

Kaleidoscope Multi Academy Trust RE Curriculum

Intent

Kaleidoscope Multi Academy Trust wants all pupils to receive a high-quality RE education providing the children opportunities to express their own views and to open their eyes to the world around them. Through building up a body of knowledge and skills they will be encouraged to develop a sense of excitement and curiosity discovering about the main religions and the humanist view, and searching within themselves to explore and develop their own beliefs and spirituality.

We aim to

- Develop high quality RE skills. Opportunities will be planned to ensure pupils in all year groups have experience of developing these skills progressively. Specific skills will be explicitly taught as part of the learning process.
- Ensure the pupils acquire a rich RE vocabulary that they can use knowledgeably.
- Evaluate and analyse different religious viewpoints.

The AMV (North Somerset) provides an outline of skills and knowledge, which Kaleidoscope MAT have formed into a broad and progressive curriculum which it expects their children to know and remember. It is up to each school how this knowledge is conveyed, but Kaleidoscope have agreed the content and the core vocabulary that children will be expected to know and remember. The church schools use Understanding Christianity to structure their Christianity teaching and Discovery RE for other religions. This is provide a diverse view of beliefs and different faiths. Its focus is to teach acceptance and respectfulness and focus on their own spiritual understanding and awareness of religion as part of their culture and identity.

Early Years

In the Early years RE is taught through the People, Culture and Communities strand of Understanding the World. The children learn about some of the religions of the world around them through adult led activities around festivals and celebrations.

The following charts shows the key milestones for EYFS pupils:

Aspect	People, Culture and Communities		
Big Idea	Autumn Knowing	Spring Understanding	Summer Comparing
Intent What every child is entitled to know	Recognise that people have different beliefs and celebrate special times in different ways (consider a celebration that is familiar to most children).	Know and understand that some places are special to members of their community. Discuss roles in society (Past and Present).	Recognise, know and understand that people have different beliefs and celebrate special times in different ways (consider a celebration that is not familiar to most children).
Implementation How every child is entitled to come to know	We will implement the above through: Giving children personal experiences through visits and meeting important members of society (visitors). Reading a broad selection of stories, non-fiction, rhymes and poems depicting our socially, culturally, ecologically and technologically diverse world. Enriching and widening children's vocabulary, particularly through the introduction of tier 3 words, which will be recorded in a class glossary. Embedding and deepening children's understanding within the enhanced provision.		
People, Culture and Communities: Some examples of what this could look like in the EYFS considering the intent (the what) and the implementation (the how) as prescribed above as each child's entitlement.			
Visit or Visitor	Visitor: Invite in a grandparent/parent to talk about how they celebrate Christmas. Link Christmas in other countries and how they celebrate. For example, Poland.	Visit: A local place(s) of worship.	Example for term 5. Visitor: Invite in a grandparent/parent or someone who celebrates Holi (the festival of love, spring and colours). Example for term 6. Visitor: Olympian/Para-Olympian -men/women.
Text	The Nativity Story.	The Memory Tree by Britta Teckentrup. My Map Book by Sara Fanelli (a map of my heart)	The Festival of Colours by Kabir Sehgal and Surishtha Sehgal. Little People; Big Dreams; Jesse Owens by Maria Isabel Sanches Vegara.
Vocabulary	Christmas, celebration, a long time ago, Poland.	Worship, religion, faith, sacred, kindness, love, family, friendship.	India, Hinduism, worship, religion, faith, sacred, kindness, love, family, friendship. Olympics, Olympian, Para-Olympian.
Enhanced Provision	Make pierniki (polish gingerbread) which is a festive Polish food.	Role play based on the place of worship visited.	Provide an experience where children can re-enact the festival of colours (paint, paper, fabric).
Other Ideas	Diwali		

Knowledge

As the pupils progress through the curriculum they accumulate and connect both the substantive (facts) and disciplinary (RE specific) knowledge.

RE is delivered through a series of modules spaced throughout the year with opportunities to revisit key concepts and disciplinary skills. This enables the children to embed learning in line with our pedagogical approach.

