


## Critical Pathway for Religious Education: when they leave Soudley School, we would like our children to have:

- The ability to **make sense** of a range of religious and non-religious beliefs
- Understanding of the **impact and significance** of religious and non-religious beliefs on everyday lives in their community and beyond
- The ability to make **connections** between religious and non-religious beliefs, concepts, practices and ideas studied
- To be *appropriately* curious and have the ability to think deeply and independently and raise, and suggest possible answers to, 'big' questions
- Good engagement with RE and respect for people of all faiths and those with none
- The ability to be religiously literate; communicate their knowledge of religious and non-religious beliefs verbally, using appropriate religious vocabulary and terms accurately, and using a variety of media and methods

	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	 <p>Our school wide curriculum design allows all pupils to explore their world from a personal, local and global perspective</p>			
<b>Themes</b>	Introduce pupils to the idea that they themselves are special; special places; special books; Christmas; Easter; and why 'God' is special to Christians.	What do Christians believe God is like?; The Christian view of Creation; Why Christmas and Easter matter to Christians; The Good News Christians believe Jesus brings; Who is a Muslim and Who is Jewish and how do they live; What makes some places sacred to believers; How we should care for others and the world and why it matters; and what it means to belong to a faith community.	What Christians learn from the Creation story; What it's like for someone to follow God; What the Trinity is and why it's important to Christians; What kind of world Jesus wanted; why the day Jesus died is called Good Friday; What is the impact of Pentecost for Christians; What Hindu's believe god is like and what it means to be a Hindu in Britain today; How festivals and worship show what matters to Muslims; How worship and family life show what matters to Jewish people; How and why people mark the significant events of life; How and why people try to make the world a better place.	What it means if Christians believe God is holy and loving; Creation and science – conflicting or complimentary; Why Christians believe Jesus was the Messiah; How Christians decide how to live (what would Jesus do?); What Christians believe Jesus did to save people; Why Hindu's want to be good; What it means to be a Muslim in Britain today; Why the Torah is so important to Jewish people; What matters most to Humanists and Christians; Why some people believe in God and some do not; How faith helps people when life gets hard.
<b>Range of opportunities</b>	Provide opportunities to explore themes through stories, pictures, video clips, visits, photos, art and craft, construction and music.	Provide opportunities to explore themes through stories, pictures, video clips, visits, photos, art and craft, construction, music and dance.	Provide opportunities to explore themes through stories, text, pictures, video clips, visits, photos, art and craft, construction, music and dance.	Provide opportunities to explore themes through stories, text, pictures, video clips, visits, photos, art and craft, construction, music and dance.
<b>Development Pathway</b>	<ul style="list-style-type: none"> <li>• 1.The ability to make <u>sense</u> of a range of religious and non-religious beliefs, so that they can:</li> <li>• Understanding of the <u>impact and significance</u> of religious and non-religious beliefs</li> <li>• The ability to make <u>connections</u> between religious and non-religious beliefs, concepts, practices and ideas studied</li> </ul>			

