

# Working Together, Learning Together, Growing Together

Friendship, Honesty, Perseverance, Positivity, Respect

## Religious Education Curriculum

### Our Curriculum Intent

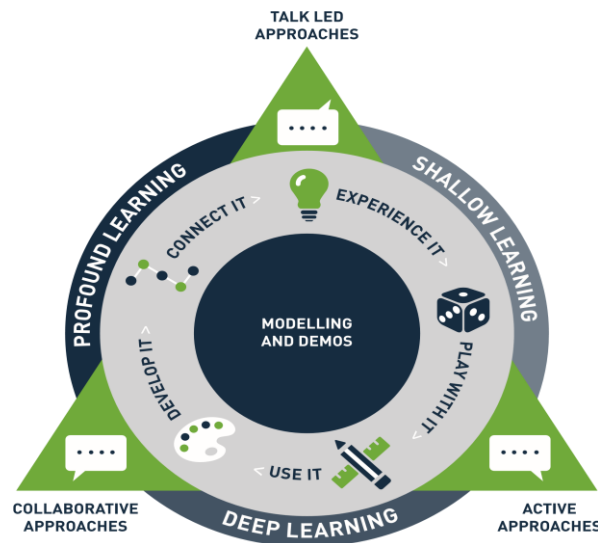
Our RE curriculum is based upon the Essex Agreed Syllabus and the Discovery RE scheme of work, as well as the TT Education Progression in RE document. In order to further personalise our RE curriculum, we have considered how our pupils enjoy learning and what they enjoy learning about. Our RE curriculum also incorporates visits and visitors to deepen pupil's knowledge, skills and understanding, as well as develop their cultural capital.

### Essex Agreed Syllabus

High-quality RE will support pupils' religious literacy. In the context of the Essex Agreed syllabus, being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

### The Path to Success

The path to success is a way of planning teaching sequences created by TT Education, and we have decided to adopt it as part of our RE curriculum. You can find more information about the different stages of the path to success in Appendix I at the end of this document.



### What do we want our children to be able to do?

Using the Essex Agreed Syllabus, Discovery RE and The Path to Success approach, our sequences of lessons (and RE curriculum as a whole) will give the opportunity for pupils to:

- ask challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human;
- develop their knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development;
- explore their own beliefs (whether they are religious or nonreligious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics, and to express their responses and build resilience to anti-democratic and extremist narratives;
- build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society;
- develop respect for others, including people with different faiths and beliefs, and help to challenge prejudice;
- consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society;
- develop and improve their levels of empathy, generosity and compassion.

## What do good RE lessons at Whitmore look like?

Good RE teaching at Whitmore should include:

- opportunities for speaking and listening;
- clear and explicit links to prior learning so that children are able to make connections with what they have previously been taught;
- high expectations of pupils, including quality and quantity of work and behaviour standards;
- a suitable level of challenge for all children so they can improve their confidence and resilience;
- a mixture of activity types so children can improve their attention and focus;
- chances to become independent learners;
- use of TT Education's 'Path to Success' approach.

## Curriculum Implementation

### What are we doing to ensure we achieve the aims we have set for ourselves?

Using the Essex Agreed Syllabus, we have taken the suggested core questions and turned these into a series of objectives for each of the three lenses (or strands) of the RE curriculum (theology, philosophy and human / social sciences). We have mapped these to each of the units in our RE curriculum, to ensure a balance of the three lenses and maximum possible coverage of the objectives.

These objectives can be found in our [RE progression document](#).

### The 'Super 6'



The core questions in the Essex Agreed Syllabus (and the Whitmore RE progression objectives) are designed to be as generic as possible. In order to make it easier for our children to understand what they are learning about in each unit, we have taken the core knowledge from the Essex Agreed Syllabus and combined this with our progression statements to make a set of six objectives for each unit. These are called the 'Super 6'.

The Super 6 are a combination of disciplinary skills and substantive knowledge. These objectives are shared with the children throughout their learning, and form the basis of our planning and teaching. At the end of each unit, the children will assess themselves against their six objectives, so that they are able to feel an ownership and responsibility for their own learning. Children should know, or be able to easily check, their 'Super 6' for each RE unit using their knowledge organiser.

You can find the term-by-term mapping of the Super 6 objectives [here](#).

### Key Questions

In order to guide our children in their thinking and learning, we have created a series of key questions for children to think about and discuss at home and school. Many of our families do not identify as religious, so we have created questions that specifically encourage our children to think about religion and their learning from a secular viewpoint. The key questions for children to discuss at home are shared with parents via our weekly newsletter.

