

The RE Curriculum at Brownlow Fold

The Learning Challenge

The Learning Challenge concept is built around the principle of greater **learner involvement** in their work. It requires deep thinking and encourages learners to work using a question as the starting point. In designing the curriculum, teachers and learners are using a **prime learning challenge**, expressed as a question, as the starting point. Using the information gained from pre-learning tasks and our school context, a series of **subsidiary challenges** are then planned. Each subsidiary learning challenge is also expressed as a question. Importantly, the learning challenges need to make sense to the learners and be something that is within their immediate understanding.

Within each Learning Challenge unit of work, we always include a 'Green for Growth Challenge.' These challenges are designed to enable pupils to work at greater depth within a particular unit. Some of the characteristics of a child who is working at greater depth might include:

- working independently;
- applying what they have learned in one area of a subject to other areas;
- applying their knowledge consistently, confidently and fluently;
- being able to explain what they have been doing to others, including teaching other children what they have learned.

Pre-learning tasks ensure that our pupils are directly involved in the planning process. Well planned pre-learning tasks help bring out what our pupils already know, what misconceptions they may have and what really interests them. Our teachers then take account of the outcomes from pre-learning tasks to plan the subsidiary learning challenges for each major area of study.

Empowered Learners

By adopting the 'Empowering Learning' skills, we recognise the impact that personal skills can have on the academic success and well-being of our children. They play a vital role in developing the ability of learners to enjoy and reflect on their learning across the curriculum. The six areas for personal development; Self-Management, Effective Partnership, Resourceful Thinkers, Reflective Learners, Independent Enquirers and Team Workers; form what we class as personal skills which are worked upon throughout a child's time at Brownlow Fold Primary School.

Self-Manager

- Ability to organise themselves and work out goals and priorities
- Show personal responsibility, initiative, creativity and enterprise
- Anticipate, take and manage risks
- Commit themselves to learning and self-improvement
- Respond positively to change

Effective Participators

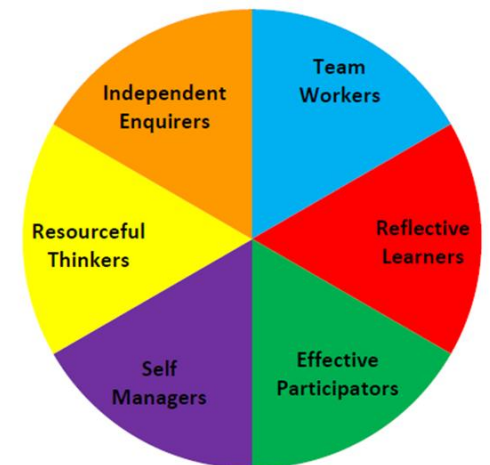
- Engage actively with issues that affect them and those around them.
- Play a full part in the life of the school
- Take responsible action to bring improvement for others as well as themselves
- Discuss issues of concern, seeking resolution
- Present a persuasive case for action
- Propose practical ways forward
- Try to influence others, negotiating and balancing diverse views

Resourceful Thinker

- Think creatively by generating and exploring relevant ideas, and making original
- Find links and see relationships
- Explore and experiment with resources and materials
- Ask 'why', 'how' and 'what if' questions
- Apply imaginative thinking to solve a problem
- Try different ways to tackle a problem
- Work with others to find imaginative solutions and outcomes that are of value

Reflective Learner

- Evaluate their strengths and limitations as learners
- Review their work and act on outcomes
- Set themselves realistic goals and criteria for success



	<ul style="list-style-type: none"> ▪ Monitor their own performance and progress ▪ Invite feedback and deal positively with praise, setbacks and criticism. ▪ Make changes to improve their learning ▪ Communicate their learning in relevant ways to different audiences
Independent Enquirer	<ul style="list-style-type: none"> ▪ Gather, process and evaluate information in their investigations ▪ Plan what to do and how to go about it ▪ Draw conclusions and evaluate outcomes ▪ Take informed and well-reasoned decisions, recognising that other have different beliefs and attitudes ▪ Use range of techniques to collect and organise information
Team Worker	<ul style="list-style-type: none"> ▪ Work confidently with others, adapting to different contexts and taking responsibility for their own role ▪ Listen and take account of others' views ▪ Form collaborative relationships, resolving issues and reaching agreed outcomes ▪ Adapt behaviours to suit different roles and situations ▪ Show fairness and consideration towards others

