

MANCHESTER COMMUNICATION PRIMARY ACADEMY

INTENT AND SEQUENCING

R.E Page Profile

Curriculum



RELIGIOUS EDUCATION AT MCPA

Intent

The intent of MCPA's RE curriculum is that children will develop a deep and broad understanding of key concepts, facts and beliefs of/about 5 key faiths: Christianity, Islam, Hinduism, Sikhism and Judaism. The selection of these religions is representative of the school community in order to ensure that children develop a good understanding of a variety of religions which they will encounter in their daily lives in North Manchester.

Early in the curriculum, children will begin to know and understand the beliefs and rules of each religion, they will progress onto understanding life as a follower of the religion and move onto analysing each religion's perspective on key issues. Throughout this progression, children will sensitively compare and contrast the religions, their own views and also some other religions not studied as the 5 listed above.

Children will be taught how to 'consider' religious perspectives and present sensitive, balanced view-points.

Implementation

In nursery, RE is built into the provision and 'knowledge and understanding of the world' sessions in which children explore a range of festivals and develop an understanding of religion, similarities, differences and sharing experiences.

In phase 1, children will have a weekly RE lesson which lasts at least 1 hour. These lessons will help to build up the knowledge base for children on which the KS2 curriculum builds.

Phases 2 and 3 rotate their RE lessons with MFL or computing, so its direct curriculum time is usually around 4 hours per half term. The content and texts are also revisited in other sessions.

- Nursery to Y4 do the same religion at the same time, a central display can be developed showing the learning of all year groups and how it builds/progresses.
- Y5&6 pulls it all together, considering some big concepts from the perspective of several religions, and applying knowledge to questions/situations. This is planned as one per term, rather than one theme per half-term.
- The sequencing of the curriculum is very clear across year groups as it clearly builds on prior knowledge.
- There are 3 objectives per term, this is to enable lots of recapping and retrieval practice around the content.
- 'Consider' objectives are where pupils should use a range of sources to formulate a balanced view/argument, this includes their own perspective and that of a range of religions. Children should be taught to use and balance contrasting viewpoints. In Y5, the first lesson on each theme will be used to help develop this skill.
- Religions are plotted to match/be near to festivals so far as possible, these festivals are also marked in assemblies.
- Visits, trips and engagement with realia are key to providing stimulus to children's episodic memory, which complements the development of semantic memory.
- The design and structure of the lessons is such that retrieval practice and subsequent retention/development of knowledge is at the centre of the lesson design. This recapping will also draw on the practice and development of other skills, using techniques such as 'the writing revolution' exercises.

Impact

The school community is cohesive, children understand and respect the religions of their peers, including those who do not have a religion. The children have a positive impact on the broader community, including their parents, acting as ambassadors for religious understanding and peace.

Children understand how key religions view a range of issues and begin to develop their own religious perspectives.

Children are enabled to be positive participants in religion if they want to be, and know how to be empathetic, resist radicalisation and identify when activity is unsafe.

Research

Rosenshine's Principles in Action

In Memory for Learning by Alex Quigley

Closing the Vocabulary Gap by Alex Quigley

Dual Coding With Teachers: Oliver Caviglioli

The structure of the curriculum and the lessons within it are heavily rooted in facilitating retrieval practice via various methods. Cognitive load is carefully considered in the curriculum design as it plans for the introduction of new knowledge in gradual instalments. The sequencing of this knowledge ensures that it builds on what has been previously taught, so that the 'sticky knowledge' is used in the development of schema for each individual religion. Each of these schema link together to form an overall schema for religious knowledge and understanding. The lesson objectives regularly draw links between the religions taught as children develop their ability to consider religious perspectives and balanced views.

The correct, technical vocabulary is taught from the very start of the curriculum, this is constantly re-visited throughout the curriculum and is built upon as the years progress. Symbols and icons are used to underpin the teaching of vocabulary, dual-coding its delivery to aid retention.

Teaching makes effective use of written texts at all levels as the whole curriculum seeks to develop reading and vocabulary. Teaching strategies and exercises set-out in the writing revolution are used to develop written and grammatical ability within the context of the RE content.