<b>Questioning/ thinking</b>	Encourage them to ask questions and seek answers.	Model questioning, provide question stems	Provide opportunities for pupils to question believers, explore deep questions (P4C)	Provide opportunities for pupils to question believers, explore deep questions (P4C)
<b>Recording</b>	Photos, pictures, ideas jotted down/scribed by adults. Write brief sentences to explain (with support.)	Photos, drawings, diagrams, retellings, adding captions, commenting, annotating, answering written questions in sentences. Creating questions to ask a visitor.	Photos, drawings, diagrams, adding captions, commenting, annotating, posters, news reports, recounting things learnt from visits and visitors, creating and answering written questions in short paragraphs.	Photos, drawings, diagrams, adding captions, commenting, annotating, posters, news reports, recounting things learnt from visits and visitors, creating and answering written questions in long paragraphs.
<b>Respect Charter</b>	Develop respect through all adults modelling how we refer to people who may look and do different things to us, how we look after artefacts and how we behave in religious buildings.	Develop respect through all adults modelling how we refer to people who may look and do different things to us, how we look after artefacts and how we behave in religious buildings. Develop respect by correcting language and phrases used that are not considered respectful e.g. they read the wrong way. ( <i>Not wrong, just different.</i> ) Always treating religious items in a way that is considered respectful by believers of that religion e.g. always covering the Qu'ran and placing it high up. Discouraging laughing at things (clothes and practices) that are new and unfamiliar by preparing children first through explanation e.g. In this video you may see something(s) you've never seen before but remember we need to be respectful because these things are highly important to those believe in and/or them and practise them.	Develop respect through all adults modelling how we refer to people who may look and do different things to us, how we look after artefacts and how we behave in religious buildings. Develop respect by correcting language and phrases used that are not considered respectful e.g. they read the wrong way. ( <i>Not wrong, just different.</i> ) Always treating religious items in a way that is considered respectful by believers of that religion e.g. always covering the Qu'ran and placing it high up. Discouraging laughing at things (clothes and practices) that are new and unfamiliar by preparing children first through explanation e.g. In this video you may see something(s) you've never seen before but remember we need to be respectful because these things are highly important to those believe in and/or them and practise them.	Develop respect through all adults modelling how we refer to people who may look and do different things to us, how we look after artefacts and how we behave in religious buildings. Develop respect by correcting language and phrases used that are not considered respectful e.g. they read the wrong way. ( <i>Not wrong, just different.</i> ) Always treating religious items in a way that is considered respectful by believers of that religion e.g. always covering the Qu'ran and placing it high up. Discouraging laughing at things (clothes and practices) that are new and unfamiliar by preparing children first through explanation e.g. In this video you may see something(s) you've never seen before but remember we need to be respectful because these things are highly important to those believe in and/or them and practise them.
<b>Respect for ourselves each other and our environment</b>	Describe some other living religions using appropriate vocabulary  Recognise ways in which people put their beliefs into action in their everyday lives  Respond thoughtfully and creatively about other people and consider good reasons for their responses	Identify and describe some living religions, using appropriate vocabulary  Explain how and why these beliefs are understood in different ways, by individuals and within communities  Recognise and account for ways in which people put their beliefs into action, in their everyday lives, within their communities and in the wider world  Consider key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for	Identify, describe, explain and analyse beliefs in the context of living religions, using appropriate vocabulary  Explain how and why these beliefs are understood in different ways, by individuals and within communities  Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world  Evaluate, reflect on, and enquire into key concepts and questions studied,	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary  Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation  Appreciate and appraise the significance of different ways of life and ways of expressing meaning  Discern possible connections between

	their responses	responding thoughtfully and creatively, giving good reasons for their responses	the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding  Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
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<b>Assessment</b>	<b>Use Gloucestershire Agreed Syllabus 2017 – 2022 Unit outcomes and consider:</b>							
	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">Effort</th> <th style="width: 33%;">Attitude</th> <th style="width: 33%;">Progress</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">           A – Focussed, hard-working and perseveres with work            B-Occasionally needs prompting to stay on task and to persevere with work            C- Frequently needs prompting to stay on task and to persevere with work         </td> <td style="text-align: left;">           A – Consistently has a positive attitude towards the subject            B – Usually has a positive attitude towards the subject            C – Sometimes has a positive attitude towards the subject         </td> <td style="text-align: left;">           A – Has made very good progress in their own learning            B – Has made good progress in their own learning            C – Has made some progress in their own learning         </td> </tr> </tbody> </table>	Effort	Attitude	Progress	A – Focussed, hard-working and perseveres with work B-Occasionally needs prompting to stay on task and to persevere with work C- Frequently needs prompting to stay on task and to persevere with work	A – Consistently has a positive attitude towards the subject B – Usually has a positive attitude towards the subject C – Sometimes has a positive attitude towards the subject	A – Has made very good progress in their own learning B – Has made good progress in their own learning C – Has made some progress in their own learning	
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Vocabulary lists are referred to to ensure pupils are exposed to, become familiar with and proficient in using a range of appropriate words and terms

