

## **R.E. AT GOSDEN HOUSE**

### **DEIB in R.E.**

In R.E. we explore DEIB through promoting an ethos of respect and build an understanding of different religions, values and ways of life. We encourage all learners to be curious in their exploration of their own and others beliefs. R.E. fosters a positive and inclusive ethos that considers how people from all walks of life are treated fairly and feel like they belong at school and within the community.

### **Key 'End Points' in our Learner's Journey**

The R.E. curriculum supports the progress of our learners in achieving our purposeful and ambitious 'End Points'. These identified 'End Points' focus on 'tooling' up our eventual Gosden Graduates for their future pathways. In addition to these guiding End Points, all learners have ILPs (Individual Learning Plans) based on their EHCP individual outcomes within the four areas of need, which are developed and progressed throughout their time at Gosden.

### **Primary End Points**

- EYFS / KS1 – I am learning to be curious about the world around me, through practical and creative exploration. I am excited to find out more.
- KS2 – I am becoming more confident in exploring the wider world and I use my curiosity and creativity to investigate and to express my learning. I explore my own ideas and beliefs and value those of others

### **Secondary End points**

- WIIFM (What's in it for me) - I have the skills to be confident in my community and feel valued in making positive contributions. I am interested in the world outside my door and I want to play a part in it, understanding differences in people and my community.
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## **Why is the development of R.E. Skills essential for our Gosden learners and future graduates?**

Purpose of study: A high-quality R.E. education helps to underpin the development of respect and tolerance and supports school values and the preparation of pupils for life in modern Britain. This helps prevent pupils from developing misconceptions about religion and non-religion. RE delivers whole-school moral and social initiatives. Religious education contributes dynamically to pupils' and students' education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. In RE, students learn about Christianity, and other principal religions in local, national and global contexts, to discover, explore and consider different answers to these questions. They should be encouraged to understand how Religion and belief for many people form a crucial part of their culture and identity.

Aims: To demonstrate an appreciation of the nature of religion and belief and the important contribution of religious and spiritual insights and values to the individual's search for meaning in life, whilst acknowledging that this may also come from a non-religious perspective. To develop a knowledge and understanding of Christianity and of the other principal religions and beliefs represented in Great Britain, both through their history and their contemporary diverse expressions. To develop an interest in and enthusiasm for the study of religion and beliefs and enhance their own

spiritual, moral, social and cultural development. To develop the ability to make reasoned informed and creative responses to religious and moral issues. To recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world.

### Gosden Learners

Gosden learners undertake cross curricula immersive learning in R.E., within this, the primary school develop their learning habits of being creative, listening, exploring, explaining, problem solving, challenge, keep trying, asking questions, noticing and learning together. Their aim is to be curious about the world around them. In the secondary school, they continue to explore different religions whilst having a deeper understanding and appreciation about Christianity. They also learn what a healthy relationship looks like, to have the skills to manage different relationships and know when and where to get support and help they are finding things difficult.

### **How do we develop, stretch and nurture our Gosden learners R.E. skills?**

**Child led and practical** - the R.E. curriculum must be meaningful and relevant to our learners. Students go on a voyage of discovery as they seek answers to questions such as 'Why do people give presents at Christmas?' R.E. involves active participation from the students as they discover the answers to questions through photographs, videos, artefacts and visits to religious places. Where possible we aim to nurture and encourage our learners' passions and interests and by empowering them to take ownership of their own learning.

**Enquiry led learning** - Religious education (RE) makes a significant contribution to pupils' academic and personal development. It also plays a key role in promoting social cohesion and the virtues of respect and empathy, which are important in our diverse society. At Gosden House, the primary school develop their learning habits through an enquiry based approach to RE. The secondary school incorporate their use of learning muscles as enquiry is at the heart of our R.E. learning. They also incorporate their toolkit, in particular learning power, life skills and emotional wellbeing. The enquiry involves sustained learning - in which pupils set up the enquiry, carry it out, evaluate their learning and revisit the questions set. This also engages pupils in their learning - ensuring they can see the relevance and importance of the enquiry, thinking about how it relates to their own concerns. There are opportunities for reflection and creativity effectively within the process of enquiry that arise directly from pupils' engagement with religious material. The students then have carefully structured opportunities to find out for themselves, make their own connections and draw their own conclusions.

## **PUPIL LEARNING JOURNEY**

Learning Power Vision: To nurture in all our learners a lifelong love of learning. Our whole school curriculum will build resilience and grit in our learners, so when they leave Gosden House they are better equipped to face life's challenges in a world that is forever changing.

