**Primary Early Years 3-7 Curriculum Map RE and World Views**

***Post Graduate Programme***

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| **University Curriculum** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **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 mode** |
| **Session 1**  **1.5 hours** | Introduction – what is RE? Investigate prior experience  RE curriculum content is within the Local Authority Syllabi  To understand an overview of the 6 religious world views and humanism as a non-religious world view | RE is important and has its own rationale, identity, key values and underpinning principles LT3.1, LT3.2, LH3.3  All religious and non-religious world views are accepted as valid and should be treated with respect (LT1.1, 1.2, 1.3) | Planning takes into consideration children’s current knowledge, understanding and skills of the subject,  as well as their emotional and cognitive development, and be adapted accordingly (1.c, 2.b, 5.a, 6.a) | COMMISSION ON RELIGIOUS EDUCATION, 2018. ‘*Religion and worldviews: the way forward. A national plan for RE’* <https://www.commissiononre.org.uk/final-report-religion-and-worldviews-the-way-forward-a-national-plan-for-re/>[online].London: Education Council. Available from: <https://www.commissiononre.org.uk/final-report-religion-and-worldviews-the-way-forward-a-national-plan-for-re/>  HUTH, K., BROWN, R. and USHER, W., 2021. “The Use of Story to Teach Religious Education in the Early Years of Primary School: A Systematic Review of the Literature,” Journal of Religious Education, 69(2), pp. 253–272.    OFSTED (2021) Curriculum research reviews series: Religious Education. Available at: <https://www.gov.uk/government/publications/research-review-series-religious-education> (Published 2021).  THE RELIGIOUS EDUCATION COUNCIL OF ENGLAND AND WALES, 2013. A curriculum framework for religious education in England [online]. Available from: <https://www.religiouseducationcouncil.org.uk/wp-content/uploads/2017/09/RE_Review_Summary.pdf> [Accessed 10.10.22].  WEBSTER, M and MISRA, S. 2015. Teaching the Foundation Subjects. Oxford: Oxford University Press | Trainees’ developing subject and pedagogical knowledge and their engagement with literature  In-session directed tasks: small group planning activity and discussions around teaching different substantive knowledge elements. |
| **Session 2**  **1.5 hours** | To identify common factors and differences between world religions  To examine key points from local syllabi relevant to Key Stage 1 teaching | Develop subject knowledge around Christianity, Judaism, Sikhism and Buddhism including the main comparisons and contrasts (NO CCF REFS for this subject knowledge) | To develop and reference key learning objectives derived from Local Agreed Syllabi as a premise for planning  LH2.c, 2.e, 2.h, 2.i | OFSTED (2021) Curriculum research reviews series: Religious Education. Available at: <https://www.gov.uk/government/publications/research-review-series-religious-education> (Published 2021).  EEEICKER, C., 2010. Why conceptual enquiry? An introduction to the methodology. In Primary Religious Education-A New Approach (pp. 60-98). Routledge.  FREATHY, R. and JOHN, H.C., 2019. Religious Education, Big Ideas and the study of religion (s) and worldview (s). British Journal of Religious Education, 41(1), pp.27-40.  JAMES. M., STERN. J., 2019. Mastering Primary Religious Education. London. Bloomsbury | Session content and understanding of the CCF in primary RE (in a year 1 and 2 school context alongside Local Authority Syllabi and Agreed Syllabi |
| **Session 3**  **1.5 hours** | To examine sequential planning principles in RE at KS1  To create specific objective-led exemplar planning from a given sequence. | Local Authorities take different themes and approaches when planning their syllabi LT3:1 | To develop unit(s) of work, considering and planning progression of component knowledge LH2.c, 2.e, 2.h, 2.i | See above | Trainees’ developing subject and pedagogical knowledge and their engagement with literature  In-session directed tasks: small group planning activity and discussions around teaching different substantive knowledge elements. |

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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** |
| To know and understand the principles of ‘loco parentis’ in teaching within an Early Years setting  To know and understand how to develop and motivate children’s empathy and inclusivity through RE and Humanistic/ World Views principles | A teacher is a key role model who can impact on the motivation, attitude and behaviour of their pupils.  Creating a culture in a classroom where RE/Humanism world views are celebrated and valued can have a positive impact on pupil outcomes. LT1.1, 1.2, 1.3 | Trainees will learn how to create a positive, supportive environment where religions and worldviews are respected and valued. LH1.b, LH1.e | See above | Weekly Development Summary  Lesson Observations  Observation of practice throughout school and discussion with expert teachers  Link Tutor  Trainee self-assessment through discussion  Trainee reflection in portfolio from professional practice |

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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** |
| For trainees to access existing syllabi and school-based curriculum as a basis to sequentially plan (adapted where appropriate) RE and/or World views in a Y1 or Y2 classroom  To examine (where appropriate) the unique position of a church school in relation to RE teaching in KS1 and a community school in relation to their adoption of Agreed Syllabi and/or their own devised World Views Curriculum  To develop opportunities for speaking and listening (linked to PSED where appropriate) to investigate and share ideas  To develop adaptive teaching principles in the delivery of open-ended outcomes in RE teaching  To understand and develop appropriate assessment of children’s learning in RE teaching  (Faith-based schools only)  To understand the unique relationship of (church or other faith) in the everyday life of school and it’s contribution to RE teaching and ethos | School’s primary RE curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the locally agreed syllabus within a coherent wider vision for successful learning  Includes agreed syllabi from various Local Authorities LT3.1  Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial 3.5  High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. 4.7  Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 5.3  Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. 6.3 and 6.4  Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. 8.3 | Plan, teach and assess a sequence of lessons for RE based on the school’s medium-term plans, adapting and annotating accordingly LT3c, LH4a  Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject. 3d  Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts. 3g  Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples). 4f  Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. 5a  Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues 6c  Strengthening pedagogical and subject knowledge by participating in wider networks. 8c | See above | Weekly Development Summary  Lesson Observations  Observation of practice throughout school and discussion with expert teachers  Link Tutor Discussion and monitoring  Trainee self-assessment through discussion  Trainee reflection in portfolio from professional practice  Discussion with subject leads  Engagement with the Local Authority Agreed Syllabus (where appropriate)  Engagement with church or other faith where appropriate and how it informs RE teaching |

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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** |
| For trainees to access existing syllabi and school-based curriculum as a basis to sequentially plan (discretely or thematically and adapted where appropriate) RE and/or World views in a EYFS or mixed age classroom  For students to develop strategy with Early Years children to develop and articulate their ideas in a variety of ways  For children to begin to wonder, discover and ask questions to develop and enquiry based model for RE and other subjects where appropriate | A school’s curriculum 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.3.2  Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems 4.6  High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. 4.7  In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge 3.7  Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. 4.3 | Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). 4o  Providing appropriate wait time between question and response where more developed responses are required. 4p  Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed. 2f  Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. 4b | See above | Viva evidence including..  Weekly Development Summary  Lesson Observations  Observation of practice throughout school and discussion with expert teachers  Link Tutor Discussion and monitoring  Trainee self-assessment through discussion  Trainee reflection in portfolio from professional practice  Discussion with subject leads  Engagement with the Local Authority Agreed Syllabus (where appropriate)  Engagement with church or other faith where appropriate and how it informs RE teaching. |