

R.E. rationale

R.E. is a vital part of a broad and balanced curriculum.

"Religious education (RE) should make a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world."

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Our planning, teaching and assessment of the curriculum is informed by the nine principles of cognitive science (Daniel Willingham). This includes the 'must haves' or the end states in the child's mind and the 'could dos' or the teacher behaviours that alter the states in the child's mind. In RE, we recognise the 'must haves' as the alteration to long-term memory that allows children to retrieve substantive and disciplinary knowledge fluently, and to have a positive self-image as a learner. We recognise the 'could dos' as sequenced lessons in RE of the essential knowledge, the explicit teaching of vocabulary and abstract concepts, retrieval practice for knowledge and interleaving. Our intent is that the children know more, remember more and therefore do more. To this end, it is vital that building our pupil's characters so that they are responsible, respectful, resilient and robust is an embedded part of our ethos which permeates all aspects of our school and wider curriculum.

At Askwith Primary School, we believe that **all** children's education begins in Early Years (this includes SEND, EAL, PP and vulnerable children). Our curriculum is aligned to the Early Years Framework and shows the sequential steps of essential knowledge acquired from Reception to Year 6. 'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

EYFS Statutory Framework, 2021

Intent	Implementation
All knowledge from 2021-2022 is embedded for all year groups	<ul style="list-style-type: none"> • All knowledge checks for all pupils include connected knowledge from the previous units of learning in order to ensure there are no gaps or forgotten knowledge • All gaps or forgotten knowledge to be addressed prior to teaching new knowledge
The R.E. curriculum starts in the Early Years	<ul style="list-style-type: none"> • Planning demonstrates the sequential steps of essential-knowledge acquired from Reception to Year 6 • The R.E. curriculum is aligned to Understanding the World in the Early Years framework
Monitoring and evaluation continues to be robust and role of TAs developed in this process	<ul style="list-style-type: none"> • No more marking approach to R.E. • Book scrutiny • Drop-ins planned

R.E. is an entitlement for all pupils.
A balanced R.E. curriculum will 'provoke challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.'

The planning, teaching and assessment of the R.E. curriculum is informed by the nine principles of cognitive science (Daniel Willingham)

All staff have an up-to-date knowledge of dialogic/cognitive science principles throughout the school

R.E. is taught through deliberate practice in a supportive environment which enables pupils to improve their fluency leading to mastery and an alteration to their LTM. The pupils will know more, remember more and do more

- Timetabled lesson studies for TAs
- R.E. is determined locally, not nationally therefore at Askwith Primary School we follow the North Yorkshire Agreed Syllabus. R.E. will be taught in a pluralistic manner and will 'accord equal respect to different religious convictions, and to non-religious beliefs.'
- Curriculum meets the needs of all pupils; pupils are provided with the appropriate level of challenge
- Planning demonstrates an obvious progression of skills and knowledge throughout the school
- Blocking allows pupils sufficient time to become fluent in their knowledge
- Planning and learning journeys consider the essential knowledge and how to guide the pupils' thinking
- Working memory capacity is considered when planning and teaching
- Pupils have the opportunity to deliberately practise newly acquired knowledge
- Mini knowledge checks and full knowledge checks will ensure that this knowledge is embedded in their LTM and that all pupils meet their endpoints
- Pupils articulate how they know more, remember more and therefore do more
- Instil a growth mindset ethos which talks about successes and failures in terms of effort rather than ability (4Rs)
- Training programme for all staff
- Series of lesson studies for TAs
- R.E. 'starts with encounters with living faiths rather than the history and belief structures of traditions.' * Thus recognising the diversity **within** and **between** people of the same and different religions
- Opportunity is given for self-reflection (SMSC)
- Rolling programmes are carefully planned to show progression in knowledge for each class, and to build knowledge from one class to another
- Pupils given opportunities to deliberately [practisepractise](#) newly acquired knowledge
- Connected knowledge to be re-visited before new ideas are introduced. Misconceptions are diagnosed and discussed