Capital: All units planned using Gloucestershire Agreed Syllabus 2017 – 2022 <https://hesterswayprimaryschool.co.uk/wp-content/uploads/2019/12/RE-Syllabus-Glos-2017-22.compressed.pdf>

**Curriculum Drivers:**

**Respect:** see above

**Capital: At Soudley, we must purposefully plan to give our children opportunities to explore cultural diversity**

Use of resources such as

- Understanding Christianity, <https://www.understandingchristianity.org.uk/>
- My Life My Religion (Video Clips for various religions), <https://www.bbc.co.uk/programmes/b05pc1c9/clips>
- RE:QUEST (website for Christian resources)<https://request.org.uk/>
- BBC Teach KS1 <https://www.bbc.co.uk/teach/class-clips-video/religions-of-the-world/zfxwpg8> KS2 <https://www.bbc.co.uk/teach/ks2-religious-studies/z6pbqp3>
- Instant Displays RE posters <https://instantdisplay.co.uk/religion.html>
- Gloucester Cathedral <https://www.gloucestercathedral.org.uk/schools>

Visits to/from a variety of places of worship and engagement in activities such as prayerspace days <https://prayerspacesinschools.com/> 'remembrance' and 'festival' days

**Vocabulary/Language: Language used in one age group should progressively build on the language used in previous year groups**

<b>EYFS</b>	Why is the word 'God' special to Christians?	Being special: where do we belong?	Which places are special and why?	Why is Christmas special for Christians?	Why is Easter special to Christians?	What times and stories are special and why?
	God Christian Jesus Bible Praise Creator	Special belong baptism Christening God	Church Christians Mosque Muslims Synagogue Jewish people	Jesus Bible Nativity God Bethlehem	Easter Palm Sunday Jesus Bible Cross	Holy book Christians Old Testament New Testament Hannukah Prophet Muhammad Rama and Sita

<b>Y1/2</b>	Who do Christians say made the world?	What do Christians believe God is like?	What does it mean to belong to a faith community?	Who is Jewish and how do they live?	How should we care for the world and for others, and why does it matter?
	Creation Bible Jews Christians Creator	Bible parable Lost son forgive forgiveness	Baptism dedication promises symbols ceremony	Jew Jewish synagogue mezuzah Shema kippah challah Star of David	good deeds charity environment compassion caring

<b>Y1/2</b>	Why does Christmas matter to Christians?	Why does Easter matter to Christians?	What is the 'good news' Jesus brings?	Who is a Muslim and how do they live?	What makes some places sacred to believers?
	Gospels Nativity incarnation manger tradition shepherds wise men advent	Jesus Easter Holy Week tomb disciples Palm leaves resurrection incarnation salvation heaven	Gospel New Testament Old Testament forgiveness sorry repent peace salvation	Muslim Allah Mosque Qu'ran Muhammad Prophet Shahadah Five Pillars	Sacred believer worship church mosque synagogue holy Christian Muslim Jew

Y3/4	How do festivals and family life show what matters to Jewish people?	How do festivals and worship show what matters to a Muslim?	What do Christians <i>learn</i> from the creation story?	What is it like for someone to follow God?	What kind of world did Jesus want?	How and why do people try to make the world a better place?
	Jew Judaism Exodus sin forgiveness passover Rosh Hashanah Yom Kippur Synagogue Shabbat	Muslim Islam Five Pillars shahadah salah Arabic Qu'ran Ramadan Mosque Eid-ul-Fitr	Creation Jewish Creation The Fall sin Creator Genesis relationship	Noah Old Testament New Testament obedience covenant pact symbols ceremony	Fisher of people Gospel Good Samaritan outcasts leper leprosy unclean	Sin Ten commandments Golden Rule tikkun olam tzedaka Tzedek Jewish Child's Day Tu B'shevat zakah Islamic relief

