



NEVILL ROAD JUNIOR SCHOOL CURRICULUM OVERVIEW - RELIGIOUS EDUCATION



Our Curriculum at Nevill Road Juniors



- We **Aim High** by challenging ourselves in all aspects of school life.
- We are **Successful** learners by using our growth mind set to achieve.
- We **Persevere** by being resilient and trying our best in everything we do.
- We use our **Imagination** to produce creative work that we can be proud of.
- We show **Respect** by including everyone and making sure we all matter.
- We show **Enthusiasm** by approaching all learning with a positive attitude.



Our Curriculum Intent

- At Nevill Road Junior School learning is fun and all of our children are supported and challenged to enjoy learning and reach their potential. Learning in the outside environments, practical and real-life situations and special activities all help to make learning accessible and help to motivate our pupils to achieve well and become lifelong learners. We have a very positive approach to learning at our school and children are encouraged and rewarded when they do their best, work hard and make good progress.
- The wellbeing of our children and their Mental Health are a priority as we believe that children learn best when they feel happy, safe and cared about. Our Restorative Approach to learning underpins our curriculum, which also celebrates equality and diversity.
Our curriculum is based on the statutory National Curriculum; it is skills based in design and intended to provide learning and teaching motivation for both children and teachers.
We aim to be as creative as possible with our approach to the curriculum, teaching and learning. All curriculum areas have been planned to deliver a well sequenced and progressive series of lessons to ensure children gain 'sticky knowledge', which they can articulate with confidence.
Every year group includes high quality book and text studies within their termly topic plans, making sure children are given a text-immersive experience.
All of our topics are supported through high quality resources, trips, visitors and experiences that provide ample opportunity for real depth of study.

Pedagogy of Learning

Explanation, Modelling and Scaffolding

In lessons you will see:

- Clear and precise explanations given by teachers, with complex ideas broken down.
- Time given to practise and consolidate children's knowledge and understanding in new ways that stretches their thinking and allows them to consolidate key skills.
- Metacognition strategies used to help scaffold learning and develop independence.
- Use of sentence stems to help structure children's talk and thinking.
- Children know what is expected of them and how this can be achieved. This is done in a variety of ways including the use of a clear success criteria and examples eg a WAGOLL (What a good one looks like)
- Children evaluating their own work and improving their learning.



Pedagogy of Learning

Questioning, Recall and Retrieval of Knowledge to make learning 'sticky'

In lessons you will see:

- A mastery approach to learning.
- Every lesson starts with a 'Can you still..?' to recall previous knowledge
- Questions asked to children that encourage them to know more and think more.
- Teachers use carefully planned questions to probe children's responses, to reshape tasks and deepen understanding.
- Children are given 'thinking time' to allow for sufficient time for pupils to review what they are learning and to develop further.
- Children are given regular opportunities within lessons to recall previous knowledge. Questions are asked to reveal their understanding and recall how well they have remembered the content.
- Lollipop sticks used to select children to answer questions to encourage participation from all.
- Tasks from the 'Nevill Road Bare Necessities to Sticky learning' used to retrieve knowledge



Pedagogy of Learning

In order for our children to learn more and remember more, we promote 'sticky' learning through....

Song

Teaching facts through songs. Not just number facts but GPS too in Y6. Commits learning to memory more easily and heightens enjoyment.

Hooks

Educational experiences through trips and visitors
Books for hooks
Hands on learning experiences
Artifacts

Questioning

Asking a question of each child before they leave the classroom. eg quick number recall, spelling of a tricky word, geographical fact, historical date.

Photo Reel

Reel of photographs on whiteboard of previous learning activities. Use photos to prompt discussion about what has been learnt, drawing on key vocab.

Video

Making videos of learning eg science explanations. Turn down sound and explain what is happening.

Performances

Video music performances and assemblies. Pupils to use music vocabulary to explain what they can hear and to evaluate performances.

Quizzing

Create quiz questions on a topic. Could be multiple choice eg
What is a metaphor?
a) A comparison using 'like, as, then.'
b) A comparison where one thing is another
c) A comparison with a human attribute

Sentence Stems

Sentence stems
Scaffolding language
Talk, talk and more talk
Developing reasoning in mathematics
Highlighting key vocabulary

Building on Prior Knowledge

Activating prior knowledge
Creating shared experiences

Double Page Spread

Complete double page spread at end of term. Can go back and add information from book. Summarise learning.

