**Primary 5-11 / Primary Early Years 3-7 Curriculum Map (Subject)**

***Post Graduate Programme***

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| **University Curriculum** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That** | **Learn How** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1** | * Explore the rationale for RE * Legal requirements * Intro to historical context, RE council & SACREs * The role of the SACRE & its make-up * Intro to the research review * Reflect on own experiences & worldviews approach * Make links between RE ad SMSC * Values in RE | 1.1, 1.2. 1.3, 1.4, 1.5, 1.6  3.1, 3.2  8.1, 8.7 | 1.c, 1.g  2.c  3.a, 3.f  6.b | - BIESTA. G., ALDRIDGE. D., HANNAM. P., and WHITTLE. S., 2020. Religious literacy: a way forward for religious education? Journal of Beliefs and Values. 41 (2), pp.14-226.  - COMMISSION ON RELIGIOUS EDUCATION, 2018. ‘Religion and worldviews: the way forward. A national plan for RE’ [online].London: Education Council.  - ELTON-CHALCRAFT, S., HOLLANDER, P. and PRESCOTT, G. ’Spiritual development through Creative RE’, in Elton-Chalcraft (ed.)(2015) Teaching Religious Education Creatively, Abingdon: Routledge pp. 78-90  - Ofsted (2021), Research review series: religious education | Audit of knowledge  Ongoing subject knowledge organiser  Mini teach/plans  Participate in group/ class discussions, activities and Q&A  Collaborative planning |
| **Session 2** | * Retrieve knowledge from last session * Narrative RE * Intro to Abrahmic faiths, key beliefs of Judaism & Christianity * How to use Bible References * Hermeneutics * End of KS expectations (CE) * Intro to pedagogy & adaptive teaching SEND/EAL (discussion led by tutor). * Intro Ways of knowing: disciplinarity (Theology, Philosophy & Social Sciences) * Explore Theology | 2.1, 2.2, 2.6, 2.9  3.1, 3.2  5.2, 5.4, 5.5, 5.7 | 1.c  2.c, 2.h, 2.i  3.c, 3.f, 3.l 3.n  4.a, 4.e  5.a, 5.f, 5.k, 5.l, 5.o | GEORGIOU, G, WRIGHT, K. and SEYNOUR, O. 2019. Religion and Worldviews in a Broad and Balanced Curriculum, The National Society for the Promotion of Education  REED, E., FREATHY, R., CORNWALL, S. & DAVISs, A. (2013) Narrative Theology in Religious Education, British Journal of Religious Education, 35 (3), 297- 312. |
| **Session 3** | * Key beliefs of Islam * Enquiry based learning * Example 5 pillars enquiry lesson * Identify knowledge types, pedagogies & adaptions * Lancashire SACRE field of enquiry * Mini teach/plan considering adaptive teaching SEND/EAL * Explore value/use of Social Sciences in RE | 3.2, 3.3, 3.6, 3.7  4.2, 4.4, 4.6, 4.7, 4.10  5.2, 5.4, 5.5, 5.7  6.1 | 3.c, 3.f, 3.l, 3.n, 3.t  4.a, 4.g, 4.l, 4.n, 4.o  5.b, 5.c, 5.f  6.b, 6.p | ERRICKER C., LOWNDES J. And BELLCHAMBERS E., ‘Primary religious) education – a new approach: conceptual enquiry in RE’, Routledge, 2010.  MOGRA, I., Understanding Islam: A Guide for Teachers (2020). Sage Publishing (Chapter 5) |
| **Session 4** | * What are Dharmic faiths and how are they different? * Revisit: What does good RE teaching look like * Exploratory Talk, Dialogue & P4C * Intro to Hindu beliefs about life and death * death * Intro to Sikhi * Using religious artefacts in the classroom | 1.2, 1.3, 1.5, 3.6, 3.7  4.6, 4.7, 4.9., 4.10  7.1  3.2, 3.3, 3.6, 3.7  4.2, 4.4, 4.6, 4.7, 4.10  5.2, 5.4, 5.5, 5.7  6.1 | 3.f  7.e  3.c, 3.f, 3.l, 3.n, 3.t  4.a, 4.g, 4.l, 4.n, 4.o  5.b, 5.c, 5.f  6.b, 6.p | HOMAN, R. (2000). “Don’t get the Murti Get Dirty: the Uses and Abuses of Religious ‘Artefacts'”. British Journal of Religious Education. 23:1. 27-37.  PETT. S., (2019) Examining Religion and Belief : Sikhs  TOPPING, K.J., TRICKEY, S. and CLEGHORN, P., 2019. A teacher's guide to philosophy for children. Routledge.  WAILLET. N. V.D., ROSKAM. I., POSSOZ. C., On the epistemological features promoted by ‘Philosophy for Children’ and their psychological advantages when incorporated into RE, British Journal of Religious Education 37.3 pages 273-292 |
| **Session 5** | * Key beliefs of Buddhism * ‘RE Searchers’ approach to RE * Explore planning drawing links to sequencing learning and progression * Recap Rosenshine * Identify key features on example plan * Collaborate to plan lesson on Buddha * Progression and assessment in RE across the educational journey (inc EYFS and transition to KS3) * Explore curriculum design inc Big question RE, ‘collectively enough’ | 2.6  4.2, 4.4, 4.6  5.2, 5.4, 5.7  8.2  6.1, 6.2 | 3.f  5.j  6.a, 6.b, 6.f, 6.g  7.d, 7.e  8.d, 8.e, 8.s | FREATHY. G., FREATHY. R., DONEY. J., WALSHE. K. and TEECE. G., 2015. The RE-Searchers: A New Approach to Religious Education in Primary Schools [online]. Exeter, University Of Exeter Graduate School of Education.  WEBSTER, M and MISRA, S. 2015. Teaching the Foundation Subjects. Oxford: Oxford University Press |

