

Teaching Substantive Knowledge in EYFS & KS1

Creative Ways to teach and engage pupils

Presented by:

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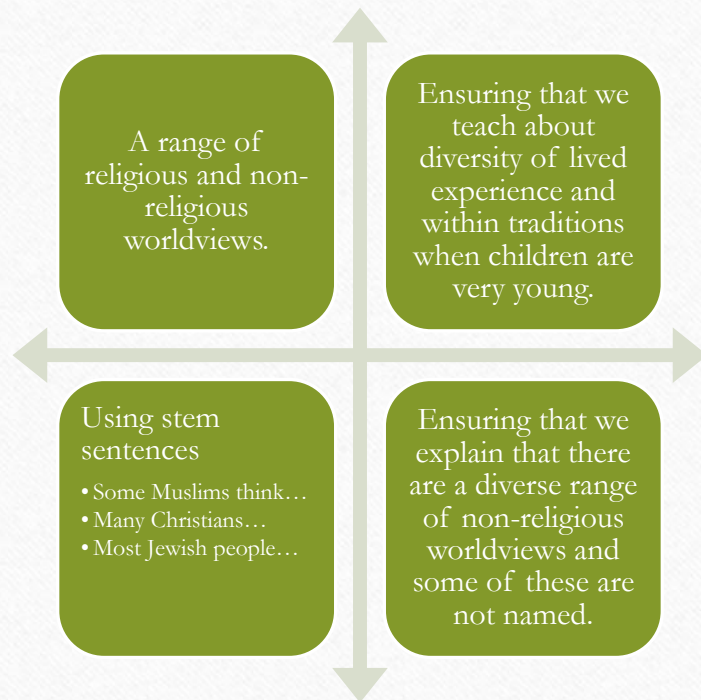
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Photos

Please no surnames or pictures of any children!

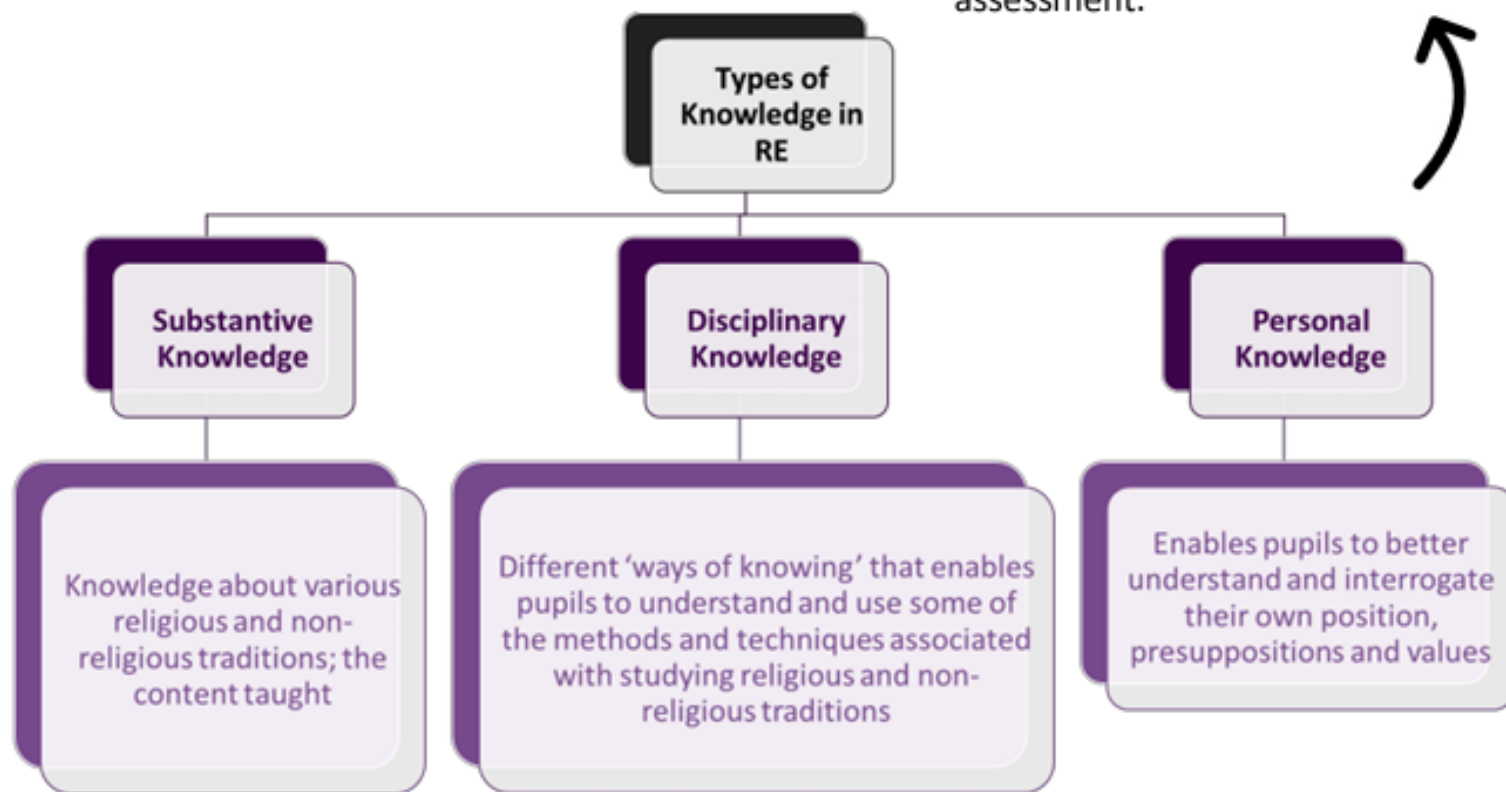
What do we need to focus on?

