

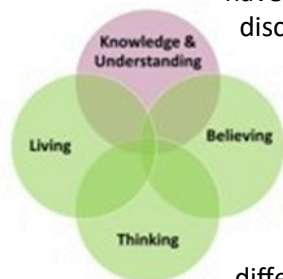


# Our *RE* Approach

Our vision at Heymann Primary and Nursery School is for all children to develop understanding of the world's religions. Through religious education, children will learn about different religions, practices and beliefs. Our four key values drive our whole school curriculum (Curriculum Drivers of Diversity, Emotional Intelligence, Creative Thinking and Community). We have designed our RE curriculum for children to use their prior knowledge of content, concepts and vocabulary. When planning, teachers use both the drivers and curriculum to provide opportunities for children to stimulate and encourage discussion, in order to develop all children's knowledge of different beliefs so that they can recognise and celebrate diversity in our local community and the wider world.

## CURRICULUM DESIGN

We follow the Nottinghamshire Agreed Syllabus. We have identified precise and progressive disciplinary and substantive knowledge and vocabulary which are planned for each year group. These elements do not stand as isolated parts. We want the children to understand that what people believe, think and live in different ways can be based on any religious belief or non-religious personal belief. Having a substantive knowledge of each religion helps to develop this understanding.



Year	Theme	Hindu Worship	Light and Dark
Year 3	Cross ref to Notts Agreed Syllabus	3.3 Worship and sacred places 4.4 Family, community, worship, ways of living 3.1 Beliefs and Questions	4.4 Family, community, worship, ways of living 5.2 Religion and the world
Year 4	Outline of themes	Link to FS Celebrations Hindu people and their beliefs and gods are investigated, including the popular gods, Krishna and Ganesha in depth and stories about other gods. Children also explore puja worship both at home and in the Mandir	Link to FS Celebrations Introduce Christian Pentecost Influence of light on Paul's conversion experience to Damascus, his journey in difficult situations is investigated through festival of light, and evil and overcoming it
Year 5	Theme	Detectives- Investigating Jesus	Hindu Family celebration
Year 6	Cross ref to Notts Agreed Syllabus	3.4 Inspirational people from the past 3.1 Beliefs and Questions	4.1 Journey of life and 4.4 Family, community, worship
Year 7	Outline of themes	Link to FS and KS1 themes on Jesus, his journey and miracles Children investigate: 'Recovering Jesus'	Link to celebrations of Worship

The detailed overview of substantive concepts ensure that key concepts are revisited and extended as pupils' journey through school. To enable this, the children are

taught about Christianity in all year groups and links to prior learning can be found in our curriculum overview document.

All of this builds cumulatively starting in our Early years and progresses throughout the school. Through our planned progressive curriculum, we aim to help our children develop a clear understanding of RE. All of this, we hope, will help our children to be prepared for

secondary school RE. We realise the importance of how the content of the curriculum needs to be sequenced for children to build on previous learning. What children learn in the Early Year's settings is the foundation for learning in the following school years. Using stories, pictures and photographs, our children will talk about celebrations in their own lives and others. This is further developed across the children's school life by looking in more detail at celebrations in different religions.

Our curriculum is enhanced through visits to local places or inviting different providers into school.

## TEACHING

We have adopted an enquiry-based approach to learning. Lesson plans are based on the BronSurgy scheme of work. Each term learning is focussed on an area with each lesson focussed on an enquiry question. This allows all children to access at an appropriate level. This approach allows both children and teachers to know the focus of the lesson without restricting children's responses and encouraging high expectations. All children, regardless of starting points, are supported to achieve their potential through a range of teaching strategies e.g. scaffolding, dual coding, high order questioning (use of Blooms taxonomy) to encourage elaboration of children's answers.

Discrete RE lessons may be taught in a block or over a half term. Links are made where appropriate across subject areas and across lessons through a context for learning when appropriate. Children are taught new knowledge and vocabulary. At Heymann, we recognise the importance of promoting vocabulary as some of our children find understanding of tier 2 words difficult. In response to this, all staff place vocabulary and understanding of language at the heart of their teaching.

	Reception	Year 1
Substantive Knowledge Easter and Christmas to be taught through assemblies	Special Times different festivals and how they are celebrated Harvest, Sukkot, Diwali, Easter and Eid - Jesus' birth, and how it is celebrated through Christmas events both in and out of the church. Jesus Miracles Blind man Calming the sea	Belonging Belonging in schools and communities Christianity From Creation Shabbat Jewish belief creation and and Christian Noah and Ab

We have identified key vocabulary the children will learn on the progression map.

Planning includes opportunities for retrieval practice of substantive knowledge. This allows teachers to identify and address any misconceptions. Once children are secure in this substantive knowledge, we want children to be able to apply this and elaborate on their answers by using their disciplinary knowledge. Not all RE tasks are written. Teachers assess children's understanding by capturing comments made in class or group discussions through class posters, photographs or film.

## Monitoring of Impact

Finding out about the impact of both the intent and implementation of the RE curriculum is timetabled. Monitoring of planning and the impact of teaching is checked regularly according to our school monitoring timetable through planning and book scrutinies and pupil voice. We review our curriculum regularly to make sure that it meets the needs of our children, to check that it is relevant and challenging and still excites our children, motivating them to want to be life-long learners.