Badgers and Foxes (Years 3/4)			Squirrels and Woodpeckers (Years 5/6)		
Term	Year One	Year Two	Term	Year One	Year Two
Autumn 1	CHRISTIANITY Why do Christians call God 'creator'? (Harvest)	CHRISTIANITY What is God like for Christians?	Autumn 1	JUDAISM What are important times for Jewish people?	ISLAM How does 'ibadah' (worship) show what's important to Muslims?
Autumn 2	CHRISTIANITY Why is giving important to Christians?	CHRISTIANITY What is the 'Nativity' and why is it important to Christians?	Autumn 2	CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians?	CHRISTIANITY For Christians, is communion a celebration, or an act of remembrance?
Spring 1	THEMATIC What makes a good leader?	THEMATIC Is prayer important to everyone?	Spring 1	HUMANISM How do non-religious people celebrate new life?	SIKHISM What do Sikhs value?
Spring 2	CHRISTIANITY Why do Christians call Jesus 'Saviour'? (Easter)	CHRISTIANITY What do Christians learn from stories of Jesus? (Easter)	Spring 2	CHRISTIANITY What did Jesus say about God's kingdom & why is it 'good news'?	CHRISTIANITY How can artists help us to understand what Christians believe and do?
Summer 1	JUDAISM What is the Torah and why is it so important to Jewish families?	ISLAM What is important for Muslim families?	Summer 1	CHRISTIANITY What did God promise to his people?	CHRISTIANITY How did Jesus change lives – and how is it 'good news'?
Summer 2	JUDAISM Why do Jewish families celebrate the gift of Shabbat?	ISLAM Who is Allah and how do Muslims worship Him?	Summer 2	THEMATIC Why do people make promises?	THEMATIC What is the 'Golden Rule' and why do so many people live by it?

Term	Year 7	Year 8
Autumn 1	HINDU (SANATAN) DHARMA What helps Hindus to worship?	CHRISTIANITY How is God Three – and yet One?
Autumn 2	HINDU (SANATAN) DHARMA Why should Hindus live a good life?	BUDDHISM What is the 'Buddhist way of life'?
Spring 1	CHRISTIANITY How did the Church begin, and where is it now?	CHRISTIANITY For Christians, what difference does it make to belong to God's Kingdom?
Spring 2	CHRISTIANITY Why is the idea of 'rescue' so important to Christians?	CHRISTIANITY What do Christians believe about the Messiah – and why is it good news?
Summer 1	CHRISTIANITY What do Christians believe about creation?	JUDAISM What does it mean to be part of a synagogue community?
Summer 2	THEMATIC What does it mean to live a good life?	THEMATIC Is life a journey? Reference: ISLAM - What helps Muslims to live a good life?

Term	Year 9
Autumn 1	ISLAM What does it mean to be a servant of Allah?
Autumn 2	CHRISTIANITY How are Christians active in society?
Spring 1	CHRISTIANITY Who was Jesus?
Spring 2	HUMANISM What does it mean to be good?
Summer 1	CHRISTIANITY What are some Christians' responses to persecution?
Summer 2	SIKHISM How do Sikhs people express their faith?

Our R.E. curriculum is based on the National Curriculum in order to ensure a cohesive, appropriate learning journey for every learner.

	Reception / Year 1	Year 2	Year 3 and 4	Year 5 and 6	Year 7	Year 8	Year 9	Year 10	Year 11
	EYFS Curriculum	EYFS Curriculum	PROGRAMME OF STUDY ADAPTED	...	...	...			