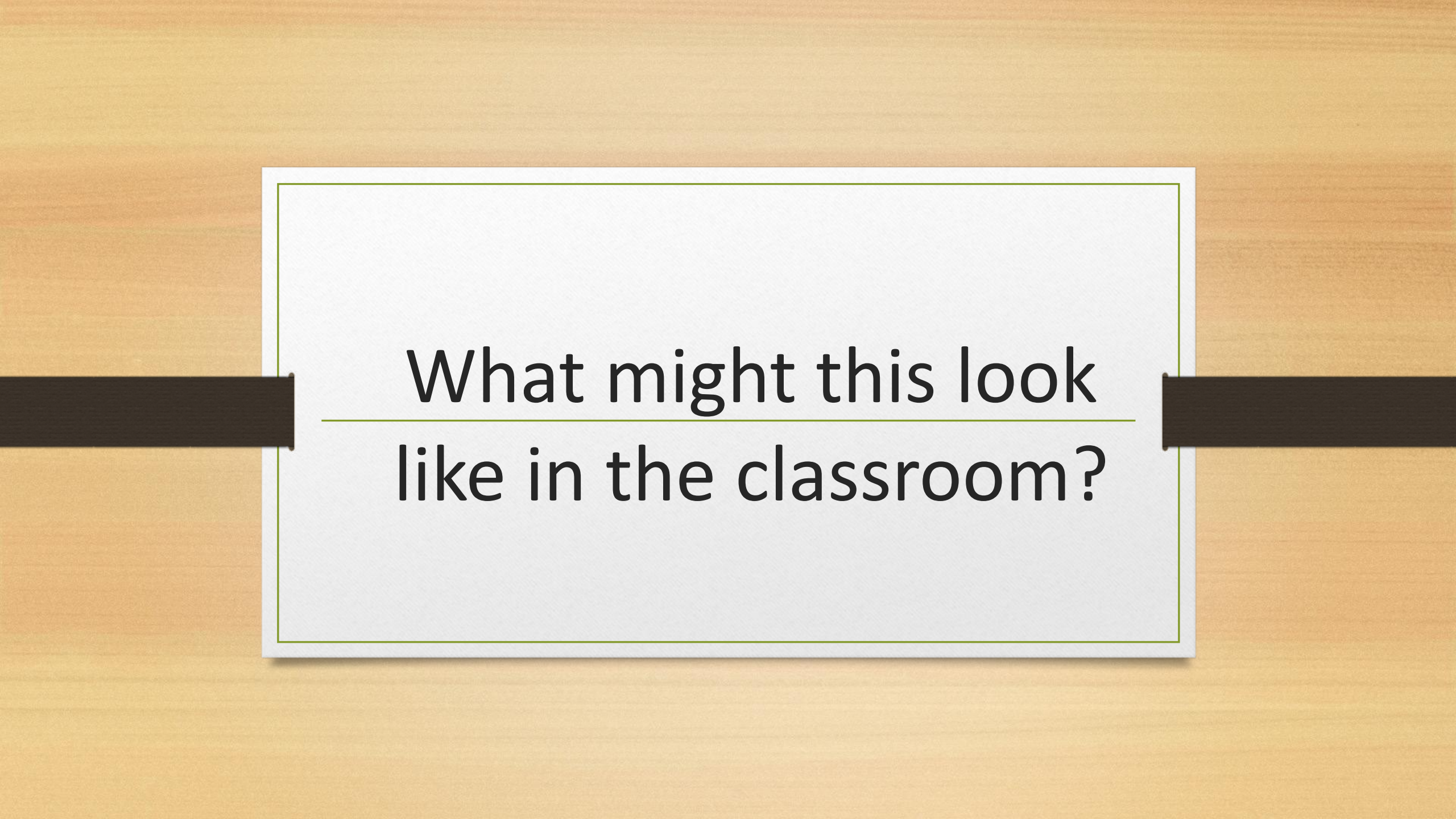


Types of Knowledge in RE

The recent [Ofsted RE Research Review \(May 2021\)](#) outlined three core types of knowledge that we develop through the teaching of RE:

Ofsted acknowledges the challenges of assessing progression in relation to pupils' personal knowledge and suggests that this might be "an aspect of RE that ought to be 'unencumbered' by assessment."





What might this look
like in the classroom?

Baptism

Substantive knowledge – Many Christians are baptised as adults (believer baptism) or baptise babies (infant baptism) to welcome them into the family of the church.



Different ways of knowing...

Theology
Text



Lived experience
sociology



What do people think?
Why do they act the way
they do?

How might we use lenses within this unit?

Unit 2

Incarnation/God

What is the Trinity?

In this unit the children will find out about the baptism of Jesus and where this is found in the Bible. They will study the text in detail and find out about what it means for Christians today. They will investigate how Christians show their beliefs about God and the Trinity through worship and how this impacts upon their daily lives. Later in the unit, the children will find out about infant and believer baptism in the church and what this means for Christians today.

Theology – Pupils will study Matthew 3:11-17, considering its meaning and key vocabulary.

Sociology/historical – Pupils will study artwork that represents the story from Matthew 3:11-17 discussing similarities and differences. Pupils will also discuss the use of artwork to tell a story and that not all people in the past could read text so stained glass was often used to tell stories and share teachings from the Bible/.

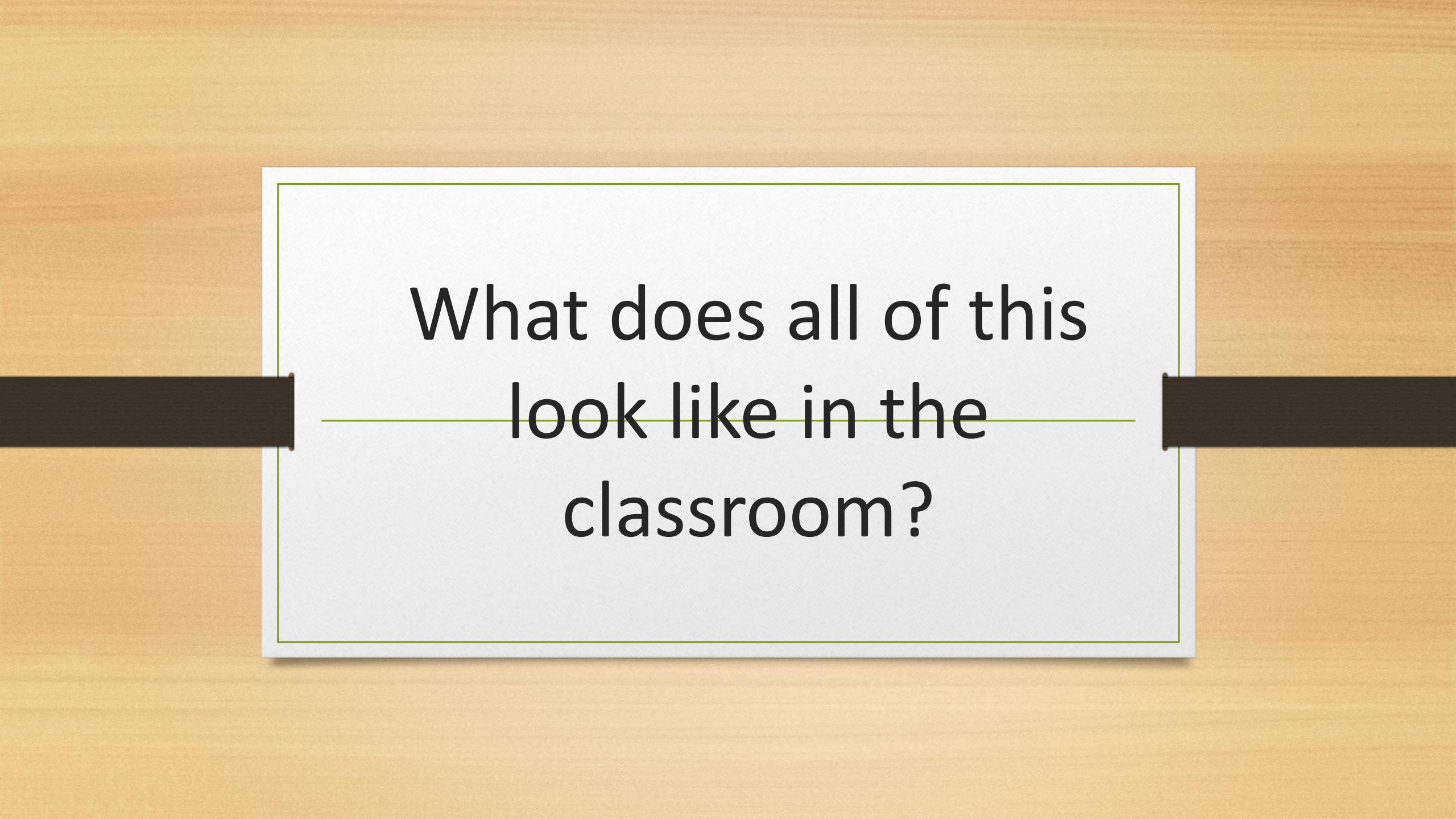
Psychology – Pupils will consider and discuss the following questions: Why do people get baptised? What's the symbolism of a baptism?

Philosophy – what do people of today think about baptism and how to people today interpret the trinity? How do Christians believe the Holy Spirit helps them in daily life?

Why it matters?

Why It Matters

- Builds a strong knowledge base of world religions.
- Helps children compare and contrast beliefs.
- Prepares them to reflect on big questions (e.g. What is important in life?).
- Supports tolerance
- Understanding of diverse lived experiences



What does all of this
look like in the
classroom?

