



Religious Education at the Unity Federation



Intent

Our Statement

Our Religious Education Curriculum has been created to provide the children with opportunity to develop the skills set out in the Church of England's vision for all schools. This is enriched further by embedding Christian values and greatness in all we do:

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.



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RE is taught

Religious education taught in our school (according to the Norfolk Agreed Syllabus Religious Education, revised November 2019):

- Is open and objective, it does not seek to urge religious beliefs on young people, nor compromise the integrity of their own religious position by promoting one tradition over another.
- Endeavours to promote a positive attitude toward people, respecting their right to hold different beliefs from their own.
- Promotes the values and attitudes necessary for citizenship in a multi-faith and multi-racial society through developing understanding of, respect for, and dialogue with people of different beliefs, practices, races and cultures.
- Recognises similarities and differences in commitment, self-understanding and the search for truth. Respecting and valuing these for the common good.
- Is not the same as collective worship, which has its own place in the educational life of the school – together with RE it can contribute to an informed, reflective, compassionate and caring school and community.
- Promotes community cohesion through linking with our partner school..
- Recognises and celebrates the range of cultures and diversity of the school through workshops, assemblies and shared experiences of staff, children and people from the local community.

Fritcham works with DNEAT in the local RE leaders forum to work with teachers in improving the quality of teaching and learning of RE by providing training, and publishing updated schemes of work and materials and guidance to develop and support SMSC, Assessment for Learning and effective teaching and learning strategies.



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IMPLEMENTATION *continued*

The Threshold Concepts

Our planning and assessment in RE is structured around 3 main concepts

Theology: This is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

Philosophy: This is about thinking. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence.

Human/Social Sciences: This is about living. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies.

Theology Units

Philosophy Units

Human and Social Science Units



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IMPLEMENTATION *continued*

The Teaching and Learning

Our curriculum is split into three milestones, one for each of our three mixed age classes. Teachers, use the threshold concepts to plan suitably challenging learning for the children in their class.

<u>Milestone 1</u>			
	Autumn	Spring	Summer
Year A	<p>Who made the world? Christian/Jewish</p> <p>Why is light an important symbol for Christians and Hindus? Christian/Hindu (Include the Nativity production)</p>	<p>How does a celebration bring a community together? Muslim and Christian</p>	<p>What do my senses tell me about the world Religion and belief? Christian, Hindu, Jewish</p>
Year B	<p>How did the universe come to be? Christian/ Hindu</p> <p>What does the Nativity story teach Christians about Jesus? Christian</p> <p>(Include Diwali as part of CP) (Include the Nativity production)</p>	<p>What does the Cross mean to Christians? Christian</p>	<p>How do Jewish people celebrate Shabbat? Jewish</p>



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IMPLEMENTATION *continued*

The Teaching and Learning

Milestone 2

	Autumn	Spring	Summer
Year A	What do Christians and Jews learn from the creation story? Christian/ Jewish	What is the Holy Trinity? Christian	What do Jewish People celebrate at Passover? Jewish
Year B	How do Christians belong to their faith family? Christian	How do people express religion in different ways? Hindu/Sikh/Christian	Why do people have different views about the idea of God? Multi/ Humanist
Year C	On a Two year rolling Programme. Alternate between the two each year.		



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IMPLEMENTATION *continued*

Milestone 3			
	Autumn	Spring	Summer
Year A	<p>What do you mean by truth? Is seeing believing? Multi, Sikh</p> <p>Advent and Christmas</p>	<p>Where do Christian Religious Beliefs come from? Christian</p> <p>Lent and Easter</p>	<p>What do Muslims believe about God? Muslim</p>
Year B	<p>How do religious groups contribute to society in our local area and beyond? Multi</p> <p>Advent and Christmas</p>	<p>Is believing in God reasonable? Multi/Humanist</p> <p>Lent and Easter</p>	<p>How do beliefs shape life for Muslims? Muslim</p>
Year C	<p>What does it mean to be happy? Is being happy the greatest purpose in life? Multi</p> <p>Advent and Christmas</p>	<p>How and why does religion bring conflict and peace? Multi</p> <p>Lent and Easter</p>	<p>How do Hindu people make sense in the world? Hindu</p>

Examples of Cultural Capital in RE

Assemblies, church services, The Nativity, Singing Christmas Carols, celebrating greatness, forest school, appreciating God's creation, religious visitors



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IMPACT

At the Unity Federation we know nothing is learned unless it rests in pupils' long-term memories.

This does not happen, and cannot be assessed, in the short term. So to measure the impact of our history curriculum we try to explore the answers to two main questions:

- How well are pupils coping with the curriculum content?
- How well are they retaining previously taught content?

We explore this through:

Assessing Learning:

Before, during and after lessons.
Using the assessment statements
for each milestone.

Monitoring:

Subject leadership monitoring
and Governor monitoring, fol-
lowing our monitoring schedule.



