



Great Rollright Religious Education



Good Shepherd as a learner	Good Shepherd as a friend	Good Shepherd as a guide	Good Shepherd as a protector	Good Shepherd as a cultivator
<ul style="list-style-type: none"> - deep understanding - exciting and broad - needs and interests 	<ul style="list-style-type: none"> - love and care - respect - celebrates diversity 	<ul style="list-style-type: none"> - moral compass - role model - success and resilience 	<ul style="list-style-type: none"> - sustainable future - appreciate the planet - embrace responsibility 	<ul style="list-style-type: none"> - courage and perseverance - growth mindset - achieve their best

Rosenshine's Principles of Instruction

Daily Review	New Learning in Small Steps	Asking Questions	Providing Models	Guide Student Practice
Recap prior knowledge to strengthen connections of materials learned, and free working memory.	Present new material in small steps and only proceed when it is mastered.	Successful teachers employ lecturing, demonstrating and questioning – to determine how well material has been learned.	Modelling, worked examples and teacher thinking help clarify the steps involved.	Time is built in to rephrase, elaborate and summarise new material to enable pupils to store it in their long-term memory.
Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
Continued exploration of pupils understanding, even if there aren't any questions.	A success rate of 80% indicates learning as well as challenge.	Scaffolds are a temporary support and may take the form of modelling, teacher thinking aloud, cue cards, checklists.	Independent practice produces 'over learning' a necessary process for new material to be recalled automatically.	The effort involved in recalling newly learned material embeds it in the long-term memory. The more this happens the easier it is to build on.

Intent	Implementation	Impact
<p>We believe that our core Christian values of love, truth, courage, and respect are at the heart of everything we do at school. They influence our RE curriculum and the way we teach our children about Christianity as a living faith. We believe that it is vital for all our children to learn from, and about, other world religions, so that they can understand the world around them. We encourage our pupils to question what they encounter in their daily lives, and to reflect on their own beliefs, values, and experiences. Most of all, through stories, discussion, visits, drama, and art, we want our children to develop a respect and sensitivity for diversity, valuing everyone as individuals no matter what their beliefs or religious traditions.</p>	<p>At Great Rollright, we adhere to the C of E Statement of Entitlement and follow the Oxford Diocesan Locally Agreed syllabus. We use the Diocesan Scheme of Work which we supplement with other planning for years R-6 from the Understanding Christianity resource units. We plan and teach units across a two-year cycle, ensuring that children re-visit topics to elicit an increasingly sophisticated response.</p> <p>Each unit is studied through a big question, e.g. Why is Easter so important to Christians? Guidance for content and activities can be sourced from the above as well as using texts, artefacts and video clips. We have carefully curated RE artefact boxes in school and a well-stocked section of the library containing useful and inspirational reference books. Each class has its own worship box which can be used for class assemblies. We are fostering child-led worship, directly involving groups of children in planning and presenting their own ideas about key aspects of our school community. Learning is further enhanced with trips to places of worship in our local area, our benefice church, as well as further afield, to Christchurch Cathedral and the Oxford synagogue.</p>	<p>Formative assessment – teachers' knowledge and understanding of pupils means that the main method of curriculum assessment we employ is formative assessment.</p> <p>Retrieval practice – completed regularly and often repeated to ensure understanding of concepts and that learning is stored in the long-term memory.</p> <p>Pupil behaviour – children will show that they are enjoying learning RE and that work has been pitched appropriately through their behaviour and attitudes during lessons.</p> <p>Pupils' work – in KS1 and EYFS, work will be used to make up class portfolios as a record of ongoing learning. In KS2, dedicated exercise books and folders of work will be used. Examples of learning will also form part of classroom and whole school displays. Teachers will give feedback verbally.</p> <p>Summative assessment - Progress is measured against objectives set by the teacher that term and recorded on an assessment grid which is subsequently analysed.</p>



