**Primary Curriculum Map - Religious Education (RE) - 2024 - 2025**

***Level 4 - Undergraduate***

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| **University Curriculum – Level 4** | | | | | |
| **Session Sequence** Include details of creative | **Session Content Subject Specific Components/s** | **Learn That**  ITTECF  (reference in Numeric e.g. 1.1 | **Learn How**  ITTECF  (reference bullets alphabetically e.g. 1c) | **Links to Research and Reading** | **Formative Assessment mode** |
| Session 1  **Why teach RE?**  (2hr seminar) | * Know the historical context of the development of Religious Education in England and explore the rationale for RE. * Understand how decisions are made in teaching content for government funded schools (SACRE) and Legal requirements * Be aware of religious and non-religious world views and how that can influence you as a teacher including reflect on own experiences & worldviews approach. | 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  OFFICE FOR NATIONAL STATISTICS (2021) Census of England and Wales  WEBSTER, M. (2010). Creative Approaches to Teaching Primary RE (1st ed.). Routledge.  THE RELIGIOUS EDUCATION COUNCIL OF ENGLAND AND WALES (2013) A Curriculum Framework for Religious Education in England  LANCASHIRE COUNTY CUNCIL (2016) Searching for Meaning | Audit of knowledge  Ongoing subject knowledge Map  Quiz in Virtual Recorded Expert Visit to Places of Worship  Participate in group/ class discussions, activities and  Q&A  Audit of knowledge  Ongoing subject knowledge Map  Quiz in Virtual Recorded Expert Visit to Places of Worship  Participate in group/ class discussions, activities and  Q&A |
| Session 2  **What does it mean to be a Christian?**  (2hr seminar) | * To know about different ways of knowing: (Theology, Philosophy & Social Sciences) * To know about what it means to be a Christian. How to use Bible References (Key beliefs of Christianity, Place of worship, Scripture and References). * To know about Creative Pedagogy & adaptive teaching in R.E. and introduction to pedagogy & adaptive teaching SEND/EAL | 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.  PLATER,M. (2020)Christian worldview tradition, RE Online |
| Session 3  **What does it mean to be a Muslim?**  (2hr seminar) | * To know about what it means to be a Muslim and a person belonging to an Abrahamic faith. * To know about Enquiry Based Learning and 5 pillars of Islam * To be able to a Mini/teach plan with consideration to adaptive teaching SEND/EAL, knowledge types, pedagogies & adaptions | 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 | CHRISTOPHER, K. AND RELVEL, L. (2024) Islam as Educational Knowledge  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)  Islam as Educational Knowledge |
| A cartoon of a child in a wheelchair  Description automatically generated  Session 4  **What does it mean to have a Jewish Worldview?**  (2hr seminar) | * To know about what it means to have a Jewish worldview.​ * To explore the Big Ideas Approach to RE​ * To be able to plan with consideration to progression, planning & assessment​ | 1.5, 1.7 2.2 3.2, 3.6,  4.2, 4.3, 4.6, 4.7 5.1 6.1 | 1.e,  2.b  4.g  5.k 6.b, 6.p | MAYLED. J., (2020) Jewish worldview traditions, <https://www.reonline.org.uk/knowledge/jewish-worldview-traditions/>  Liverpool Agreed Syllabus  WINTERSGILL, (2015)​ The Big Ideas Silver, A. and Christopher, K. (XX)The Jewish Worldview Traditions BLACK. P., WILLIAM. D.,  ‘Classroom assessment and  pedagogy’, in ‘Assessment  in Education: Principles,  Policy & Practice’, Volume  25, Issue 6, 2018, pages  551 to 575 |
| **Cartoon a cartoon of a person in a traditional dress  Description automatically generated**  Session 5  **What does it mean to be a Hindu?**  (2hr seminar) | * To know about what it means to be a Hindu. * To know about Dialogue and Exploratory Talk * To be able to explore Community of Enquiry through Philosophy for Children (P4C). | 1.5, 1.2 2.1 3.2, 3.5 4.3, 4.7  5.1 6.1 | 2.e,  3.f  4.g  5.i  6.b, 6.c | Robinson, C. and Cush, D (XXX) Hindu Worldview Traditions 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 |
| **A cartoon of a child sitting in a lotus position  Description automatically generated**  Session 6  **What does it mean to be a Buddhist?**  (2hr seminar) | ​   * Know what it means to be a Buddhist, a Dharmic faith. * To explore ideas for teaching Buddhism.​ * Be able to plan sequenced learning for progression using the ‘RE Searchers’ approach and Recapping Rosenshine | 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 – Level 4** | | | | |
| * **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** | **Learn How** | **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. * Know how to create a positive, supportive environment where religions and worldviews are respected and valued. | 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 | 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  OFFICE FOR NATIONAL STATISTICS (2021) Census of England and Wales  WEBSTER, M. (2010). Creative Approaches to Teaching Primary RE (1st ed.). Routledge.  THE RELIGIOUS EDUCATION COUNCIL OF ENGLAND AND WALES (2013) A Curriculum Framework for Religious Education in England  LANCASHIRE COUNTY CUNCIL (2016) Searching for Meaning | Weekly Development Summary  Lesson Observations  Link Tutor |

