



## Teaching Religious Education at KJA

The teaching of RE at Kensington Junior Academy develops an understanding and respect for beliefs, values and practices of other people and themselves.

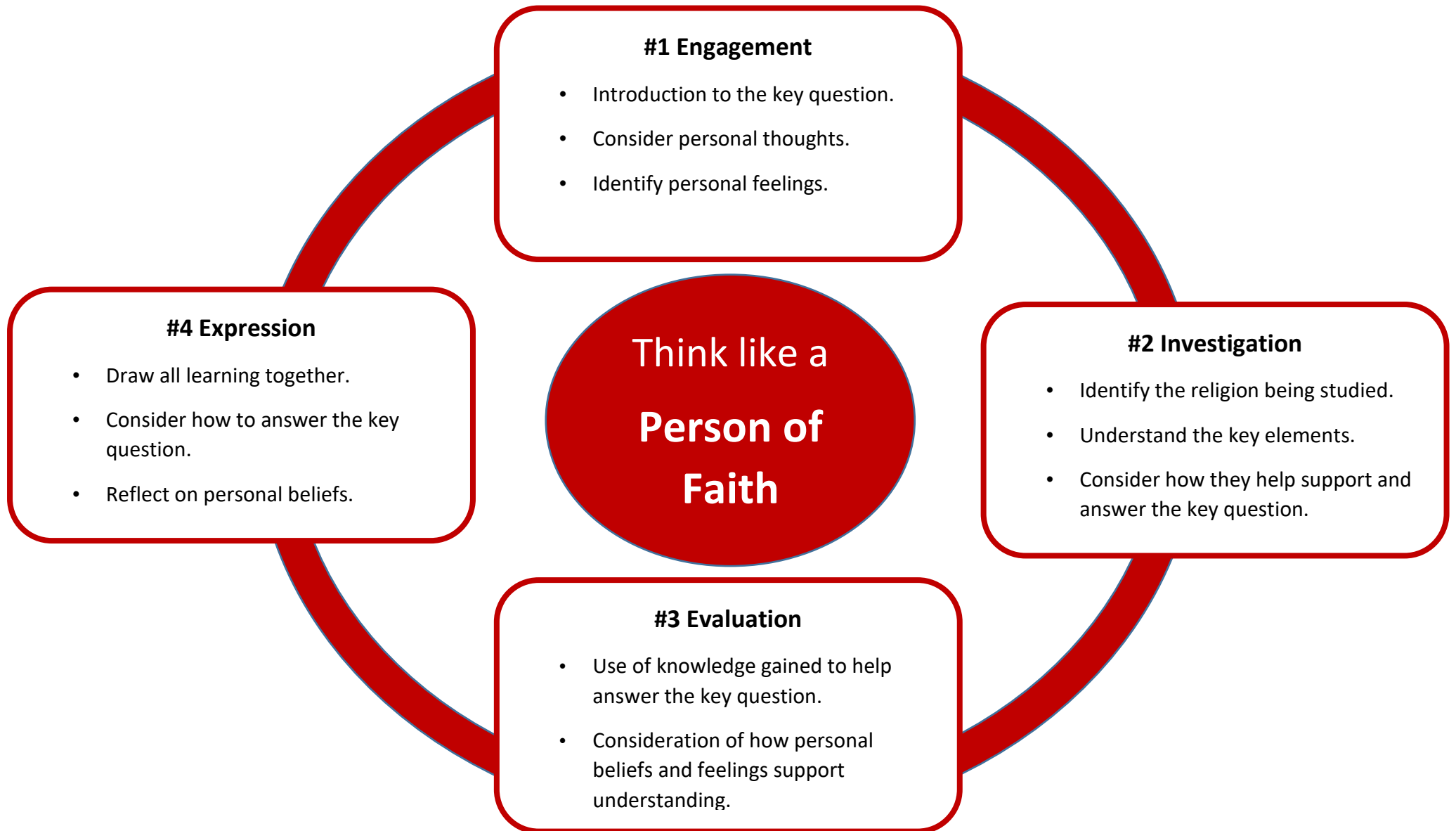
The learning at KJA is rooted in the five Learning Behaviours and combines practical skills with greater knowledge, which will prepare pupils for life in a world where understanding, adaptability and transferable skills are critical.

