other people respecting their right to hold beliefs different to their own and living in a society of diverse religions.

Our knowledge is organised into key concepts and disciplinary concepts. The core knowledge is laid out in coherent, sequential progression documents which detail the end points which we aim children to achieve. The foundations for the RE & WV curriculum are built in Early Years. This is built on in KS1 as novice theologians, leading to more expert theologians in KS2. This provides the firm building blocks for children to become disciplinary theologians in KS3 and beyond.

Key concepts

Key concepts support children in developing an understanding of their experience, a system of categorisation, and how they learn and use these systems. In this way, children build a schema of knowledge about some of the key themes through which they can reason and talk about the world and its diversity. Key concepts shape the overarching enquiry question for the spine. We have six main concepts in RE which we investigate through 7 different religious or world faiths.

Disciplinary concepts

Disciplinary concepts shape the enquiry questions asked in a subject and organise the subject knowledge progressively. The disciplinary concepts drive the teaching sequence towards answering the overarching key question for the spine. They can all be applied across the entire subject and every one is interconnected.

- What is the meaning of the text? How do I make sense of it?
- What is the impact of this belief / idea / practice?
- What connections can I make to my own beliefs and those of others?

Theology

Developing skills of reading and interpretation; understanding how people of faith interpret, handle and use their faith texts; making sense of the meanings of texts for them.

Philosophy

Examining ways in which people of faith respond to sacred texts and teachings, and how they put their beliefs into action in diverse ways within the faith community and in the world

Human/Social Sciences

Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

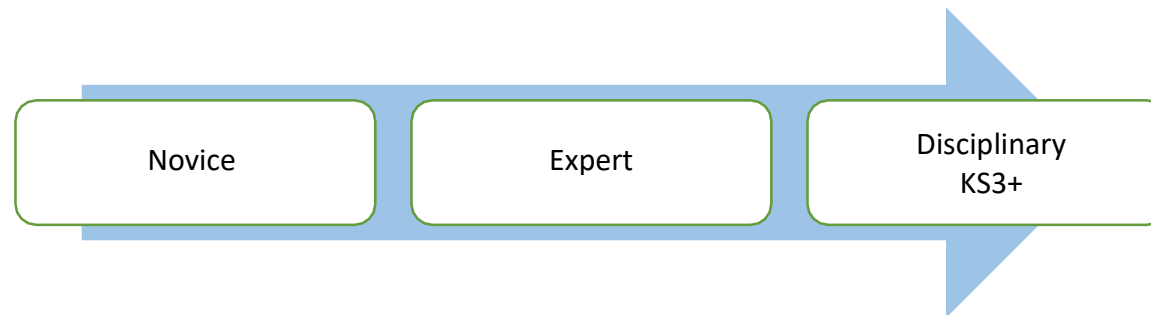
Children in Early Years lay the first building blocks for theological knowledge and concepts. They begin to develop their sense of their own beliefs and start to make comparisons between their beliefs and ideas and those of others.

Novice

- Recall some of the beliefs, stories, symbols, artefacts and practices of different religious worldviews,
- Recognising some similarities and differences and saying something about how and why they may be important for many people.
- Investigate features of religious and nonreligious worldviews by asking their own questions about them
- Talk about what is important to them and to other people with respect for feelings and provide a good reason for the views they have and the connections they make.

Expert

- Make some links between some texts, stories and symbols.
- Describe and compare different ways of demonstrating a commitment to a belief system through the celebrations and practises.
- Describe and compare different ideas about the meanings of life and death from the traditions being studied with reference to key texts.
- Describe and compare how key events are remembered and/or celebrated in different traditions and how people may demonstrate their commitment to such traditions.
- Provide good reasons for the views they have and the connections they make whilst recognising that others may think differently.



Planning

Christianity is supported by Understanding Christianity and The Emmanuel Project is used to support learning of other World Faiths. Within the clear teaching sequence, individual lessons are designed around an enquiry question, which children are expected to be able to answer at the end of the lesson. Each lesson builds in small steps upon the previous, with prior learning referenced within the teaching sequence through a variety of means such as low stakes cumulative quizzing, structured talk and retrieval practice. This ensures that children can secure their learning in small steps, with teaching informed by continuous assessment of and for learning and misconceptions addressed at point in time. At the end of learning sequences, children use their accumulated knowledge to answer their key over-arching enquiry question. Quizzes on essential knowledge are also sometimes used to support teacher understanding of their knowledge retention and to inform future planning.

