

# RE



## Teaching & Learning Guide



**CASTLEWARD**  
SPENCER ACADEMY

Created	September 2021
Author	LT
Reviewed	

# Contents

Aims

Curriculum Drivers

Religion and Worldviews in Derby

What religions are to be taught?

Teaching Sequence

1. Long term planning
2. Accessing Units of Work
3. Planning Steps
4. Medium term planning
5. Short term planning
6. Appropriate Challenge

Presentation in books

Assessment for Learning

Visits & Visitors

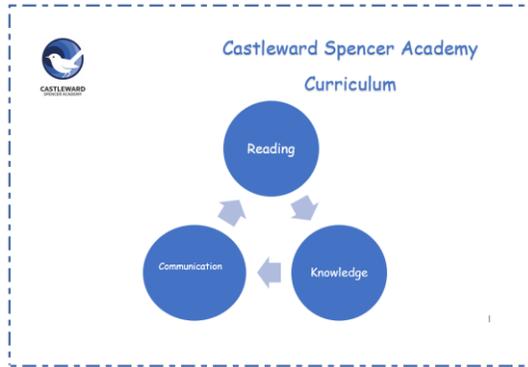
## Aims

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own

The RE curriculum at Castleward Spencer Academy aims:

- To ensure that every pupil's statutory entitlement for RE is met, irrespective of their faith or belief, and within this to encourage pupils to explore questions of spirituality, identity, ethics, discrimination and prejudice.
- To enable pupils to develop religious literacy and conceptual understanding of what it means to be a person of faith or no faith.
- To encourage pupils to articulate their own ideas and experience of religion, belief and spirituality.
- To encourage all pupils and teachers to experience RE as an exciting subject that feeds into an understanding of what it means to live in Derby City and our wider world communities and to promote harmony and good community relations.
- To encourage teachers to produce RE lessons that are challenging, inspiring and engaging to everyone.
- To assist pupils to engage critically with ideas and understanding of religion and belief systems, given the nature of our society, its speed of change and growing social media influences. RE studies how religions and world views shape and are shaped by the societies in which pupils live, promoting deepening understanding of those belief systems.
- To promote interactive, creative and experiential learning that promotes social and ethnic accord alongside the endorsement of fundamental British Values, so that schools will be supported in visiting places of worship, community meeting places and communicating with different social groups across the local community.

## Curriculum Drivers



### Castleward Spencer Academy Curriculum



- **Reading-** We firmly believe that if children can read well and read widely, they will be best placed to achieve in all areas of the curriculum. By the time pupils leave Castleward, they will be able to read with accuracy and fluency, to analyse what they have read and developed an enjoyment of reading for pleasure.
- **Knowledge-** Knowledge is like glue that sticks information as well as learning together. When we have prior knowledge about a topic, we understand it better. Topics are personalised to meet the needs of the pupils who attend the school, ensuring that they have opportunities to apply prior knowledge to new learning experiences and developing reasoning and problem solving skills.
- **Communication-** Pupils learn to articulate their ideas, feelings and understanding of new vocabulary in order to engage with others through spoken language. They become effective speakers and listeners empowering them to better understand themselves, each other and the world around them. Being able to effectively communicate allows pupils to develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to communicate effectively.

## Religions and worldviews in Derby

Census 2011: Derby City religious context	Religion: All categories	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other religion	No religion	Religion not stated
City of Derby	248,752	131,129	822	2,198	110	19,006	8,891	985	68,668	16,943

# What religions are to be taught?

All pupils will learn from Christianity in each Key Stage.

Year Group	Coverage
FS	Christianity
Year 1 and 2	Christianity, Judaism and Islam
Year 3 and 4	Christianity, Sikhism and Hinduism
Year 5	Judaism, Hinduism, Sikhism, Christianity, Islam and Humanists.
Year 6	Islam, Christianity, Humanists, Judaism, Islam and Hindus.

## Teaching Sequence

### Long term Plan

#### Overview

	Au1	Au2	Sp1	Sp2	Su1	Su2
FS	F2 Which people are special & why?	F4 Which times are special & why? *Christmas Church	F5 Where do we belong?	F1 Which stories are special & why?	F3 Which places are special & why?	F6 What is special about our world?
Y1/2	What does it mean to belong to a faith community?	Who is a Christian & what do they believe? * Christmas Church	Who is Jewish & what do they believe? *Judaism	What can we learn from sacred books?	What makes some places sacred & why? Judaism, Christianity and Islam. Visit Mosque	How should we care for others & the world? *Islam - pillars
Y3/4	What does it mean to be a Christian in Britain today? *Christianity	Why is the bible important to Christians today? * Christmas Church	Why are festivals important to religious communities? *Sikhism	Why do we pray? *3 religions	What does it mean to be Hindu in Britain today? *Hinduism	What can we learn from religions about deciding right & wrong? *Humanists
Y5	Why do some people think that life is a journey? What significant experiences mark this? *Judaism	What would Jesus do? Can we live by the values of Jesus in the twenty-first century? * Christmas Church	Why are festivals important to religious communities? *Hinduism and Sikhism	What does it mean to be a Muslim in Britain today? *Islam	Why do some people believe God exists *Christianity and Humanists	If God is everywhere, why go to a place of worship? *Humanists
Y6	Is it better to express your religion in arts and architecture or in charity and generosity? *Christianity, Islam and Humanists	What matters most to Christians and to Humanists? *Christianity and humanists	Why do some people believe God exists? * Christianity and Humanists	What do religions say to us when life gets hard? *Judaism and Islam	What does it mean to be a Muslim in Britain today? *Islam	What difference does it make? *Christians, Muslims and Hindus