Active Learning

Collecting information from other tables and relay back to partner - one walker, one talker. Good for mixed ability pairings.

Post-learns

Children evaluate their learning at the end of a unit.
Children reflect on their learning.

Can you still?

....last week
....last month
....last term
....last year

Display board in class; use as starter question to recap.

Brain Dump

Write, draw a picture, create a mind-map on everything you know about a topic. Give a time limit eg 3 minutes. Then look back at books to add a few things you forgot.

Flashcards

Create own flashcards: question on one side, answer on the other. Can you make links between the cards? Pick out harder ones to practise.

DEAL

- Developing Characters
- Adopting roles
- Exploring thoughts
- Sharing and Reporting
- Thinking & Reflecting

Pedagogy of Learning

Check understanding throughout the lesson and provide feedback.



In lessons you will see:

- We use a variety of mechanisms to assess children's understanding throughout lessons and ensure that misconceptions are picked up quickly.
- Verbal feedback given to children throughout the lesson in order to build on pupils' strengths.
- Our marking system ensures that feedback is purposeful and children's responses enable them to practise, consolidate or stretch their learning.
- Metacognition strategies are used to motivate children to improve their learning.
- Children respond to feedback and this is captured through the use of purple pen in their books.
- In the moment marking gives immediate feedback.
- Use of mini plenaries to address any misconceptions.

Curriculum Leader - Ruth Watts(2018 - Present)

Our Religious Education Intent:

- At Nevill Road Junior school the children will access a rich and broad RE curriculum that encourages and develops children's understanding, knowledge and respect of a variety of religions, faiths and cultural diversities. Children will learn and appreciate the way that religious beliefs can shape people's life and their behaviours. They will develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.





Nevill Road Junior School RE Policy

Intent

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Implementation

The main religions that will be taught are listed below, however we will discuss and incorporate other religions if other children within our school follow a particular religion, belief or faith, as we feel it is invaluable to learn from each other.

- Christianity
- Islam
- Judaism
- Hinduism
- Humanism

We use the recommend RE syllabus, RE Today and the curriculum is mapped out for the year for each year group. Each lesson or series of lessons has an enquiry based question for the children to explore. The children are taught RE weekly for between 30 – 45 minutes. We understand the importance of developing children's vocabulary and at the beginning of each lesson key vocabulary will be introduced and explained and children will be encouraged and expected to use this vocabulary throughout the lesson. At the end of lessons children will be asked to reflect on what they have learnt during the lesson and this will help build up their knowledge and understanding. Lessons will include opportunities for discussion, debate, writing, drama, music and art. Also as part of our ASPIRE curriculum RE objectives may be used to plan an ASPIRE day where the children get the opportunity to immerse themselves in a day filled with a variety of cultural activities that will increase their knowledge and understanding. Our assemblies are mapped out for the year and run alongside a cultural calendar, so children will learn about current religious festivals as they are happening around the world. Displays for RE will be built upon as the children are working through a topic and key vocabulary will be added as it is introduced.

Impact

Through high quality teaching of an enquiry based RE curriculum the children will have a knowledge and understanding of the above religions and non-religious worldviews. They will begin to understand and be able to discuss how religion has influenced people's search for meaning and purpose and how it shapes society and communities. They will discuss differences and commonalities of different religious beliefs and relate them to their own beliefs. We will use pupil voice to assess what children have learnt and enjoyed about RE and this will be used to shape future lessons.

To find out more about our
Religious education policy click the link below:

<W:\Staff Shared Area\2022-2023\RE 2022 2023\RE policy - 2020.docx>

Pupil Voice

All the children had a clear understanding of what RE was and named all the religions and non-religions that we teach. They were very proud of their work and could confidently discuss their learning. They all said that their teachers shared new vocabulary with them and explained what these words mean.

Words the children shared with me and explained their meaning –Mosque, Islam, Prayer mat, atheist, theist, agnostic, holy, god, prayer, baptism, holy communion.

They were able to share with me what they had learnt in previous years. They all enjoy RE.

