 EMA subject review – RE at KS1 & KS2

Building an inclusive curriculum

|  |  |
| --- | --- |
| Key stage 1 Subject content | Implications for BAME and EAL learners |
| Milton Keynes Agreed Syllabus for Religious Education:  The focus in Key Stage 1 should be on Christianity and Judaism, but referring to other faiths where appropriate, particularly if there are members of other faiths in the class.  All questions should be addressed in the teaching of Christianity. In the teaching of other faiths teachers should chose the focus that best suits them and their class.  The questions for this key stage are as follows: Believing  • What do people believe about God, people and the natural world?  • Who am I?  • How and why are some stories and books sacred and important in religion? Behaving  • What can people learn from religious leaders and teachers? Belonging 16  • What does it mean to belong?  • How and why are religious celebrations important to people?  • How and why do symbols express religious meaning? Exemplification is provided in Appendix B, but it is not necessary to cover all the suggested topics. | **Pupils have the requisite language skills**  The aims of the RE POS present significant language expectations for KS1 learners for whom English is not their first language.  **Learning is accessible and engaging for BAME and EAL learners:**   * The people and events they study reflect the heritage and diversity of pupils * First and dual language learning and consolidation is encouraged * Diversity is reflected in the teaching of RE and the exemplification of ideas and events. Pupils from culturally diverse backgrounds feel included throughout the learning * Evidence is available to show how the curriculum reflects the diversity and language needs of BAME learners. |
| Key stage 2 Subject content | Implications for BAME |
| Milton Keynes Agreed Syllabus for Religious Education:  Key Stage 2 In this Key Stage, Christianity should again be the main faith taught in each year group, alongside Hinduism and Islam, but where appropriate, opportunity should be taken to refer to the faiths and topics covered in KS1.  All questions must be addressed in the learning about Christianity, but for other faiths teachers must chose questions suitable for their classes. The questions for this key stage are as follows:  **Believing:**  • How do people’s beliefs about God, the world and others impact on their lives?  • How do sacred texts and other sources help people to understand God, the world and human life?  **Behaving:**  • Why and how are people influenced and inspired by others?  • What influences the ways people behave and what is expected of a person in following a religion or belief?  • How do religious families and communities practise their faith, and what contributions do they make to local life?  • How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? **Belonging:**  • Why, where and how do people worship?  • Why are some occasions sacred to believers?  • What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?  • How and why are religious and spiritual ideas expressed and in the ways they are? | * The perception of identity is thoughtfully addressed through the curriculum, particularly relating to the notion of “*British*”. * Pupils learn a great deal of new vocabulary in KS2 RE which may present sifting challenges for EAL learners trying to discriminate between technical and common language: important vocabulary is identified and consolidated. * Questioning and hypothesizing language may be unfamiliar to EAL learners or learners more familiar with fact-based systems: questioning and hypothesizing language should be developed and consolidated * Diversity is reflected in the selection of topics, teaching, resourcing and the exemplification of ideas and events. Pupils from culturally diverse backgrounds feel included throughout the learning. * First and dual language learning and consolidation is encouraged |

Questions to support self-evaluation of inclusion in the RE curriculum:

|  |
| --- |
| **How inclusive is the RE curriculum?** |
| Is the curriculum giving pupils the essential knowledge and skills they need?  (next stage/destinations)   * Do EAL learners have the language tools and vocabulary to access the curriculum? * Do BAME pupils understand that there are no limits to their aspirations? |
| Do pupils know and remember more?   * How does knowledge and recollection compare to non-EAL peers? * Does the knowledge demonstrated by pupils indicate a view that embraces diversity? |
| Is the curriculum cumulative?  (step by step in learning more knowledge)   * Are there any gaps in learning for EAL/BAME pupils? * Do pupils appreciate that faith is multi-ethnic and multi-cultural? |
| How well does the subject curriculum fit in with other subjects?   * Are links made to BAME figures in other fields? * Are there opportunities for pupils to study in their first/other language? |

Examples of resources that reflect the diversity of the local community:

