

CONISTON PRIMARY SCHOOL

Religious
Education
2024-2025

Intent

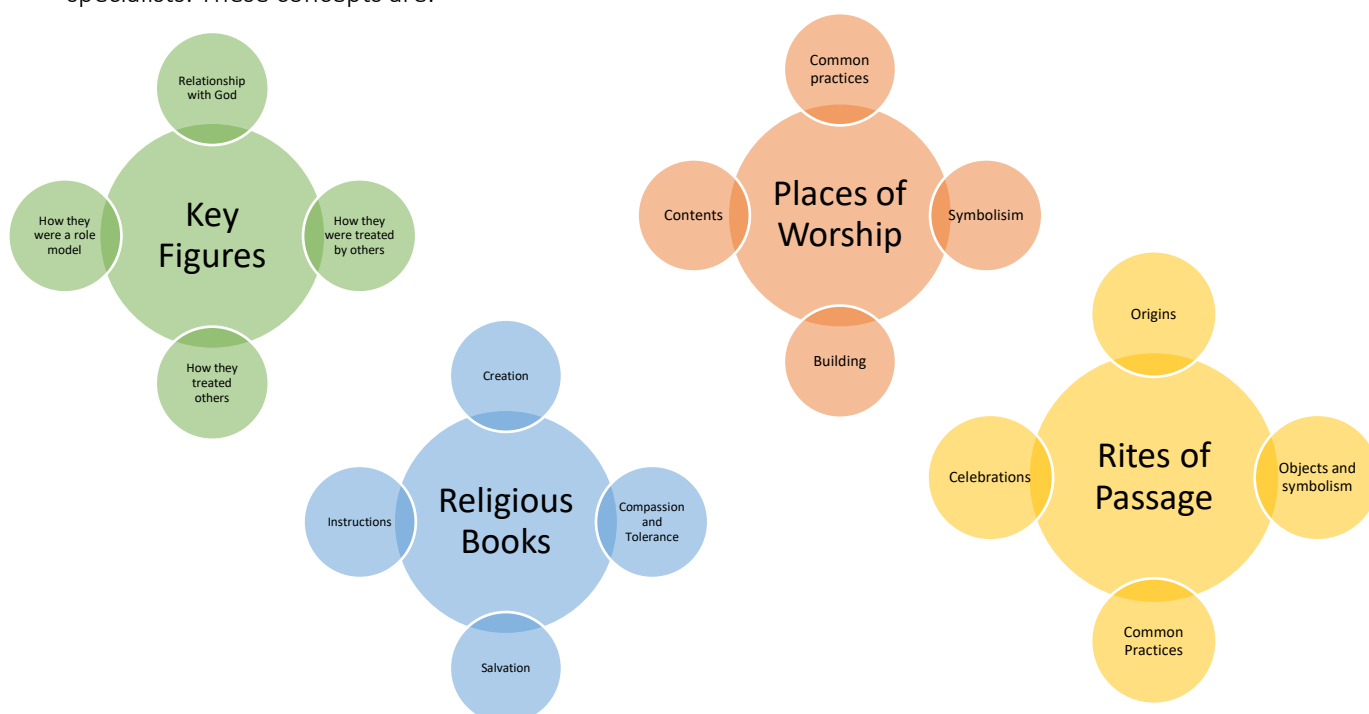
Our Religious Education (RE) curriculum intends to support our pedagogical principles as it will...	
Nurture social and emotional growth	Studying RE will help our learners own personal development and support their understanding of the spiritual, moral and social questions that will surface within their lives.
Promote metacognition	Children will learn what it is to be a theologian and through this they will experience subject specific thinking and problem solving and relate this to themselves as learners now and in the future.
Champion inclusiveness and celebrate differences	Our RE curriculum will study different world views which will enable the children to understand, respect and value the similarities and differences.
Raise aspirations	With the insight provided by the RE curriculum children can confidently aspire to challenge stereotypes and promote cohesion, tolerance and acceptance within society.