Principal aim of our RE curriculum

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The threefold aim of RE elaborates the principal aim. The curriculum for RE aims to ensure that all pupils:

- make sense of a range of religious and non-religious beliefs;
- understand the impact and significance of religious and non-religious beliefs;
- make connections between religious and non-religious beliefs, concepts, practices and ideas studied.

Brownlow Fold's RE curriculum is compliant with Bolton Agreed Syllabus for RE 2020–2025.

Green for Growth Challenge

Can you write a paragraph summarising your learning about the creation story?

Prime Learning Challenge

Autumn Year 3: Christianity and the Creation Story

What do Christians learn from the Creation Story?

What kind of world did Jesus want?

Big Question

Small Questions

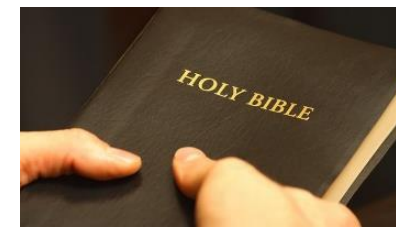
Which help to answer the big question.

Bolton
Agreed Syllabus
2020-2025
Bolton Council

Can you create a timeline of the creation story?	Can you make links between Genesis 1 and Christian beliefs about God and Creation?	Can you read the story of Genesis 3 and explain why things go wrong in the world?	Can you think about how Christians try to look after the world?
Can you make links between the story of Noah and the idea of the Covenant?	Can you make links about the story of Noah and how we live in school and the wider world?	Can you read stories to find out what kind of world Jesus wanted? (The Healing of the Leper/The Good Samaritan)	Can you find out what a Pact is?

Key Vocabulary

Bible	Pact	Genesis	Creation Story	Christians
Old Testament	New Testament	God	Noah	The Good Samaritan



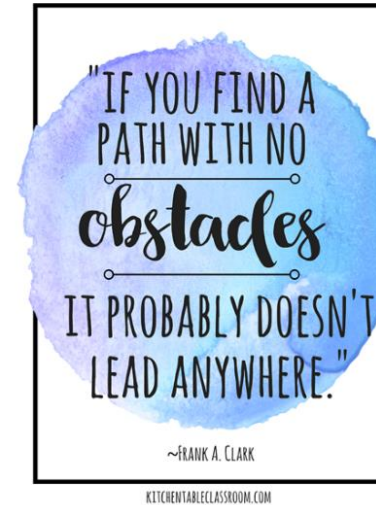
Empowered Learner Links



Self-Manager

- I enjoy taking responsibility.
- I can work within a time frame.
- I can carry on and not be put off by change.
- I can set and review my own targets for learning.
- I can explain to others who helps me learn and why they help me learn.
- I can use a range of strategies to control my feelings.

Growth Mindset Links



Cross-Curricular Writing Opportunities



- Explore the outdoors and look for WOW features in nature
- Write instructions from God of how people can make the world a better place
- Listen to songs and hymns that celebrate God as the creator
- Hot seat the story of Adam and Eve in Genesis, asking questions.

Text



- A range of non-fiction books
- E-book
- PowerPoints
- The International Children's Bible - <https://www.biblegateway.com/>

Glossary

Jesus – Christians believe that Jesus was the son of God

Church – a Christian place of worship.

Bible – the Christian Holy book.

