



RE Trail

Part 1: Retrieval

What do pupils already know?

Before introducing new content, activate prior knowledge and identify misconceptions.

Possible Retrieval Activities:

- *Concept mind maps:* God, belonging, celebration, worship, community, forgiveness, kindness.
- Quick quizzes from previous units (e.g., “What is a festival?” “What does ‘sacred’ mean?”).
- Picture stimulus: What do you notice? What do you think is happening?
- Vocabulary sort: familiar vs. unfamiliar faith words.
- Mini discussion: “Have you seen this symbol/building/artefact before?”

Part 1: Knowledge Organiser

Glued in as unit cover

Introduce the KO for the new Questful RE unit:

- Explore key vocabulary (Tier 1, Tier 2, faith-specific terms).
- Read through facts and key concepts (e.g., creation, worship, authority, belonging, community, celebration).
- Allow time for paired revision, highlighting, and identifying “What I already know” and “What I want to find out”.

Part 2: Timeline / Context

Locate the unit in a wider world and faith context.

Options depending on the unit:

- **Historical context:** When did this religion begin? When were key leaders alive?
- **Seasonal/festival context:** When does this celebration take place in the year?
- **Global context:** Where in the world is this faith most commonly practised?
- **Life-stage context:** Which part of the life journey is the unit about (birth, belonging, adulthood, death)?

Part 3: New Knowledge (broken down across 5–10 sessions)

Each lesson introduces a small “chunk” of knowledge taken directly from the Questful RE Knowledge Organiser and fleshed out through enquiry.

Every session begins with **recap**, followed by a new mini-enquiry.

Session Structure (generic across all units):

1. Core Concept Introduction

- Introduce the key faith concept (e.g., *God, Creation, Belonging, Worship, Prayer, Community, Sacred Texts*).
- Use images, artefacts, simple stories, or videos.

2. Stories, Texts or Teachings

- Study sacred stories or teachings from the relevant tradition.
- Highlight “What does this teach believers?”
- Compare with pupils’ own experiences when appropriate.

3. Beliefs and Practices

- Explore what believers **do** because of their beliefs:
 - festivals
 - prayer/worship
 - charity
 - holy books
 - rituals
 - community action

4. Lived Experience / Diversity Within Faiths

- Show how practice varies across families, countries, and denominations.
- emphasise there is diversity within every religion.

5. Making Connections

- Link belief to behaviour:
If believers think ____, how might they live?
- Personal reflection opportunities (never assuming belief).

Part 4: Investigate

Children could:

- Examine religious artefacts (e.g., candles, scriptures, clothing, prayer items).
- Ask and answer questions: What is it made of? Who uses it? What does it represent?
- Compare visual interpretations (e.g., different artistic versions of the same story).
- Distinguish between “what is actually there” (the object/story) and “what people believe it means”.

Part 5: Evaluate

Children could:

- Use RE books to summarise information.
- Explore storybooks, scriptures and videos to understand belief.
- Look at theologians, leaders or thinkers from religious traditions.
- Discuss questions such as:
 - What do believers think about...?
 - Why is this important to them?
 - What difference might this belief make in everyday life?
- Analyse pictures of worship, celebrations or sacred buildings to explore multiple viewpoints.

Assessment

1. Quiz (10 questions)

Based on the Knowledge Organiser:

- Vocabulary
- Key facts
- Story meaning
- Core practices
- Simple theological ideas
E.g.: “What is ___?”, “Who celebrates ___?”, “Why might believers do ___?”

2. **Reflect** (Essay)

A single question that allows reasoning, explanation and reflection.

Examples for any unit:

- Why is this important to believers?
- What can this story teach people today?
- How does this festival help a faith community?
- What similarities and differences can you see between these two practices?