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| **School Based Curriculum – Introductory Phase** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components, in this subject, for at least one lesson.  **Teaching :** Rehearse and refine particular approaches in this subject for a group/whole class. Deliver group/whole class teaching.  **Assessment :** Check prior knowledge and understanding during lessons.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Understand a school’s primary RE curriculum, informed by the Locally Agreed Syllabus, enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning  Know which syllabus is used by the school and identify or discuss with the subject leader (or recommended colleague) key pedagogical approaches  To familiarise themselves with RE policies, including SMSC policy and speak with subject lead and/or class teacher to identify how SMSC fits within the wider context of school life.  Trainees are able to identify specific components of knowledge that need to be developed within a lesson (whether these are convergent or divergent endpoints) and can plan and teach effectively to allow children to progress towards these endpoints. They are able to draw upon their RE subject knowledge in order to implement the appropriate pedagogy for the task (such as modelling, scaffolding, questioning)  Through observations of class teacher or other expert colleagues, trainees know how to create a positive, supportive environment where religions and worldviews are respected and valued.  To observe how the RE is integrated within the EYFS curriculum. | 3.1  4.2 | 1.b, 1.e, 1.f  2.c, 2.i  3.e, 3.f, 3.t  4.g, 4.n, 4.o  5.a, 5.e | As Above | Weekly Development Summary  Lesson Observations  Link Tutor |

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| **School Based Curriculum – Development Phase** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components over a sequence of lessons. Plan, as appropriate, for a sequence of lessons in all core and selected foundation subjects.  Plan, as appropriate, one lesson / group activity in all remaining subjects.  **Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment :** Draw conclusions about what pupils have learnt by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| **As above.**  **Then develop and build on this by**:  Know which syllabus is used by the school and identify or discuss with the subject leader (or recommended colleague) key pedagogical approaches  Trainees understand that an RE lesson is part of a sequence in which knowledge and skills are developed.  Through discussion with expert colleagues when necessary, trainees know how to use the school’s agreed syllabus to design a sequence of lessons in RE.  Know how to integrate diversity within religion within their lessons e.g. how different denominations approach prayer in Christianity using ‘some’, ‘many’ ect.  Discussing with school colleagues (mentor, class teacher or subject lead), that schools use varied approaches to assessing children in RE and explore the pupil progression framework of the school or SACRE |  |  | As Above | Weekly Development Summary  Lesson Observations  Link Tutor |

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| **School Based Curriculum – Consolidation Phase** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Plan a sequence of lessons in all core and foundation subjects.  **Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment :** Discuss with expert colleagues summative assessment, reporting and how data is used.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| **As above.**  **Then develop and build on this by**:  Know which syllabus is used by the school and identify or discuss with the subject leader (or recommended colleague) key pedagogical approaches  Understand how the school ensures progression across the year groups in the three types of knowledge (Substantive, ways of knowing & personal knowledge)  Discuss with the subject leader how the worldviews studied reflect the school’s community  Explore how the school’s scheme supports development of ‘collectively enough’ knowledge .  Work with an experienced member of staff to monitor and assess progress in RE against the school’s curriculum plan. This might be through a sequence of lessons being taught by the trainee, or by reviewing children’ work from previous RE lessons.  EITHER plan, teach and assess a sequence of lessons for RE based on the school’s medium term plans OR annotate a medium-term plan from school and discuss with the subject leader (or recommended colleague) h ow these builds upon prior learning across the primary phases, including planning for additional adults and adapting teaching and learning for SEND and EAL learners. |  |  | As Above | Weekly Development Summary  Lesson Observations  Link Tutor |