

# **SPPS Handbook for RE** **2023-2024**



Shoreditch Park  
Primary School

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## **1. RE Curriculum Intent**

At Shoreditch Park Primary we aim to provide an enquiry based RE curriculum, where pupils can develop an understanding and appreciation for beliefs, cultural practices and values. RE helps pupils to understand the place of religion and belief in the local, national and global community. RE contributes to the spiritual, moral, social and cultural development of all pupils, whether or not they are from a religious tradition. It teaches the British values of tolerance and mutual respect in a diverse society, as well as allowing time to explore and celebrate a range of cultures, and beliefs. Pupils develop a sense of identity, uniqueness and belonging through self-awareness, discussion and reflection. This compliments our ASPIRE curriculum, in particular our pillars of Respect, Pride, Self Awareness and Inclusivity.

Our curriculum aims to foster curiosity and open mindedness. It is objective and does not promote any religion or tradition over another. Shoreditch Park Primary School is a Rights Respecting School. Our RE curriculum directly links to the following rights from the UNCRC:

**ARTICLE 29** (education and children's development) Education should help develop every child's personality, talents and mental and physical abilities to the full. It should develop children's respect for their own rights and those of others, for their parents, for their own culture and the cultures of others, and for the natural environment.

**ARTICLE 30** (minority and indigenous groups) A child from minority group has the right to enjoy their own culture, practise their own religion and use their own language.

**ARTICLE 31** (play and cultural and artistic activities) Every child has the right to relax, play and take part in cultural and artistic activities.

## **2. RE Curriculum Implementation**

At Shoreditch Park we structure our RE curriculum using a combination of the Hackney SACRE Agreed Syllabus guidance and Plan Bee scheme of work. From Year 1 to 6, our children are taught a variety of the world's largest religions. These include Buddhism, Christianity, Islam, Hinduism, Judaism and Sikhism. RE lessons take place every week. The curriculum map is planned to ensure that children build an ever-increasing picture over time, constantly developing their key subject knowledge and specialist vocabulary. Each time a religion is revisited, prior knowledge is built upon to ensure progression. For example, in Year 2, pupils will learn about Buddhism in the context of 'Who was Buddha?' Then in Year 4 and 5 they will learn about Buddhist Festivals and Buddhist worship respectively. Pupils are given the opportunity to compare religions and find their similarities and differences within our multi-religion lessons.

The RE curriculum covers two different aspects – learning about religion and learning from religion. Learning about religion involves knowledge, understanding and vocabulary. Learning from religion is exploration-based learning linked to ‘Big Questions’. ‘Big Questions’ relate to: What people believe and do (Believing), how people respond to big questions and issues (Thinking) and how beliefs and values make a difference to lives (Living). Big Questions are often explored through drama, oracy or philosophy sessions.

Our RE curriculum is very closely linked to our ASPIRE values and Rights Respecting. These are woven into every lesson and used as a tool for exploration of religious ideas, practices and teachings. Pupils develop their literacy skills as they acquire a broad religious language and vocabulary while exploring religious stories, poetry and prayers. Lesson outcomes are often drama or art based. For example, children will participate in role play to retell a religious story or make a Diwali Diya using salt dough. There are also opportunities to write about what they have been learning. Lessons are linked to Geography; looking at maps to discover the locations of religious stories and landmarks. Historical aspects of lessons might include the use of a timeline to show a series of events, or looking at artefacts and sources to explore and delve deeper.

At Shoreditch Park we benefit from a very diverse faith school community. Within RE lessons, pupils encounter an authentic voice of faith and belief. We encourage pupils to share their own unique and personal religious experiences. This is particularly beneficial when pupils teach their classmates about a particular religious tradition or festival. Here, our pupils become the “experts” and we believe that this not only builds self-esteem, but also enhances engagement and quality of lessons. We also welcome members of our school community, including parents and relatives, to come and speak to our classes about a particular RE topic.

