

Mason Moor Primary School



**MASON MOOR**  
PRIMARY SCHOOL

# RE

# Curriculum



Agreed syllabus - Living Difference IV (2022)



# RE CURRICULUM

## Background and Local Context

Mason Moor Primary School adopts the 'Living Difference IV' (2021) Agreed Syllabus for schools in Hampshire, IOW, Portsmouth and Southampton. Informed by educational research, it has been developed to its current iteration since 2004.

Living Difference IV makes clear that the syllabus intends to make an education contribution to the lives of children and young people in how they come to speak, think and act in this world. It seeks to introduce children to what a religious way of looking at, and existing in the world may offer in leading one's life, individually and collectively.

### Substantive religious teaching concepts

Living Difference IV sees that religious education should always be concerned with three different domains of purpose:

<b>Qualification</b>	Concerned with the presentation and acquisition of knowledge and skills - essential for children to be able to act within the world with knowledge and skilful understanding.
<b>Socialisation</b>	Concerned with introducing children to different traditions and practices as to provide them with a sense of orientation in the world - inviting them to find their own place within it.
<b>Subjectification</b>	Encourages children to become subjects in their own life. Enabling pupils and supporting their freedoms in meaningful and responsible ways.

### Planning

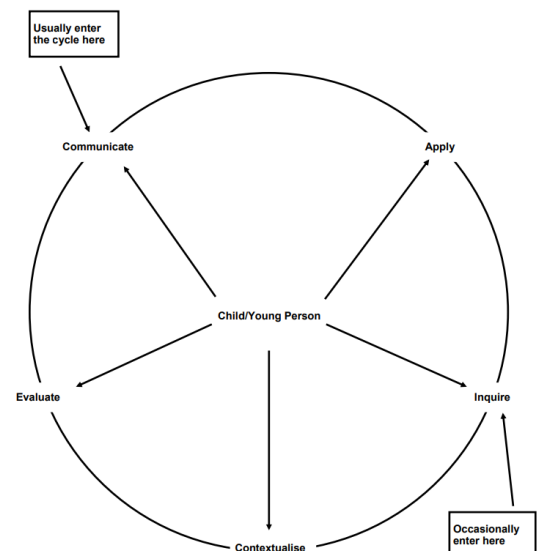
Throughout our lesson plans, and connected lesson visuals, pupils are presented with layered content that builds understanding over time. We know that pupils presented with disconnected information in lessons cannot build fluency or apply the knowledge and skills in meaningful contexts.














The RE curriculum at Mason Moor is a spiral curriculum, the spiral approach seeks to bring about a coherent and integrated approach to religious education that deepens and broadens over time. To support this approach, units of learning are taught as *concepts* through the cycle of enquiry. There are three groups of concept words -

**A** (concepts shared within as well as outside religions and religious experiences),

**B** (concepts that are shared across religions and religious traditions) and

**C** (concepts distinctive to particular religions and religious traditions). As the children of Mason Moor move through the school they will encounter all three groups of concepts.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment	Communicate	Contextualise	Apply	Enquire	Evaluate	Contextualise
Year R	<b>All about me</b> Belonging Link to children's religion	<b>Celebrating Birth</b> Christmas — Jesus' birth Christian traditions	<b>Remembering (someone special)</b> Janmashtami (Krishna's birthday) Hindu traditions	<b>Precious Water</b>  Hindu traditions	<b>Change</b> People Jesus met Christian traditions	<b>Looking forward</b> Transition Christian traditions
Year 1	<b>Belonging</b> Belonging in Judaism  Jewish traditions	<b>Journey's End</b> Nativity journeys Christian traditions	<b>Change</b> People Jesus met Christian traditions	<b>Sad and Happy</b> Easter Christian traditions	<b>Community Service (Sewa)</b>  Sikh traditions	<b>Special Places</b> Sikh traditions
Year 2	<b>Special People</b> Sikh traditions	<b>Light</b> Why is light important?  Jewish traditions	<b>Special Books</b> Sikh traditions	<b>Belief</b> Easter Christian traditions	<b>God</b> Ideas about God  Christian traditions	<b>Authority</b> Key events in the life of Jesus Christian traditions
Year 3	<b>Messages</b> Stories with messages  Christian traditions	<b>Holy</b> Mary, Mother of God Christian traditions	<b>Good and Evil</b> Holi Hindu traditions	<b>Symbol</b> The Cross as a Christian symbol Christian traditions	<b>Creation</b> Creation stories Hindu traditions	<b>Protection</b> Raksha Bandhan  Buddhist traditions
Year 4	<b>Avatar</b> Stories of Vishnu Hindu traditions	<b>Faith</b> Christmas: The Annunciation  Christian traditions	<b>Ritual</b> Food rituals Hindu traditions	<b>Symbol</b> Eucharist Christian traditions	<b>Peace</b> The Buddha Rupa Buddhist traditions	<b>Neighbour</b>  Christian traditions
Year 5	<b>Enlightenment</b> Wesak Buddhist tradition	<b>Interpretation</b> Christmas: the two birth narratives Christian traditions	<b>Wisdom</b> Sacred books  Muslim traditions	<b>Sacrifice</b> Easter Christian traditions	<b>Laws</b> Jesus the Law-Breaker Christian traditions	<b>Umma</b> Community  Muslim traditions
Year 6	<b>Power</b> Power as energy Christian traditions	<b>Incarnation</b> An extraordinary baby  Christian traditions	<b>Justice</b> Stories of Justice Muslim traditions	<b>Resurrection</b> Easter: what happened next? Christian traditions	<b>Rites of Passage</b> The Journey of Life  Muslim traditions	<b>River of Life</b> River of Life Humanist traditions

Golden threads:

Special



Love



Belonging



Community



**“In reality, there are as many religions as there are individuals.”**

Mahatma Gandhi

## Experiential learning

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Mason Moor serves a diverse pupil population and many of our children speak English as an additional language. To ensure that pupils can progress, a heavy emphasis is placed on language and terminology study. Lessons begin with word banks and visual representations to support cognitive understanding.

At Mason Moor our approach to teaching religious education has three important moments: an experiential moment, an intellectual moment and a moment of discernment.

**Experiential moment** - religious education always starts with real and concrete situations and encounters, and also makes room for the different ways in which children experience what they encounter. ([Communicate](#))

**Intellectual moment** - children engage in systematic and informed way with the different dimensions, manifestations, words and concepts of religious tradition and practices. To deepen and broaden their understanding and ensure that they are knowledgeable and informed. ([Inquire and Contextualise](#))

**Moment of discernment** - acknowledges the diversity of experiences that children have, so that, over time religious education can make a positive contribution to the ability of children to discern how all this might matter in their own lives. ([Evaluate](#))

## Assessing pupil progress in RE

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Teachers continually employ formative assessment to understand how pupils are knowing more and remembering more.

Each lesson, across the curriculum, begins with re-capping of the previous component lesson. Quick fire questions are answered verbally, in books or in groups.

Quizzes, delivered through IT and plenary activities, further demonstrate the knowledge pupils' have acquired. This example of low-stakes testing supports teachers in making balanced decisions on when to recap and repeat knowledge to ensure that it is fully embedded.

Living Difference IV provide end of year expectations (EYEs) statements, these outline what children are expected to have encountered in each year. EYEs are used to describe what children will have experienced and as a consequence be able to demonstrate within their learning at the end of a unit.