

## RELIGIOUS EDUCATION CURRICULUM STATEMENT

At St. George's the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain. In line with the Wirral Agreed Syllabus, children explore the role and significance of religion in the modern world. We emphasise the important beliefs and values that shape our world and the impact religion has on many people's lives and communities.

At St George's, we follow the Christian calendar but also take time to develop knowledge and understanding of a range of religions and beliefs such as:

- Hinduism
- Judaism
- Islam

### Learning about faiths and beliefs at St. George's means that our children will:

1. **Develop understanding of different faiths and beliefs.** That includes understanding that many people choose not to follow any religion.
2. **Learn about the important beliefs and practices that characterise some of the prominent religions in Britain and the wider world.** Children should learn facts about religions and explore the values and practices of different religions.
3. **Develop curiosity and respect.** Children should have the opportunity to explore artefacts, religious texts, visit places of worship and learn from first-hand experience of religious life through visitors, visits, films etc.
4. **Make Community Links.** Children should have the opportunity to explore the religions that operate in their community and learn to understand, value and respect the traditions and beliefs of others. This will help them develop as informed and responsible citizens in our rapidly changing local, national and global communities. Should explicitly be taught to challenge prejudice.
5. **Make cultural and historical links.** Children should understand how religions and beliefs are woven into history and culture.
6. **Explore their own beliefs.** Children should have the opportunity to develop their own beliefs and engage with questions raised about religions and beliefs, including questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
7. **Developing their own beliefs, ideas and values.** Through exploration, discussion and debate including those of non-religious views, our children should have the opportunity to reflect and consider their personal values.

### We will teach our children to describe religious education as:

<b>EYFS and KS1</b>	Learn about important celebrations in some of the main religions.
<b>Years 3 and 4</b>	Learn about the traditions and belief in some different religions.
<b>Years 5 and 6</b>	Compare different beliefs and faiths, including people who are not religious.

### We ask key enquiry questions such as;

- What festivals and events are important (and why) in different religions?
- How does Christian calendar shape life in Britain?
- What are the important values in different religions?
- What are the important symbols, practices and beliefs in different religions?
- What are the similarities/differences between religions?
- Does everybody follow a religion?

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### Essentials and Desirable Aspects of Religious Education 2021-22

Each year we will review our essentials and desirable aspects of teaching to ensure that we are securing consistent high-quality learning across the school.

Essential in RE	Desirable in RE
<ul style="list-style-type: none"> <li>Ensure that key knowledge, vocabulary, learning intentions and success criteria have been quality assured before teaching starts.</li> </ul>	<ul style="list-style-type: none"> <li>Shared planning details resources, activities and sequences for learning journeys over the unit of work.</li> </ul>
<ul style="list-style-type: none"> <li>Ensure that all topics make emphasise cultural capital and enrichment with:               <ol style="list-style-type: none"> <li>VR opportunities identified (where appropriate)</li> <li>Subject-specific textbooks.</li> <li>Bought/loaned artefacts relating to religious traditions taught.</li> <li>Use of speakers relating to the specific content identified in planning.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Explored use of visits to local places of worship.</li> <li>Use of external support such as the Church, or YfC group to enhance engagement.</li> </ul>
<ul style="list-style-type: none"> <li>All topics start off using prior learning. What do children know or think they know about different religions?</li> </ul>	<ul style="list-style-type: none"> <li>Children can access their prior learning in their RE books.</li> <li>Teachers use mini quizzes and knowledge recall games to enhance prior learning.</li> </ul>
<ul style="list-style-type: none"> <li>Planning identifies opportunities to draw on connections and comparisons (what is different or similar?) between different religious and non-religious traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Consideration has been given as to whether it is appropriate to provide children with opportunities to reflect on how their own sense of identity and how it can be compared to that of different religious and non-religious traditions.</li> </ul>
<ul style="list-style-type: none"> <li>All planning identifies expectations for SEND support and recording so children can access and communicate their learning in religious education. Might include use of pre-teaching, accessible resources, recordings, annotated case studies, videos typed work etc. <b>Do not want a differentiated curriculum.</b></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>All lessons start with oral practice of taught vocabulary/concepts to reinforce working memory.</li> </ul>	<ul style="list-style-type: none"> <li>In KS2, children are given regular opportunities to have in-depth discussions and debates about religious and non-religious traditions.</li> </ul>
<ul style="list-style-type: none"> <li>Learning is assessed in all lessons using formative assessment, review of oral feedback, multiple choice quizzes etc.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>All topics have identified opportunities to enhance learning with links and resources on See-Saw and Google Classroom (beyond curriculum learning).</li> </ul>	<ul style="list-style-type: none"> <li>Specific opportunities for home learning are promoted.</li> <li>Should enable peer feedback/celebration on see-saw, google classroom for learning beyond taught curriculum (videos, power-points, podcast clips etc).</li> </ul>

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### Helping SEND Children Access Religious Education.