They said RE lessons were fun and in particular they enjoyed listening to stories, DEAL activities, looking at RE through art, discussions and the ability to share their own beliefs and thoughts and listen to others, they also really enjoyed listening to their peers who followed a particular Religion and in their words they called them “An expert”

Sequence of Learning Whole School Plan

At Nevill Road we follow the Stockport agreed syllabus and we use the recourses and lessons provided by Retoday, who supported and helped produce the Stockport agreed syllabus.

Each Year group has 5 units of work that vary in length. Each unit has a BIG question and every lesson starts with an enquiry question that helps answer the BIG question.

Year 3 sequence of learning [RE Year 3\Year 3 curriculum map.docx](#)

Year 4 sequence of learning [RE Year 4\Year 4 curriculum map.docx](#)

Year 5 sequence of learning [RE Year 5\Year 5 curriculum map.docx](#)

Year 6 sequence of learning [RE Year 6\Year 6 curriculum map.docx](#)



Investment

Investment is crucial for a developing the curriculum. We bought the Re today scheme of work back in 2018 and most recently in March 2022 we bought the updated version that included 3 new units of work.

Agreed Syllabus A Plus - Primary

Lower Key Stage 2

- Unit: [L2-1 What do people believe about God 2021](#)
- Unit: [L2-2 Why is the Bible important to Christians 2021](#)
- Unit: [L2-3 Why is Jesus Inspiring to some people 2021](#)
- Unit: [L2-4 Why do people pray 2021](#)
- Unit: [L2-5 Why are festivals important to religious communities 2021](#)
- Unit: [L2-5a How do people from religious and non religious celebrate festivals 2021](#)
- Unit: [L2-6 Why do some people think life is a Journey 2021](#)
- Unit: [L2-7 what does it mean to be a Christian 2021](#)
- Unit: [L2-8 What does it mean to be a Hindu in Britain today 2021](#)
- Unit: [L2-9 What can we learn from religions about deciding what is right and wrong 2021](#)
- Unit: [L2-10 How do family life and festivals show what matters to Jewish people 2021](#)

Upper Key Stage 2

- Unit: [U2-1 why do some people believe god exists 2021](#)
- Unit: [U2-2 What would Jesus do 2021](#)
- Unit: [U2-3 What do religions say to us when life gets hard 2021](#)
- Unit: [U2-4 If God is everywhere v](#) [U2-3 What do religions say to us when life gets hard 2021](#)
- Unit: [U2-5 Is it better to express your religion in arts and architecture or in charity and generosity 2021](#)
- Unit: [U2-6 What does it mean to be a Muslim 2021](#)
- Unit: [U2-7 What matters most to Christians and Humanists 2021](#)
- Unit: [U2-8 What difference does it make to believe in ahimsa grace, and Ummah community 2021](#)
- Unit: [U2-9 What can be done to reduce racism 2021](#)
- Unit: [U2-10 Green Religion what can be done about climate and environment 2021](#)

KS1

Having the opportunity to meet with the RE leader from the Infant School is beneficial as it allows us to ensure that the learning of RE starts from the beginning of the children's education until they leave us in Year 6, showing progression and consistency. They too use the RE today lesson plans.

The Infants overview - [Infant overview.docx](#)

Sequence of Learning - Curriculum Progression plan

Year 3 knowledge– [RE Year 3\Year 3 Yearly Outline.docx](#)
Year 4 knowledge - [RE Year 4\Year 4 Yearly Outline.docx](#)
Year 5 knowledge - [RE Year 5\Year 5 Yearly Outline.docx](#)
Year 6 knowledge - [RE Year 6\Year 6 Yearly Outline.docx](#)

RE lessons at Nevill Road.

In lessons you will see:

- The lesson begins with a *Can you still...* this recaps on the children's learning from the previous lesson.
- Followed by a reminder of the *BIG* question and the lesson's vocabulary.
- The enquiry question for that lesson is then introduced and explored through a variety of teaching methods - DEAL, discussion, videos, stories, pictures, art
- In most lessons a task is then completed that shows their understanding or personal belief.

Can you still...



What are they called?

Where would you find them?

What is their purpose?

This term's *BIG* question in RE is...

If God is everywhere, why go to a place of worship?

L.O What is a Hindu place of worship?

Watch the two clips, the first is a tour of a Mandir and the second is showing us home shrine.