The Story of Creation

EYFS

Learning about what the Bible says about God and creation...



- The first story in the Bible.
- Introduction to the Bible as Christians holy book.
- A book full of stories.
- A story that some Christians believe.

Responding to the story...

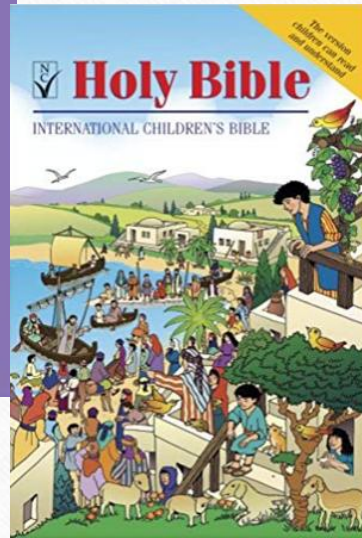
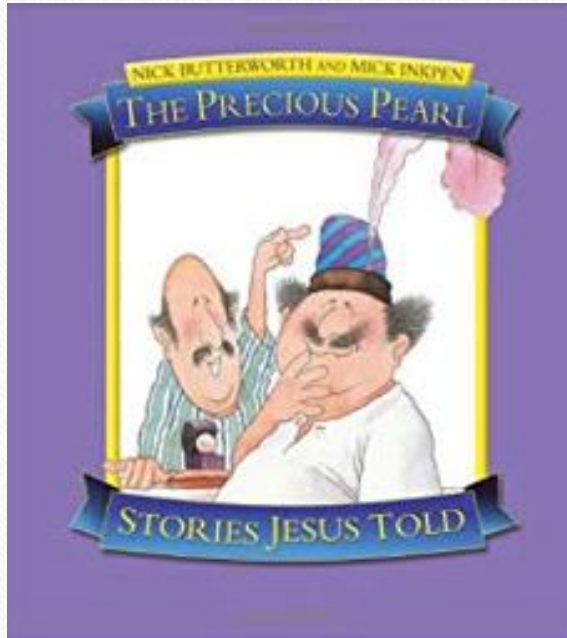


- What do you think a creator of a real jelly fish might be like?
- How did it feel to make your jelly fish?
- How do you think it would feel to create the world and everything in it?

The Most Precious Pearl

EYFS

Learning about what the Bible says about God...



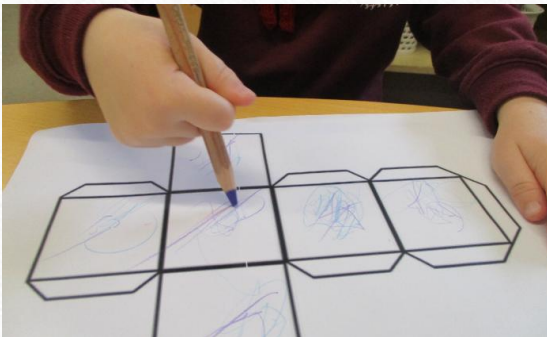
- Showing the story alongside the Bible so children recognise that this story is found in the Bible.
- Reading the story together 'While I am reading, I want you to think about...'

Responding to the story...
How long would you spend searching for a precious pearl?



How would you keep your pearl safe?

- Decorate your box and carefully put your pearl inside.
- Tell a friend how you will keep your pearl safe.
- Explain to them what the story teaches Christians about God.



What evidence do we have of children's deep learning?

- What RE learning could we record?
- How does this link into our evidence base for Foundation Stage profile?
- How is RE part of the broad and balanced curriculum?



People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Time management and focus group working

- In the first half term start with a whole class input with a single focus group work while the others take part in free flow
- Term two we add a second RE independent activity.
- Term three we move to two independent activities and one focus group that the children rotate through.



Practical ideas



Some ideas for
teaching substantive
knowledge in Key Stage
One...

How do Muslim families welcome a new baby?

- New babies often get a message at the very beginning of their lives to welcome them into the world and into belonging to the Muslim religion.
- I wonder, what do you think this man is whispering into his new baby's ear?



What would you whisper in the ear of a new baby?

I wonder, what do you think you would whisper into a new baby's ear? Would you tell them something about the world or would you tell them something they will enjoy doing when they are older? In the speech bubble below, write down one important thing that you would tell a new baby about this world.

I LOVE you
and I hope
when you're
older you will
like you / and

15/06/2020

What would you whisper in the ear of a new baby?

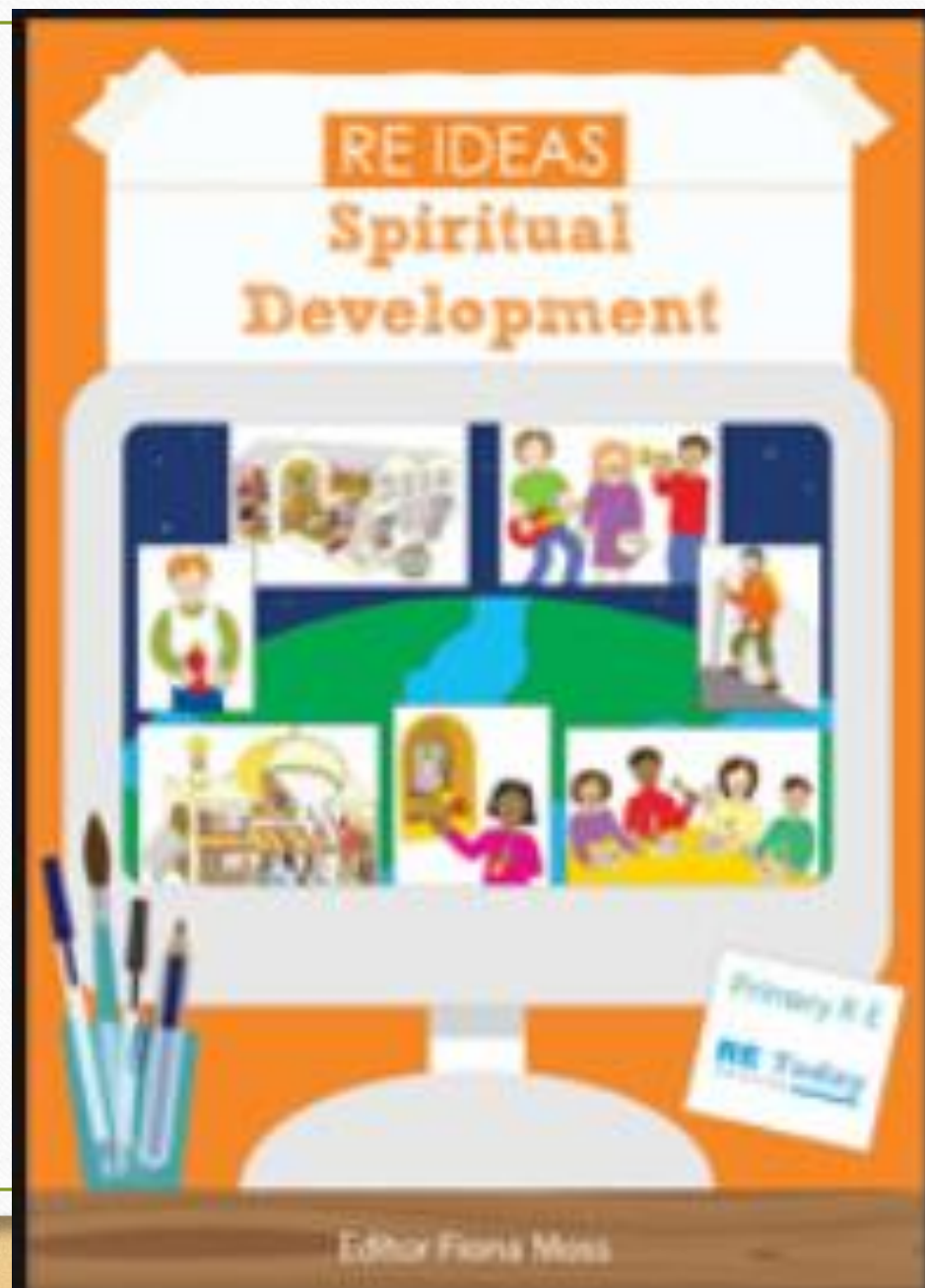
I wonder, what do you think you would whisper into a new baby's ear? Would you tell them something about the world or would you tell them something they will enjoy doing when they are older? In the speech bubble below, write down one important thing that you would tell a new baby about this world.



