

Swindon Academy Religious Education Curriculum Map

Intent

The aim of Religious Education teaching at Swindon Academy Primary is

- to foster personal and intellectual development of our pupils
- help them to **develop knowledge and understanding of the religious traditions and worldviews** represented in Swindon
- **prepare them to encounter the diversity of beliefs and values** present nationally and globally.

How?

- By **engaging with challenging questions** about the meaning and purpose of life, and learn to **articulate their personal beliefs, values and ideas**.
- through opportunities for reflection, discussion, debate and dialogue, where they will **develop confidence in their own views and respect for the views of others**.

RE offers opportunities to build knowledge, understanding and skills that are essential for life in modern Britain. The Swindon Agreed Syllabus provides a framework of academic rigour, within which young people will gain a combination of knowledge, skills and attitudes that will help equip them for future study, employment and development as engaged citizens. To achieve this Swindon Academy follows the Swindon Agreed Syllabus for Religious Education.

Implementation – Rosenshine principles of instruction

Daily Review	New Material in Small Steps	Ask Questions	Provide Models	Guide Student Practice	Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.	Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.	The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.	Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.	Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.	Less successful teachers merely ask “Are there any questions?” no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.	A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.	Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.	Independent practice produces “overlearning” - a necessary process for new material to be recalled automatically. This ensures no overloading of students’ working memory.	The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

YR	Which stories are special and why?	Which people are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about our world?
Y1	Who is a Christian and what do they believe? (1.1)	Who is a Christian and what do they believe? (1.1)	What makes some places sacred? (1.5)	What makes some places sacred? (1.5)	What does it mean to belong to a faith community? (1.7)	How and why do we celebrate special and sacred times? (1.6)
Y2	Who is a Muslim and what do they believe? (1.2)	Who is Jewish and what do they believe?(1.3)	What can we learn from sacred books?(1.4)	What can we learn from sacred books? (1.4)	How should we care for others and the world, and why does it matter? (1.8)	How should we care for others and the world, and why does it matter? (1.8)
Y3	What do different people believe about God? (L2.1)	What do different people believe about God? (L2.1)	Why is the Bible important for Christians today? (L2.2)	What does it mean to be a Christian in Britain? (L2.7)	Why are festivals important to religious communities? (L2.5)	Why are festivals important to religious communities? (L2.5)
Y4	Why is Jesus inspiring to some people? (L2.3)	Why do people pray? (L2.4)	Why do some people believe life is a journey? (L2.6)	What does it mean to be a Hindu in Britain today? (L2.8)	What can we learn from religions when deciding what is right and wrong? (L2.9)	What can we learn from religions when deciding what is right and wrong? (L2.9)
Y5	Why do some people believe God exists? (U2.1)	Why do some people believe God exists? (U2.1)	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) (U2.2)	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) (U2.2)	If God is everywhere, why go to a place of worship? (2.4)	What does it mean to be a Muslim in Britain today? (U2.6)
Y6	What do religions say to us when life gets hard? (U2.3)	What do religions say to us when life gets hard? (U2.3)	Is it better to express your religion in arts and architecture or in charity and generosity? (2.5)	Is it better to express your religion in arts and architecture or in charity and generosity? (U2.5)	What matters most to Christians and Humanists? (U2.7)	What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)? (U2.8)