Church Schools will deliver the following curriculum:							
Y1/2	God What do Christians believe God is like?	Creation Who made the world?	Incarnation Why does Christmas matter to Christians?	Salvation Why does Easter matter to Christians?	Gospel What is the good news Jesus bring?	Judaism	
Y3/4	Creation and Fall What do Christians learn from the Creation story?	People of God What is it like to follow God?	Incarnation What is the Trinity?	Gospel What kind of world did Jesus want?	Salvation Why do Christians call the day Jesus dies 'Good' Friday?	Kingdom of God When Jesus left what was the impact of Pentecost?	Hinduism
Y5/6	God - What does it mean if God is holy and loving?	Creation / Fall : Creation and Science - conflicting or complementary?	People of God - How can following God bring justice and freedom?	Gospel - What would Jesus do?	Salvation – what difference does the resurrection make to Christians?	Islam	

Non- Church Schools will deliver the following curriculum:			
Y1/2	Christianity	Judaism/Humanism	Christianity/Judaism
Y3/4	Judaism	Christianity/Humanism	Christianity/Hinduism
Y5/6	Christianity	Islam	Christianity/Buddhism/Humanism

Key Vocabulary

Our RE curriculum is vocabulary-rich ensuring that the children gain a deep understanding of key vocabulary and terminology (tier 3 vocabulary). The MAT has agreed the following vocabulary should be learnt by the end each two year period- Y2/Y4/Y6 to allow for schools with mixed year or two year rolling programmes.

RE Vocabulary for Years 1 and 2		RE Vocabulary for Years 3 and 4		RE Vocabulary for Years 5 and 6	
Christianity	Judaism	Christianity	Hinduism	Christianity	Islam
God	Synagogue	Sin	Hindu	Omnipotent	Islam
Parable	Torah	Prophet	Brahman	Omniscient	Muslim
Gospels	Kippah	Covenant	Karma	Omnipresent	Mosque
Creator	Manna	Incarnation	Reincarnation	Eternal	Wudu
Eternal	Mitzvot	Trinity	Brahma	Holy	Mecca (Makkah)
Universe	Rosh Hashanah	Omnipresent	Shiva	Loving	Allah
Omnipotent	Yom Kippur	Gospel	Vishnu	Spirit	Muhammed
Incarnation	Shabbat	Salvation	Holy	Primary Source	Monotheistic
Trinity	Community	Holy Communion	Diwali	Secondary Source	Prophet
Sin	Celebrate	Disciple	Dhoti	Conflicting	The Qur'an
Holy Week	Rabbi	Holy Week	Sari	Complementary	imam
Disciple	Prayer	Kingdom of God		Creation	Profession of faith
Salvation	Passover	Pentecost		Salvation	Salat (prayer)
	Festivals			Forgiveness	Zakat (alms)
	Values			Messiah	Sawm (fasting)
				Pharaoh	Hajj
				Covenant	Shahadah
				Salt and light	Ihram
				Disciple	
				Discipleship	
				Gospel	
				Salvation	
				Resurrection	
				Incarnation	
				Holy Week	

Learning Organisers

See - 'Kaleidoscope MAT RE Curriculum Learning Organiser'

Learning Organisers are used:

- to convey the core knowledge in one place
- as a reference/starting point for staff (some schools may adapt the layout but key concepts and vocabulary must be learnt)
- to support questioning and retrieval
- in books to support participation of pupils
- to highlight key tier 3 subject specific vocabulary
- to support parents understanding of what their children are learning (for some topics)

Implementation

Our RE curriculum is taught in each year group in modules that enable pupils to study in depth key religious understanding, skills and vocabulary. Each module builds on prior learning and these are revisited throughout the academic year to deepen pupils understanding and embed learning.

Through teacher modelling and planning children are given opportunity to learn and use key vocabulary. The Kaleidoscope pedagogical approach is used in all lesson formats – retrieving and building on what the pupils already know, explaining new content including key vocabulary. Pupils are 'scaffolded' to attempt new learning and then apply new learning independently.

Where possible the curriculum is enriched with trips and /or visitors.

Impact

The impact of our curriculum is measured informally through quizzes, discussions and observations of pupils. It is measured more formally through teacher assessment against the Key Milestones.

Key Milestones

See 'Kaleidoscope MAT RE Key Milestones.'

Kaleidoscope has produced Key Milestones for each pair of years (Y2,Y4 and Y6) so that staff are clear whether pupils are performing at the expected standard. The key vocabulary is clearly identified in the Learning Organisers.

Subject leaders will:

- conduct work scrutiny looking for an increasing understanding of religious skills and knowledge.
- conduct pupil conferences where pupils will be measured against the key milestones and will use religious vocabulary, talk about religious concepts and explain how learning builds on previous knowledge.