15/06/2020

Hajj Matrix





Investigating Artefacts

- Invest in a wide range of resources that don't all 'look' the same
- Use websites such as ebay to purchase authentic artefacts that real 'livers' of religion use.
- Don't be afraid for children to be 'hands on' with the artefacts...most 'livers' of religion would see these as teaching tools.



The things that I notice about this artefact are:

I think that this artefact is used for:

I think this artefact is used by....

Draw a picture of the religious artefact that you are investigating

I think that this artefact is important for believers because...

Draw the religious symbols that you can see on the artefact:

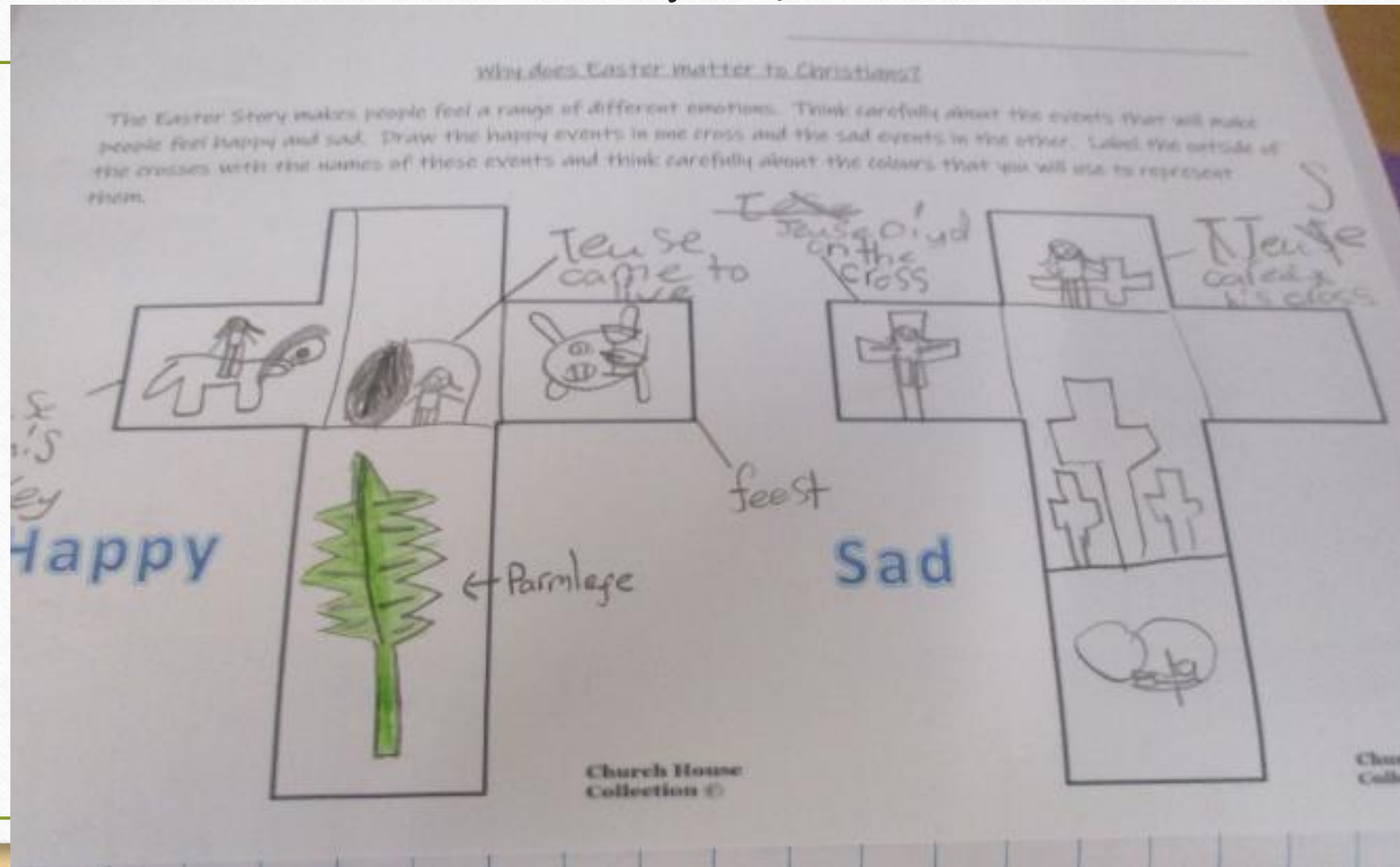
Questions I would like to ask...

Investigating places of worship

- Thinking of big questions
- Looking for signs and symbol
- Show a diverse range of places of worship and ensure that not all of them look traditional.
- Remember to use technical vocabulary such as 'traditional' and 'modern'.



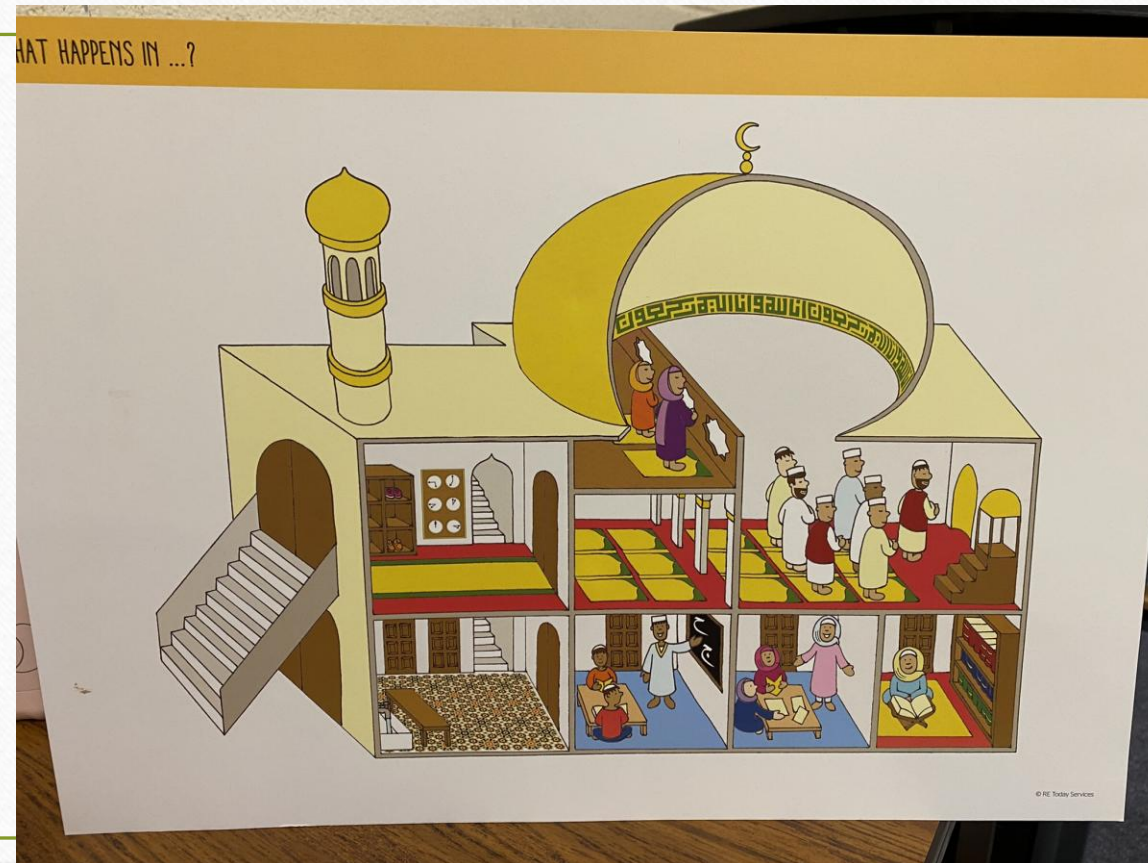
Considering the emotions behind each event...