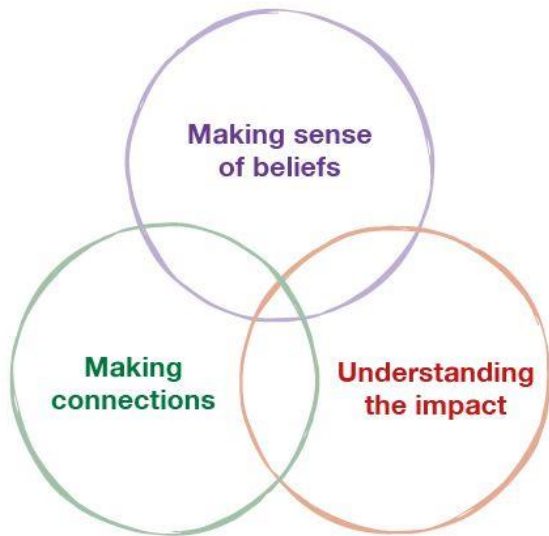
Priest – the leader of the Catholic Church.

Cross – an important symbol of Christianity, it reminds Christians of Jesus' important sacrifice for them, he died on the cross.

Disciples – the disciples were 12 people who Jesus chose to follow him and help him talk to people about God.

Easter – a festival where Christians remember Jesus' death on the cross. On Easter Sunday, Christians also celebrate Jesus' resurrection.

Christmas – At Christmas, Christians remember the birth of Jesus, who they believe is the son of God.



Key Concepts

Creation

Christians believe the Universe and human life are God's good creation. Humans are made in the image of God.

People of God

Many Christians say that the Old Testament tells the story of God's plan to save humanity. The Bible narrative includes the ups and downs of this plan, including the message of the prophets, who tried to persuade people to stick with God.

What do Christians Learn from the Creation Story?

Genesis 1



Creation of the moon, sky and stars



Creation of animals, land, sea and sky



Creation of Humans



What is it like to follow God?

Christians as Caretakers



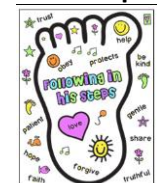
Gods Pact with Noah



Promises made at a Wedding



Follow in his Footsteps



Assessment Criterion

Emerging

Expected

Exceeding

Enrichment opportunities

- Watching the KS1 and Early Years Christmas performances.
- Taking part in a Christmas performance
- Celebrating a wedding – role play
- Visit from priest/vicar
- Visit to a church

Home Learning/Parental Links

- Make a Christmas card for a friend or neighbour who celebrates Christmas.
- Talk about family wedding celebrations of different faiths.
- Discussing different celebrations of different faiths with an open mind.
- Asking family members how they think we can make the world a better place

Green for Growth Challenge

Can you summarise your understanding of the Jewish faith?

Prime Learning Challenge Spring Year 3: Jewish Festivals

How do festivals and family life show what matters to Jewish people?

Big Question

Can you identify some Jewish beliefs?	Can you explain what the exodus story means for Jews today?	Can you describe how Jews show their beliefs through worship in festivals, at home and in wider communities?
Can you think of questions and answers about whether it is good for Jews to remember the past and look forward to the future?	Can you research some Jewish prayers and blessings?	Can you find out why the 10 commandments were important to the Jewish people?

Small Questions

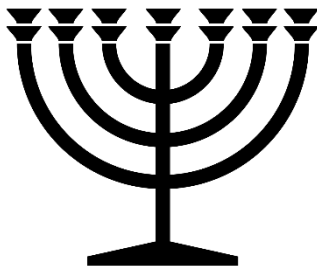
Which help to answer the big question.

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Key Vocabulary

Passover	Synaagogue	Torah	Exodus	Siddur Prayer Book
Seder	Yom Kippur	Shabbat	Talmud	Pesach



Empowered Learner Links



Resourceful Thinker

- I can have a go at something that may not work.
- I can generate questions to link ideas related to my learning challenge.
- I can keep my emotions in check when tasks get tough.
- I can use my imagination to improvise.
- I can think of different ideas and possibilities when solving problems.
- I can improve my learning by imitating others.

Growth Mindset Links



Cross-Curricular Writing Opportunities



- Retelling of Jewish stories using music and role play
- Consider keeping a gratitude journal for the week
- Writing questions and answers for Jewish visitors

Text



- A range of non-fiction books
- E-books
- PowerPoints
- The New and Old Testament
- Exodus

Glossary

Yom Kippur - the Day of Atonement - the most sacred and solemn day of the Jewish year, brings the Days of Repentance to a close. As well as fasting for 25 hours, Jews spend the day in prayer, asking for forgiveness and resolving to behave better in the future.