We have the highest ambitions for all pupils. The acceptance that others have different views and that they have a right to hold and express them can present barriers for those with SEND needs. Children with SEND needs must be supported to develop their knowledge of religious and non-religious concepts and skills.

Accessing R.E	Recording R.E
<p>Use of pre teaching to allow children to access vocabulary and concepts that may characterise a particular religious or non-religious concept. Supported with ongoing resources such as vocabulary cards, images of places of worship, use of VR etc. Children with SEND will struggle without any support with concept and context.</p>	<p>Use word processors and other writing aids to help children record and capture their learning.</p>
<p>Grouping pupils with care. Evidence shows that manageable mixed-ability grouping or pairing is effective except when carefully planned for a particular purpose such as QFT (pre teaching, feedback etc).</p>	<p>Ensure that as part of QFT. Children are supported to be secure in recording and communicating learning in the lesson. Immediate feedback (in the lesson) has a significant impact on all pupils but especially SEND pupils.</p>
<p>Support above with access to high quality visual resources to:</p> <ul style="list-style-type: none"> <li>● Summarise key ideas.</li> <li>● Show similarities and differences between key concepts.</li> <li>● Images to support storytelling.</li> <li>● Storyboard key events</li> </ul>	<p>Adapting tasks. For example:</p> <ul style="list-style-type: none"> <li>● Annotating documents rather than writing an extensive report, so their focus is on understanding of concepts. Link to use of writing/oracy scaffolds.</li> </ul> <p><i>– This tells me... – In this picture I can see... – This suggests... – This story tells me...-I think they acted in this way because...-I think the story is important to Christians/Muslims, etc because... - Similarities/Differences I can see are...</i></p> <ul style="list-style-type: none"> <li>● Capture their notes observations using digital images. Add voice recordings.</li> <li>● Creating electronic presentations with images, as a response to a text or image.</li> <li>● Focus on whole class role play and drama activities to provide children with the opportunities to express themselves using different platforms.</li> <li>● Giving them a specific role during oracy activities to encourage involvement.</li> </ul> <p>Could collate this learning on See-Saw/google classroom so it is not lost.</p>
<p>Encourage use of accessible digital resources including audio clips, video links, large print texts etc. Good idea to have key resources on See-Saw and Google Classroom so children can revisit them to aid processing.</p>	
<p>Ensure that children have time to revisit prior learning before lessons start. This might be looking at their book, resources on google classroom. Help strengthen working memory. Encouraged to communicate this using oracy techniques.</p>	
<p>Heavily emphasise use of learning intentions and success criteria to specific instructions so there is a clarity and guidance to learning.</p> <ul style="list-style-type: none"> <li>● May reduce instructions/number of success criteria steps.</li> <li>● May chunk learning into manageable and achievable steps.</li> </ul>	
<p>Ensure success criteria is used as a visual aid.</p>	
	<p>Avoid time being wasted on unnecessary tasks that will distract from core learning. Examples for some children include:</p> <ul style="list-style-type: none"> <li>● Writing long titles (never ask any child to write out success criteria).</li> <li>● Cutting out and sticking in sheets.</li> </ul>

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### Cross Curricular Links

<b>RESPECT Framework</b>	Most religious stories emphasise and belief systems emphasise values. Clear opportunities to link these to the RESPECT framework. Positivity aspect can be stressed by the positive footprints' religions can have in their community and our culture; including how we practise celebration events.
<b>Oracy</b>	Our children should use history as an opportunity to develop their vocabulary, ask questions; present information orally about their learning; undertake discussions; have debates, record podcasts etc.
<b>Writing</b>	All great faith areas linked to books of historical significance. Storytelling is woven into stories and myths associated with religions. Our children will access a wide range of literature in R.E. This will include information texts and use of primary sources.
<b>Reading</b>	Our children will access a wide range of literature in R.E. This will include information texts; primary sources such as documents and diaries; information on computers and the internet. Will be encouraged to read beyond curriculum with a high-quality range of texts.
<b>Humanities</b>	Important that links to knowledge in geography are made explicit. For example, which religions are linked to periods in history? What religions are prominent in different parts of the world? Why is this? Has that changed over time?
<b>Creative Arts</b>	Culture and religion are closely linked. Arts, music and drama are key parts of different religions. Important to stress similarities and differences in use of iconography, geometry, patterns, calligraphy etc. .
<b>STEM</b>	Science can conflict with some of the creationism in religious studies. It is important that the links and tensions between scientific rational and religious studies are explored.
<b>SMSC</b>	At St George's we also look at R.E in terms of its Social, Cultural, Moral and Cultural importance. We have made decision to reflect on this through important events including: <ul style="list-style-type: none"> <li>● National days</li> <li>● Public holidays</li> <li>● Religious celebrations (Christmas, Eid, Hanukkah etc).</li> <li>● Celebrating St George's Day and its historical impact in England</li> <li>● Holocaust Memorial Day in Year 6</li> </ul>