***Level 5 - Undergraduate***

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| **University Curriculum – level 5** | | | | | |
| **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  **What does it mean to be a Hindu?** (2hr seminar) | * Revisit: What does good RE teaching look like * What is the value of philosophical enquiry in RE? * Teaching RE through philosophy for children * Explore opportunities for P4C within Hindu beliefs about life and death |  |  | * 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 | * Participate in group/ class discussions, activities and Q&A * Collaboratively create an outline MTP * Audit of knowledge * Ongoing subject knowledge organiser * Complete an end of phase RE test (online formative test) |
| Lecture  **What does it mean to be a** **Sikh?** (2hr seminar) | * Intro to Sikhi * Exploratory talk and dialogue * 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.f  7.e | * 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 |
| Session 3  **How can we effectively teach RE?**  (2hr seminar) | * Cross-curricular and thematic curricular design * Student led discussion on how RE could be taught in a cross-curricular way. * Examine how art/history can be used to teach RE (Tutor led discussion of model unit) * Students to plan a cross-curricular unit on a chosen theme * Introduction to Spirited RE |  |  | * ELTON-CHALCRAFT.S., 2014. Teaching Religious Education Creatively. London: Routledge * WEBSTER. M., 2010. Creative Approaches to Teaching Primary Religious Education. Harlow. Pearson |

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| **School Based Curriculum – level 5** | | | | |
| **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** | **Learn How** | **Links to Research and Reading** | **Formative Assessment** |
| 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 |  | 2.c, 2.e, 2.h, 2.i | As Above | Weekly Development Summary  Lesson Observations  Link Tutor |

**Level 6 Undergraduate**

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| **University Curriculum – Level 6** | | | | | |
| **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** |
| A cartoon of a group of kids  Description automatically generatedSession 1  **How can we effectively plan for RE?**  (2hr seminar) | * Retrieval: principles of good RE teaching * Retrieval: subject knowledge, similarities and differences * The worldviews debate * Progression and assessment in RE across the educational journey (inc EYFS and transition to KS3) * Seven principles of curriculum design - Dylan Wiliam Sequencing substantive knowledge in RE * Agree criteria for evaluating RE schemes of work & syllabi | e.g. Learning involves a lasting change in pupils’ capabilities or understanding. (2.1) |  | The Final Report of the Commission on Religious Education, Religion and Worldviews: the way forward. A national plan for RE, has been published (2018)  Ofsted: Research Review Series - Religious Education (2021)  BLACK. P. and WILLIAM. D., Classroom assessment and pedagogy, in Assessment in Education: Principles, Policy & Practice. 2018 (p551- 575)  CHRISTODOULOU. D. (2017) Making Good Progress: The Future of Assessment for Learning. Oxford: OUP  SEND Code of Practice - https://www.gov.uk/gov ernment/publications/se nd-code-of-practice-0-to25  Lancashire Agreed Syllabus  Discovery RE  Blackburn Diocese: Questful RE  Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales |  |
| Cartoon of a group of children standing together  Description automatically generated  Session 2  **How can we effectively plan for RE?**  (2hr seminar) | * High quality RE should be coherently planned and well sequenced Pedagogies chosen in the RE classroom need to enable pupils to build the forms of knowledge distinctive to RE * Sacre Syllabi design: Lancashire Agreed Syllabus * Commercial Syllabi design: Discovery RE |  |  |  |
| A group of girls in different outfits  Description automatically generated  Session 3  **How can we effectively plan for RE?**  (2hr seminar) | * High quality RE should be coherently planned and well sequenced Pedagogies chosen in the RE classroom need to enable pupils to build the forms of knowledge distinctive to RE * Curriculum design in schools with a religious designation * Comparative discussion |  |  |  |

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| **School Based Curriculum – Level 6** | | | | |
| **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** | **Learn How** | **Links to Research and Reading** | **Formative Assessment** |
| 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 |