To enable the realisation of our intent, as specified in our Curriculum and Pedagogy guide, we aim to achieve this by creating knowledgeable learners.

Building Knowledge

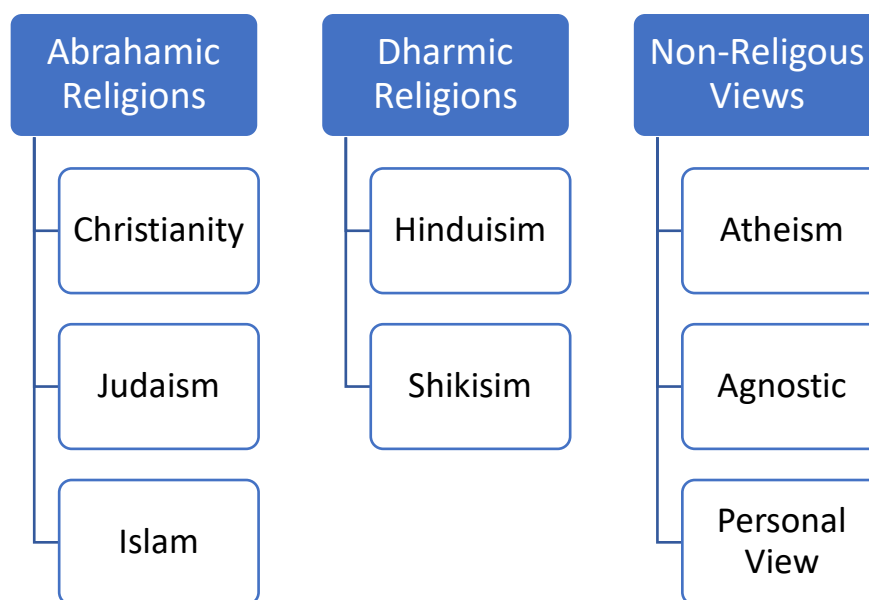
Key Concepts

Our religious education curriculum has been influenced by four main concepts that we revisit throughout the primary phase. This allows children to make connections and links to previous learning and build conceptual understanding which is central to children behaving like subject specialists. These concepts are:



Mapping substantive knowledge

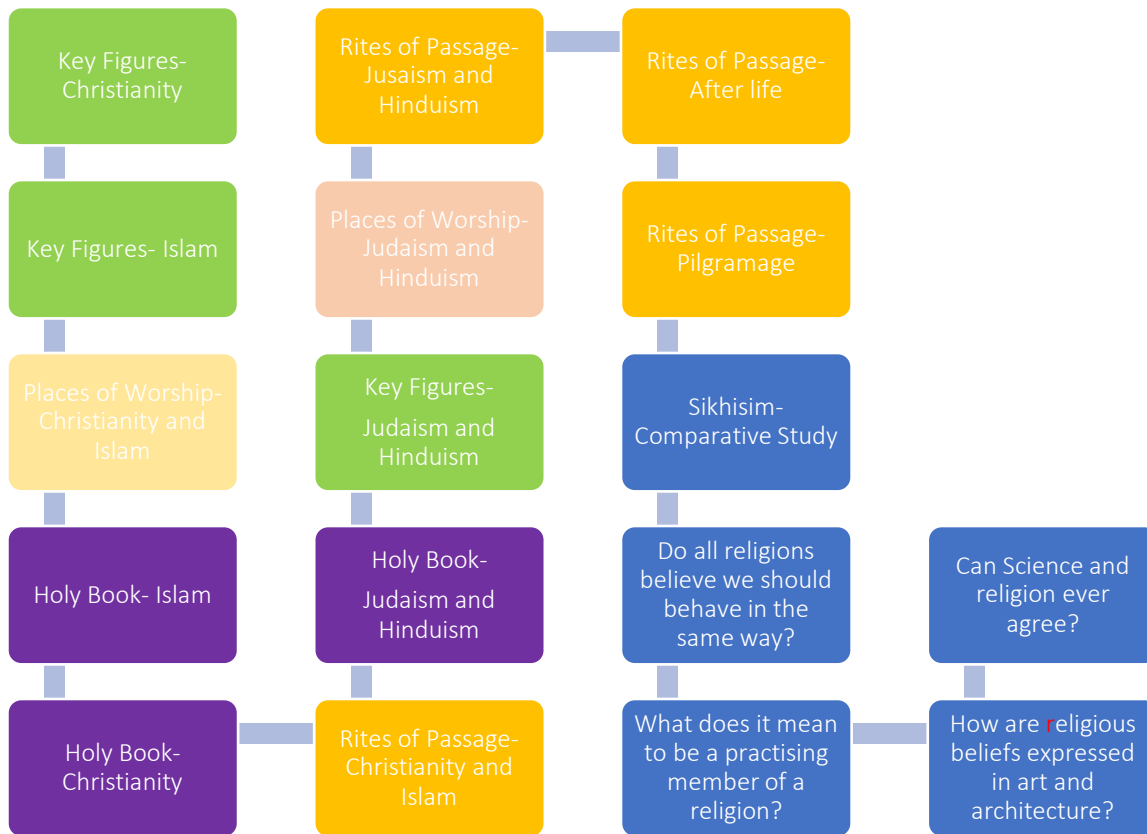
To enable our learners to behave like theologians it is important that the children are able to compare and contrast different beliefs. With this in mind, we have chosen to study the following world views:



In Key Stage 1, the children begin by looking at the chosen concepts within Christianity and Islam. They make direct comparisons between the two religions and understand that, because they share a common core, there are many similarities between them. The children will also consider their own personal view about these key concepts to aid their own personal development and disciplinary thinking.

In lower Key Stage 2, the children will be introduced to two new religions- one Abrahamic (Judaism) and one Dharmic (Hinduism). The children will revisit the key concepts studied before to deepen their understanding of these themes and compare and contrast world views that have different origins.

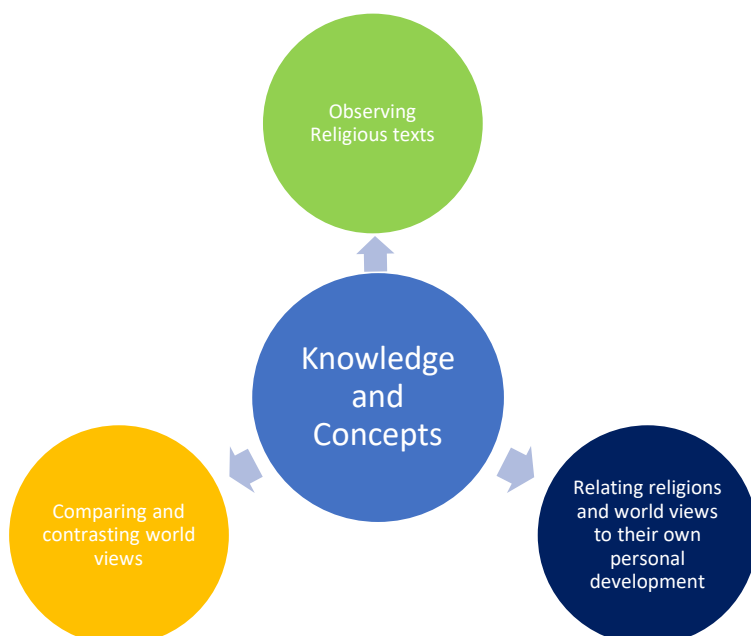
In Year 5, the children will use their existing substantive knowledge to help them to conduct a comparative study with Sikhism and the other religions already studied. This will help them to continue to build up a picture of common themes across all religions and those that are more specific to the Dharmic or Abrahamic religions. Once these studies have been completed, the children will begin to use both their substantive and disciplinary knowledge to explore questions around religion as a whole.