Torah – The 5 books of Moses; Genesis, Exodus, Leviticus, Numbers and Deuteronomy.

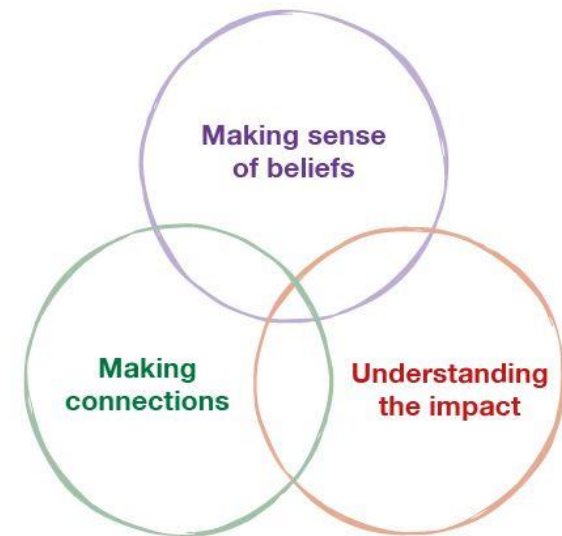
Star of David – Known as the Shield of David, this is a well-known symbol of Judaism.

Prayer – The Torah refers to prayer as ‘the service of the heart,’ an act of love and reverence towards God.

Synagogue – a Jewish place of worship, prayer, a place of study and sometimes a community centre.

Passover – A celebration of the Jewish people’s freedom from slavery in ancient Egypt. They were led out of Egypt by Moses.

Rabbi – A teacher of Jewish law.



Key Concepts

God

Jews believe in one Creator God who cares for all people. Jews worship God, saying blessings and thanks, and believe that they are the chosen people. Many Jewish people avoid saying and writing God’s name, and so in a Jewish context, it might be printed as ‘G-d’.

The Torah

The Torah, meaning teaching, instruction or law, is the main Jewish holy book. The term is used in a wider sense to mean the first five books of the Hebrew Bible. The Torah contains the Ten Commandments given to Moses and the Jewish laws/commandments. It contains songs, prayers and wise sayings.

Jewish Festivals

Hannukah



Passover



Yom Kippur

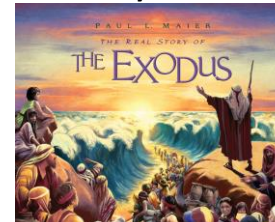


Purim



How do festivals and family life show what matters to Jewish people?

The story of Exodus



Talmud



Siddur



Jewish Family Values



Assessment Criterion

Emerging

Expected

Exceeding

Enrichment opportunities

- Visit a Synagogue
- Loan a Synagogue in a box (resources)
- Interview a Rabbi.

Home Learning/Parental Links

- Visit a library and explore different religious texts.
- Look out for religious buildings or symbols when out and about.
- Discuss different faiths with an open minded approach.

Green for Growth Challenge

Write a report about the celebration Eid-ul-Fitr.

Prime Learning Challenge Summer Year 3: Islam and the World

**How do festivals and worship show what matters to a Muslim?
How and why do religious and non-religious people try to make the world a better place?**

Big Question

Small Questions

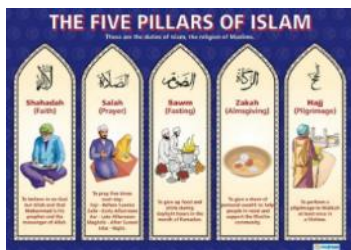
Which help to answer the big question.