Nativity Storytelling...



What are the different areas of the Mosque?



Mosque



minbar - This platform is raised. It has steps leading up to it. The imam delivers speeches from here.



Qiblah wall - This wall faces the direction of Makkah, which is the holiest city for Muslims. When people worship at the mosque, they make sure that they face this wall. This means that they are also facing Makkah, the holy city.



minaret - This is a tall tower. A *muezzin* is a person who calls Muslims to prayer. Traditionally, a *muezzin* would stand on the *minaret* when calling other Muslims to pray.



imam - A Muslim leader. Imams lead prayers in mosques.



mihrab - To show everyone the direction of Makkah, there is a *mihrab* on the Qiblah wall. The *mihrab* looks like a little alcove or hollowed-out part of the wall. Some *mihrabs* are decorated very beautifully. The imam often stands directly in front of the *mihrab* when everyone is praying.



madrasah - A school which teaches about Islam.

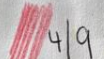
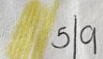
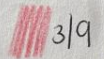
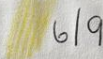
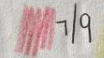
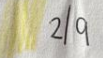
wash room - Muslims prepare for prayer by washing themselves in a special way, called *wudu*. This makes sure that they are clean and pure when they pray to God.

clocks - There are six clocks displayed together. Many Muslims pray five times a day, so five of the clocks show these daily prayer times. The sixth clock shows the time of the special prayers that happen on a Friday.

Introducing key vocabulary

	Start of unit	End of unit
Christian		
God		
Creation		
Bible		



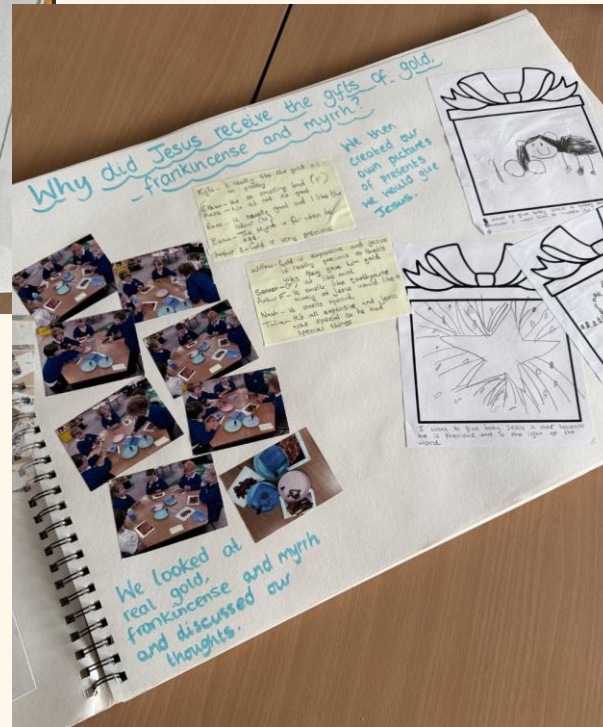
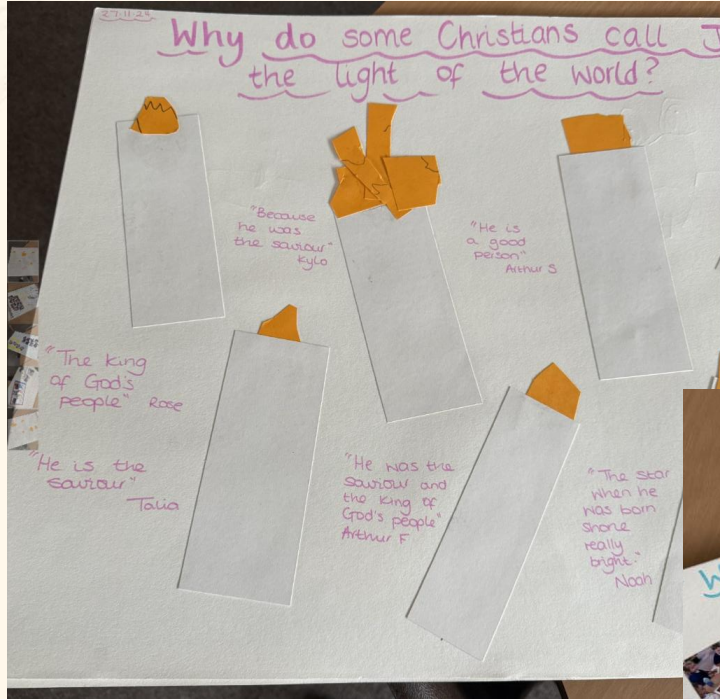
	Start of unit 24.02.25	End of unit
Easter	 9/9	 9/9
Good Friday	 4/9  5/9	 9/9
Disciple	 3/9  6/9	 9/9
Hosanna	 7/9  2/9	 9/9



Vocabulary and stem sentences...

- Some Muslims believe...
- Most Muslims pray...
- Some Muslims worship in the
- Some Mosques are...

Using floor books as your evidence base - EYFS



Capturing
pupil
voice



How do we know what children already know?

Science and religion; conflicting or complimentary?

What I know...	What I want to find out...
- God created everything including light. - God created Adam and Eve in his image. - God did this through & by speaking. - God took six days to create all things.	- Why did God have to rest? - Who named all the creatures? - Who named all the places? - How big was the Garden of Eden? - What does Eden mean?

gap between verses 1 and 2 where the world was destroyed (due to wickedness) and recreated.

I learnt that some Christians are also scientists (e.g. Seunifer Wieman).