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<b>Content coverage</b>	<p>Year 1 Creation stories (What can we learn from stories?) Divali sweets (Why do we have celebrations?) Faiths around the world (What makes our world wonderful?) God’s creatures (What makes something wonderful?) Heaven (What makes a place special?) Moses and the red sea (Who am I and where do I belong?) Year 2 Morals (Who am I and where do I belong?) What makes our world wonderful?) Christmas story (Why do we have celebrations?) New life (What makes something special?) Noah’s Ark (What can we learn from stories?) What makes a place special?) Harvest festival (Why do we have celebrations?) Christmas toys/dolls (what makes something special?) Neighbours (what makes a place special?) Pilgrimages (what can we learn from stories?) God’s creatures (what makes our world wonderful?) Baptism (who am I and where do I belong?)</p>	<p>Year 1 Creation stories Divali sweets Faiths around the world God’s creatures Heaven Moses and the red sea Year 2 Morals Christmas story New life Noah’s Ark Year 3 Harvest festival – how I treat others Christmas toys/dolls Neighbours Pilgrimages God’s creatures Baptism</p>	<p>Year 1 Christianity: Why do Christians call God creator? (Harvest) Christianity: Why is giving important to Christians? What makes a good leader? (thematic) Why do Christians call Jesus saviour? Judaism: What is the Torah and why is it so important to Jewish families? Judaism: Why do Jewish families celebrate the gift of Shabbat? Year 2 Christianity: What is God like for Christians? Christianity: What is the Nativity and why is it important for Christians? Is prayer important for everyone? (Thematic) Christianity: What do Christians learn from stories of Jesus? (Easter) Islam: What is important for Muslim families? Islam; Who is Allah and how do Muslims worship him?</p>	<p>Year 1 Judaism: What are important times for Jewish people? Christianity: What’s the Bible’s ‘big story’ – and why is it like treasure for Christians? Humanism: How do non-religious people celebrate new life? Christianity: What did Jesus say about God’s kingdom &amp; why is it ‘good news’? Christianity: What did God promise to his people? Why do people make promises? (Thematic) Year 2 Muslim: How does ‘ibadah’ (worship) show what’s important to Muslims? Christianity: For Christians, is communion a celebration, or an act of remembrance? Sikhism: What do Sikhs value? Christianity: How can artists help us to understand what Christians believe and do? Christianity: How did Jesus change lives – and how is it ‘good news’? What is the ‘Golden Rule’ and why do so many people live by it? (thematic)</p>	<p>HINDU (SANATAN) DHARMA What helps Hindus to worship? HINDU (SANATAN) DHARMA Why should Hindus live a good life? Christianity: How did the Church begin, and where is it now? Christianity: Why is the idea of ‘rescue’ so important to Christians? Christianity: What do Christians believe about creation? What does it mean to live a good life? (thematic)</p>	<p>Christianity: How is God Three – and yet One? Buddhism: What is the ‘Buddhist way of life’? Christianity: For Christians, what difference does it make to belong to God’s Kingdom? Christianity: What do Christians believe about the Messiah – and why is it good news? Judaism: What does it mean to be part of a synagogue community? Is life a journey? Reference: ISLAM - What helps Muslims to live a good life?</p>	<p>Muslim: What does it mean to be a servant of Allah? Christianity: How are Christians active in society? Christianity: Who was Jesus? What does it mean to be good? Christianity: What are some Christians’ responses to persecution? Sikhism: How do Sikhs people express their faith?</p>	<p>Year 10 complete Managing Social Relationships which they need to achieve E3.1.2 Identify positive behaviours which can be used when interacting with others E3.1.2 Identify positive behaviours which can be used when interacting with others E3.2.1 Take part in an exchange with one or more people about a topic in which they have an interest E3.2.2 Use appropriate positive behaviours when participating in the exchange E3.2.3 Make appropriate contributions E3.2.4 Express opinions and respect the views of others</p>	<p>Year 11 complete dealing with problems in daily life where they need to achieve E3.1.1 Identify a straightforward problem that they can tackle E3.1.2 Share ideas on how to tackle the problem with an appropriate person E3.1.2 Share ideas on how to tackle the problem with an appropriate person E3.2.2 Carry out activities to tackle the problem E3.2.3 Ask for appropriate advice E3.3.1 Review their progress in tackling the problem E3.3.2 Identify what went well and what did not go so well</p>
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**PROGRESSION IN SKILLS**

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The R.E. curriculum is taken from the EYFS early years curriculum. Key stage 1 – Key stage 3 (Year 3 – Year 9) use the Surrey SACRE agreed syllabus. For Years 10 – 11 the RE curriculum is interwoven with the RSE emotional wellbeing curriculum, SMSC links of social, moral and spiritual.

### **HOW DO WE KNOW OUR R.E. LEARNERS ARE ACTUALLY LEARNING? HOW DO OUR LEARNERS KNOW HOW THEY ARE DOING?**

Teachers give pupils carefully structured opportunities to find out for themselves, make their own connections and draw their own conclusions. Planning clearly identifies expectations and opportunities to assess pupils' progress. Shared objectives enable an opportunity for individualised learning, learning together and time for reflection upon the learning during the lessons. Primary school link this to learning habits and secondary to the secondary toolkit. Photographic evidence of the students' learning during R.E. is available on Evisense. In During Year 10 and 11 RE is taught through morals. Coursework is completed which goes towards our accredited qualification for Personal and Social Development with ASDAN.

### **WHAT DO WE WANT FOR OUR FUTURE GOSDEN R.E. LEARNERS ? (GOSDEN GRADUATE/ GOSDEN HOUSE VISION/ GOSDEN TOOLKIT )**

Religious education (RE) makes a significant contribution to pupils' academic and personal development. It also plays a key role in promoting social cohesion and the virtues of respect and empathy, which are important in our diverse society. The ultimate goal is to develop the students into Gosden Graduates who are confident and resilient learners who are able to think in different ways. The Gosden Graduates will also be able to support their emotional being and know who to speak to for help and support.

Our WIIFM (*What's in it for me*) long term learning outcomes are nurtured and developed through our Toolkit Curriculum. Our curriculum 'Life Tools' and their learning outcomes are key to preparing our future Gosden Graduates for life post 16 in supporting them in their future lives including the workplace. All decisions that are made about our Curriculum have the Toolkit and the knowledge of our learners at the heart of it. What's in it for me for the Gosden learners is that I can identify what is important to me and others in everyday life. I have some work based and life skills for when I leave Gosden in that I can talk about what I find interesting and puzzling. I can also talk about my own experiences and feelings. I can discuss values such as love and friendship.