



# OCL Primary Curriculum RE Oasis Academy Temple

## Religious Education in the OCL Primary Curriculum

### Intent

The OCL Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity.

The context that our children and young people live in:


- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in a world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.

- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing character, competence and community. The RE curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

	<p><b>Character:</b> Developing children’s personal ability to understand who they are, who they want to become and how to achieve that through knowledge of religions, beliefs and cultures. Empowering children to have vision and strong personal beliefs and for them to understand that they have the right to be themselves.</p>
	<p><b>Competence:</b> Giving children opportunities to explore world religions, beliefs and cultures and not limit experiences for them is crucial to be able to choose their own pathway of faith. We will give them personal experiences and share other’s experiences to enhance their understanding of diverse cultures of the world.</p>
	<p><b>Community:</b> Children are to develop their sense of belonging through understanding local, national and global faiths. Understanding how faiths and beliefs shape communities across the world is fundamental for children to have a wider perspective of their place in the world.</p>

## Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised coaching in constantly striving to continually improve practice. Responsive feedback approaches, delivered through out highly effective one-to-one horizons approach, ensure each adult knows the relevant next steps to maximise learning opportunities.

Using research from Dan Williamson’s Models of Memory, Sweller’s Cognitive Load Theory, Rosenshine’s Principles of Instruction and the thinking behind Ebbinghaus’ Forgetting Curve, the curriculum is implemented effectively through a set of core concepts, developed for each curriculum area. This enables children to assimilate new information into growing schema as they move through the academy. By presenting new information to students as another example of these core concepts it allows them to process information in relation to previously learned knowledge and make connections.

The core concepts for RE:

Core Concepts in Religious Education					
Beliefs and belonging	Signs and symbols	Celebrations	Art and Literature	Leaders and teachers	Worship in the world

The curriculum is mapped using these core concepts and then a different religion is covered each year. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

## Subject Delivery

Lesson Timings	Type of delivery
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RE is taught fortnightly for an hour per lesson from Year 1-6.	The RE lessons are discrete to enable focus on the knowledge for each religion, although vocabulary is continually developed using sentence stems and tiers universally across the subject areas.
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### Annual Organisation per year group

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Festivals focused on over the year at the times celebrated: Diwali, Christmas, Chinese New Year, Easter					Our World
Reception		Festivals				

Term	Year 1 Christianity	Year 2 Judaism	Year 3 Islam	Year 4 Hinduism	Year 5 Sikhism	Year 6 Buddhism
Autumn 1	<b>Beliefs and Belonging</b> - Big Question: Who am I? Who am I becoming?	<b>Beliefs and Belonging</b> - Big Question: Who am I? Who am I becoming?	<b>Beliefs and Belonging</b> - Big Question: Where do I belong? What makes me unique?	<b>Beliefs and Belonging</b> - Big Question: Where do I belong? What makes me unique?	<b>Beliefs and Belonging</b> - Big Question: How do I belong?	<b>Beliefs and Belonging</b> - Big Question: How do I belong?
Autumn 2	<b>Leaders and Teachers</b> - Big Question: Do we have choices?	<b>Leaders and Teachers</b> - Big Question: Do we have choices?	<b>Leaders and Teachers</b> - Big Question: Why is democracy important?	<b>Leaders and Teachers</b> - Big Question: Why is democracy important?	<b>Leaders and Teachers</b> - Big Question: How can I learn from others?	<b>Leaders and Teachers</b> - Big Question: How can I learn from others?
Spring 1	<b>Art and Literature</b> - Big Question: How do we express ourselves?	<b>Art and Literature</b> - Big Question: How do we express ourselves?	<b>Art and Literature</b> - Big Question: Why is it important to express ourselves?	<b>Art and Literature</b> - Big Question: Why is it important to express ourselves?	<b>Art and Literature</b> - Big Question: Do we affect others?	<b>Art and Literature</b> - Big Question: Do we affect others?
Spring 2	<b>Signs and Symbols</b> - Big Question: What are signs and symbols?	<b>Signs and Symbols</b> - Big Question: What are signs and symbols?	<b>Signs and Symbols</b> - Big Question: How do we know the importance of signs and symbols?	<b>Signs and Symbols</b> - Big Question: How do we know the importance of signs and symbols?	<b>Signs and Symbols</b> - Big Question: How do our surroundings affect us?	<b>Signs and Symbols</b> - Big Question: How do our surroundings affect us?
Summer 1	<b>Worship in the world</b> - Big Question: What happens around the world?	<b>Worship in the world</b> - Big Question: What happens around the world?	<b>Worship in the world</b> - Big Question: Why is community important?	<b>Worship in the world</b> - Big Question: Why is community important?	<b>Worship in the world</b> - Big Question: How can we influence the world?	<b>Worship in the world</b> - Big Question: How can we influence the world?
Summer 2	<b>Celebrations</b> - Big Question: How can we celebrate?	<b>Celebrations</b> - Big Question: How can we celebrate?	<b>Celebrations</b> - Big Question: What is valuable?	<b>Celebrations</b> - Big Question: What is valuable?	<b>Celebrations</b> - Big Question: Why are celebrations important?	<b>Celebrations</b> - Big Question: Why are celebrations important?

### Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for RE in the tables on the following pages.

To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through **Socratic** quizzes and hinge questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through spaced quizzing, **end of unit assessment quizzes** and Student Portfolios in Showbie.

### RE Specific Impact Measures

In RE quizzing is used as a method of assessing pupils understanding at the end of a core concept to analyse the extent to which knowledge has been consolidated into long-term memory. Retrieval practice tasks throughout the lessons also interrupt the forgetting curve to enable faster access to prior learning. Pop tasks at the end of the year

pull together the learning for the subject under the core concept areas to consolidate learning and to prepare children to make links to the future learning in a different religion.

### Progression Points against the Core Concepts

Core Concepts	Progression Point 1 (KS1)	Progression Point 2 (LKS2)	Progression Point 3 (UKS2)
Beliefs and belonging	<p><b>Who am I? Who am I becoming?</b></p> <ul style="list-style-type: none"> <li>Acquire and develop knowledge and understanding of Christianity and Judaism represented in the UK and globally.</li> <li>Begin to use a range of religious words.</li> <li>Asking and responding imaginatively to puzzling questions and sharing their thoughts.</li> <li>Identify what difference belonging to a faith community might make.</li> </ul>	<p><b>Where do I belong? What makes me unique?</b></p> <ul style="list-style-type: none"> <li>Acquire and develop knowledge and understanding of Islam and Hinduism represented in the UK and globally.</li> <li>Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs.</li> <li>Investigate and describe key beliefs and teachings of the religions and beliefs they study.</li> <li>Begin to explore how the beliefs of religious and non-religious people make a difference to their lives.</li> </ul>	<p><b>How do I belong?</b></p> <ul style="list-style-type: none"> <li>Acquire and develop knowledge and understanding of Sikhism and Buddhism represented in the UK and globally.</li> <li>Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs.</li> <li>Reflect on questions about their sense of identity and their understanding of diversity in and between the religions and beliefs they study.</li> <li>Compare and contrast beliefs from different religions.</li> <li>Explore why some occasions are sacred to believers, e.g. life after death</li> </ul>
Leaders and Teachers	<p><b>Do we have choices?</b></p> <ul style="list-style-type: none"> <li>Engage with questions about what matters most and thinking about some examples of religious and spiritual feelings, experiences and ideas.</li> <li>Develop the understanding that within every religion there are special people.</li> <li>Explore the idea that everyone has a choice of listening/believing leaders/teachers.</li> <li>Re-tell stories told by leaders/teachers.</li> </ul>	<p><b>Why is democracy important?</b></p> <ul style="list-style-type: none"> <li>Express their own understanding of leaders and reflect on the sources of wisdom and inspiration in their own lives.</li> <li>Explore and reflect on some ideas of right and wrong, good and evil, understanding diverse ideas and expressing ideas of their own thoughtfully.</li> <li>Explore why significant people within religions are seen as 'teachers' and 'leaders'.</li> <li>Explore inspirational figures and the impact they have on the wider world.</li> </ul>	<p><b>How can I learn from others?</b></p> <ul style="list-style-type: none"> <li>Articulate the responses of different religions to ethical questions, including ideas about what is right and wrong and what is just and fair.</li> <li>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> <li>Explore what sacred texts and other sources say about God, the world and human life.</li> </ul>
Art and Literature	<p><b>How do we express ourselves?</b></p> <ul style="list-style-type: none"> <li>Explore a range of stories from within Christianity and Judaism. Explain why they are important.</li> <li>Understand that religious beliefs can be expressed in different forms of art and literature, e.g. buildings, sculpture, books.</li> <li>Understand that we can express ourselves in different ways.</li> </ul>	<p><b>Why is it important to express ourselves?</b></p> <ul style="list-style-type: none"> <li>Find out about and consider different forms of religious and spiritual expression including music, architecture, sacred texts, festivals, worship and pilgrimages.</li> <li>Develop understanding of the significance of stories within religion.</li> <li>Explore why we need books and how they help us to understand religions.</li> </ul>	<p><b>Do we affect others?</b></p> <ul style="list-style-type: none"> <li>Determine the impact from others that comes from expressing their faith.</li> <li>Analyse how arts across religions impact the way religions are perceived.</li> <li>Explore how our decisions can impact others.</li> </ul>
Signs and Symbols	<p><b>What are signs and symbols?</b></p> <ul style="list-style-type: none"> <li>Knowing that signs of belonging to religions, and symbols with meaning for religious people, noticing this makes a difference in life.</li> <li>Recognise some different symbols and actions, including prayer, attending a place of worship and reading from a sacred text, express faith communities' ways of life.</li> <li>Observe different ways of expressing identity and belonging to faith groups, including wearing clothing and taking part in acts of worship.</li> </ul>	<p><b>Why are signs and symbols important?</b></p> <ul style="list-style-type: none"> <li>Exploring how religious and spiritual ideas can be expressed in different ways.</li> <li>How signs and symbols can affect our daily lives.</li> </ul>	<p><b>How do our surroundings affect us?</b></p> <ul style="list-style-type: none"> <li>Reflect on a range of symbols and actions showing links between different religions.</li> <li>Explore what we can learn from multiple religions.</li> <li>Analyse how we change to our environments.</li> </ul>