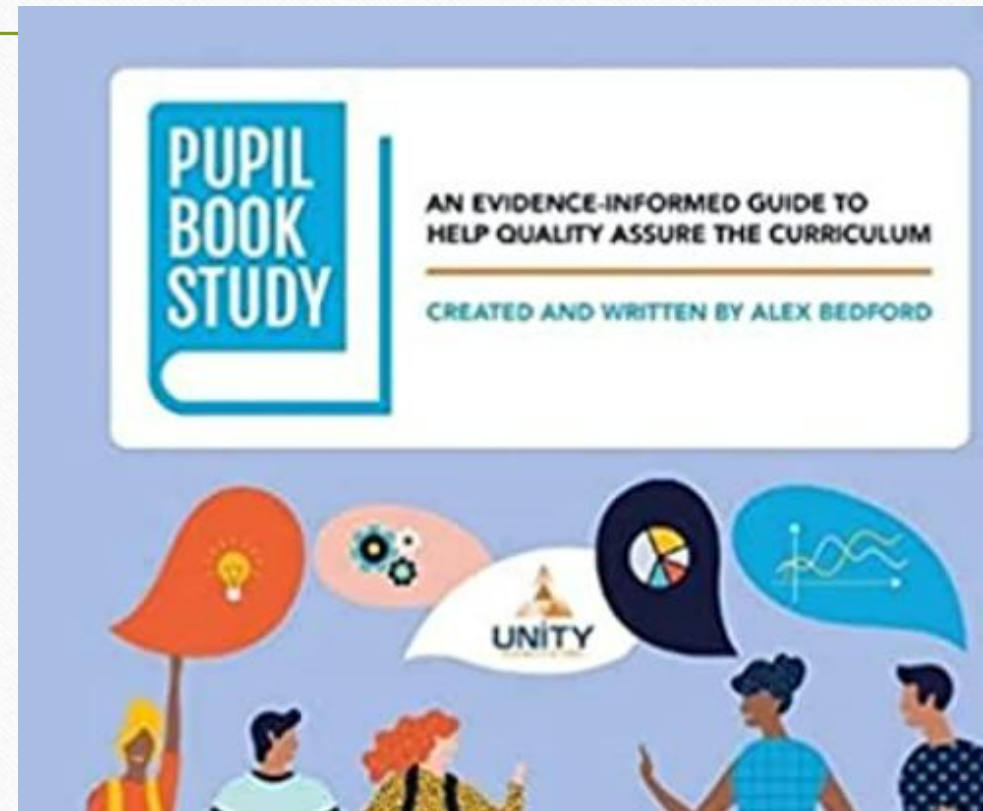
I learnt that they use one of these theories:

- The creation interpretation: Genesis should be taken literally and is a picture.
- The Rec...

- Benchmarking the children's knowledge at the start of a unit can be really helpful in identifying common gaps and structuring the knowledge that we want children acquire by the end of the unit.
- What are the pros and cons?

Retrieval Practice

- This research has been a huge influence on our school.
- We felt that this linked well with our worldviews approach and we created our own sticky knowledge quiz techniques.
- A helpful text for further reading might be 'Pupil Book Study – An Evidence Informed Guide to Help Quality Assure The Curriculum'. (Alex Bedford)



Retrieval Practice Principles (TOM SHERRINGTON)

① Involve everyone in the retrieval practice and review process

‘Good techniques involve all students checking their knowledge.’



② Make checking and correcting accurate and easy to do

‘The best person to mark the test is the person who has just took it.’
- Dylan William



③ Specify the knowledge

‘It’s better if students know the set of knowledge any retrieval will be based on, so they can study, prepare and self-check.’



④ Keep it generative

‘Students need to explore their memory to check what they know and understand. This means closing the books and making students think for themselves.’



⑤ Vary the diet and mix it up

‘This will allow students to explore their schema in different ways, strengthening future recall.’



⑥ Make it time efficient

‘A good technique can be used repeatedly in an efficient manner without dominating whole lessons.’



⑦ Make it workload efficient

‘The best methods do not involve the teacher checking the students’ answers, creating unsustainable workload.’



‘The closer you are to forgetting a piece of information, the more likely it is that you will benefit from revisiting it.’

BUSH & WATSON (2019)

Retrieval Practice in the Classroom

① Retrieval Practice Placemat

Example questions:

- What keywords did you use last lesson?
- State 3 key facts from last lesson.
- Explain a key concept from last lesson.
- Ask your partner 3 questions based on the content covered this term.

② Brain Dumps

- Dumping as much information from the brain about a specific topic
- Low effort, HIGH impact!

③ Cops & Robbers

- Cops - students write as much as they can from memory about a certain topic.
- Robbers - students get out of their seats, sharing and stealing ideas from their peers.

④ Retrieval Grids

- A grid with a range of questions that vary in the level of difficulty.
- Each question is worth a certain amount of points. The points increase with the level of difficulty.

⑤ Flash Cards

- How effective flashcards are depends on how they're USED!
- It is important that students consciously recall the answer to the question on their flashcards, either verbally or through writing.

⑥ Flashback Friday

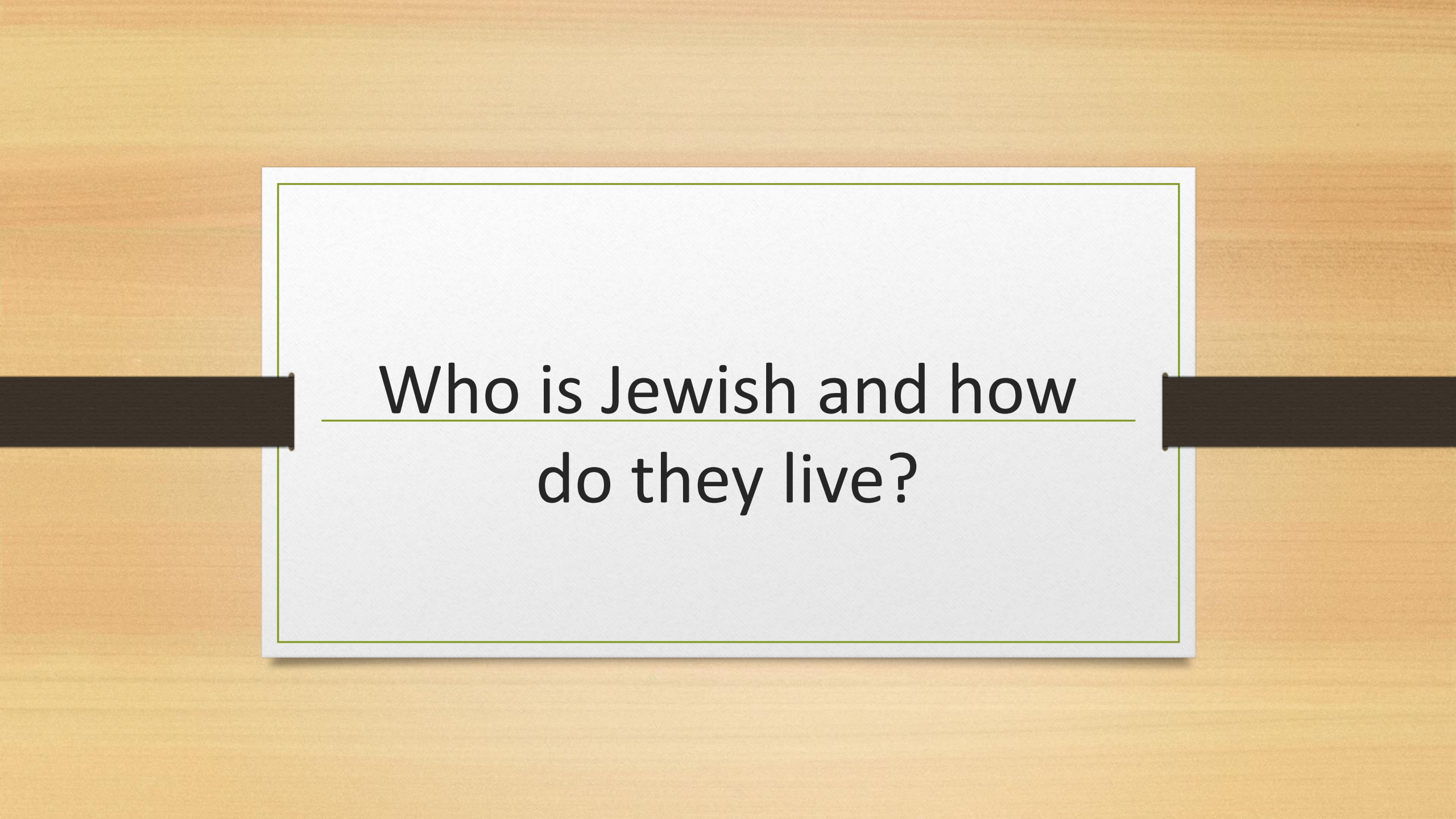
- As an end of lesson task on a Friday ask students to create a series of 5-10 questions based on the lesson content.
- Students answer these a week later.