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IMPACT *continued*

Progression through the milestones

	Milestone 1	Milestone 2	Milestone 3
Theology	<p>Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview</p> <p>Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.</p>	<p>Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief</p> <p>Identify events in history and society which have influenced some religious and non-religious worldviews</p> <p>Make clear links between different beliefs being studied within a religion or worldview.</p> <p>Identify some of the similarities and differences between and within religions and worldviews</p>	<p>Explore why people believe different things.</p> <p>Explore different beliefs in the same faith and the reasons for this</p> <p>Explain how events in history and society have influenced some religious and non-religious worldviews</p> <p>Explain connections different beliefs being studied and link them to sources of authority using theological terms</p> <p>Explain the key theological similarities and differences between and within religions and worldviews</p>



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IMPACT *continued*

	Milestone 1	Milestone 2	Milestone 3
Philosophy	<p>Ask questions about the world around them and talk about these questions.</p> <p>Start to talk about the questions a story or practice from a religion or worldview might make them ask about the world around them</p> <p>Begin to make connections between using their senses and what they know about the world around them.</p> <p>Give a simple reason using the word 'because' when talking about religion and belief Using religious and belief stories to talk about how beliefs impact on how people behave</p>	<p>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them Talk about the difference between knowing and believing.</p> <p>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</p> <p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view.</p> <p>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief</p> <p>Give reasons for more than one point of view, providing pieces of evidence to support these views Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p> <p>Recognise some of the similarities and differences between these ideas.</p> <p>Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p>	<p>Explain some of the different ways in which philosophers understand abstract concepts.</p> <p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence</p> <p>Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.</p> <p>Use well-chosen pieces of evidence to support and counter a particular argument</p> <p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p>



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IMPACT *continued*

Progression through the milestones

	Milestone 1	Milestone 2	Milestone 3
Human and Social Science	<p>Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews</p> <p>Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area</p> <p>Recognise that beliefs can have an impact on a believer's daily life, their family or local community.</p>	<p>Recognise the names of different religions, religious beliefs and worldviews and use them correctly.</p> <p>Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. Identify evidence of religion and belief especially in the local area.</p> <p>Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.</p> <p>Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</p>	<p>Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it.</p> <p>Show awareness that talking about religion and belief can be complex. Explain and begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> <p>Explain and begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>



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IMPACT *continued*

Vocabulary Progression

	Milestone 1	Milestone 2	Milestone 3
Theology	<p>God, religious, belief, sacred, Christian, Jesus, Disciples, star, bible, Hindu, Diwali, Rama, Sita</p> <p>Symbol, message, miracle, Lord's Prayer, sacred, holy, respect,</p>	<p>God, religious, belief, sacred, Christian, Jesus, Disciples, star, bible, angel, Hindu, Diwali, Rama, Sita</p> <p>Symbol, message, miracle, Lord's Prayer, sacred, holy, respect,</p> <p>Islam, Muslim, Allah, Muhammad, Bible, Qur'an, prophet, message, Torah,</p>	<p>God, religious, belief, sacred, Christian, Jesus, Disciples, star, bible, angel, Hindu, Diwali, Rama, Sita</p> <p>Symbol, message, miracle, Lord's Prayer, sacred, holy, respect,</p> <p>Islam, Muslim, Allah, Muhammad, Bible, Qur'an, prophet, message, Torah,</p> <p>Life, death, spirit, soul, generosity, reward, love</p>



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IMPACT *continued*

Vocabulary Progression

	Milestone 1	Milestone 2	Milestone 3
Philosophy	<p>World, wonderful, truth, believe, puzzling, creation, wonder, Christian, friend, special</p> <p>Teachings, rejoicing, values, charities</p>	<p>World, wonderful, truth, believe, puzzling, creation, wonder, Christian, friend, special</p> <p>Teachings, rejoicing, values, charities</p> <p>Belonging, rules, joy, inspired,</p>	<p>World, wonderful, truth, believe, puzzling, creation, wonder, Christian, friend, special</p> <p>Teachings, rejoicing, values, charities</p> <p>Belonging, rules, joy, inspired,</p> <p>Spirit, faith, bereaved, heaven, enlighten, reflect, reincarnation, consequence</p>



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IMPACT *continued*

Vocabulary Progression

	Milestone 1	Milestone 2	Milestone 3
Human/Social Sciences	<p>Celebration, nativity, Jesus, festival, Christmas, Easter, worship, church, mosque, synagogue, mandir, prayer, cross, tradition, diwa light wedding, christening, birthday, communion</p> <p>Shabbat, Torah, Hebrew, Rabbi, Chanukah, dreidel, star of David, schroll, Mezuzah, palm Sunday, Last supper, Good Friday, crucifixion, tomb, resurrection, Passover, tomb, Noah, Moses</p>	<p>Celebration, nativity, Jesus, festival, Christmas, Easter, worship, church, mosque, synagogue, mandir, prayer, cross, tradition, diwa light wedding, christening, birthday, communion</p> <p>Shabbat, Torah, Hebrew, Rabbi, Chanukah, dreidel, star of David, schroll, Mezuzah, palm Sunday, Last supper, Good Friday, crucifixion, tomb, resurrection, Passover, tomb, Noah, Moses</p> <p>candles, light, prayer mat, prayer beads, mihrab, icons, denial, marriage, baptism, promises, holy water</p>	<p>Celebration, nativity, Jesus, festival, Christmas, Easter, worship, church, mosque, synagogue, mandir, prayer, cross, tradition, diwa light wedding, christening, birthday, communion</p> <p>Shabbat, Torah, Hebrew, Rabbi, Chanukah, dreidel, star of David, schroll, Mezuzah, palm Sunday, Last supper, Good Friday, crucifixion, tomb, resurrection, Passover, tomb, Noah, Moses</p> <p>candles, light, prayer mat, prayer beads, mihrab, icons, denial, marriage, baptism, promises, holy water</p> <p>Adoration, evangelism, Christian values, wealth, poverty, acts of service, Christian aid, artwork, representation, commercialisation, Samaritan</p>