<p>Reading is prioritised in R.E.</p>	<ul style="list-style-type: none"> • R.E. is taught through deliberate practice to ensure the recall of essential knowledge is fluent and there is an alteration to LTM • Pupils should draw from their own beliefs and experiences as well as developing a deeper understanding of other religious and non-religious belief structures
<p>R.E. vocabulary is built systematically across all year groups</p>	<ul style="list-style-type: none"> • Opportunities are given across all year groups for reading in R.E. This includes reading extracts from The Bible, other sacred books and stories from a range of religions • The acquisition of vocabulary is planned into each unit of essential knowledge, prior vocabulary and current vocabulary is identified • Staff refresher training to ensure up-to-date knowledge
<p>Writing is valued/prioritised R.E.</p>	<ul style="list-style-type: none"> • Transcription opportunities are planned into each unit • Expectations of composition are the same across all curriculum areas (writing checklists) • Family group focus - children to discuss learning in R.E.
<p>Oracy is taught deliberately, explicitly and systematically across the school and throughout</p>	<ul style="list-style-type: none"> • Work scrutiny focuses on examples of high quality feedback • Pupil discussions re: how is the feedback helping them? • Pupils present the impact of feedback to Parents/LGB • CEO/governors question pupils on the impact of feedback
<p>Further develop pupils' understanding of how feedback contributes to knowledge build up and positive attitudes to learning</p>	<ul style="list-style-type: none"> • Work scrutiny focuses on examples of high quality feedback • Pupil discussions re: how is the feedback helping them? • Pupils present the impact of feedback to Parents/LGB • CEO/governors question pupils on the impact of feedback
<p>Enhancements/leadership opportunities reflect needs 2022-2023 including living in modern Britain</p>	<ul style="list-style-type: none"> • Rolling programme of R.E. visits and visitors (see table) • Arts week planned to reflect multi-cultural Britain
<p>R.E. rationale is updated where relevant</p>	<ul style="list-style-type: none"> • Evidence informed practice continues to inform effectiveness of R.E. rationale

*The North Yorkshire Agreed syllabus requires the shift in use of language: Christians rather than Christianity; Hindus rather than Hinduism etc

At Askwith Primary School, we have a determined approach that drives us to ensure that all children meet the expected standard in R.E. and have the knowledge required for secondary school. Our intent is that all children know more, remember more and do more. As our R.E. curriculum is broad and balanced, it provides a wealth of opportunity to embrace **Fundamental British Values** and **SMSC**. Both are an integral part of R.E. and are threaded through whenever relevant.

SMSC in R.E.

Spiritual, moral, social and cultural attributes are developed in our pupils throughout the R.E. curriculum:

Spiritual education in R.E. involves the experience and search for meaning, the purpose in life and the values by which we live. When learning about different religions and why people believe, pupils are given the opportunity to reflect on and interpret spirituality and their own lives.

Moral education in R.E. involves pupils learning about shared and differing beliefs and values. Pupils are given the opportunity to explore moral dilemmas about right and wrong, good and bad, peace etc. They are able to make personal responses whilst considering other peoples' responses to moral issues.

Social education in R.E. involves exploring similarities and differences in religions and cultures. Pupils are given the opportunity to link religion to personal action in everyday life. This is reflected in their relationships with others and their ability to work together co-operatively. Pupils becoming aware of the positive impact in society of different religions, they develop an understanding of how religion can affect daily life and decisions.

Cultural education in R.E. involves learning about a range of religions and non-religious groups thus enabling the pupils to embrace diversity. This gives the pupils an opportunity to learn what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and multi-cultural society. Pupils are given the opportunity to explore different artistic images, architecture and symbols from a range of religious and non-religious groups.

Askwith Primary School will ensure that it equips pupils with 'systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.' Thus enabling them to have the necessary cultural capital to succeed in the world.

Vocabulary in R.E.

