



# Stanton Bridge Primary School

## Religious Education in the Stanton Bridge Primary Curriculum

### Intent

Stanton Bridge Primary School's Curriculum Statement of Intent has been constructed to reflect and incorporate each curriculum subject whilst ensuring that each subsequent content designed meets the intent at every opportunity.

Thus, the context – past, present and future – are factored in. The past – family influences, social experience and how that may contribute to their new experiences. The present – school and expanding social networks, and how this can positively shape their future given the right environmental and social factors. Finally, the future – in search of what awaits them in a fast evolving technological world.

Hence the premise upon which our pupils will grow:

- High ambition.
- Rich in language with a passion for learning.
- Habits of Mind that serves to support achievement across all areas of learning.
- Strong basis for continuous academic growth beyond their primary years.
- Ability to regulate their social, emotional well-being, with knowledge & skills to tap into a bank of resources that enable them to be flexible in their approach to problem-solving.
- Stand shoulder to shoulder and thrive with others in a range of different roles, exhibiting leadership qualities and skills.
- Acknowledge and appreciate their heritage in world where accepting themselves as individuals and celebrating who they are is key in steering a complex and ever-changing environment.
- Having a voice and knowing that they can make a difference to the world in which they live, changing things for the better.
- Positive relationships and social networks from which they can thrive and excel, seeking and working to include others.
- Belonging to the House of Values, focused on developing **character**, **competence** and **connectedness**.  
(Relationships, Equality, Care, Thinking Flexibly, and Listening)

<b>Character</b>	Our pupil are taught to learning with a sense of <b>honesty</b> , coming to know, acknowledge and appreciate both strengths and areas for further growth learning. They are then taught to <b>respect</b> the learning ahead of them and to appreciate this opportunity to learn where this is not the case for many across the world.
<b>Competence</b>	Pupils will have high <b>aspiration</b> for learning, demonstrate <b>confidence</b> in key concepts learned, use subject specific vocabulary, working both <b>independently</b> and interconnected dependent on task set.
<b>Connectedness</b>	Pupils will work in <b>harmony</b> with others, within familiar and unfamiliar surroundings.



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## Implementation:

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**Pedagogy:** The understanding of how concepts are taught.

**Pedagogy** is the 'method of teaching'. At Stanton Bridge, we use the Barak Rosenshine's Principles of Instruction to establish Effective Teaching Practice. This is further strengthened by the use of Thinking Frames that support in the development of Metacognition. Our school's approach to Teaching and Learning is rooted in the Science of Learning and as such, all staff members are routinely engaged in school improvement activities to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This of course sits alongside individualised mentoring and coaching to support continuous improvements in practice. Responsive coaching also serves to ensure each adult knows the relevant next steps to maximise learning opportunities for all groups of pupils.

## Core concepts

Core Concept in Religious Education		
<b>Believing</b> Children will know about and understand a range of religions and worldviews.	<b>Expressing</b> Pupils will be able to express ideas and insights about the nature, significance and impact of religions and worldviews.	<b>Living</b> They will gain and deploy the skills needed to engage seriously with religions and worldviews.

## Computing Delivery:

Lesson timings	Type of delivery
RE is taught weekly. Lessons are 50 minutes for KS1 and 30 minutes for KS2.	The lessons are predominantly discrete to enable focus on the core concepts of Religious Education, although vocabulary is continually developed using sentence stems and tiers universally across the subject areas. Pupils learn about a variety of Religions throughout their school life – Christianity, Islam, Sikhism, Buddhism, Judaism, Hinduism and Humanism.



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## RE Planning:

### Lesson Structure

Lesson Structure	Notes
1. Starter	Key skills focussed.
2. Review	Pupils review prior learning (previous lesson, previous topic, previous year) in the form of low-stake quizzes.
3. Learning Intention Learning Outcomes Vocabulary	Teacher to share learning intention, learning outcomes and key vocabulary including definitions and images.
4. Main Teach	Didactic teaching of the key concepts.
5. Teacher Model	Teacher to verbalise thinking out loud, with no pupil input.
6. Shared Model	Pupil input using directed questions.
7. Independent	White board work and teachers check through questioning and observation.
8. Main Task	Independent/pair/groups – pupils practice and embed new concept/consolidate through scaffolded tasks designed tasks by their teacher. Teacher facilitates learning through teacher live marking and checks on progress throughout the lesson, intervene and question for understanding, furthering knowledge.
9. Plenary/Reflection	Check in at the end or during the lesson, flexible, as and when best suited.