Y3/4	What is the 'Trinity' and why is it important for Christians?	What do Hindu's believe God is like?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	For Christians, when Jesus left, what was the impact of Pentecost?	How and why do people mark the significant events of life?
	Gospel baptism trinity Son of God Holy Spirit saviour prayer symbolic	Brahman atman deity Aum Brahman Vishnu Shiva Trimurti Ultimate Reality	Hindu Aum Brahman Vishnu Shiva shrine puja Trimurti Dharma arti	Christian Holy Week sin forgiveness Palm Sunday salvation heaven resurrection	Pentecost Holy Spirit Kingdom of God Trinity Lord's Prayer worship	Commitment milestones ceremonies baptism confirmation confession communion Sacred Thread Bar Mitzvah Bat Mitzvah

<b>Y5/6</b>	<b>What does it mean for Christians to believe God is holy and loving?</b>	<b>What matters most to Humanists and Christians?</b>	<b>Why do Christians believe Jesus was the Messiah?</b>	<b>Why is the Torah so important to Jewish people?</b>	<b>What does it mean to be a Muslim in Britain today?</b>	<b>How do Christians decide how to live: 'What would Jesus do?'</b>
	Holy Cathedral Biblical holiness prophet worship Humanist	Humanist fallen sinful non-religious divine being faith	Bible Messiah incarnation trinity saviour prophets Old Testament New Testament sin The Fall	Jew Judaism Torah Synagogue The Shema mezuzah tefillin Shabbat Exodus Passover	Five Pillars Qu'ran imam Eid-ul-Adha prophet Hajj Tawhid Ibadah	Wise and foolish builders Sermon on the Mount Biblical People of God Leprosy healing justice commandment New Testament

<b>Y5/6</b>	<b>Creation and science: Conflicting or Complimentary?</b>	<b>What do Christians believe Jesus did to 'save' people?</b>	<b>For Christians, what kind of king is Jesus?</b>	<b>Why do some people believe in God and some not?</b>	<b>Why do Hindus want to be good?</b>	<b>How does faith help people when life gets hard?</b>
	Genesis creation evolution cosmology theory faith awe	Holy Week Communion Last Supper crucifixion sacrifice symbolism salvation martyr heaven sin	Biblical Kingdom of God Kingdom of Heaven spiritual Old Testament New Testament kingship servanthood parable	Theist atheist agnostic existence belief eternal almighty holy	Hindu Hinduism Brahman atman dharma karma samsara moksha Mahabarata punusharthas	Resurrection judgement heaven karma reincarnation atman salvation Humanism faith

## Some useful tips/ guidance:

<https://www.natre.org.uk/resources/effective-questioning-in-primary-religious-education-and-the-assessment-of-pupils-learning-from-re/>

What's the purpose of asking questions?

There are many reasons why we ask questions in class, whether it is to check the level of understanding, stretch answers further, or to help develop confidence in our quieter students. A key component to effective questioning, though, is identifying why you are asking the question in the first place.

This is where "planning for questions" comes in. When I plan a topic, I always begin by deciding what my students need to know by the end and what skills I want them to be able to demonstrate. Only then can I decide which questions are more important than others.

For example, in religious studies, I teach the nature of religious experience and how far it proves the existence of an afterlife. In order to teach this, I need students to be able to answer questions such as:

- What defines a religious experience?
- What are the different types of religious experience?
- What common features do different types of religious experiences have?
- How do religious experiences manifest themselves in different religions and cultures?
- Why do people believe that religious experiences are convincing as evidence for an afterlife?
- Why do people believe that religious experiences are not convincing as evidence for an afterlife?
- How convincing is religious experience as an explanation for an afterlife?
- How far does a belief in religious experiences impact the lives of believers?

Each question is designed to build upon the knowledge and skills that were learnt and developed in response to the previous question. By the end, I can be much more certain that students have an excellent understanding of the topic. Moreover, if a student was unable to answer a specific question, I'd easily be able to identify the reason why, just by working through the previous questions to see where they began to struggle.