### 3. Curriculum Map for 2023/24

|    | A1                                                                                                       | A2                                                                           | Sp 1                                                                        | Sp 2                                                          | Su 1                                                                                     | Su 2                                                                                                                 |
|----|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Y1 | How do different faiths believe our wonderful world was created?<br>(Multi -faith)                       | Why Give Gifts at Christmas?                                                 | What is a Special Book and what do they teach people?<br><br>(Multi -faith) | What do Hindu's celebrate?                                    | What do Muslim's Celebrate?                                                              | What did Jesus teach us?                                                                                             |
| Y2 | What can leaders and teachers teach us?<br>Who are the religious leaders and teachers?<br>(Multi -faith) | How and why do Christians celebrate Christmas?<br><br>Christmas Celebrations | Who was Buddha?                                                             | Why is the Torah Special?                                     | What do Sikhs believe?                                                                   | How do Christians show their faith?<br><br>Christian rights of passage                                               |
| Y3 | What are the Signs and Symbols of the religious beliefs?<br>What do they mean?<br>(Multi -faith)         | What do Hindu's believe?<br>What do Hindu's celebrate?<br>Diwali             | What do we know about Jesus?                                                | What are the Jewish Celebrations? Why do they celebrate them? | What is the bible and why is it important to Christians?                                 | What does it mean to be a Muslim?<br>Islamic Rights of passage                                                       |
| Y4 | What does it mean to be a Sikh?                                                                          | What is the Christmas Journey?<br>What does it teach Christians?             | How do Hindu's worship?<br>Hindus Home and Mandir                           | Why is Easter important to Christians?                        | What are the Buddhist Festivals?                                                         | What does it mean to belong to a faith?<br>What is a religious identity?<br>Belonging and identity<br>(Multi -faith) |
| Y5 | Where did the Christian bible come from?                                                                 | Why is Muhammad important to Muslims?                                        | How do Jewish people worship within the community?                          | What did Buddha teach buddhists about living their lives?     | What can the Christian stories teach us?<br>Do Christians stories relate to modern life? | What beliefs are in our community?<br>(Multi -faith)                                                                 |
| Y6 | What do the hindu stories teach us? What do they                                                         | What is a church?                                                            | What is the Qur'an and why is it important for Muslims?                     | How is art used to express faith?<br>(Multi -faith)           | How do Sikh's worship in our community?                                                  | What happens when we die?<br>(Multi -faith)                                                                          |

### 4. Curriculum Impact

Shoreditch Park Primary School evaluates the RE curriculum through teacher assessed formative assessment, which in turn informs planning. Each unit within the RE curriculum is planned and sequenced to support pupils in building an ever-increasing picture over time, constantly building their knowledge and understanding around concepts of 'Believing', 'Living' and 'Thinking', so that the investigation, exploration and reflection of the 'Big Questions' can continuously increase in depth, breadth and complexity.

At the beginning of each unit, children are asked to reflect on the big question and their understanding of it and how it relates to their prior learning around the religion or subject area. As they progress through the unit, the big question is referenced and children are given the opportunity to reflect on how the new learning connects and links to this through WWQ's (worthwhile questions) at the beginning and end of each lesson.

Finally at the end of the unit, children are able to express their new understanding and opinions around the big question as well as what they have learnt about and from the religious area of study.

Teachers can refer to the 'Religious Education Skills Spectrum' to monitor that pupils are reflecting on the 'Big Questions' at age related expectations. As pupils move through the Religious Education curriculum and the 'Big Questions' increase in complexity, depth and breadth, so too must the expectations of pupils to explain 'what' the beliefs, practices and

values are, as well as explaining ‘why’ these are important and may make a difference to people, and ‘how’ they relate, change or impact on a wider world view. Therefore, the enquiry learning should continuously build on the skills in accordance with the ‘Religious Education Skills Spectrum’.

