

Religious Education



Careers Pathfinders



Global Enquirers



Cultural Explorers



Literacy



Intent – we aim to...

Teach children to learn about and to learn from religions and worldviews

Prepare children for life in multicultural, diverse 21st Century Britain

Help children know more and remember more about world religions

Provide explicit opportunities for the development of character and values

Tackle deprivation by building children's cultural capital

Create a culture of reading by giving children opportunities to read a range of religious texts and sources of wisdom.



Implementation – How do we achieve our aims?

Sequential programme structure



Our RE programme is built so that children are introduced to only one new religion each year. We structure units to build on prior knowledge of key concepts. Knowledge of each concept deepens over time so that children, across the programme, have a good grasp of the five key aspects of world religion. We include special retrieval units in each year group to allow children more time to transfer new knowledge to long-term memory. Our synoptic units then give children an opportunity to look at aspects of faith, drawing on each of the religions studies so far.

Vocabulary and oracy



We build opportunities for children to talk and discuss new knowledge into our RE programme. Planning identifies key vocabulary to teach children, which has been carefully selected to maximise impact. This vocabulary supports children in articulating their new learning. We use pre-planned questions to frame discussion in class and ensure units have varied outcomes including oral retelling, explanations and debates.

Embedded reading opportunities



Reading is one of our top priorities. RE supports the school focus on reading by allowing children access to a range of texts with a broad variety of purposes; from narratives with moral messages, to hagiography, to commandment through scripture. We use narrative as a key driver for many of our Units, which allows children to “hook” new learning to a story. Key texts are selected and embedded in units with some units focussing entirely on exploration of religious text. Scripture is a deliberately chosen key concept in our curriculum design because of its significance to our whole-school curriculum approach but also because it helps children unlock religion in a meaningful way.

Reducing cognitive overload



Our curriculum is designed to be ambitious while accounting for unnecessary cognitive load for children. In RE, we reduce cognitive overload by focusing on the five key concepts of world religion. We build repetition to allow for overlearning of these concepts and what they look like in each of the world's major faiths. We build deliberate retrieval opportunities, and whole retrieval units, to give children more time to learn key component knowledge.

Which religions when?



In EYFS, children explore a range of key cultural and religious festivals and are exposed to a number of faith-based stories such as Easter and the Nativity. In KS1 and KS2, children are introduced to one new religion each Autumn. In Spring, they study a depth unit on an aspect of Christianity. In Summer, most children complete a retrieval unit on the previous year group's new religion and deepen their knowledge. Children then complete a synoptic unit, comparing religious approaches or views to an idea. Religious and non-religious views are embedded across units and in Year 6, children complete one larger synoptic unit which explicitly teaches about Humanism.

Religious Education



Careers Pathfinders



Global Enquirers



Cultural Explorers



Literacy



Implementation continued....

Clear conceptual progression



Our RE programme is based on teaching children about five aspects of religion. These are our key concepts, which build in complexity across a child's learning journey. We return to these in every unit of work. Children are taught that they can be seen as features of specific religions but also ways of knowing about religion. This links to the disciplines children will encounter as they enter secondary, higher and further education. Our key concepts are; beliefs, deities, traditions, scripture and communities.



Beliefs
Discipline:
Philosophy



Deities
Discipline:
Theology



Traditions
Discipline:
Social sciences



Scripture
Discipline:
Literature



Communities
Discipline:
Social sciences

Community links

We adhere to the Northumberland local SACRE syllabus. However, we use this only as a starting point, opting

to build our own units of work that meet the requirements while meeting local needs. We have good links with local churches at St Andrew's and Holy Sepulchre, including annual special events such as carol services. We also explicitly teach children about our local Northumbrian religious heritage through study of the early medical Northern Saints, including a planned visit to the priory at the Holy Island of Lindisfarne.



Research-informed

Our curriculum is purpose-built for our organisation and children but it is based on the principles laid out by

the latest educational research. We adhere to the guidance laid out in our local Northumberland SACRE as well as national statutory guidance. We have designed our curriculum to prepare children for the next phase in their education by taking account of the recommendations made by the Commission for RE's Religion and Worldviews report. We do this by teaching children about 'ways of knowing' or 'lenses' through which they can view religion. We account carefully for the cognitive science of learning and use this to inform our curriculum design practice by utilizing elements such as retrieval practice.



Impact - How will we know we achieved our aims?

Our department equips teachers with highest quality planning for RE.

Our teachers receive CPD in the specific aims of our curriculum; reading, cognitive science and child development.

Teachers have access to high quality sources of subject knowledge; webinars, CPD sessions, drop-ins and written material.

Pupil work reflects the ambitious standards set by teachers.

Pupils are passionate and articulate about RE and make substantive links between areas of learning and concepts.

We have rigorous cycles of monitoring and development that checks knowledge of pupils, teachers and leaders.