## Higher order vs lower order questions?

In the past, it was argued by some that higher order questions, which require students to analyse and evaluate, were more important than lower order questions, which simply sought to develop a basic understanding. This is wrong.

Without first establishing a basic level of understanding of the main points, it is pointless to ask the higher order questions. After all, you can't evaluate the persuasiveness of religious experience, without first knowing the key features, which you then need to critically analyse.

All students need to master those basics, regardless of their prior attainment or levels of ability, before they move on to more complex analysis and evaluation.

Knowledge comes first: you can't apply skills in a vacuum.

That being said, higher order questions can make a huge difference to students who would otherwise give simplistic and short answers. The question "Was the Treaty of Versailles significant in causing the Second World War?" elicits a much simpler response than "How significant was the Treaty of Versailles in causing the Second World War?"

Students who would give a brief yes/no response to the first question would have to justify and evaluate their reasoning in answer to the second question.

## What difference does effective questioning make?

Effective questioning, if viewed as part of an effective feedback dialogue between the teacher and the students, can lead to an additional eight months of progress being made across a year according to the Education Endowment Foundation's Teaching and Learning Toolkit research (see further information).

In my own experience as a classroom teacher, effective questioning makes a huge difference. Not only to the quality of teaching and learning, but it also cuts out activities that don't contribute to the true purpose of the lesson or topic. Consequently, effective questioning reduces unnecessary workload – the Holy Grail in teaching today.

## How should the questions be asked?

When asking questions, it is important that you give your students time to think before answering. One way to do this is to give them some key questions in advance, either on the board or on a worksheet.

Whether you do this or not, you should always wait for an answer, even if it means creating an uncomfortable silence for a few extra seconds.

We can often be guilty of jumping in too soon if a student doesn't answer. However, this can be detrimental as it allows students to effectively opt-out of answering if they know you will quickly do it for them.

Instead, if you really have to, try rephrasing the question or asking something specific about part of the answer you want them to give. By narrowing your question in this way, a confused student might be able to give a more confident answer. From there, you can then ask a follow-up question that builds on what they have already said.

The follow-up question could also be asked to a different student, to keep the rest of the class on their toes. The popular strategy of “pose, pause, pounce, bounce” is a really simple and powerful questioning tool, which you and your students will find increasingly effective the more often you use it.

First, pose the question to the class, then pause, allowing the class to think of their response. After this you “pounce” and ask a specific student for their answer. You can then “bounce” to another student to answer a follow-up question.

## What about those students who still don't answer?

Some students just don't want to answer questions in front of their peers. More often than not it is a confidence issue and it is easy to just let these students live an easy life.

However, for these students to thrive over the long-term, it is vital that you keep asking them questions, rather than leaving them out. Ask them simple questions to get them used to speaking in front of others.

The lower the stakes, the more they will feel they can answer without the crippling fear of getting it wrong in front of others. Over time (this could be weeks or even months), gradually ask them more challenging questions as their confidence grows.

## How much time should you spend on questioning in your lessons?

As much time as possible! I have found over the years that students perform much better when they have spent a significant amount of time answering and debating the answers to questions during your lessons.

Having a range of different answers helps them to develop their own understanding, particularly of complex topics, and gives them models to base their own answers on.

It is also an incredible way to build engagement in the lesson, as students feel as though they have some ownership over the direction of the lesson and are able to “try out” their answers before committing them to paper in high-stakes assessments where it “really counts”.

Effective questioning strategies are the lifeblood of many of the most engaging and thought-provoking lessons I have taught and observed. If I focus on nothing else but this, my students will receive an enriching curriculum that stimulates and challenges them.

<https://democraticservices.hounslow.gov.uk/documents/s149632/Enquiry%20based%20learning%20for%20Hounslow.pdf>



<https://www.educationquizzes.com/ks2/religious-education/christianity-01/>