

RE topics 2020-25

	1	2	3	4	5	6
Year 3	LS 2.1 What do different people believe about God?	2.12 How and why do believers show their commitments during the journey of life?	LS 2.2 Why is the Bible so important for Christians today?	LS 2.7 What does it mean to be a Christian in Britain today?	LS 2.9 What can we learn from religions about deciding what is right and wrong?	2.17 What do religions teach about the natural world and why should we care about it?
Year 4	LS 2.3 Why is Jesus so inspiring to some people?	2.15 How can we made our village/town/county a more respectful place?	LS 2.8 What does it mean to be a Sikh in Britain today?	LS 2.6 Why do some people think that life is like a journey and what experiences mark this?	LS 2.5 Why are festivals important to religious communities?	LS 2.4 Why do people pray?
Year 5	2.16 Can religions help to make a fair world?	US 2.6 What does it mean to be a Muslim in Britain today? P.65	US 2.2 What would Jesus do? P.61	US. 2.5 Is it better to express your beliefs in art and architecture or in charity and generosity? P.64	US 2.3 What do religions say to us when life gets hard? P62	US 2.4 If God is everywhere, why go to a place of worship? P.63
Year 6	US 2.1 Why do some people think God exists?	2.8 What does it mean to be a Hindu in Britain today?	US 2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah?	What does it mean to be a Humanist?	US 2.7 What matters most to Christians and Humanists?	Moral Maze (LCP yr6)



Religious Education Intent –

Through our broad and balanced RE curriculum, at Ravensdale we aim to develop all children's knowledge and understanding of a range of belief systems, both religious and secular. In doing so, children are encouraged to respect and respond to the different faiths, beliefs, values, and traditions present in the school, Derby and Great Britain. All pupils are consequently given the opportunity to develop their own sense of identity and belonging, preparing them for life as a citizen in our multi-cultural society. R.E. at Ravensdale does not seek to promote or force religious beliefs on children, nor to compromise the integrity of their own beliefs, but to establish, build upon and develop them.

The Teaching of RE at Ravensdale - Implementation

Six units of RE are covered across each year – typically one a half term. Many of these units build upon knowledge gained in previous years, revisiting key vocabulary and concepts whilst extending understanding of the impact of the religion on followers' lives and developing the ability to form individual beliefs. Each year group have the opportunity to study a specific religion in depth and each study includes a celebration of one of the main festivals as celebrated by that specific religion.

Strategies for teaching RE should include

- **Eliciting prior knowledge and learning** so that lessons are planned to effectively deepen knowledge and understanding. This could be through a number of metacognition strategies including low stake quizzes, quiz, quiz, swap activities or concept maps.
- **Clear, detailed and considered planning** including the use of speakers and artefacts alongside differentiated tasks for those who require added support as well as those who are naturally more reflective and empathetic. This should be based on the Derby Agreed Syllabus with support from further resources such as LCP and Twinkl where appropriate.
- **Engaging learning tasks** that encourage discussion, debate and exploration of potentially controversial concepts. Written work should provide children with the opportunity to record their thinking in a variety of ways that allow them to describe their own responses and interpretations of concepts taught.
- **Linking religions** to each other as well as to familiar, relatable contexts, therefore making concepts relevant to all children, regardless of individual beliefs, and further enhancing their understanding.

Year group coverage

Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------

Please see attached grid with details of topics covered by each year group. The order of coverage is decided by year groups.

The Impact of Learning RE at Ravensdale

Our RE curriculum will ensure all pupils develop key skills, as set out by the Derby City Agreed Syllabus. Teachers will gather evidence and observe pupils who show the skills of:

Reflection - reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices.

Empathy- seeing the world through the eyes of others, and seeing issues from their point of view.

Investigation - asking relevant questions, knowing how to gather information from a variety of sources and knowing what may constitute evidence for justifying beliefs in religion

Interpretation - drawing meaning from artefacts, religious texts, works of art, music, poetry and symbolism.

Evaluation - debating issues of religious significance with reference to evidence and argument

Analysis – distinguishing between opinion and fact, religion and culture.

Synthesis – linking significant features of religion together and connecting different aspects of life into a meaningful whole.

Application – making the association between religion and individual, community, national and international life.

Expression – explaining concepts, rituals and practices, expressing religious views and responding to religious questions through a variety of media.

Monitoring of the RE curriculum is undertaken by the subject leader on a yearly basis:

The subject lead follows a clear timetable of monitoring and feedback from monitoring is given to teachers to improve their subject knowledge, planning and practice. Where a shared need for CPD for RE is identified, time is allocated in the staff meeting schedule to act upon this.

Monitoring progress and attainment:

Teachers assess the children's progress against the intended learning outcomes for each unit of work. Children are assessed at working towards (WT), reaching the expected standard (EX) or achieving a mastery level (GD) for their year group. Parents are informed of this outcome in the annual summer report.