Mandir
Home shrine



What is the significance of the bell?
What are the murtis?
What is the aarti?
How is the mandir and a home shrine different/similar?



Vocabulary
mandir
Hindu
home shrine
Murtis
aarti

Task 2

You are going to design your own shrine. Which objects would you include? Why are they special/significant to you?

Discuss your ideas with your talk partner and tell them why the objects you have chosen are special to you.

Vocabulary

This term's BIG question in RE is...

If God is everywhere, why go to a place of worship?

At Nevill Road Junior School we develop pupils' vocabulary by:

- Each lesson will begin by introducing the key vocabulary for that lesson. The vocabulary will be on each page so it can be easily referred to throughout the lesson.

Vocabulary

mandir

Hindu

home shrine

Murtis

aarti

L.O What is a Hindu place of worship?

Watch the two clips, the first is a tour of a Mandir and the second is showing us home shrine.

Vocabulary

mandir

Hindu

home shrine

murtis

aarti



Mandir

Home shrine



What is the significance of the bell?

What are the murtis?

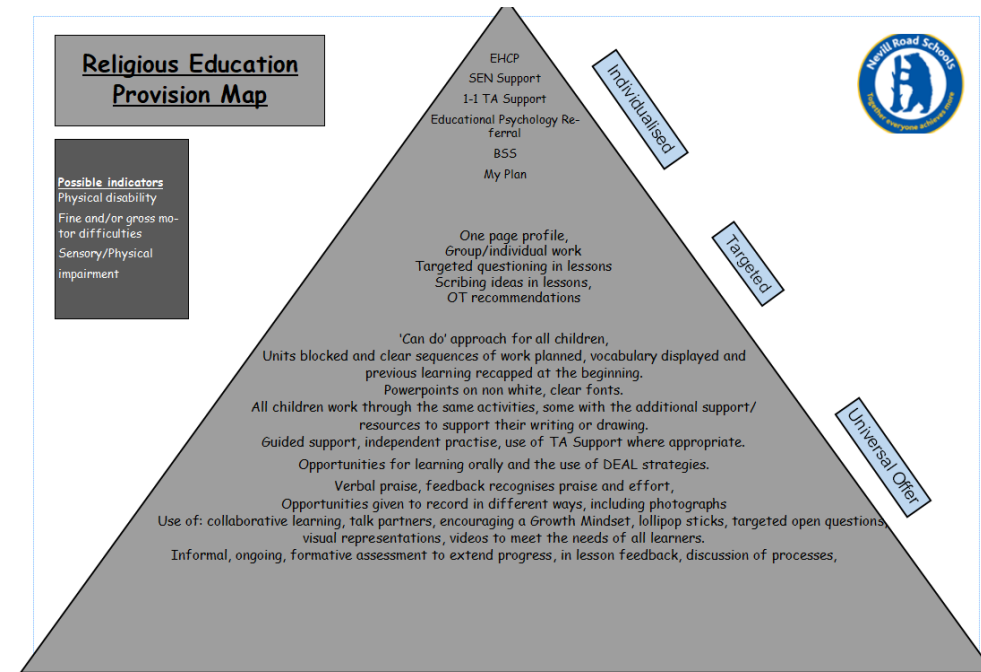
What is the aarti?

How is the mandir and a home shrine different/similar?



Inclusion

- In all our subject areas we have created a provision map of need that shows how all children are supported in order to enable them to access the full curriculum.
- The needs of all children are considered with a lens on provision for our SEND children and teaching is adopted necessary. We believe that if we are getting it right for our children with additional needs, then we are getting it right for everyone.
- Learning is not capped by differentiation but stretched by enabling all pupils to deepen their learning through a range of resources and a variety of teaching methods
- Some tasks are open ended and allow children to present their findings in a variety of creative and individuals ways.
- Staff check in regularly to check understanding.
- Metacognition strategies are used to encourage independent learning such as frames and sentence stems to ensure pupils do not suffer with cognitive overload.
- Teaching assistants are used effectively to help scaffold learning and support children to become more independent learners.
- The growing diversity of our school community means that teachers are adapting lessons to support children who have English as a second language. In reading, EAL pupils will use word mats, picture cues, Google translate, reading texts are chunked into smaller parts to not overwhelm pupils. Advice is sought from EDS.