We use the Hackney RE skills Spectrum to derive learning outcomes within lessons and to support children in reflecting and building upon their understanding through WWQ at the start and end of lessons. The skills are structured so that pupils and teachers are able to engage and use the Spectrum as a references as they plan, create, check and feedback on their work.

|             | Believing                                                                                                                                                                                                            | Thinking                                                                                                                                                                                                                                   | Living                                                                                                                                                                                                   |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | What do people believe and do?                                                                                                                                                                                       | How do people respond to ultimate questions and big issues?                                                                                                                                                                                | How do beliefs and values make a difference to lives?                                                                                                                                                    |
| Mastering   | Explain how similarities and/or differences in beliefs and practices occur through different interpretation, or through the influence of sources and/or historical events and cultural traditions.                   | Evaluate strengths and weaknesses of examples of beliefs, sources, historical events and cultural traditions that are used to explain the similarities and differences in shared values and/or responses to ultimate questions and issues. | Evaluate the impact of holding certain beliefs and values and of belonging to their community of shared beliefs/values.                                                                                  |
| Extending   | Explain reasons behind similarities and differences and connections between beliefs, practices, sources, historical events and cultural traditions.                                                                  | Explain reasons for the differences in shared values and/or responses to ultimate questions and issues, using detailed examples of beliefs, sources, historical events and cultural traditions to support their reasons.                   | Show how actions, symbols and features show certain beliefs and values. Describe how lives may be affected, improved or challenged by belonging to a community, or by having certain beliefs and values. |
| Secure      | Suggest reasons for connections, similarities and differences between sources, beliefs and practices, in detail, and using examples to support these. Identify links with historical events and cultural traditions. | Suggest reasons for differences and similarities in shared values and responses to ultimate questions and issues. Suggest sources that support/link to their reasons.                                                                      | Explain how actions, symbols and features demonstrate certain beliefs and values. Suggest how these may affect, improve or provide challenge in the lives of believers.                                  |
| Developing  | Describe the beliefs, practices and sources in detail and with correct vocabulary. Identify similarities, differences and connections between beliefs, practices and sources.                                        | Identify and describe similarities and differences in responses to ultimate questions. Suggest lines of enquiry or sources to investigate these responses.                                                                                 | Describe the actions, features and symbols of a believer in detail and with correct vocabulary. Identify the similarities and differences, and describe how they show certain beliefs and values.        |
| Firming     | Describe beliefs, practices and sources. Make links between these.                                                                                                                                                   | Describe responses or experiences to ultimate questions and issues, linking with values, beliefs and sources. Identify the shared values linked to these responses. Formulate own ultimate questions.                                      | Describe features, actions and symbols that impact on the life of a believer, making links with/suggesting the beliefs and values behind these.                                                          |
| Approaching | Recount beliefs, practices and sources with correct vocabulary.                                                                                                                                                      | Identify ultimate questions and issues. Express own and others’ responses or experiences.                                                                                                                                                  | Recount with correct vocabulary the actions, symbols and features of identity and belonging.                                                                                                             |
| Beginning   | Recall some information.                                                                                                                                                                                             | Express own views and feelings or experiences in response/linked to ultimate questions and issues.                                                                                                                                         | Recall features, symbols, and actions related to identity and belonging.                                                                                                                                 |
| Engaging    | Recognise examples of beliefs, practices and sources, or key words.                                                                                                                                                  | Express a response to simple questions or sources relating to ultimate questions or issues.                                                                                                                                                | Recognise examples of features, symbols and actions, or key words.                                                                                                                                       |

## 5. Planning and assessment

Our RE curriculum uses a blend of Plan Be RE units (learning about religion) alongside the Hackney syllabus big questions (learning from religion) All Plan bee units can be found on the T drive in RE folder along with curriculum map. Lessons are adapted to meet SPSS standards including oracy links, RRS links and links to the Hackney syllabus and skills spectrum.

Each year group has a unit outline where teachers are able to clearly see the prior learning the children will have from previous units and year groups. This allows teachers to encourage children to recall and link this prior learning with the new for a deeper understanding.

The unit outline also demonstrates how the success criteria for each lesson links to the concepts of 'Believing', 'Thinking' and 'Living' to ensure children are making progress in these areas and teachers can formatively assess them confidently within each lesson.