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Key Vocabulary

Islam	Muslim	Pillars	Qu'ran	Allah
Leader	Ibadah	Ramadan	Eid-ul-Fitr	Imam



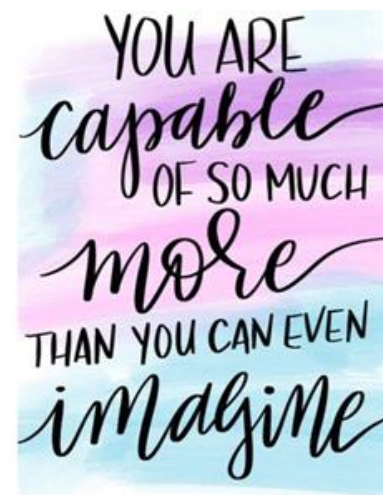
Empowered Learner Links



Independent Enquirer

- I understand the basics of cause and effect.
- I can devise sensible questions to ask different people.
- I can show my learning in different ways (e.g. mind mapping) to represent thinking.
- I can plan and finish a simple task within a given time frame.
- I can see relationship between things and explain ideas to others.

Growth Mindset Links



Cross-Curricular Writing Opportunities



- Write an information text about the lives of inspirational religious figures/inspirational humanists
- Explore traditional music used in festivals and celebrations
- Create posters of how to make the world a better place

Text



- A range of non-fiction books
- E-books
- PowerPoints
- Qur'an

Glossary

Islam - The religion of the Muslims.

Muslim - A follower of the religion of Islam.

Pillars - The Five Pillars of Islam are five rules in Islam.

Mosque – a Muslim place of worship, learning and celebration.

Qur'an – the holy book of Islam. Written in Arabic and Muslims learn and recite from it.

Imam – the leader of the mosque and the worship services held within a Muslim community.

Allah – the name used by God, it is 'God' in Arabic.

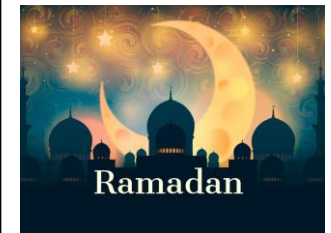
Ramadan – Muslims recognise the fourth pillar of Islam, Sawm, during the ninth month of the Islamic calendar. Muslims fast during the daylight hours of the month of Ramadan.

How do festivals and worship show what matters to a Muslim?

5 Pillars of Islam



Ramadan



Eid-ul-Fitr



Night of Power



Key Concepts The Five Pillars

The compulsory Five Pillars provide a structure for the daily spiritual life of a Muslim.

Shahadah is the declaration of faith: 'There is no god except Allah; Muhammad is the messenger of Allah.'

Salat is ritual prayer carried out five times a day.

Zakat is an annual gift for charity, usually 2.5 per cent of income.

Sawm is fasting from food and water during the daylight hours of the month of Ramadan.

Hajj is pilgrimage to Makkah, to be made at least once in a lifetime if possible.

Ibadah

Muslims use this single word for both worship and any action that is performed with the intention of obeying Allah. Thus worship and belief in action are inextricably linked by language.

Making sense
of beliefs

Making
connections

Understanding
the impact

How and why do religious and non-religious people try to make the world a better place?