Our dialogic approach is integral to our practice. All classrooms are language-rich and support children to develop their bank of vocabulary and language. All teachers know that

there are different tiers of vocabulary and that vocabulary can be vertical and horizontal in meaning. Alongside our dialogic approach, each classroom consistently displays tier two vocabulary that comes from classroom dialogue on 'What Do Words Mean?' displays and each topic display board includes key words. This tends to be subject-specific, tier three vocabulary. The vocabulary for each unit of knowledge is identified and pre-planned including previously taught vocabulary and current vocabulary (see essential knowledge overviews). This vocabulary is discussed as it arises within the context of the lesson in all years and the vocabulary is also taught/reinforced during weekly vocabulary sessions in years 1-6. All classrooms are literature-rich and high-quality topic books/texts are chosen to provide reading opportunities within each unit of knowledge.

Substantive and disciplinary knowledge in R.E.

For each key stage, the curriculum is divided into three distinct strands:

Believing

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning

Expressing

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion

Living

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

The main aim in each of the key stages is as follows:

EYFS	Key Stage 1	Key Stage 2
Discovering	Exploring	Connecting

Substantive Knowledge in R.E. is the concepts, the facts known about a particular religion and its followers. For example, substantive knowledge of Muslims would be to know the name of the religion they follow, their sacred book, where and how they choose to worship and important features of the religion such as the five pillars.

Substantive knowledge can be categorised as declarative knowledge - the 'know what' and procedural knowledge - the 'know how'. In R.E., declarative knowledge is the skills of enquiry such as asking and answering questions and reflection.

R.E. is a cumulative subject, knowledge is not necessarily hierarchical. For example, although helpful for comparison, a knowledge of Buddhism is not a necessary pre-requisite for developing knowledge of Christianity. Substantive knowledge is built over time by repeating, linking and extending knowledge.

Disciplinary Knowledge in R.E. is the connections that the children make between religious teachings and how followers live their lives. Explaining similarities and differences and offering their own suggestions about what they have been taught. It requires a meta-cognitive approach: once the children have a clear knowledge of the substantive concepts, they can independently apply this to new material. The knowledge and understanding of a substantive concept enables children to analyse it in a variety of contexts, including in some cases, non-religious or secular contexts.

Disciplinary knowledge is taught in lower and upper KS2 when children have secure knowledge of the relevant substantive concepts.

Why this, why now?

At Askwith Primary School, we have decided to adopt the North Yorkshire Agreed Syllabus for R.E. Each year's units have been placed into a two year rolling programme (year A and year B) which allows for mixed year classes to acquire the relevant essential knowledge. The essential knowledge is divided into: believing, expressing and living as is taught as follows:

Autumn	Spring	Summer
Believing	Expressing	Living

Each year, this is supplemented by a progressive development of knowledge of Easter and Christmas (see rolling programmes) which includes a visit (or Zoom call) from our local Reverend.

Ofsted research suggests that: 'similar concepts should be taught a number of times at different stages of the curriculum in increasingly detailed contexts thus enabling our pupils to build knowledge systematically and make connections between concepts.'

Stretch and Challenge

Dame Alison Peacock tells us in her book *Assessment for Learning without Limits*, we can get it very wrong when "false, limiting assumptions are made about children's capacity to learn."

There is no national definition of 'most able'. Abilities are not fixed and the situation is always fluid. In every primary classroom, there will always be a wide range of abilities that change over time. We believe, therefore, that when 'stretching and challenging' our pupils, it is vital to do so within an ethos of high expectation and knowing our pupils well. This enables our planning to be focused and therefore effective in meeting the needs of all pupils.

Reading opportunities in R.E.

Reading underpins our entire curriculum. Key texts and pieces of information are carefully selected ensuring that the content and reading age are appropriate. Key texts are on display and made available for the children to access during daily 'reading for pleasure' time. The table below demonstrates the range of reading opportunities in RE:

Class/year group	Area of essential knowledge	Examples of reading
4: Y5/6	<p>Believing (Why do some people believe God exists?)</p> <p>Christmas: what can the different representations of the Christmas story tell us?</p> <p>Expressing (If God is everywhere, why go to a place of worship?)</p> <p>Easter: did Jesus have to die?</p> <p>Living (What matters most to Christians and Humanists?)</p>	<ul style="list-style-type: none"> • The Bible (various versions) • Census data • Extracts from The Bible • Carols • Adapted texts re: places of worship • Extracts from The Bible • Adapted text • Extracts from The Bible • Who is a Humanist?
3: Y3/4	<p>Believing (What do different people believe about God?)</p> <p>Christmas (Light: why is light an important symbol for Christians at Christmas?)</p>	<ul style="list-style-type: none"> • Extracts from Children's Bible (DK Books) • Adapted information about Allah and Muslim's beliefs • Extracts from Children's Bible (DK Books) • Adapted versions of prayer

