

Curriculum intent: Religious Education.

At Falconhurst, the RE curriculum is an enquiry based approach to teaching and learning. Our belief is that, using an enquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place. Through the RE curriculum we aim to foster an awareness of British Values, in addition, RE is a key player in engendering knowledge and understanding which can lead to tolerance and respect for others and their beliefs. (SMSC) It does not, however, teach children to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider belief positions they encounter.

Characteristics of a Religious Scholar

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

Implementation

Our pupils should be able to organise their knowledge, skills and understanding around the following learning hooks:

- Engagement
- Investigation
- Evaluation
- Expression

These key concepts or as we like to explain them to children – learning hooks, underpin learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.

The vertical accumulation of knowledge and skills from Years 1 to 6 is mapped as follows:

<p>Most children are expected to reach these expectations.</p>	<p>GREEN DESCRIPTORS - personal resonance with or reflection on... (formerly AT2 personal)</p> <p>Personal resonance with or reflection on The concept / belief underlying the subject matter of the enquiry Child's own thoughts, opinions, belief, empathy.</p>	<p>BLUE DESCRIPTORS- Blue: knowledge and understanding of... (formerly AT1)</p> <p>Knowledge and understanding of the subject matter of that enquiry (subject knowledge)</p>	<p>RED DESCRIPTORS- Red: evaluation/critical thinking in relation to the enquiry question (formerly AT2 impersonal).</p> <p>Skills of evaluation and critical thinking in relation to the big enquiry question</p>
<p>End of Key Stage 1 (Year 2, Age 7, 'old' Level 2)</p>	<p>I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world I can verbalise and / or</p>	<p>I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and</p>	<p>I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.</p>

	express my own thoughts	meaning of the facts, practices etc.	
End of LOWER key Stage 2 (Year 4, Age 9, 'old' Level 3)	I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale.	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of Key Stage 2 (Year 6, Age 11, 'old' Level 4)	I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs I can express my own thoughts etc having reflected on them in relation to other people's.	I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.

Aspirations For The Future

Pupils develop an understanding of how subjects and specific skills are linked to future jobs.

Here are some of the jobs you could aspire to do in the future as a Religious Scholar:

- Vicar
- Chaplain
- Member of Parliament
- Journalist

- Advice Worker
- Charity fundraiser
- Youth worker

Assessment

Through the explicit teaching of RE, both the teachers and the pupils assess their learning continuously throughout the lesson. At the end of each unit, pupils complete an assessment containing three statements. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time.

Pupil voice

Reception:

“We learnt that Jesus was born at Christmas and the wise men took presents, like we do to friends parties.” – Trinity and Nathaniel

Year 1:

“We learnt that we don't have to be in the same country to celebrate Christmas, we can celebrate anywhere.” – Piper and Jayden

Year 2:

“We learnt that God is Jesus' father and God created the world” – Oscar

Year 3:

“We learnt that Christmas is a time to spend with family”, - Phoenix and Abigail

Year 4:

“We think it is good fun to learn about different religions, it is interesting”. - Aaron and Emmanuelle

Year 5:

"We think it is fun to learn about different religions and what they do, it helps us understand others better". – Codey, Gloria, Payton and Isabelle.

Year 6:

"We enjoy teaching others about our religion and we have good discussions in class". – Dabeer and Mabhir.

Snapshot

This is how our mind-maps look when we add to them at the end of a unit.