These key concepts will also be visited in our ancient civilisations unit within our history curriculum. Complex religion is one of the seven features of a civilisation that we study and this includes looking at key figures, texts, place of worship and rites of passage within these religions.

Building disciplinary knowledge

To be successful theologists children need to use their existing substantive knowledge to learn disciplinary knowledge through the process of classroom enquiry. Careful sequencing of lessons will ensure children have acquired the relevant substantive knowledge to successfully engage with an enquiry session, where the focus can be on the acquisition and application of disciplinary knowledge.



In order for the children to acquire the disciplinary knowledge of the subject, we have designed an enquiry process that encourages practical application of this knowledge. The enquiry process has been split into three main areas and the disciplinary knowledge that children need to acquire in each area has been mapped out to ensure it is progressive across the phases.

Behaving like a Theologist	RE Disciplinary Knowledge		
	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Observing Religious Texts	Religious stories contain beliefs and values; understanding these help us understand others world view	Religious scripture contains directions for its followers; understanding these helps to understand others world view	Religious texts are shaped by the context in which they were produced; understanding this can help us better understand others world view
Comparing and contrasting world views	Theologians compare a specific theme between similar religions	Theologians compare themes between a range of religions	Theologians use knowledge of a variety of different religions and world views to explore and answer religious questions
Relating religions and world views to their own personal development	Individuals think about themselves including their understanding of good and bad and right and wrong and what is important to them.	Individuals are able to express elements of their world view through their actions	Individuals act in a way that models their world beliefs

Each process carries equal importance and children need to experience all of the areas with similar frequency to ensure that they acquire the knowledge of what it means to be a theologian. With this in mind, specific disciplinary activities have been mapped out for each unit of work.

Knowledge Organisers

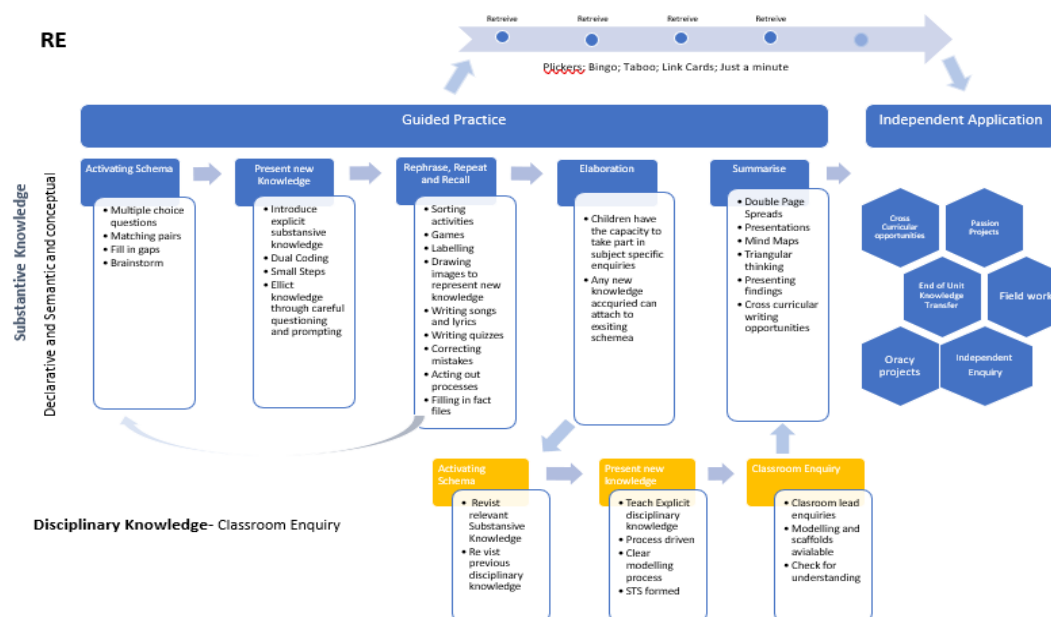
Each unit for RE has a knowledge organiser which maps in:

- Knowledge already taught
- Key vocabulary
- Explicit substantive knowledge to be taught by the end of the unit
- Disciplinary Tasks
- Links to other areas of the curriculum

Unit 3: Christianity and Islam (Places of Worship)		
Knowledge		
What should already be in their long-term memory? - Book of Genesis (the Christian creation story) - Christians believe in one god, the Holy Trinity. - Muslims believe in one god Key vocabulary: Talk like a theologian Church, congregation, ceremonies, rituals, bell tower, stained glass window, pew, altar, organ, font, lectern, pulpit, vicar, priest, eucharist, baptism, marriage, funeral, Mosque, sahn, minaret, qubba. Resources A visit to a mosque - KS1 Religious Education – Primary Y1 & Y2 - BBC Bitesize	What should they know by the end of the unit? - A place of worship is a building for religious services Christianity Building and contents and what it represents - Many Christians worship in a church or cathedral - Some churches are built in the shape of the cross - Many churches have bell towers – used to be rung to remind people it was time to go to church - Many churches have stained glass windows that show Christian stories - Pew – benches - Altar – table used during services - Organ – musical instrument - Cross - Font – a basin used for baptism - Lectern – a stand to hold a book - Pulpit – a raised platform for the priest to talk to the congregation – the people who go to the church Common Practices - Many Christians meet regularly on a Sunday but many also have meetings and groups throughout the week led by a priest or a vicar - Christians go to church to: pray, celebrate, worship, learn about stories from the bible, meet other Christians, take part in ceremonies (baptism, marriage, funeral) and rituals Islam Building and contents and what it represents - Many Muslims worship in a mosque - Most mosques have a sahn (court yard) with a fountain for washing before entering the mosque, minaret (tower) and a qubba (dome) - It is someone's job to stand at the minaret 5 times a day and call Muslims to prayer - Mosques are often white with a white, green, blue or gold dome - Abution area, prayer hall, Mīhrāb, Mosaic, pray mats, qubba Common Practices - A mosque is where Muslims go to pray and study teachings from the Qur'an - Muslims are taught to pray five times a day, at home or at the mosque. Mosques are usually open for worship at any time. - At the mosque, a special prayer service takes place every Friday. - Some prayers are led by the imam, who is a religious leader at the mosque. - When people enter the mosque, there are special ways that they must prepare for prayer. - When entering the mosque, women and girls cover their heads. - Everyone washes certain parts of their body in a special way called wudu. - People take off their shoes before going into the prayer hall. - To pray, Muslims sit on the floor of the prayer hall, unless they need a chair. They face the mihrab, which shows the direction of Mecca. - Muslims go to the mosque to take part in ceremonies like marriages and funerals and celebrations like Night of Power and Ramadan - What is the same and what is different about Islamic and Christian places of worship? Personal Knowledge: What's your special place and what do you do there?	Disciplinary tasks Theologians compare a specific theme between similar religions Children compare places of worship and what people do there using a Venn diagram. Individuals think about themselves and what is important to them Links to other curriculum areas: Opportunities to revisit places of worship in History civilisation units. Patchway geography trip - Plan routes to places of worship and find them on maps of Patchway.

Knowledge teaching sequence

As outlined in our Curriculum and Pedagogy Guide, we believe that developing children's substantive knowledge is key in enabling them to engage in subject specific thinking. Our framework for teaching sequence has been adapted for RE in the following way:



Assessment of knowledge

Ongoing assessment of substantive knowledge is an essential component of the RE curriculum. This enables the teacher to ensure that all children will obtain the knowledge needed for them to perform as a subject specialist. We have built in several opportunities for formative and summative assessment of the substantive and disciplinary knowledge obtained. More information on this process can be found in the Curriculum and Pedagogy Guide.