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## Annual Organisation

	Autumn	Spring	Summer
Nursery			
Reception	<p><b>Topic:</b> Believing</p> <p><b>Unit</b> Autumn 1: Which stories are special and why?</p> <p><b>Unit</b> Autumn 2: Which people are special and why?</p>	<p><b>Topic:</b> Beliefs</p> <p><b>Unit</b> Autumn 1: What places are special and why?</p> <p><b>Unit</b> Autumn 2: What times are special and why?</p>	<p><b>Topic:</b> Living</p> <p><b>Unit</b> Autumn 1: Being special: where do we belong?</p> <p><b>Unit</b> Autumn 2: What is special about our world?</p>
Year 1	<p><b>Topic:</b> Believing</p> <p><b>Unit</b> Autumn 1: Who is a Christian and what do they believe?</p> <p><b>Unit</b> Autumn 2: Who is a Muslim and what do they believe?</p>	<p><b>Topic:</b> Expressing</p> <p><b>Unit</b> Autumn 1: What makes some places sacred?</p> <p><b>Unit</b> Autumn 2: Who is a Hindu and how do they live?</p>	<p><b>Topic:</b> Living</p> <p><b>Unit:</b> What does it mean to belong to a faith community?</p>
Year 2	<p><b>Topic:</b> Believing</p> <p><b>Unit</b> Autumn 1: Who is Jewish and what do they believe?</p> <p><b>Unit</b> Autumn 2: What can we learn from sacred books?</p>	<p><b>Topic:</b> Expressing</p> <p><b>Unit</b> Autumn 1: How and why do we celebrate special and sacred times?</p> <p><b>Unit</b> Autumn 2: Why are festivals important to religious communities?</p>	<p><b>Topic:</b> Living</p> <p><b>Unit:</b> How should we care for others and the world, and why does it matter?</p>
Year 3	<p><b>Topic:</b> Believing</p> <p><b>Unit</b> Autumn 1: What do different people believe about God?</p> <p><b>Unit</b> Autumn 2: Why is the Bible so important for Christians today?</p>	<p><b>Topic:</b> Expressing</p> <p><b>Unit</b> Autumn 1: Why do people pray?</p> <p><b>Unit</b> Autumn 2: Why are festivals important to religious communities?</p>	<p><b>Topic:</b> Living</p> <p><b>Unit</b> Autumn 1: What does it mean to be a Christian in Britain today?</p> <p><b>Unit</b> Autumn 2: What does it mean to be a Hindu in Britain today?</p>
Year 4	<p><b>Topic:</b> Believing</p> <p><b>Unit</b> Autumn 1: Why is Jesus inspiring to some people?</p> <p><b>Unit</b> Autumn 2: What can we learn from the life of the Buddha?</p>	<p><b>Topic:</b> Expressing</p> <p><b>Unit</b> Autumn 1: Why are festivals important to religious communities?</p> <p><b>Unit</b> Autumn 2: Why do some people think that life is like a journey and what significant experiences mark this?</p>	<p><b>Topic:</b> Living</p> <p><b>Unit:</b> What can we learn from religions about deciding what is right and wrong?</p>
Year 5	<p><b>Topic:</b> Believing</p> <p><b>Unit</b> Autumn 1: Why do some people think God exists?</p> <p><b>Unit</b> Autumn 2: What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</p>	<p><b>Topic:</b> Expressing</p> <p><b>Unit</b> Autumn 1: If God is everywhere, why go to a place of worship?</p> <p><b>Unit</b> Autumn 2: What does it mean to be a Sikh in Britain today?</p>	<p><b>Topic:</b> Living</p> <p><b>Unit:</b> What does it mean to be a Muslim in Britain today?</p>
Year 6	<p><b>Topic:</b> Expressing</p> <p><b>Unit</b> Autumn 1: Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p><b>Unit</b> Autumn 2: What matters most to Christians and Humanists?</p>	<p><b>Topic:</b> Living</p> <p><b>Unit:</b> What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?</p>	<p><b>Topic:</b> Believing</p> <p><b>Unit:</b> What do religions say to us when life gets hard?</p>



## Impact

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The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for RE in the tables on the following pages. To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through quizzes and questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through end of unit assessment quizzes, teacher discussion and observation and pupil portfolios on Showbie. Pupils are assessed against core concepts, which is recorded on DC Pro.



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## RE Specific Impact Measures

In RE, quizzing is used as a method of assessing pupils, understanding at the end of a core concept to analyse the extent to which knowledge has been consolidated into long-term memory. Retrieval practice tasks throughout the lessons also interrupt the forgetting curve to enable faster access to prior learning.

## Progression Points against the Core Concepts.

Core Concept	KS1	LKS2	UKS2
<b>Believing</b>	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning
<b>Expressing</b>	Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	Notice and respond sensitively to some similarities between different religions and worldviews. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
<b>Living</b>	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. Find out about and respond with ideas to examples of cooperation between people who are different.	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.	Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.