Teachers plan lessons using a mastery teaching approach, driven by our curriculum drivers, following the sequence of learning indicated below:

Risk Taker	Curiosity Critical Thinker		Resilience		Communicator
Activate prior learning	Learning questions shaped the disciplinary concept.	Explicit instruction and modelling by teacher.	Guided Practice so that all children can access independent practice	Independent practice with tasks that match the learning question. Structured in small steps	Structured reflection for children to talk about what they know and their developing schema.
Recalling previous pertinent knowledge and building blocks.	How does this new knowledge fit into my existing geography schema? How does it build to my final application questions?	What do I notice? How does this connect and build on my knowledge? What new vocabulary am I acquiring. What questions do I have? Do I feel confident enough to have a go?	How am I doing? How do I know? Are there sufficient models, examples and resources to help me have a go?	I can apply new learning through practicing what I was taught, shown or modelled.	I can talk about what I have learnt today, using new vocabulary and generalisations. I can talk about where my new knowledge fits into the spine and how it is building me in this discipline.

Vocabulary

Vocabulary is an essential building block to enable children to access the curriculum; within RE & WV teaching sequences we use explicitly planned vocabulary to teach tier 2 and 3 vocabulary to all children. Teachers ensure that all children understand the key vocabulary needed to access the learning, with careful scaffolding for children with SEND. To support their vocabulary acquisition, the etymology and morphology of key vocabulary is also taught explicitly in our spelling lessons throughout KS2.

Adaption for children with SEND

Following the expectations laid out by the SEN Code of Practice, the following adaptations are made for individuals who need something that is addition to or different from others in the class.

Impact

Children's books show learning sequences that develop their theological and conceptual understanding through a variety of rich tasks that make them think hard. Recorded work evidences snapshots of the learning sequence, with rich vocabulary, guided and independent work. Independent work shows the children's understanding of the lesson question and gives a snapshot of their learning throughout the overall lesson. Learning sequences show that over time, children know more and can apply this knowledge across their wider learning in RE. We use the laid out essential knowledge in the end of unit assessment statements (Appendix 2) within the schemes to set the standard that we expect children to reach by the end of EY, KS1, lower KS2 and upper KS2.

Appendix 1 – Long Term Planning

Early Years

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter garden?	What makes every single person unique and precious?	How can we care for our wonderful world?
CREATION 1	INCARNATION 1	SALVATION 2	SALVATION 1	INCARNATION 2	CREATION 2
<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>
<i>A Muslim whispering Allah in a baby's ear</i>	<i>A Muslim story: Muhammad and the Ants</i>	<i>A Sikh story: Har Gobind and the 52 Princes</i>	<i>A Buddhist story: The Monkey King</i>	<i>Hindus celebrating at Raksha Bandhan</i>	<i>Tu be Shevat: the Jewish 'Birthday of Trees'</i>

Key Stage 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity People of God <i>What is it like to follow God?</i>	Judaism Covenant <i>What symbols and stories help Jewish people remember their covenant with God?</i>	Hinduism Karma <i>Why do Hindus want to collect good <u>karma</u>?</i>	Christianity Gospel <i>What kind of a world did Jesus want?</i>	Christianity Kingdom of God <i>When Jesus left, what was the impact of Pentecost?</i>	Islam Submission How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah?	YEAR 3 OR A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>Creation</i> <i>What do Christians learn from the Creation story?</i>	Christianity Incarnation <i>What is the Trinity?</i>	Hinduism Dharma <i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i>	Christianity Salvation <i>Why do Christians call the day Jesus died 'Good Friday'?</i>	Islam Prophethood <i>Why do Muslims call Muhammad the 'seal of the <u>prophets</u>'?</i>	Sikhism* Equality <i>How do Sikhs put their beliefs about <u>equality</u> into practice?</i>	YEAR 4 OR B

Lower Key Stage 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YEAR 1 OR A
<p>Christianity</p> <p>God</p> <p><i>What do Christians believe that God is like?</i></p>	<p>Judaism</p> <p>Mitzvot / tzedakah</p> <p><i>Why is learning to do good deeds so important to Jewish people?</i></p>	<p>Christianity</p> <p>Creation</p> <p><i>Who made the world?</i></p>	<p>Christianity</p> <p>Salvation</p> <p><i>Why does Easter matter to Christians?</i> <i>(Core Learning)</i></p>	<p>Judaism</p> <p>Creation / blessings</p> <p><i>Why do Jewish families say so many prayers and blessings?</i></p>	<p><i>If your local syllabus requires you to teach a unit on a different religion, put your own together here e.g.</i></p> <p>Buddhism <i>Meta</i> (kindness)</p> <p>Hinduism <i>Ahimsa</i> (non-violence/respect for life)</p> <p>Sikhism <i>Sewa</i> (service)</p>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YEAR 2 OR A
<p>Judaism</p> <p>Teshuvah</p> <p><i>Why do Jewish families talk about repentance at New Year?</i></p>	<p>Christianity</p> <p>Incarnation</p> <p><i>Why does Christmas matter to Christians?</i></p>	<p>Islam</p> <p>Mercy / compassion</p> <p><i>How do some Muslims show Allah is compassionate and merciful?</i></p>	<p>Christianity</p> <p>Salvation</p> <p><i>Why does Easter matter to Christians?</i> <i>(Digging Deeper)</i></p>	<p>Judaism</p> <p>Torah / rabbi</p> <p><i>Why is the Torah such a joy for the Jewish community?</i></p>	<p>Christianity</p> <p>Gospel</p> <p><i>What is the good news that Jesus brings?</i></p>	