Great Rollright R.E. Long Term Plan



	Reception	KS1		LKS2		UKS2	
		A – Year 1	B – Year 2	A – Year 3	B – Year 4	A	B
Term 1	Creation 1 - Why is the word 'God' so important to Christians?	Unit 1- Is everybody special? LO To explore how and why people choose to belong to groups and religions UC: What do Christians believe God is like? (1.1)	Unit 1- Who should you follow? LO To explore leaders and how and why they are followed UC: What do Christians believe God is like? (1.1)	Unit 1- Does taking bread and wine show that someone is a Christian? LO To explore the ritual of communion and other ways of belonging to the church UC: What is it like to follow God? (2a.2) alternative	Unit 1- Do Murtis help Hindus understand God? LO To explore how Hindus express their beliefs through images of deities and symbols	UC: Creation and science: Conflicting or complementary? (2b.2)	Y6 Unit 1 – Are the saints encouraging role models? To explore reasons behind the persecution of saints; to compare the saints to the person and persecution of Jesus
Term 2	Incarnation 1 - Why do Christians perform nativity plays at Christmas?	Unit 2 –Should we celebrate Harvest or Christmas? LO To explore and compare reasons for celebrating Harvest and Christmas UC: Why does Christmas matter to Christians? (1.3)	Unit 2 – Should you wear religious symbols? LO To explore the variety of ways people can express beliefs by what they wear UC: Why does Christmas matter to Christians? (1.3)	Unit 2 –Is light a good symbol for celebration? LO To understand the significance of light as a symbol of belief UC: What is the Trinity? (2a.3) alternative	Unit 2 –Should Christians worship Mary? LO To explore the role of Mary in Christian life and in the Christmas story in particular	Y5 Unit 2 – Does God communicate with man? To understand the Christmas story from a Biblical viewpoint UC: What kind of King is Jesus? (2b.8)	Y6 Unit 2 – Is 'God made man' a good way to understand the Christmas story? To explore the concept of incarnation in the Christmas story UC: Was Jesus the Messiah? (2b.4)
Term 3	Salvation 2 - How can we help others when they need it?	Unit 3- How should people care for the world? LO To explore religious views of creation and ecology UC: Who made the world? (1.2)	Unit 3- Is it important to celebrate the New Year? LO To explore the ways that different people and different faiths celebrate New Year.	Unit 3- Is a Jewish child free to choose how to live? LO To explore the impact Jewish/Hindu beliefs have on the life of a child	Unit 3- Is a holy journey necessary for believers? LO To explore the holy journeys made by believers	Sikhism To know the key beliefs within Sikhism, and consider how these beliefs and the actions of Sikhs demonstrate their belief in the Guru Granth Sahib	Islam To know the key beliefs within Islam
Term 4	Salvation 1 - Why do Christians put a cross in an Easter garden?	Unit 4 –Should everyone follow Jesus? LO To explore the reasons why people follow Jesus; with reference to the Easter story UC: What is the good news that Jesus brings? (1.4)	Unit 4 – Is Easter important for the church? LO To explore how the church celebrates Easter UC: Why does Easter matter to Christians? (1.5)	Unit 4 – Does Easter make sense without Passover? LO To explore the connections between Easter and Passover, particularly the Last Supper	Unit 4 – Should believers give things up? LO To explore Lent UC: Why do Christians call the day Jesus died 'Good Friday'? (2a.5)	Judaism (synagogue visit) To know the key aspects of the Jewish faith	Y6 Unit 4 – Is the resurrection important to Christians? To explore the resurrection of Jesus, the Easter narrative and concepts of life after death UC: What difference does the resurrection make for Christians? (2b.7)
Term 5	Incarnation 2 - What makes every single person unique and precious?	Unit 5 –Are some stories more important than others? LO To explore some Old Testament stories and find out what can be learned from them	Unit 5 – Can stories change people? LO To explore the way that Old Testament and New Testament stories show that people are changed	Unit 5 –Does Jesus have authority for everyone? LO To explore the life of Jesus from the perspective of his authority UC: When Jesus left what was the impact of Pentecost? (2a.6)	Unit 5 –Did Jesus really do miracles? LO To explore at least two miracles of Jesus and evaluate them UC: What kind of world did Jesus want? (2a.4)	Y5 Unit 5 – Are you inspired? To explore the work of the Holy Spirit in inspiring Christians in the past and today UC: How can following God bring freedom and justice? (2b.3)	Y6 Unit 5 – Can we know what God is like? To explore different views of God UC: What does it mean if God is holy and loving? (2b.1)
Term 6	Creation 2 - How can we care for our wonderful world?	Unit 6 –Do we need shared special places? LO To explore the relevance of the synagogue to Jews	Unit 6 – How should you spend the weekend? LO To explore the Shabbat	Unit 6 – Can made-up stories tell the truth? LO To explore how Jesus taught truths through story? UC: What do Christians learn from the Creation story? (2a.1)	Unit 6 –Does prayer change things? LO To explore the reasons why believers pray and what they believe the results are	Y5 Unit 6 – What is best for our world? Does religion help people decide? To explore how and why believers help others through charity and service UC: What would Jesus do? (2b.5)	Hinduism To know the key beliefs within Hinduism