What is all this talk about sticky knowledge?

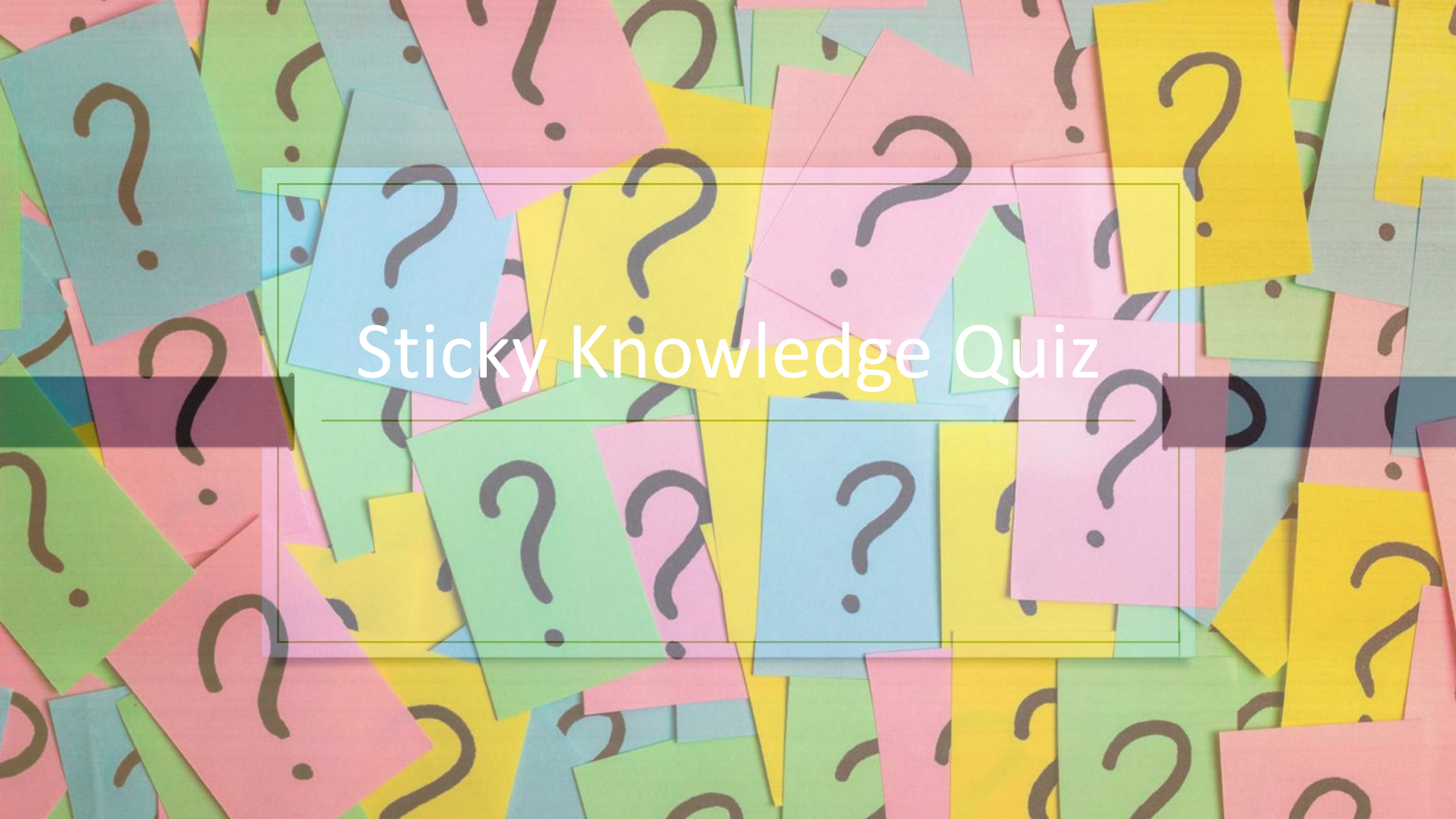


Before we plan our units, we must consider the following things:

- Which knowledge we want the children to retain and apply.
- What key vocabulary do we want them to use and remember?
- How will we help children to revisit knowledge and apply this to other concepts that they study?



Who is Jewish and how
do they live?

The background of the image is a dense, overlapping collage of numerous small, rectangular sticky notes. These notes are in various pastel colors including shades of pink, light blue, pale yellow, and mint green. Each sticky note features a large, bold, black question mark. The notes are scattered across the entire frame, creating a textured and busy visual effect. In the center of the image, there is a semi-transparent white rectangular box with a thin black border. Inside this box, the text "Sticky Knowledge Quiz" is written in a clean, white, sans-serif font. A thin, dark horizontal line is positioned just below the text within the box.

Sticky Knowledge Quiz

Can you remind me of what this is?



What can you tell me about these places and artefact?