Upper Key Stage 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Christianity God</p> <p><i>What does it mean if God is loving and holy?</i></p>	<p>Christianity Incarnation</p> <p><i>Was Jesus the Messiah?</i></p>	<p>Hinduism* Moksha</p> <p><i>What spiritual pathways to Moksha are written about in Hindu scriptures?</i></p>	<p>Christianity Salvation</p> <p><i>What did Jesus do to save human beings?</i></p>	<p>Buddhism Enlightenment</p> <p><i>How did Buddha teach his followers to find enlightenment?</i></p>	<p>Islam* Revelation</p> <p><i>What does the Qur'an <u>reveal</u> about Allah and his guidance?</i></p>	<p>YEAR 5 OR A</p>
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Humanism** Happiness</p> <p><i>Why do humanists say happiness is the goal of life?</i></p>	<p>Hinduism Brahman</p> <p><i>How do questions about Brahman and atman influence the way a Hindu lives?</i></p>	<p>Christianity Kingdom of God</p> <p><i>What kind of king is Jesus?</i></p>	<p>Christianity Salvation</p> <p><i>What difference does the resurrection make for Christians?</i></p>	<p>Islam Tawhid</p> <p><i>How does <u>tawhid</u> create a sense of belonging to the Muslim community?</i></p>	<p>Christianity Creation</p> <p><i>Creation and science: conflicting or complementary?</i></p>	<p>YEAR 6 OR B</p>

Assessment Outcomes

When assessing our strand of **Philosophy**, we directly look for the impact the teaching of RE has on their lives and the connects they make. This is unique to each pupil as part of their Spiritual development.

	Theology - Learning about religion and belief			Sociology - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
R	Ra I can remember something that happens in a faith story	Rb I can recognise something a person is doing because of their religion e.g. praying	Rc I can recognise an object, picture or word that is important to a religious person	Rd I can talk about things that happen to me	Re I can talk about something interesting in a story or in the world around me	Rf I can talk about what is important or special to me
Y1	1a I can remember a faith story and know who it is special to	1b I can use the right words to talk about something a person does in their religion	1c I can suggest why a particular artefact, text or picture is important to a religious person	1d I can talk about things that happen in my family, my class or my religion	1e I can ask why a story is told, and what I learn from it, including a religious story	1f I can talk about something which is important for me and why
Y2	2a I can tell a faith story and say why it might be important to a believer	2b I can talk about something religious people do together as part of their worship in a religious building	2c I can say what a religious symbol stands for, or what some art, music or words are about for a believer	2d I can ask respectfully about what happens in groups my friends or others belong to, including a faith group	2e I can talk about the meaning in a story, including a religious story, and about any questions it raises	2f I can talk about what is important to others, including religious believers, and ask respectfully about why
Y3	3a I can describe what a believer might learn from a religious story / text	3b I can describe some similar things religious people do as part of their faith / way of life	3c I can describe some ways people show their beliefs using religious words correctly	3d I can recognise some of the things which influence me e.g. family, friends, faith	3e I can ask good questions about life and communicate some of my ideas for answers	3f I can link things that are important to me with the way I think and behave

Y4	4a I can describe what believers might learn from a religious story about God or living	4b I can describe some things religious people do as part of their faith that are the same and some that are different	4c I can describe some different ways people show their beliefs using religious words, art or symbols	4d I can compare some things that influence me with those that influence other people, including religious believers	4e I can ask important questions about life and compare ideas with those of other people, including people of faith	4f I can link things that I, and others, value, with the way we choose to think and behave
Y5	5a I can make links that show how the beliefs of religious groups come from particular sources or teachings	5b I can use the right religious words to describe practices and experiences involved in belonging to religious groups	5c I can show how believers express their religious beliefs and feelings in different ways, and suggest why	5d I can ask questions about groups people choose to belong to, or identify with, and include reference to people who inspire others to belong	5e I can ask questions about the meaning and purpose of life, and suggest answers of my own and one a religious believer might give	5f I can ask about moral decisions I, and others, make as a result of particular values or commitments, including some religious beliefs
Y6	6a I can explain some key beliefs / teachings of a religious group, linking these to texts and saying what they tell believers about God or how to live their lives	6b I can use a wide religious vocabulary to compare the practices and ways of life in different faiths or denominations	6c I can express religious beliefs, ideas or feelings in the kind of style used by believers and explain what I am trying to convey	6d I can ask about the diverse groups people belong to in society, as a result of heritage, choices or beliefs, and the challenges of a particular religious identity	6e I can compare my own ideas about the meaning and purpose of life, or about what is true, with those of others including those of a religious believer	6f I can discuss some of the benefits and problems of holding strong values and commitments, including those of a religious or non-religious nature