



Religious Education at Tetney

Religious Education: The Curriculum

We teach RE as a central part of our school curriculum to help our pupils develop their religious literacy. We understand religious literacy to be: “our pupils’ ability to hold balanced and well-informed conversations about religion and worldviews”.

We aim for all our pupils to;

- Acquire and develop knowledge of the principal religions and world views.
- Develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop attitudes of respect towards other people who hold views and beliefs different from their own.
- Learn how to ask perceptive questions, think critically, consider evidence, sift arguments, and develop perspective and judgments about religious issues.
- Begin to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges.

At the end of Foundation at Tetney

Children may begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They are introduced to religious words where appropriate and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

At the end of Key Stage 1 at Tetney

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

At the end of Key Stage 2 at Tetney

Pupils should extend and expand on their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Pedagogy: How the Curriculum is Taught

At Tetney we encourage pupils to play a full part in their own learning in RE;

- as learners, by deploying skills, asking questions and exploring answers
- as individuals, using their own experience and background to reflect on questions of truth and morality and deeper meanings of life and death
- as citizens, promoting debate and dialogue, celebrating diversity, taking appropriate action, putting principles into action.

We plan our Religious Education in line with the Lincolnshire Agreed Syllabus and also around our own community carefully considering the demographic of where we are and considering the belief of our children before deciding on what to teach. We plan the curriculum to build on the threads of knowledge and specific religious vocabulary taught in previous years. As well as Christianity we teach the five other major religions. In our RE lessons we offer a structured and safe space for reflection, discussion, dialogue and debate. Lessons will also allow for timely and sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

Assessment

We use a multi-faceted approach to assessment within RE

- Retrieval practice to take place at the beginning of every lesson.
- Assessment for learning is used within each lesson through skilful use of questioning and live feedback.
- The RE lead and SLT undertake regular learning walks to monitor the quality and impact of the RE Curriculum and assess the extent to which pupils will have acquired the skills to be able to ask perceptive questions, think critically, consider evidence, sift arguments, and develop perspective and judgement

RE lead will also monitor the quality and impact of the Religious Education Curriculum through pupil voice and assess the extent to which pupils know more and remember more.



Cultural Capital Enrichment and extracurricular RE events are an essential part of the Tetney RE Curriculum which provides pupils with extended time to focus and deepen their learning. We use a multi-faceted approach to enrichment within RE: ✓ External specialist ✓ Visits from people within the local community ✓ Regular walks to the local church ✓ Visits further afield to other place of worship from a variety of faiths	Career Professional Development We develop strong subject knowledge amongst all staff which is achieved through; comprehensive middle leadership development, a focus on developing all teachers' subject knowledge and RE pedagogy. Below is a summary of the CPD activities bespoke to RE: ✓ meetings with teachers to highlight key concepts of lesson plans ✓ Team teach in RE ✓ External specialists ✓ Close links with the Lincolnshire Diocese RE advisor
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Religious Education Curriculum Overview:

The RE curriculum at Tetney will run in 2 yearly cycles to enable all aspects of the curriculum to be covered with mixed year groups.

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	LAS EYFS Myself	LAS EYFS Special people to me	LAS EYFS Our special books	Salvation Why do Christians put a cross in an Easter garden?	Creation Why is the word 'God' important to Christians?	LAS EYFS Our beautiful world
Year 1 and 2	LAS KS1 Compulsory God – Christianity	LAS KS1 Compulsory Community – Christianity	LAS KS1 Compulsory God – Islam	LAS KS1 Compulsory Community – Islam	LAS KS1 Additional Places of worship	
Year 3 and 4	LAS Compulsory Life Journey – Hinduism	LAS KS2 Compulsory God - Christianity	LAS Compulsory Community – Christianity	LAS KS2 Compulsory God – Islam	KS2 Additional Unit: Why do we Celebrate?	
Year 5 and 6	LAS Compulsory Life Journey – Hinduism	LAS Compulsory Life Journey – Islam	LAS Compulsory Life Journey – Christianity		LAS Additional In-Depth Study of another Religion/ Worldview: Buddhism	

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	LAS EYFS Myself	LAS EYFS Special people to me	LAS EYFS Our special books	Salvation Why do Christians put a cross in an Easter garden?	Creation Why is the word 'God' important to Christians?	LAS EYFS Our beautiful world
Year 1 and 2	LAS KS1 Compulsory Being Human – Islam	LAS KS1 Compulsory Life Journey – Islam	LAS KS1 Compulsory Being Human – Christianity	LAS KS1 Compulsory Life Journey – Christianity	LAS KS1 Additional Thankfulness	
Year 3 and 4	LAS Compulsory God – Hinduism	LAS Compulsory Community – Hinduism	LAS Compulsory Community – Islam		LAS Additional Pilgrimage	
Year 5 and 6	Creation and Science: Conflicting or Complementary?	LAS KS2 Compulsory Being Human – Islam	LAS Compulsory Being Human – Christianity		LAS Additional Expressing Beliefs through the Arts	