Interfaith calendar	
January	5 <sup>th</sup> Guru Gobindh Singh birthday
February	17 <sup>th</sup> Lent begins
March	29 <sup>th</sup> Holi
April	Easter 13 <sup>th</sup> Ramadan begins 14 <sup>th</sup> - Vaisakhi
June	21 <sup>st</sup> - Humanist day
July	
August	22 <sup>nd</sup> - Raksha Bandhan
September	7 <sup>th</sup> Rosh Hashana
November	4 <sup>th</sup> - Diwali 29 <sup>th</sup> Hanukah
December	25 <sup>th</sup> Christmas

## Presentation in books

### Summer 1

What does it mean to be a Hindu in Britain today?



Religion and worldviews:  
Hinduism

Glossary	
<b>Puja</b>	A religious prayer
<b>Karma</b>	What goes around, comes around
<b>Dharma</b>	Duties to carry out
<b>Injustice</b>	Something that is happening that is unfair
<b>Duties</b>	Jobs you must carry out

Lesson	Questions
1	How do Hindus show their faith? Faith in what?
2	How do Hindus show their faith? Faith in what?
3	A Hindu life; what is important?
4	A Hindu life; what is important?
5	Why is Mahatma Gandhi a Hindu Hero?
6	Why is Mahatma Gandhi a Hindu Hero?
7	What is it like to be a Hindu in Britain today?

Each new unit will start with a title page that clearly identifies the religion studied, new vocabulary and key questions for the unit. Each lesson will start with the key question. Work will be scaffolded, so that all pupils can access the lesson and will be marked inline with school policy.

## Accessing Units of Work

Units of work can be found in Share Point.

In addition to this, you are able to access your Units at the RE Today Portal, please go to <http://retoday.org.uk/coursedownload>

And use the following codes:

Foundation as2016foundation

Key Stage 1 as2016ks1

Lower Key Stage 2 as2016lks2

Upper Key Stage 2 as2016uks2

## Planning Steps

<b><u>Step 1: Key Question</u></b>	<ul style="list-style-type: none"><li>-Consult the long-term plan to find out the <b>key question</b> that will be the focus of the half term.</li><li>-Be aware of where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE</li></ul>
<b><u>Step 2: Identify Learning Outcomes for your pupils</u></b>	<ul style="list-style-type: none"><li>-Log on to RE today website and click on the relevant Key Question for your half term.</li><li>-Consult the learning outcomes from page one of the key question outlines/units of study.</li><li>-Identify the learning outcomes appropriate for the age and ability of your pupils.</li><li>-Be clear about how these outcomes will help you decide what and how to teach.</li></ul>
<b><u>Step 3: Create a Learning Journey for the unit, identifying specific Big Questions for each lesson</u></b>	<ul style="list-style-type: none"><li>-Create a learning journey using Big Questions for each lesson. Suggested Big Questions can be found key question outlines/units of study e.g. <b><u>Key Question 1.1: Who is a Christian and what do they believe?</u></b> Lesson 1: What do Christians believe about God? Lesson 2: What does the Bible teach us about God? Lesson 3: Why is Jesus important to Christians? Lesson 4: What do the miracles of Jesus teach us about what is important to Christians?</li></ul>
<b><u>Step 4 Develop teaching and learning activities</u></b>	<ul style="list-style-type: none"><li>-Select content for the lessons from the Teaching and Learning Ideas section of the key question outlines/units of study at the RE Today website.</li><li>-The content you choose will help you teach in an engaging way so that pupils achieve the learning outcomes.</li><li>-Don't forget the skills you want pupils to develop, as well as the content you want them to understand.</li><li>-Make sure that the activities allow pupils to practise these skills as well as show their understanding.</li></ul>