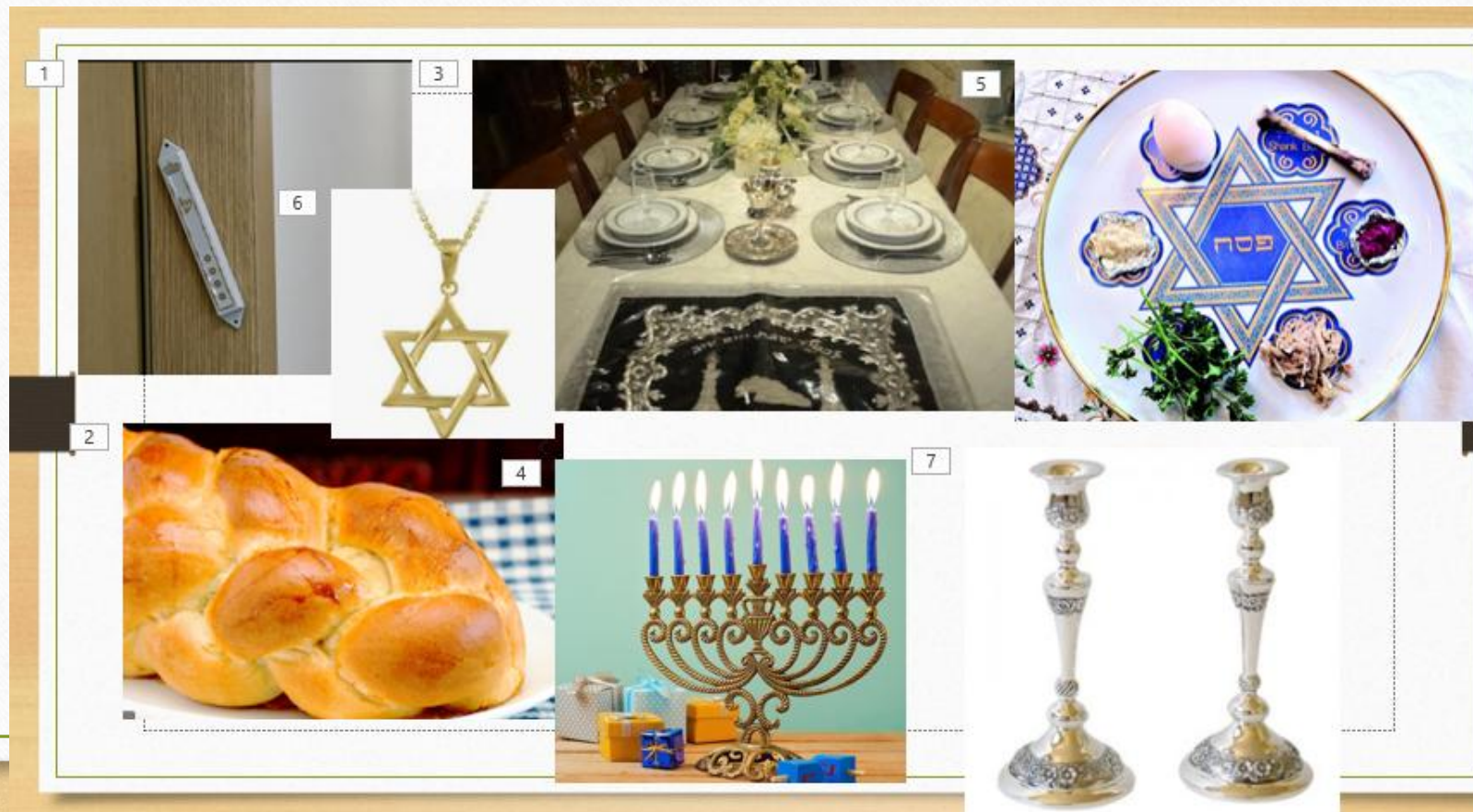


Synagogue



Torah

Can you remember why these things were special to Jewish people?



What is this prayer called and why is it important?

“Hear O Israel, the Lord is our God, the Lord is one. Love the Lord your God with all your heart, with all your soul and with all your strength.”



What is in the bag? Can you guess which festival these artefacts are from?



Shabbat

What can you tell me about Shabbat?



How do **Jews** greet each other at **Shabbat**?

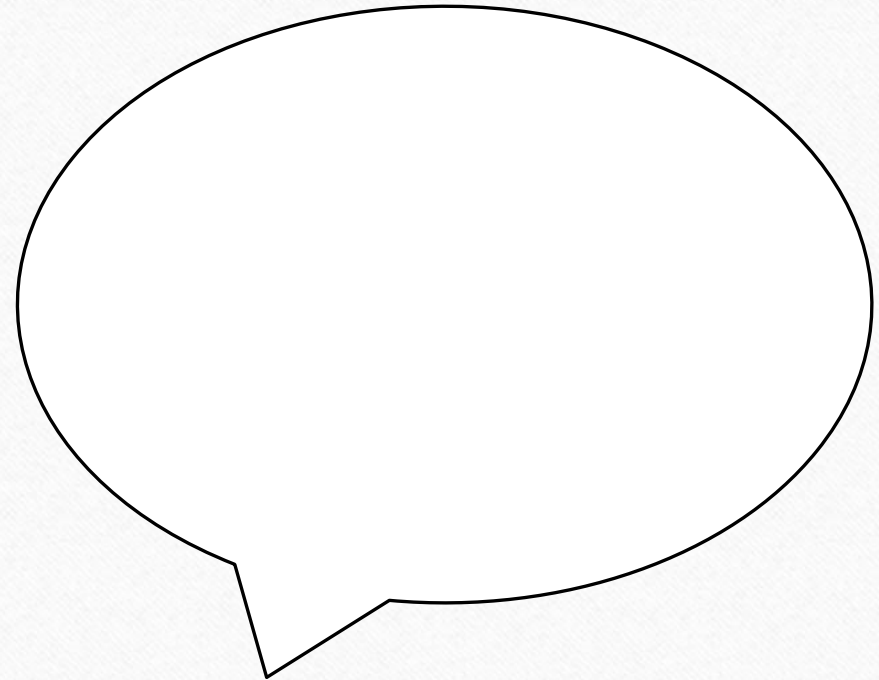
Shabbat Shalom



What can you tell me about these scrolls? What do you think they are?



What might a Jewish person learn from the story of David and Goliath?



Can you remind me of what this festival is?



What can you remember about the
Chanukah story?



Chanukah Lights – lets remind ourselves of the story...



Do you know what this is?



What else do Jewish people do at Chanukah?



What one thing do you think would be really important for Jewish people at Chanukah?



Year 1 Autumn Term 2022 - Assessment

Who is Jewish and how do they live?



The symbol for Judaism is the _____ of

_____.



Some Jewish people put a _____

on their doorposts. They might touch it or _____ it.



_____ is the Jewish time of

_____.



The holy text for Jewish people is called the

_____.



Chanukah lasts for _____ days and nights.

Star

David

kiss

Mezuzah

Shabbat

rest

Torah

eight

How are we assessing
overall learning in RE?

Foundation	Year 1 ARE	Year 2 ARE	Year 3 ARE	Year 4 ARE	Year 5 ARE	Year 6 ARE
Pupils are able to describe and talk about special events for themselves, family and friends. They understand that things that are important to them aren't always important to their friends. They can talk about similarities between their own beliefs and the beliefs of other people. They show respect for the beliefs of others. Children are beginning to use some technical vocabulary linked to the study of religion. They can recall some facts about the religions that they have studied. They can link some artefacts to the practices of the religions that they	Pupils are able to talk about some of the beliefs, stories, artefacts and practices of the religions that they have studied. They have an increasing understanding that some people do not have a faith. Children are beginning to form their own questions about belief. They use some of their knowledge in order to talk about how people might show respect to people of faith.	Pupils are able to recall some of the beliefs, stories, symbols, artefacts and practices of different religious and non-religious worldviews, recognising some similarities and differences and saying something about how and why they may be important for many people, especially in the local area. They are able to investigate features of religious and non-religious worldviews by asking their own questions about them; talk about what is important to them and to other people with respect for feelings and provide a good reason for the views they have and the connections they make.	Pupils are able to recall the main stories, symbols, artefacts and beliefs of the religions that they have studied. They have an increasing awareness that not everyone has a faith. They are able to talk about the differences between denominations of Christianity. They are able to investigate features of religious and non-religious worldviews by asking their own questions about them; talk about what is important to them and to other people with respect for feelings and provide a good reason for the views they have and the connections they make.	Pupils are able to describe what believers might learn from the significant texts/writings and other aspects being studied; describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions, both locally and more widely; describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used. They are able to investigate different ideas about God and humanity; ask important questions about the practice of faith and compare different possible answers; express their own ideas about how to lead a good life, recognising that others may think differently, and provide good reasons for the views they have and the connections they make.	Pupils are starting to make some links between some texts, stories and symbols and guidance on how to live a good life; describe and compare different ways of demonstrating a commitment to local, national and global traditions of religion and belief. They are beginning to understand the differences between non-religious worldviews. They investigate and make links between some stories and symbols from religious and non-religious worldviews and their guidance on how to live a good life.	Pupils make some links between some texts, stories and symbols and guidance on how to live a good life; describe and compare different ways of demonstrating a commitment to local, national and global traditions of religion and belief, including through celebrations; describe and compare different ideas about the meanings of life and death from the traditions being studied with reference to key texts. They investigate and make links between some stories and symbols from religious and non-religious worldviews and their guidance on how to live a good life; describe and compare how key events are remembered and/or celebrated in different traditions and how people may demonstrate their commitment to such traditions, providing

How do we make it manageable and purposeful?

- We should be collecting data for a reason.
- We do not need data for data sake!
- Any assessments should inform us of the new knowledge that children have and how we are going to help them to move forward.
- Data should not just look pretty on a page, it should be used to inform next steps.
- Assessment in RE is not just for church schools.

Which tools do we need to make a judgement?

- Floor books/scrapbooks
- Quote books for KS1 and Foundation
- Book look sheets
- Marking feedback from the children
- In class discussions
- Our own knowledge of our children



ANY
QUESTIONS?



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