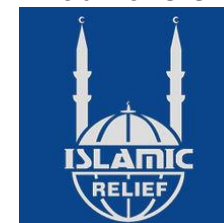
10 Commandments



The Golden Rule



Islamic Relief

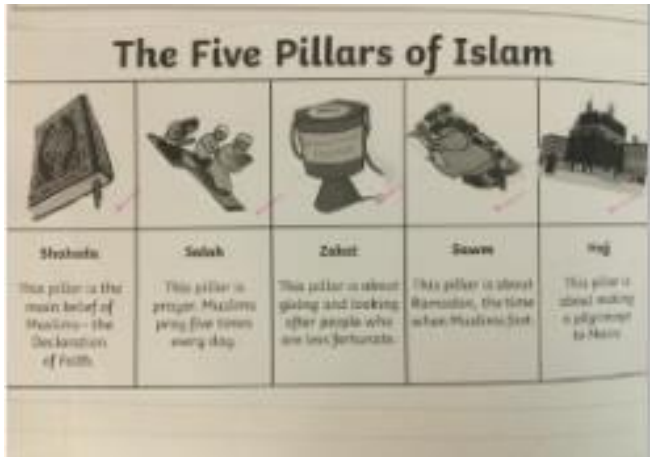


Martin Luther King

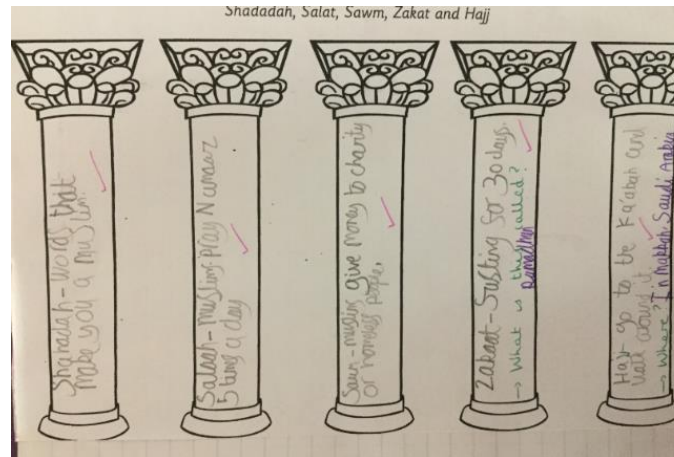


Assessment Criterion

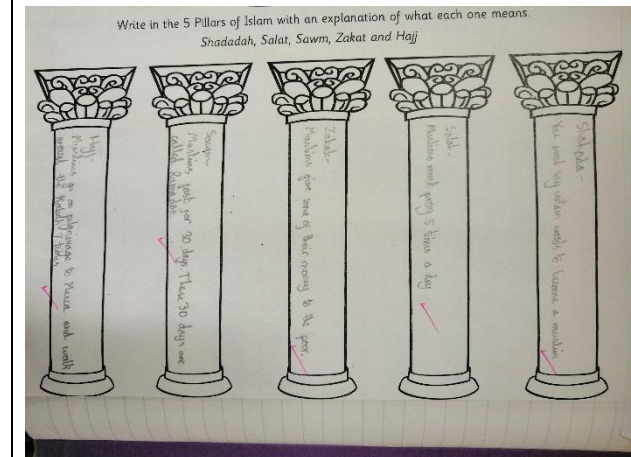
Emerging



Expected



Exceeding



Enrichment opportunities

- School celebrations, including an Eid party.
- Role play
- Assemblies
- Visit a Mosque
- Visit from an Imam

Home Learning/Parental Links

- Create a poster to advertise the qualities of a good leader.
- Make an Eid card for a friend of neighbour who celebrates Eid.
- Discuss the beliefs of your family. Are everybody's thoughts exactly the same?

Photographic evidence of the curriculum in action at Brownlow Fold

Date: Wednesday 24th May 2018

Topic: Pink Green for Growth

Learning Focus: To recognise the importance of Islamic dress for Muslims.

Steps to success:

- I can recall explain the 5 pillars of Islam.
- I can name the different types of Islamic dress.
- I can discuss why it is so important to Muslims.

Women

Muslim women wear a hijab to cover their face sometimes. A Muslim woman dresses like that because it was written in the Quran as a rule. Also it is a sign of respect and she is not judged by others because of her appearance.

Men

A Muslim man dresses like this as a sign of honour and respect. They want to honour the Prophet by wearing the white thobe, which is seen as a holy robe.

Date: 24th March

Learning Focus: To understand the Easter story.

Steps to success:

- Listen carefully to the story.
- Recall the events of the story in the correct order.
- Put the story in the correct order using the text and pictures.

Stick your pictures in the blank boxes to match the captions.

1. Jesus arrived in Jerusalem	2. The priests were jealous	3. Judas betrayed Jesus for money	4. Jesus sat down to a Passover meal with his friends	5. Jesus broke the bread and shared the wine at the Last Supper. He told them he had been betrayed	6. Jesus prayed in the garden of Gethsemane
7. Judas showed the Roman soldiers where Jesus was and they arrested Jesus	8. Jesus carried the cross to the hill	9. Jesus was crucified	10. Jesus was put in a tomb, sealed with a large stone.	11. On the third day, the stone was rolled away. An angel told Mary Magdalene that Jesus had risen from the dead.	