British Values

- **Mutual respect** - This value runs through all the lessons as we talk about the importance of respecting everyone and understanding that everyone has the right to make their own choices about what religion they follow or whether or not they have a religion.
- **Tolerance** - In RE we celebrate all the different religions, faiths and non-religions and we look at the importance of religions to its followers.
- **Individual liberty** - In RE we welcome children's opinions and thoughts and a lot of the lessons are about what is special to them.
- **Democracy** - We talk about Britain being a multicultural society and that everybody has the right to follow or not follow a religion.
- **Rule of Law** - In RE we talk about how some people believe that their religion guides them in making the right choices and we talk about rules that have been established in religions.

<http://www.nevillroad-jun.stockport.sch.uk/page/our-school-values/42774>

Protected Characteristics

In RE we talk about religion or non-religion being for all. We share stories from a variety of religions about people who were treated less favourably because of one of the protected characteristics and we share how influential religious figures challenged this and showed the importance of acceptance of all.



Enriching the Curriculum

At Nevill Road we want to enhance the learning of RE through other areas of the curriculum.

In RE we share stories and use DEAL strategies.

We look at where in the world religions originated from and we look at the percentage of religions followed in the UK and compare that to our region.

We have written non-chronological reports, balanced arguments, informative posters or leaflets and poems that show our knowledge or personal opinions.



Monitoring and Evaluation

- Subject leaders are allocated time to have a 'Deep dive review' This can involve reviewing planning, lesson looks, book scrutiny and pupil voice.

Curriculum reports\Subject Leader Monitoring - RE 28
9 22.docx

Assessment and Data

All units start with a pre learn and end with a post learn. The data is then copied into an assessment grid to show which children met and which children are developing their knowledge.



Religious Education Assessment



What would Jesus do?

Pre Learn - RE

Why do people pray?

What is prayer?

Why do people pray?

What happens in Islamic Prayer?

How and why do Christians pray?

How do Hindus pray and worship?

Year 5	Term	Number in Cohort:	2021/2022		
Unit of work: _____					
Knowledge and Skills			Emerging/ Developing	Expected/ Secure	Secure + (WGD/Mastery)
Can you work out what mattered to Jesus from 10 things he said? What was his 'mission statement'? What is the importance of the value of love? How did Jesus teach his followers to love? What do Jesus' parables about forgiveness teach to Christians today? How do Christians today try to follow Jesus' teaching about justice and fairness? The example of Mother Teresa What did Jesus teach about being generous and being greedy? What does the teaching of Jesus have to say about some problems people face today? What would Jesus do? What have we learned about living by the values of Jesus in the modern world?					
Key Vocabulary:					
			%	%	%

Impact as a leader.

What I found out	What I did	Impact
Coverage was inconsistent and their was no clear progression.	Attended the termly RE cluster meetings. Attended regional RE courses. Bought the RE Today scheme of work.	RE coverage is now consistent and there is clear progression through the years.
No link to the Nevill Road Infants School.	Meetings with Maggie Pycroft (Nevill Road Infants Computing Lead) Discussions on RE Today scheme	Same scheme in place across both schools.
It was hard to show what RE had been taught as the work was in a general book with other subjects. Children found it difficult to talk about their learning as they didn't have a book to refer to.	Introduced an RE book that goes up with the child and is replaced when full.	RE learning is now clearly shown and the children are proud of their work and can confidently share their learning.
There was no clear division between the units. There was no assessment in place.	I created an opening page that included the BIG question, enquiry questions for that unit and an empty box for vocabulary. PRE and POST introduced	All units are clearly divided and it is easy to see what learning has taken part in each unit. Children's progression can now be captured.

Strengths of RE At Nevill Road.

- We follow a scheme of work that is broad and balanced and covers all areas required.
- We have a clear link to the curriculum taught at Nevill Road Infants to show progression.
- RE books now capture all the learning and show that children are making good progress in RE.
- The pupil voice showed that children enjoy RE and were very knowledgeable about the subject.
- Link made with St Michael's Church in Bramhall.

Next Steps

- To make more links with other religious communities.
- Review the scheme and confidence of staff teaching the units.
- Use assessment grids to capture whole school data in RE.
- Work with SEND leader and DEAL leader to ensure that RE is a curriculum for all.