<b>Worship in the world</b>	<p><b>What happens around the world?</b></p> <ul style="list-style-type: none"> <li>• Explore own belief, what Christianity and Judaism looks like in the UK and worldwide.</li> <li>• The difference religion makes to individuals, families and communities.</li> </ul>	<p><b>Why is community important?</b></p> <ul style="list-style-type: none"> <li>• Explore and reflect on Islam and Hinduism in the UK and worldwide – compare them.</li> <li>• Explore and describe some ways religions and beliefs have an impact on life in families, communities and wider society.</li> <li>• Develop understanding of where, how and why do different people worship, including at particular sights.</li> <li>• Explain what makes a place sacred and the importance of pilgrimage.</li> </ul>	<p><b>How can we influence the world?</b></p> <ul style="list-style-type: none"> <li>• Explore and reflect on Sikhism and Buddhism in the UK and worldwide – compare them.</li> <li>• Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including their own.</li> <li>• Examine how religious families and communities practice their faith. Explore the contributions this makes to Oasis communities.</li> <li>• Research how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.</li> </ul>
<b>Celebrations</b>	<p><b>How can we celebrate?</b></p> <ul style="list-style-type: none"> <li>• Understand the key celebrations within Judaism and Christianity, e.g. Christmas, Easter, Hanukkah, Shabbat etc.</li> <li>• Noticing differences and similarities between celebrations in Christianity and Judaism.</li> </ul>	<p><b>What is valuable?</b></p> <ul style="list-style-type: none"> <li>• Explain differences and similarities between celebrations in Islam and Hinduism whilst also reflecting on Christianity and Judaism.</li> <li>• Explore the reasons why different religions celebrate different things.</li> </ul>	<p><b>Why are celebrations important?</b></p> <ul style="list-style-type: none"> <li>• Describe and reflect on the significance of celebrations for faith members.</li> <li>• Make connections between celebrations in 6 religions learnt – similarities and differences. Explain them.</li> </ul>

## Approach to Inclusion

### PRACTICES TO SUPPORT ACADEMIC PROGRESS For SEND PUPILS – SUBJECT SPECIFIC

The research underpinning the EEF’s guidance report ‘Special Educational Needs in Mainstream Schools’ indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the ‘Five-a-day’ indicated below—are particularly well-evidenced as having a positive impact. At OATs, we develop a repertoire of these strategies, which can use daily and flexibly in response to individual needs. These are used as the starting point for classroom teaching for all pupils, including those with SEND.



At OATS, we incorporate the ‘Five a day’ principle within our pedagogical model of teaching. The “I do, we do, you do” is a teaching strategy that involves a gradual release of responsibility from the teacher to the students. The three phases are:

- I do: In this phase, the teacher models how to complete a task or solve a problem. The teacher may use think-alouds, demonstrations, or other methods to show the students how to do the task.
- We do: In this phase, the teacher and the students work together to complete the same task or solve the same problem. The teacher provides support and guidance as needed, but the students actively participate in the task.
- You do: In this phase, the students work independently to complete a similar task or solve a similar problem. The teacher provides feedback and support as needed, but the students are responsible for completing the task independently.

The goal of the “I do, we do, you do” strategy is to gradually shift the responsibility for learning from the teacher to the students. Students can build their skills and confidence over time by starting with explicit instruction and modelling, moving to guided practice, and finally to independent practice.

	I Do	We DO	You DO
Area of SEND			
<b>Physical/Sensory</b>	Use adapted equipment given by MSSS  Ensure seating is appropriate  Clear full sentences Introduce actions for key vocab  Appropriate Spacing  Use voice recording where necessary	Repeat key learning in small intervention  Considered seating  Ensuring space is appropriate  Where aids are worn consistently and charged	Voice recording  Voice noting
<b>SEMH</b>			
<b>Cognition and Learning</b>	Visual actions for vocab  Mixed ability pairs  Considered seating  Speak clearly and slowly  Use aid provided by MSSS	Repetition on vocab  Visual widget cards for understanding  Role play  Games	Audio recording  Visuals eg widgets  Acting out lessons

<b>Speech, Language and communication need</b>	<p>Vocab widgets</p> <p>Artefacts to model vocab</p> <p>Use simple vocab to explain</p> <p>Mind maps/ brain dumps</p>	<p>Adaptive resources</p> <p>Colour coding vocab of interest</p> <p>Repeat instructions</p> <p>Clear modelling</p> <p>Use audio / video stimulus to support</p>	<p>Word banks</p> <p>Voice notes</p> <p>Widgets</p> <p>Clearly worded questions</p>