The first lesson of the unit should introduce the big question of the unit and this is what children will be asked what they know about it at start of unit and then again at the end to see progress

All resources and activities should be tailored to suit the cohort of children and should be differentiated to ensure all children are able to access including SEND/EAL.

Plenary for each lesson should be a WWQ (linked to the Hackney RE skills spectrum- giving children the opportunity to reflect on new learning and how this links to their prior understanding). This should then be recapped at the start of the next lesson and children's responses noted down (older years may encourage children to write own answers to this.)

All Planning to be saved on the T drive for subsequent years and to be reviewed where necessary by RE lead.

### Unit outline example

| Autumn 1               | Big question: How do different faiths belief our wonderful world was created                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                         |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prior learning         | EYFS lead- understanding the world- chn know what the world is, and have discussed their place within it- town, cities etc                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                         |
| Hackney PCOS statement | AT1a<br>Explore a range of religious stories and sacred writings and talk about their meanings.                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                         |
| RRS links              | Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.<br>Article 30 Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                         |
| Aspire links           | Respectful Roderick- respecting the world, animals and our environment                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                         |
|                        | Lesson 1                                                                                                                                                                                                                                                                                                                                                                                                                                      | Lesson 2                                                                                                                                                                                                                                                | Lesson 3                                                                                                                                                                                                                              | Lesson 4                                                                                                                                                                                                                                                             | Lesson 5                                                                                                                                                                                                                                                        | Lesson 6                                                                                                                                                                                                                                                                                |
| L.O                    | To identify things that make our world special                                                                                                                                                                                                                                                                                                                                                                                                | To explore the Jewish, Christian and Islamic creation stories.                                                                                                                                                                                          | To explore the Hindu creation story.                                                                                                                                                                                                  | To explore different accounts of the creation of the sky and Heaven.                                                                                                                                                                                                 | To explore different accounts of the creation of plants.                                                                                                                                                                                                        | To explore different religious accounts of how animals and people were created.                                                                                                                                                                                                         |
| Success criteria       | <ul style="list-style-type: none"> <li>Can children identify things that are amazing?</li> <li>Do children understand people may have different views?</li> <li>Can children explain why something in the world is amazing?</li> </ul>                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Can children retell a version of the creation story?</li> <li>Can children say how the three creation stories are similar?</li> <li>Do children understand different people believe different things?</li> </ul> | <ul style="list-style-type: none"> <li>Can children retell a version of the creation story?</li> <li>Can children compare the creation stories?</li> <li>Do children understand different people believe different things?</li> </ul> | <ul style="list-style-type: none"> <li>Can children retell a section of a creation story?</li> <li>Can children compare how the sky and Heaven were represented in different creation stories?</li> <li>Can children explain what paradise might be like?</li> </ul> | <ul style="list-style-type: none"> <li>Can children retell a section of a creation story?</li> <li>Can children compare how plants were represented in different creation stories?</li> <li>Can children explain why they think plants were created?</li> </ul> | <ul style="list-style-type: none"> <li>Can children retell a section of a creation story?</li> <li>Can children compare how animals and people were represented in different creation stories?</li> <li>Can children explain why they think animals and people were created?</li> </ul> |

## **6. Evidence for RE**

Each RE should be recorded in class scrapbooks through a photo record which includes the learning objective and success criteria's of the lesson.

Roughly half of the outcomes should be a written task or worksheet. The other 50% can be in the form of photo records to show oracy/philosophy/art/drama-based activities

Examples of activity and children's work should be added to scrapbooks as well as evidence of where activities have been differentiated to support the learning of all pupils

WWQ's should be evidenced within the scrapbook (however you wish) - with children's responses to these to ensure children are reflecting on the big question and shows evidence of the RE skills

Any written work should be marked according to the lesson success criteria.

At the end of each unit, children complete AFL of what they have learnt and reflect on how this has built upon their previous knowledge. This along with formative assessments throughout the unit, informs teacher assessments of each child and subsequent planning.