# Medium Term Planning

<b>Step 1: Key Question</b>			-Consult the long-term plan to find out the key question that will be the focus of the half term. -Be aware of where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE			
	Au1	Au2	Sp1	Sp2	Su1	Su2
FS	F2 Which people are special & why?	F4 Which times are special & why? *Christmas Church	F5 Where do we belong?	F1 Which stories are special & why?	F3 Which places are special & why?	F6 What is special about our world?
Y1/2	What does it mean to belong to a faith community?	Who is a Christian & what do they believe? * Christmas Church	Who is Jewish & what do they believe? *Judaism	What can we learn from sacred books?	What makes some places sacred & why? Judaism, Christianity and Islam. Visit Mosque	How should we care for others & the world? *Islam - pillars
Y3/4	What does it mean to be a Christian in Britain today? *Christianity	Why is the bible important to Christians today? * Christmas Church	Why are festivals important to religious communities? *Sikhism	Why do we pray? *3 religions	What does it mean to be Hindu in Britain today? *Hinduism	What can we learn from religions about deciding right & wrong? *Humanists
Y5	Why do some people think that life is a journey? What significant experiences mark this? *Judaism	What would Jesus do? Can we live by the values of Jesus in the twenty-first century? * Christmas Church	Why are festivals important to religious communities? *Hinduism and Sikhism	What does it mean to be a Muslim in Britain today? *Islam	Why do some people believe God exists *Christianity and Humanists	If God is everywhere, why go to a place of worship? *Humanists
Y6	Is it better to express your religion in arts and architecture or in charity and generosity? *Christianity, Islam and Humanists	What matters most to Christians and to Humanists? *Christianity and humanists	Why do some people believe God exists? * Christianity and Humanists	What do religions say to us when life gets hard? *Judaism and Islam	What does it mean to be a Muslim in Britain today? *Islam	What difference does it make? *Christians, Muslims and Hindus

**Step 2: Identify the Learning Outcomes for your pupils**

- Log on to RE today website and click on the relevant Key Question for your half term.
- Consult the learning outcomes from page one of the key question outlines/units of study.
- Identify the learning outcomes appropriate for the age and ability of your pupils.
- Be clear about how these outcomes will help you decide what and how to teach.



Emerging	Expected	Exceeding
<ul style="list-style-type: none"> <li>• Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</li> <li>• Recognise some Christian symbols and images used to express ideas about God (A3).</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li> <li>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between what Jesus taught and what Christians believe and do (A2).</li> </ul>

**Step 3: Create a Learning Journey for the unit, identifying specific Big Questions for each lesson**

- Create a learning journey using Big Questions for each lesson. Suggested Big Questions can be found within the key question outlines/units of study e.g.
- Key Question 1.1: Who is a Christian and what do they believe?**
- Lesson 1: What do Christians believe about God?
- Lesson 2: What does the Bible teach us about God?
- Lesson 3: Why is Jesus important to Christians?
- Lesson 4: What do the miracles of Jesus teach us about what is important to Christians?
- Identify the learning outcomes for each lesson.
- Complete the planning proforma



LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
<b>What do Christians believe about God?</b>		
<b>Pupils will learn:</b>  Talk about their own ideas about God  Talk about some ways that Christians describe God and Jesus	Play a game of 'I-spy' in the imagination, in which children closes their eyes and try to 'see' what they think is being described by the teacher. This helps to get across the idea: <ul style="list-style-type: none"> <li>• That sometimes we can 'see' things in our heads which we can't always see with our eyes</li> <li>• That sometimes using the same information people 'see' different things.</li> </ul> Explain to the children that people have lots of different ideas about God. Show them some pictures from the Spirited arts gallery <a href="http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/">www.natre.org.uk/about-natre/projects/spirited-arts/introduction/</a> to show the different ideas that people have about God.	These activities will help pupils to work towards achieving the following expected outcomes:  <b>Emerging:</b> <ul style="list-style-type: none"> <li>• Talk about the fact that Christians believe in God and follow the example of Jesus (A1)</li> </ul>

## Short Term Planning

### Step 4 Develop teaching and learning activities

- Select content for the lessons from the Teaching and Learning Ideas section of the key question outlines/units of study at the RE Today website.
- The content you choose will help you teach in an engaging way so that pupils achieve the learning outcomes.
- Don't forget the skills you want pupils to develop, as well as the content you want them to understand.
- Make sure that the activities allow pupils to achieve the learning outcomes.



