

Religious Education- Subject on a Page

Scope

- Cornwall agreed syllabus
- RE Today
- Understanding Christianity
- Natre

Links to the local church - Harvest, Christmas, Easter

Assemblies covering Open the Book stories and subject lead assemblies to celebrate other religions, such as Diwali

Class trips to the local Church and Cathedral

Concepts

Make sense of a range of religious and non-religious beliefs

Understand the impact and significance of religious and non-religious beliefs

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied

Religions taught:

- Hinduism
- Christianity
- Judaism
- Islam
- Humanist

SEND adaptations

Teacher to identify where barriers to learning are in the sequence of learning for specific adaptations

SEND adaptations made for children who may find recording challenging, use of iPad and technology

Ongoing adaptations e.g. children who find ordering events challenging

Monitoring

- Monitoring schedule in place
- Subject development plan in place and reviewed throughout year
- Meeting with governors
- Staff SDM
- Book looks and lesson drop ins
- Pupil conferencing

Each unit has an over-arching enquiry question

Lesson Sequencing

Diagram illustrating Lesson Sequencing for Hinduism:

- Your main unit question - This stays the same for the whole unit.
- The religion you are focusing on: Religious Education - Hinduism
- The symbol of the religion you are focusing on:
- The enquiry question for that lesson: What does it mean to be a Hindu in Britain today?
- Learning focus: How do Hindus show their faith within their families in Britain?
- Key vocabulary: To be able to describe how Hindus celebrate their religion at home? Puja, diva lamp, murti, worship, shrine, deity, aarti
- The symbol linked to the learning:

Each unit is broken down into 5-7 lessons, each has its own 'smaller' enquiry question linked to the over-arching question

Each lesson has lesson focus

Lesson design

Start of lesson always refers to the relevant religious symbol and picture

Reference to over-arching question

Key vocabulary for lesson

Introduction to lesson - introduce lesson specific question

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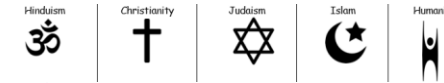


Diagram illustrating Assessment:

- End of unit assessment - Show what you know
- Have the unit question above the picture to show that we are linking the learning to our current unit
- Key Questions
- Questions taken from key learning which is shown on knowledge organisers

Assessment

Retrieval - picture at the beginning of the unit/ question from last lesson

Ongoing assessment based on each lesson and the over-arching enquiry question

End of unit assessment based on the over-arching enquiry question (use of key questions and picture for unit)

Choice of questioning and instant feedback