



<u>Curriculum drivers</u>	<u>Sequencing of content</u>	<u>Big ideas</u>
<p><b>Relevance:</b> Our children will learn about celebrations that are part of our national culture such as Christmas and Easter as well as other non-religious festivals that are celebrated in our country. We will seek out opportunities to make links with local religious communities to support our understanding of other beliefs. Unit sequencing allows for knowledge to be built upon across the phases. Opportunities to discuss and learn about beliefs will also be provided in collective worships and other areas of the curriculum.</p> <p><b>Curiosity:</b> Our children will be exposed to an enquiry based, question –led curriculum which encourages them to ask their own questions and to ponder and wonder about ideas and beliefs.</p>	<p>We follow the Norfolk SACRE curriculum where our units are sequenced so that Christianity is taught in every year with Christmas and Easter being re-visited each year in discrete teaching and through experience opportunities.</p> <p>Hinduism, Islam, Judaism and Sikhism are covered throughout the phases and content is progressive.</p>	<ul style="list-style-type: none"> <li>• Thinking through believing</li> <li>• Thinking through thinking</li> <li>• Thinking through living</li> <li>• Everyone has different beliefs. We should not judge different beliefs and religions because they are different to our own.</li> <li>• Personal experiences are important to the understanding of different beliefs.</li> </ul>
<p><b>Knowledge:</b> Our children will have the opportunity to explore discuss a range of religions and beliefs through their RE lessons, using an enquiry approach. They will be encouraged to build upon their knowledge, understanding and skills through the areas of theology, philosophy and human and social sciences. They will not only be taught knowledge relating to specific religions but they will also develop and understanding of the world and how beliefs impact daily lives.</p> <p><b>Fluency:</b> Our children will be encouraged to talk about beliefs and values and be able to explain why they may be important in their own lives and the lives of others. Children will be able to share their experiences and have the opportunities to reflect on others ideas. They will be able to use sentence stems and key vocabulary when talking about their learning.</p>	<h3><u>Diversity</u></h3> <p>All children’s ideas and beliefs will be treated with respect.</p> <p>We will encourage positive discussion about different beliefs and ideas and plan learning carefully so as not to embed and re-enforce stereotypes and misconceptions for example relating race, gender or ideology.</p> <p>We will celebrate the heritage and cultures of our school community.</p>	<h3><u>Retrieval practice</u></h3> <p>Lessons will start with “I see, I think, I wonder” looking at an element of learning from previous teaching.</p> <p>Children to have regular opportunities to practice retrieval of previously taught content.</p> <p>At the end of the unit the main enquiry question will be revisited and children encouraged to use taught vocabulary in their answer.</p> <p>Remembering knowledge is celebrated through our “R” Resourceful.</p>