### Vocabulary

Each unit has a selection of key vocabulary that children are expected to know and use in their speaking and writing. These words are key words that relate to the unit, but have also been chosen to help enhance children's wider knowledge of the world and increase their cultural capital. In RE lessons, all the key vocabulary that children need is easily accessible on their knowledge organisers.

### Visits and Visitors

In order to increase our children's cultural capital and understanding of religions, we have planned (and are planning) a series of visits and visitors throughout the year. Our first RE trip was to a synagogue – our Year 1 children went on this trip in summer 2024. Throughout the 24 /25 academic year, we are hoping to enhance our offerings in this area of our curriculum to ensure that our children can visit and speak to people from a wider range of religions.

## Visuals

Using well-designed visuals in the classroom helps children's retention of knowledge and improves their engagement with their learning. It is for these reasons that we have chosen to use symbols from Widgit to represent every unit-specific piece of vocabulary, every substantive concept, and the vocabulary for talking and ordering. We have identified our children's speech and language as a weakness across the school, so the strong and consistent use of visuals will enable our children to use more advanced vocabulary in their speaking and writing.

## Knowledge Organisers

Every RE unit has a single-page knowledge organiser. On these, the Super 6 take pride of place, next to a place where the children are able to RAG-rate how well they have done for that objective. The key vocabulary for the unit is clearly labelled, alongside a Widgit symbol and child-friendly definition of the word. RE knowledge organisers can be found [here](#).

## Curriculum Impact

### How do we know we are achieving our aims?

Teachers record assessment using a simple one-page assessment grid. At the end of each term, teachers will RAG-rate the Super 6 objectives they have taught, and decide if children are currently working at, above, or below age-related expectations. The RAG-rating of objectives will be used to inform and enhance future planning and teaching. The RE subject lead will also look at the termly assessments, and offer appropriate advice to teachers where necessary. At the end of each year, data is added onto Insight, which is the assessment tool we use for internal data collection. Teachers use their termly data to help them decide a final judgment for each child's attainment – children are assessed as working at, above, or below age-related expectations.

Where termly aims have not been achieved, teaching is adapted in subsequent terms to ensure that children do not miss vital knowledge and skills.

# Appendix I

## The Path to Success

### Stage 1: Experience it

Pupils need **rich experiences** which they can relate to in order to support them in developing a particular skill set. For example, how can you expect a pupil to use relative clauses in a newspaper report if they have never really experienced this before in any type of meaningful context? The challenge for us as teachers is to find a way to replicate this meaningful experience and practical application in the classroom.

**“Hook, Experience, Context and Purpose”** We ask teachers to think back to the last unit or topic they taught and then to consider the four elements of the mantra. What was the hook you used to engage, inspire and excite your pupils? What experiences did pupils bring to the activity, or how were you able to replicate experiences to make the learning link to the real world? Did you choose a context which was relevant and did all the pupils have a clear purpose for their learning, or was it simply ‘complete the activities on page 10’?

### Stage 2: Play with it

This refers to the **Gamification of Learning**. The power of playing short burst games to practise key skills on a daily basis should not be underestimated. Not only do they act as a hook to excite, engage and challenge the pupils but they also support pupils in developing fluency in a particular skill: procedural efficiency alongside conceptual understanding.

### Stage 3: Use It

Once pupils have experienced a particular skill and had an opportunity to play with it in order to fully assimilate the technique, they then move on to use it in context. Practical application in context is key to successful outcomes for pupils.

**“Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.”** Chinese proverb

### Stage 4: Develop it

Pupils continue to develop the skill in context. It is absolutely crucial that all adults within the classroom, and within the school at large, position themselves alongside the pupils as learners, actively engaging in the learning process. High quality modelling and demonstration should be underpinned by **an active, talk-led, collaborative learning climate**, in which pupils move from learners to teachers. If a pupil can teach a particular skill, it means they must have learnt it and are more likely to remember it. As practitioners, we should be aiming to move all our pupils into becoming teachers. If a pupil can confidently demonstrate the level of understanding necessary for them to be able to explain and teach a concept, idea or approach to another pupil, then in doing so they are demonstrating that their initial learning has been internalised and embedded. By this stage they are demonstrating a move from shallow surface-level learning to deeper learning and understanding.

### Step 5: Connect It

This refers to pupils making connections across the curriculum. With a deeper understanding, pupils will begin to make links and connections in terms of how they could apply the skill or concept they have just learnt across the curriculum and in the wider world. Making these connections and exploring possible connections moves the pupil from deep learning into profound learning, which will stay with them forever.

This circular approach then repeats as new skills, concepts and ideas are added. This whole approach is underpinned by talk-led, active and collaborative approaches, which provide the foundation for success.

