

Critical Pathway for Religion and World Views: when they leave Soudley School, we would like our children to have:

- Understand how religious and non-religious worldviews influence people's lives
- Engage with religious and non-religious worldviews in thoughtful and scholarly ways
- Understand themselves, and others, and their personal worldviews better
- 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 Religion and Worldviews lessons 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
	 Our school wide curriculum design allows all pupils to explore their world from a personal, local and global perspective			
Themes	How might people in Gloucestershire show they belong together? Why is Christmas special to Christians? Why is God so important to Christians? What special times do people celebrate and why might these times be very important? What stories are important in our school community/ local area and why? Which places are special for people living in Gloucestershire and why?	What do Christians believe God is like? Why does Christmas matter to Christians and how do people celebrate it? What is it like to be brought up in a Muslim home in the UK today? What is it like to be brought up in a Hindu home in the UK today? How do stories and art express worldviews? What is it like to be part of the Muslim community in the UK (and beyond)? What is it like to be brought up in a Jewish home in the UK today? What is it like to be brought up in a Christian home in the UK today?	What might Christians learn from the Old Testament about how to live? Why is Muhammad important to Muslims today? Do all Christians believe and behave in the same way? Exploring diversity. What do Muslims believe about God and how do they respond? How and why do people (in three traditions) use ceremonies to show their commitments? What is the 'golden rule', and how might it be put into practice by people from different religious and non-religious worldviews? How do Jews in England celebrate festivals, and how does this show what matters to them? What is it like to be a Humanist in the UK today? What do Christians learn from the	What influence does believing in God as Trinity have for Christian worldviews? How does Hajj show what matters to Muslims in Britain? How does the Torah influence Jewish people today? Why might the belief that Jesus 'saved' people be so important for many Christians? How do non-religious people understand and respond to the world and life? Exploring diverse responses, including Humanist. How do organised and individual worldviews help people when times get hard? Creation and Science: conflicting or complementary? How and why do Christians follow the example of Jesus? Why might Hindus want to be good? How do Muslims decide what is right and

		Why does Easter matter to Christians, and how do people celebrate it? How can someone's worldview be seen in the choices they make?	Creation narrative? What beliefs do Hindus hold about the Supreme Being? For Christians, what kind of world did Jesus want? What brings people meaning and purpose in life? Case studies from three worldviews (plus pupils' own)	wrong? How might someone's worldview affect how they view and treat the natural world?
Range of opportunities	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.
Development Pathway	• Understand how religious and non-religious worldviews influence people's lives • Engage with religious and non-religious worldviews in thoughtful and scholarly ways • Understand themselves, and others, and their personal worldviews better			
Questioning/ thinking	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)
Recording	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.
Respect Charter	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.

Respect for ourselves each other and our environment	Describe some other living religions using appropriate vocabulary	Identify and describe some living religions, using appropriate vocabulary	Identify, describe, explain and analyse beliefs in the context of living religions, using appropriate vocabulary	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary					
	Recognise ways in which people put their beliefs into action in their everyday lives	Explain how and why these beliefs are understood in different ways, by individuals and within communities	Explain how and why these beliefs are understood in different ways, by individuals and within communities	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					
	Respond thoughtfully and creatively about other people and consider good reasons for their responses	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	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	Appreciate and appraise the significance of different ways of life and ways of expressing meaning					
		Consider key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses	Evaluate, reflect on, and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses	Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding					
Assessment	Use Gloucestershire Agreed Syllabus Unit outcomes and consider:								
	<table><tr><th>Effort</th><th>Attitude</th><th>Progress</th></tr><tr><td>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>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>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></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: 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

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/>