<b>Pupils will learn:</b>  Talk about their own ideas about God  Talk about some ways that Christians describe God and Jesus  Talk about why God is important for Christian people	Play a game of 'I-spy' in the imagination, in which children closes their eyes and try to 'see' what they think is being described by the teacher. This helps to get across the idea: <ul style="list-style-type: none"> <li>• That sometimes we can 'see' things in our heads which we can't always see with our eyes</li> <li>• That sometimes using the same information people 'see' different things.</li> </ul> Explain to the children that people have lots of different ideas about God. Show them some pictures from the Spirited arts gallery <a href="http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/">www.natre.org.uk/about-natre/projects/spirited-arts/introduction/</a> to show the different ideas that people have about God.  Share that you are going to find out what Christians think about God. Can the children get any clues from the pictures you have shown them. Different people have different ideas. What do they think Mary might believe about God.  <b>Different roles:</b> The teacher can begin by explaining some of their own roles – as teacher, son or daughter, parent, friend and so on. The children like to hear about their teachers lives beyond the classroom. Ask the children to think about the different roles they have, for example as; Son / daughter , Pupil , Sister / brother , Friend, Granddaughter / grandson, Team member (e.g. in sport, clubs, games, class)  Ask them to say two things they do in each role. Some things we do as a son or daughter (give a kiss? have a cuddle?) which we don't do as a pupil. Other things we do as a pupil (put hand up to speak? Ask before going to the toilet?) which we don't do when we are being a granddaughter or grandson. Some things we do as a team member, but not as a friend. Gather some examples, and praise the children who give them.  <ul style="list-style-type: none"> <li>• Tell the children that Christians believe God does lots of different things.</li> <li>• Can they make some suggestions about what they think God does (some may say 'nothing')? Can the class make a list of ten or more ideas?</li> <li>• Ask pupils to respond to the question 'Where is God?' through art</li> </ul>	<b>These activities will help pupils to work towards achieving the following expected outcomes:</b>  <b>Emerging:</b> <ul style="list-style-type: none"> <li>• Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</li> <li>• Recognise some Christian symbols and images used to express ideas about God (A3).</li> </ul> <b>Expected:</b> <ul style="list-style-type: none"> <li>• Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li> </ul>
--	--	--

## Appropriate Challenge

To ensure pupils in your class are receiving appropriate challenge for their age and ability, you can consult the learning outcomes for the Key Question you are working on e.g. In a Year 1 and 2 class

Emerging	Expected	Exceeding
<ul style="list-style-type: none"> <li>• Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</li> <li>• Recognise some Christian symbols and images used to express ideas about God (A3).</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li> <li>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between what Jesus taught and what Christians believe and do (A2).</li> </ul>

1

## Assessment for Learning

To assess knowledge learnt over the course of a unit, opportunities for retrieval activities should be planned and delivered to support retention of knowledge.

Quizzes and concept maps should be presented in RE books to mark the end of the Unit.

Year group	End of RE Assessment
EYFS	N/A
Ks1	Multiple Choice Quiz Quiz - Quiz - Trade
LKS2	Low Stakes Quiz Quiz-Quiz-Trade Scaffolded Concept Map
UKS2	Low Stakes Quiz Quiz-Quiz-Trade Scaffolded Concept Map

*\*See the Guide to Retrieval Strategies in Teaching and Learning Guide folder for examples of the retrieval strategies.*

# Assessment of Learning Outcomes

After each lesson, assess the performance of each child and complete the planning sheet by writing the names of the pupils who did not meet the learning outcomes.

## Visits and Visitors

To deepen the knowledge, enhance the learning opportunities and develop pupils' cultural capital visits and visitors should be planned. They are highlighted in Purple.

	Au1	Au2	Sp1	Sp2	Su1	Su2
FS	F2 Which people are special & why?	F4 Which times are special & why? *Christmas Church	F5 Where do we belong?	F1 Which stories are special & why?	F3 Which places are special & why?	F6 What is special about our world?
Y1/ 2	What does it mean to belong to a faith community?	Who is a Christian & what do they believe? * Christmas Church	Who is Jewish & what do they believe? *Judaism	What can we learn from sacred books?	What makes some places sacred & why? Judaism, Christianity and Islam. Visit Mosque	How should we care for others & the world? *Islam - pillars
Y3/ 4	What does it mean to be a Christian in Britain today? *Christianity	Why is the bible important to Christians today? * Christmas Church	Why are festivals important to religious communities? *Sikhism	Why do we pray? *3 religions	What does it mean to be Hindu in Britain today? *Hinduism	What can we learn from religions about deciding right & wrong? *Humanists
Y5	Why do some people think that life is a journey? What significant experiences mark this? *Judaism	What would Jesus do? Can we live by the values of Jesus in the twenty-first century? * Christmas Church	Why are festivals important to religious communities? *Hinduism and Sikhism	What does it mean to be a Muslim in Britain today? *Islam	Why do some people believe God exists *Christianity and Humanists	If God is everywhere, why go to a place of worship? *Humanists
Y6	Is it better to express your religion in arts and architecture or in charity and generosity? *Christianity, Islam and Humanists	What matters most to Christians and to Humanists? *Christianity and humanists	Why do some people believe God exists? * Christianity and Humanists	What do religions say to us when life gets hard? *Judaism and Islam	What does it mean to be a Muslim in Britain today? *Islam	What difference does it make? *Christians, Muslims and Hindus