**Early Years 3-7 Curriculum Map RE and Worldviews**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That (LT)****(CCF reference in numerics e.g. 1.1)** | **Learn How (LH)****(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment opportunities** |
| **Session 1****EYFS****75 mins as part of UTW** | Introduction – what is RE? Investigate prior experienceRE 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, LH3.3All 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/> [Accessed 10.10.22].* 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 literatureIn-session directed tasks: small group planning activity and discussions around teaching different substantive knowledge elements. |

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| **School Based Curriculum – Year 1** |
| **Observing :** Observe how expert colleagues use…and deconstruct this approach in at least one lesson throughout school.**Planning :** Observe how expert colleagues break tasks down into constituent components in ……. for one lesson**Teaching :** Rehearse and refine particular approaches for a group/whole class. Plan for 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 a nursery settingTo know and understand how to develop and motivate children’s empathy and inclusivity through RE and Humanistic 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 ObservationsObservation of practice throughout school and discussion with expert teachersLink Tutor Trainee self-assessment through discussionTrainee reflection in portfolio from professional practice |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** |
| **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** **3 hours** | To retrieve Phase 1 contentTo understand the main concepts across main key religionsTo identify common factors and differences between world religionsTo examine key points from local syllabi relevant to Key Stage 1 teaching | Learn about the fundamentals of 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 planningLH2.c, 2.e, 2.h, 2.i | * Elton Chalcraft.S., 2014. Teaching Religious Education Creatively. London: Routledge
* 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.
* GRIMMITT, M., 2000. Pedagogies of religious education: Case studies in the research and development of good pedagogic practice in RE. McCrimmons.
* HUTCHINGS B. 2006. Principles of Enquiry-Based Learning [online], Centre for Excellence in Enquiry-Based Learning
* JAMES. M., STERN. J., 2019. Mastering Primary Religious Education. London. Bloomsbury
* OFSTED (2021) Curriculum research reviews series: Religious Education. Available at: <https://www.gov.uk/government/publications/research-review-series-religious-education> (Published 2021).
* WATSON, B. and THOMPSON, P., 2014. The effective teaching of religious education. Routledge.
* WEBSTER. M., 2010. Creative Approaches to Teaching Primary Religious Education. Harlow. Pearson
 | Session content and understanding of the CCF in primary RE (in a year 1 and 2 school context), including prior learning retrieval from phase oneAbility to design a curriculum linked to a theme (LT3.7, 3.8) |
| **Session 2** **3 hours** | To examine sequential planning principles in RE at KS1To 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 literatureIn-session directed tasks: small group planning activity and discussions around teaching different substantive knowledge elements. |

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| **School Based Curriculum – Year 2** |
| **Observing :** Observe how expert colleagues use…and deconstruct this approach in at least one lesson throughout school.**Planning :** Observe how expert colleagues break tasks down into constituent components over a sequence of lessons.Plan for lessons in all core and selected foundation subjects. Plan one lesson 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 classroomTo 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 CurriculumTo develop opportunities for speaking and listening (linked to PSED where appropriate) to investigate and share ideasTo develop adaptive teaching principles in the delivery of open-ended outcomes in RE teachingTo 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 learningIncludes agreed syllabi from various Local Authorities LT3.1Explicitly 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. 4.7Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 5.3Before 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, LH4aProviding opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject. 3dBeing aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts. 3gDiscussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples). 4fReceiving 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. 5aDrawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues 6cStrengthening pedagogical and subject knowledge by participating in wider networks. 8c | See above | Weekly Development Summary Lesson ObservationsObservation of practice throughout school and discussion with expert teachersLink Tutor Discussion and monitoringTrainee self-assessment through discussionTrainee reflection in portfolio from professional practiceDiscussion with subject leadsEngagement with the Local Authority Agreed Syllabus (where appropriate)Engagement with church or other faith where appropriate and how it informs RE teaching |

**Year 3 Undergraduate**

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| **University Curriculum – Year 3** |
| **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** **30-45 minutes****Reception EYFS based**  | For trainees to link EYFS stories and experiences form religious and non-religious viewpoints to KS1 RE concepts | Learning involves a lasting change in pupils’ capabilities or understanding. 2.1Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. 4.3 | Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed. 2fIncluding 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 | * GRIMMITT, M., 1987. Religious Education and Human Development: The Relationship Between Studying Religions and Personal, Social and Moral Education;
* JACKSON, R. and EVERINGTON, J., 2017. Teaching inclusive religious education impartially: An English perspective. British Journal of Religious Education, 39(1), pp.7-24.
* JAMES. M., STERN. J., 2019. Mastering Primary Religious Education. London. Bloomsbury
* OFSTED (2021) Curriculum research reviews series: Religious Education. Available at: <https://www.gov.uk/government/publications/research-review-series-religious-education> (Published 2021).
* SMALLEY, P., 2020. A critical policy analysis of local religious education in England. British Journal of Religious Education, 42(3), pp.263-274.
* WINTERSGILL, B. ed., 2017. Big ideas for religious education. University of Exeter
 | Trainees’ developing subject and pedagogical knowledge and their engagement with literatureIn-session directed tasks: small group planning activity and discussions around linking RE and humanist concepts to familiar children’s stories/rhymes/songs |

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| **School Based Curriculum – Year 3** |
| **Observing :** Observe how expert colleagues use…and deconstruct this approach 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 classroomFor students to develop strategy with Early Years children to develop and articulate their ideas in a variety of waysFor 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.3.2Questioning 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 4.6High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. 4.7In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge 3.7Modelling 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). 4oProviding appropriate wait time between question and response where more developed responses are required. 4pEncouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed. 2fUsing modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. 4b | See above | Weekly Development Summary Lesson ObservationsObservation of practice throughout school and discussion with expert teachersLink Tutor Discussion and monitoringTrainee self-assessment through discussionTrainee reflection in portfolio from professional practiceDiscussion with subject leadsEngagement with the Local Authority Agreed Syllabus (where appropriate)Engagement with church or other faith where appropriate and how it informs RE teaching. |