	<p>Living (Why do people pray?)</p> <p>Easter (Remembering Easter: how are the events of Easter remembered by Christians?)</p> <p>Expressing (What does it mean to be a Hindu in Britain today?)</p>	<ul style="list-style-type: none"> Adapted information about The Last Supper Adapted information about Hindu beliefs www.bbc.co.uk/programmes/p02n5xj7
2: Y1/2	<p>Believing (Who is a Christian and what do they believe)</p> <p>Christmas (Advent and other Christmas traditions)</p> <p>Living (How and why do we celebrate special and sacred times?)</p> <p>Easter (Signs and symbols associated with Easter)</p> <p>Expressing (How should we care for others and the world, and why does it matter?)</p>	<ul style="list-style-type: none"> Decodable captions/sentences aligned to need for example, Christmas story is adapted to be phonetically decodable to meet need. Key vocabulary from progression documents
1: N/R	<p>UW</p> <p>People, culture and communities</p>	<p>Lots (Marc Martin)</p> <p>All are welcome (Alexandra Penfold)</p> <p>Welcome to our world (Moirra Butterfield)</p> <ul style="list-style-type: none"> Non-fiction texts about religion celebrations

Creativity in R.E.

If children are to have the necessary skills and capabilities to face an ever-changing future, they need to become innovative and critical thinkers. Our approach to R.E. fosters the children's natural curiosities whilst encouraging independent enquiry.

Being creative in R.E. includes:

- thinking about things in different or unexpected ways
- making connections between new ideas/experiences and old ones
- exploring beliefs and values from a range of different religions and cultures and learning about shared and differing views and beliefs
- exploring different artistic images, symbols and architecture from different religious and cultural perspectives

Assessment in R.E.

Each unit will start by ascertaining the children's prior knowledge of the key aspects of the unit in order to identify connected knowledge and stating points. This connectivity provides the children with an opportunity to remember; it is important that any new knowledge is connected to existing knowledge. During each unit, mini knowledge checks will be undertaken in order to embed essential knowledge. Once the unit has been completed, the children will then recall their knowledge (through knowledge checks) at the following intervals: 2 weeks, 6 weeks, 12 weeks.

Termly, the children's work will be moderated by the staff in order to substantiate the class teacher's assessment following the same process as the 'No More Marking' system in English.

In the academic year 2020-2021, the previous year's learning was recalled in the first weeks of term in order to mitigate any lost learning due to COVID-19. Any misconceptions or gaps were identified and addressed.

Enhancements

Each year, a series of visits and visitors are planned to enhance the children's knowledge and cultural capital. This is a vital part of the R.E. curriculum which has many benefits, including:

- the opportunity for those children with only an abstract view on religion to have a first-hand experience
- the opportunity to experience the atmosphere of a place of worship
- the opportunity to hear an 'expert' speak and provide answers to questions
- the opportunity to see relevant artefacts

	2020-2021	2021-2022	2022-2023
Visits		Y1/2 Visit to a mosque (cancelled due to COVID)	
visitors	Zoom calls with Reverend Stephen McCaulay KS1 Christmas KS1/KS2 Easter	KS1/KS2 Darley vicar in school	KS1/KS2 Darley vicar in school
Competitions		KS1/KS2 Spirited Arts and Poetry (NATRE) Deadline 31.07.22 (10 final entries chosen to submit)	KS1/KS2 Spirited Arts and Poetry (NATRE)

'A major success of R.E. is the way that it supports the promotion of community cohesion. In many schools, R.E. plays a major role in helping pupils understand diversity and develop respects for the beliefs and cultures of others.'

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