

Curriculum Subject Statement: Religious Education

The principles for River Bank Primary school's curriculum design follows Dylan William's *Principled Curriculum Design* (2013), which are:

- *Balanced*
- *Rigorous*
- *Coherent*
- *Vertically Integrated*
- *Appropriate*
- *Focused*
- *Relevant*

Details of how these have been incorporated into our overall curriculum design can be found on the *River Bank Primary Curriculum Intent Statement* document.

In specificity to Religious Education, some of the applications are further explained, below.

A 'Balanced' Religious Education Curriculum

At River Bank Primary School this is evident in our curriculum design in the following ways:

1. All learning content for Religious Education is taken from the Luton SACRE programme of study and all linked objectives are covered throughout KS1 and KS2.
2. Religious Education has 6 sequenced topics in each year group, which are taught weekly, and are protected from being replaced by core subjects. Curriculum content is not 'blocked', but individual lessons can be extended in cases where more time is essential to understanding.
3. Trips and visits are planned carefully to support curriculum content and to offer children an experience which is both memorable and informative. Examples of this would be: visits to the local mosque and church, which are within a 10-minute walk from our school (year 5) visiting the gurdwara (year 3); visit from the local church during our Christmas collective worship (whole school) and all major religions are covered over the year.

A 'Rigorous' Religious Education Curriculum

At River Bank Primary School this is evident in our curriculum design in the following ways:

1. All of the Religious Education is taught in line with the evolution of society's religious and non-religious landscape, that highlights the importance for pupils to build up accurate knowledge of the complexity and diversity of global religion and non-religion. This is taught from EYFS through to year 6.
2. Cultural understanding and diversity is sequenced all through the years. For example, in year 1, children look at *'What makes some places significant? What makes some places sacred to believers?'* this unit covers churches, mosques and synagogues: their significance and special features within them. In year 2 children learn about *'How and why do we celebrate significant times? What makes some celebrations sacred to believers?'* where children are introduced to Holi, Diwali, Vaisakhi, Red Nose Day and New Year focussing on different celebrations both religious and non-religious, significant times and ways in which these are celebrated. In all the above, religions and diversity of Luton and the

children's own religious understanding and diversity is explored and celebrated in order to prepare them to reside in a multi-diverse community.

3. The concept of place is equally as rigorous. In addition to the sequencing detailed above, children explore religions in Luton, England and the whole world. For example, in *'What will make our community a more respectful place?'* children in year 5 evaluate statistics of religions in Luton, England and the whole world, giving the children an insight into their local community and their country.

A 'Coherent' Religious Education Curriculum

At River Bank Primary School this is evident in our curriculum design in the following ways:

1. The Religious Education curriculum has been carefully designed and sequenced to build on previous knowledge and creates new learning opportunities. This coherence is designed across curriculum areas. For example, sequencing stories from the Bible, Quran and Torah. Writing recounts after visits and trips, like Year 4's visit to St Albans Cathedral. Also, year 3's visit to the Gurdwara is another opportunity for children to write about their experiences. During our inspirational people unit in year 5, children create fact files about inspirational people they have covered in the unit or from our Black History Month's key individuals. A variety of comprehension texts are used in different RE units where children are using their comprehending skills.

Appropriately, levelled texts are used in guided reading sessions to further build upon this knowledge (inspirational people BHM). For example, in year 5, children are looking at texts like 'Undefeated'; and in art the children are exploring the RE through displaying it within their pieces of art to depict special events like Pentecost, using a variety of mediums to create scenes from the Pentecost. All of this knowledge is sequenced in a way which is coherent and builds upon and revises key knowledge.

A 'Vertically Integrated' Religious Education Curriculum

At River Bank Primary School this is evident in our curriculum design in the following ways:

1. Religious Education material taught at one point in time builds on materials taught earlier, and feeds what is to be taught. An example of this would be: *'Why does Easter matter to Christians'* in year 1, children are finding out about Easter and the importance of Holy Week. This is further developed in *'What can we learn from sacred books and stories'* in year 2, where children have the opportunity to learn and discuss the stories from the Bible (stories linking to Easter) and other holy books. In year 3, they go on to study *'Why Christians call the day Jesus died Good Friday?'* analysing Holy Week in more depth and expanding on the concept of Good Friday and Christian beliefs.
2. A further example of this would be: conducting local walks and identifying religious buildings in Luton and within a 10-minute walk from our school (year 5). Investigating mosques and the importance of the 5 pillars, which is delivered at our local mosque, by the mosque members (year 3). The whole of year 4 celebrate Holi, by dressing in white and using powdered paint to celebrate in line with the traditions.

An 'Appropriate' Religious Education Curriculum

At River Bank Primary School this is evident in our curriculum design in the following ways:

1. Religious Education material is sequenced and taught from the Luton SACRE document on a 'year by year' basis.
2. Children are not set according to ability in Religious Education.
3. In Religious Education, independent learning tasks are set by the teachers using the 'Slope of Difficulty' approach, with any misconceptions / misunderstanding picked up through feedback in the next session or same-week intervention.
4. Essential knowledge is tested as part of low-stakes retrieval practice at the start of each Religious Education session.
5. Encourage children to think, discuss, emphasise and question content for a better understanding.

A 'Focused' Religious Education Curriculum

At River Bank Primary School this is evident in our curriculum design in the following ways:

1. Religious Education medium-term planning highlights material we consider essential amongst other important material. For example, in year 6 children look at the importance of poverty and justice. They compare this to Luton and Bangladesh and make sense of belief and to explain belief and teachings about justice from Christian and Muslim texts. In year 3 children are using sacred texts to offer suggestions about what the Trinity means.
2. The essential Religious Education knowledge makes up much of the retrieval practice that takes place at the start of each session.
3. Each year, the Religious Education content is reviewed and refined with teachers, year leaders and curriculum leaders.

A 'Relevant' Religious Education Curriculum

At River Bank Primary School this is evident in our curriculum design in the following ways:

1. In Religious Education, children are able to engage with school trips which offer experiences to children and to make learning as concrete as possible. For example: visiting the Gurdwara (year 3); visiting local mosque and church (year 5). This is to celebrate the multi-culturalism aspect of Luton.
2. In Religious Education the material within our curriculum areas is relevant to the children's own interests and helps our pupils be good citizens of the future. This includes: significant places, showing care for planet Earth, showing care for others, deeper meanings of festivals and justice and poverty.