Our core intent is to enable all pupils to:

- Develop knowledge and understanding of Christianity and other religions around the world.
- Express an understanding of the influences of beliefs and values on individuals, communities and cultures.
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own.
- Enhance their personal development by reflecting on their own beliefs, values and experiences.

Religious Education is taught discretely following the agreed Derbyshire syllabus with staff following a process model to ensure pupils become adept at ***'Thinking like a Person of Faith.'***

# A Process Model for Religious Education

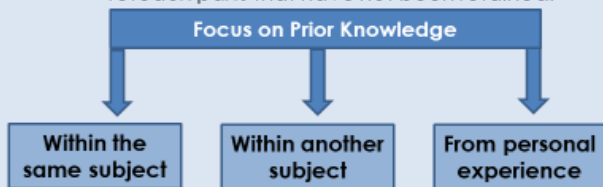


In order to *'Think like a Person of Faith'* pupils will work through four distinct areas:

### Link It

#### Focus on Prior Knowledge

- Be proactive in helping pupils to **recall prior learning** from previous units of learning within the subject or from other subjects.
  - Give time to, and respect, any **personal experiences** pupils may bring to the learning.
- Ensure **pupils are secure in their prior knowledge** within the subject before starting new unit of learning.
- Where appropriate, use a diagnostic assessment to check on retention and then reteach parts that have not been retained.



### Learn It

- **Present new learning to pupils in small chunks** to prevent cognitive overload.
  - Effectively the **composite and component** examples work for this.
- **Provide effective modelling** and plan time for guided and independent practice.
- Ensure there are opportunities for pupils to **develop their substantive knowledge** alongside **disciplinary knowledge**.
- Start with an activity to focus on **being a scientist, historian or a geographer (artist, technologist)**
  - Ensure you have **rehearsed any new concepts** and checked understanding.
    - **Use talk for learning** to comprehend new concepts and vocabulary.
  - **New Vocabulary**
- Ensure that there are opportunities for pupils to learn new vocabulary (speaking frames, etc).

### Check It

- **Create checkpoints** throughout the lesson to ensure that pupils have understood the current learning.
- **Mark in the moment** and provide instant feedback to pupils. Ensure you **pick up on pupils who are falling behind**.
- When possible, **provide rapid intervention** for those pupils that need it.
- Use retention assessments to help you **gain a picture of any gaps** that may be occurring.

Use the information from above to target intervention through peer support and teacher and TA support.  
Identify individuals who need additional challenge.

### Show It


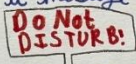


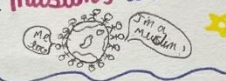
- Ensure that there are opportunities for pupils to **showcase** their learning.
- Ensure that this **links the disciplinary with the substantive knowledge**. For example, in history ensure that you link in the impact the period studied had on our lives today. Give pupils time to challenge the quality of the evidence.
- Maximise opportunities to **develop cross curricular activities**, independent writing, knowledge displays, group activities that could be filmed and shared as well as through debate and drama.
- Provide ample opportunity to showcase their new skills and new knowledge in a **variety of ways**.
- In addition, provide **opportunities to use the new vocabulary** they have acquired in other areas of the curriculum.

# Outcomes of Learning

What is Islam?  
Islam is a religion that prays to Allah. He is their god, they believe that there is no god but Allah. Muslims pray 5 times a day. There are 1.8 billion people who are Muslims in the world!

What does Prayer look like?  
When people pray they sometimes put their hands together and focus. If you see someone praying you should Not DISTURB them because it is very important to them just like your favourite teddy bear. They are trying to give a message to Allah.

Why do Muslims pray?  
Muslims pray to worship Allah alone. The reason Muslims pray all relates to what Islam considers to be the purpose of life. Shortly after when performing a prayer a person is considered to be standing in the hands of God.



## The Burning Bush

This story is about a poor shepherd that sees a burning bush that doesn't burn down. The bush is God. God tells the shepherd (Moses) to free the slaves of Egypt (God's people) but Moses says he is too old and that if he went to the Egyptians, they wouldn't believe God sent him. God told Moses to stamp his staff, which turned it into a snake. So Moses went.

✓ Good Christians believe this is evidence of God's existence because the bush would not burn down yet it was burning. This is God's work.

