

## RE 1 Page Profile

### Intent:

Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principal aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principal religions and worldviews in the local, national and wider global community.

Here at MCPA, children will develop a deep and broad understanding of key concepts, facts and beliefs of/about key faiths including Christianity, Islam, Hinduism and Judaism. The selection of these religions is representative of the school community in order to ensure that children develop a good understanding of a variety of religions which they will encounter in their daily lives in North Manchester.

### Implementation:

We use the Manchester agreed syllabus for Religious Education at MCPA to underpin our teaching and learning of the RE curriculum. There are 3 main strands which all year groups will cover every year, these are: Believing, Expressing and Living.

In Nursery and Reception (EYFS), the RE curriculum sits very firmly within the areas of personal, social and emotional development and understanding of the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness. Our children in the EYFS will encounter religions and worldviews through special people, books, celebrations, places and objects of worship. Our Early year's team is highly experienced and this enables us to draw on children's experiences to find ways to draw on the wealth of religious or spiritual experiences that families may bring with them. In Reception, the children will also have weekly focused learning sessions that will have overarching key questions for the children to support them in sharing their own personal experiences and ideas.

In years 1-6, children will have a weekly RE lesson which lasts 1 hour. Each half term, the children will have a key overarching question that will underpin the religious education teaching and learning for that term. From this will be further questions in the thread for children to explore. Teachers will use the clearly planned lesson plans to support pupils in achieving the end of topic learning outcomes.

In year 1 children will focus on Christianity and Islam in order to get a solid knowledge base but will also share experiences of their own faiths. In years 2-6, they will build on this knowledge and also learn about Hinduism, Judaism and non-religious responses.

The design and structure of the lessons is such that retrieval practice and subsequent retention/development of knowledge is at the centre of the lesson design. This recapping will also draw on the practice and development of other skills, using techniques such as 'the writing revolution' exercises.

**Impact:**

The school community is cohesive, children understand and respect the religions of their peers, including those who do not have a religion. The children have a positive impact on the broader community, including their parents, acting as ambassadors for religious understanding and peace.

Children understand how key religions view a range of issues and begin to develop their own religious perspectives.

Children are enabled to be positive participants in religion if they want to be, and know how to be empathetic, resist radicalisation and identify when activity is unsafe.

**Research:**

Rosenshine's Principles in Action

In Memory for Learning by Alex Quigley

Closing the Vocabulary Gap by Alex Quigley

Dual Coding With Teachers: Oliver Caviglioli

The structure of the curriculum and the lessons within it are heavily rooted in facilitating retrieval practice via various methods. Cognitive load is carefully considered in the curriculum design as it plans for the introduction of new knowledge in gradual instalments. The sequencing of this knowledge ensures that it builds on what has been previously taught, so that the 'sticky knowledge' is used in the development of schema for each individual religion. Each of these schema link together to form an overall schema for religious knowledge and understanding. The lesson objectives regularly draw links between the religions taught as children develop their ability to consider religious perspectives and balanced views.

The correct, technical vocabulary is taught from the very start of the curriculum, this is constantly re-visited throughout the curriculum and is built upon as the years progress. Symbols and icons are used to underpin the teaching of vocabulary, dual-coding its delivery to aid retention.

Teaching makes effective use of written texts at all levels as the whole curriculum seeks to develop reading and vocabulary. Teaching strategies and exercises set-out in th