Milton Keynes faith/cultural centres and supplementary schools (See EMA Network directory)

Equality and Diversity in Milton Keynes: Communities (EMA Network guidance with input from local faith communities)

SACRE: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/information-for-schools/sacre>

RE websites

Access and engagement in RE Teaching pupils for whom English is an additional language. Ref: DfES 0658/2002 (KS3 but relevant for KS2): <https://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/sec_re_eal_access_engagRE.pdf>

NATRE: <https://www.natre.org.uk/resources/>

General Resources:

BLACK HISTORY – <https://blackhistorystudies.com/> <https://m.facebook.com/blackhistorystudiesltd/?locale2=en_GB> <https://www.bbc.co.uk/news/newsbeat-52939694> <https://clpe.org.uk/library-and-resources/booklists/black-history-booklist> <https://www.blackhistorymonth.org.uk/>

[**The Institute of Race Relations**](http://www.irr.org.uk/resources/materials-on-racism-for-teachers/) has produced a series of booklets about the history of race in Britain.

[**Our Migration Story**](https://www.ourmigrationstory.org.uk/about.html) tells the untold history of migration to the UK since AD43, celebrating the lives and the contribution of migrants to the development of our society. The resources are in a range of formats and include lesson plans.

[**Black and British – A Forgotten History**](https://www.bbc.co.uk/programmes/p0499smp) (BBC, 2016): Historian David Olusoga explores overlooked Black figures from British history. The website supporting the series offers additional resources. Also, his book: Black and British. A Short Essential History.

BAME education <https://libguides.ioe.ac.uk/BAMEresources>

National Archive – BAME histories <https://www.nationalarchives.gov.uk/education/resources/black-asian-and-minority-ethnic-histories/>

History Association – Migration posters (Subscription required) <https://www.history.org.uk/publications/resource/9829/primary-history-pull-out-posters-85>

History Association – Migration to Britain scheme (Subscription required) <https://www.history.org.uk/publications/resource/9818/migration-to-britain-through-time>

DIVERSITY TEXTS: <https://www.letterboxlibrary.com/> - diversity texts with clpe <https://clpe.org.uk/> CLPE reflecting realities research: <https://clpe.org.uk/RR>

<https://www.theguardian.com/childrens-books-site/2014/oct/13/50-best-culturally-diverse-childrens-books>

Refugees and refugee week: [www.Southbankcentre.co.uk](http://www.Southbankcentre.co.uk) - “Imagine the future you want to see”.

Windrush: <https://www.bl.uk/windrush/further-reading>

Black Lives Matter (BBC): <https://www.bbc.co.uk/sounds/play/p08gyw71>

Anti-racism: <https://youtu.be/OLGrD9cGrWO>

Links to EMA Network Diversity and Inclusion seminar – July 2021:

\* Hannah Wilson – [Vision and values: embedding diversity, equity and inclusion in your school](https://www.youtube.com/watch?v=6iMXQ_zVSTI)

\* Bennie Kara –[Diversifying your curriculum](https://www.youtube.com/watch?v=mg5MquP6-PA)

\* Pauline Lyseight-jones and Liz Agbettoh - [Honest conversations on race and the importance of language](https://www.youtube.com/watch?v=vWv3xwpB-MU)

\* Shammi Rahman - [Addressing difficult conversations](https://www.youtube.com/watch?v=J5OZRgN8SQk)

\* Serdar Ferit – [Lyfta and immersive human stories](https://www.youtube.com/watch?v=J5OZRgN8SQk) (Need to scroll through to reach Lyfta presentation)

Above with Urls:

Hannah Wilson <https://www.youtube.com/watch?v=6iMXQ_zVSTI>

Bennie Kara <https://www.youtube.com/watch?v=mg5MquP6-PA>

Pauline Lyseight-jones <https://www.youtube.com/watch?v=vWv3xwpB-MU>

Shammi Rahman – Difficult converations – first part, Lyfta – Moving Stories – second part: <https://www.youtube.com/watch?v=vWv3xwpB-MU> (Also includes EMA Network resources and MAKE presentation)