



# Religious Education

## Curriculum Intent

Our rich RE curriculum is rooted in the *Nottinghamshire Locally Agreed Syllabus*, through which our multifaith and non-religious world views are scaffolded, and *Understanding Christianity*, which provides the basis for all units on Christianity. RE lessons form one hour of our weekly timetable from year one, in Foundation the focus is on knowledge of self and others, igniting children's natural curiosity of celebrations and important stories, laying a strong groundwork on which to build.

RE at Farnsfield St Michael's seeks to provide our children with a living knowledge of the many different faiths around us, particularly of Christianity, whose values we hold at our core. It is with a firm knowledge of faith that children can begin to develop their wider knowledge of the world community, living out our values of acceptance and respect for all. As a staff we ensure we challenge these rapidly developing minds through philosophical debate, theological questioning and glimpses into real lives of faith. Equipping our children with enquiry skills that enable critical thinking that transcends the world of religious education.

The subject is well enjoyed by the majority of our children, largely due to the creative and thoughtful way in which staff plan and deliver such lively and engaging RE! We further enhance our classroom based learning through well planned visits, workshops and experiences. The vibrant nature of these sessions make RE an inclusive subject, accessible and challenging for all.

# Curriculum Implementation

	EYFS	Year 1 - 6
<p><b>Pedagogical Approach and Strategies</b></p>	<p>Teaching and learning should reflect whole school pedagogy, as well as effective EYFS practice (including continuous and enhanced provision).</p> <p>Different strands</p> <ul style="list-style-type: none"> <li>-Chronological understanding</li> <li>-Knowledge and understanding</li> <li>-Historical Enquiry</li> <li>-Organize, evaluate and communicate information</li> </ul> <p>Learning in parallel F2 classes should mirror each other – linked to the block of learning.</p> <p>AWAITING UPDATE FROM SACRE</p>	<p>Teaching and learning in History should follow the whole school model of best practice and include:</p> <ul style="list-style-type: none"> <li>New learning broken down into small steps, using effective explanation, modelling and guided practice;</li> <li>Models, including worked examples and ‘thinking aloud’;</li> <li>Scaffolds for difficult tasks;</li> <li>Effective questioning that allows time for thinking and improving upon given responses – use ‘hands down’ approach to ensure participation by all Informal and formal assessment opportunities, regularly check for understanding – ‘What have you understood?’;</li> <li>Guided practice before independent practice;</li> <li>Allow children to obtain a high success rate (appropriate level of challenge);</li> <li>Regular review of previous learning.</li> </ul> <p>Learning in parallel classes should mirror each other – linked to the block of learning. However, individual classes could have individual lessons designed for them if formative assessment identifies the need e.g. additional lesson on a learning objective if the class teacher feels as though it has not been met by majority of children.</p> <p>Follows the statements on the RE progression document.</p> <p>RE learning about each faith and worldview will use the multidiscipline approach outlined in the Agreed Syllabus document-</p> <ul style="list-style-type: none"> <li>- Philosophical enquiry</li> <li>- Theological enquiry</li> <li>-Social science enquiry</li> </ul>

		<p>These foci will ensure children grasp well rounded knowledge of different faiths as they continue through the progressive RE curriculum.</p> <p>Evidence of depth and challenge in RE is continually assessed through quality formative assessment which takes place throughout each RE lesson. Opportunities for children to express this depth are given at the end of the academic year through the NATRE Spirited Art Competition.</p> <p>Trips/visitors should be carefully planned for to enhance the curriculum as outlined in the Planning Overview document.</p> <p>PurpleMash and outdoor learning should be key parts of teaching and learning in RE.</p>
<p><b>Timetabling</b></p>	<p>In accordance with the Statement of Entitlement, learning in RE should constitute 5-10% of the weekly timetable.</p> <p>Usually RE is timetabled for a 1 hour weekly session, staff need to ensure that the full hour is taken each week.</p>	<p>Within the timetabled sessions staff need to ensure a variety of different delivery options are offered to capture interest and fully engage the children. This should encompass outdoor learning, creative arts and computing.</p> <p>An learning Overview is provided detailing the units to be covered each term as part of the 2 year rolling programme.</p>
<p><b>History across and outside of the curriculum</b></p>	<p>Comes through celebrations of different Faiths within school led by HL.</p> <p>Faith stories delivered within worship.</p> <p>Visits to the local church for celebrations/transition days.</p>	

<p><b>Vocabulary</b></p>	<p>Vocabulary is outlined in each unit of the Agreed Syllabus and Understanding Christianity documents.</p>	
<p><b>Expectations for recording children's work</b></p>	<p>Tapestry observations of outside environment learning and history in the continuous provision.</p> <p>Photographs in books/floor books</p>	<p>WALT to be written underneath the full date and underlined with a ruler</p> <p>KS1 may choose to use the short date.</p> <p>Majority of work recorded in RE books.</p> <p>Work can be evidenced using display/ipads/Purple Mash and in floor books.</p> <p>Practical lessons/discussion based lessons can be evidenced in floor books – children can annotate or label.</p> <p>Aim to limit number of worksheets – variety of lesson types.</p> <p>High levels of presentation with all work – Beautiful Books. High expectations for spelling and punctuation</p>
<p><b>Expectations for marking</b></p>	<p>Children get constant, immediate feedback verbally in line with marking and feedback policy.</p>	<p>Teachers to at least acknowledge work with tick.</p> <p>Comments written when appropriate to develop understanding and knowledge i.e encouraging the correct vocabulary. Comments should also promote depth and challenge.</p> <p>Teachers to mark in green pen.</p> <p>If written feedback given that requires response, then time must given in the next lesson for children to respond.</p> <p>Preferable, feedback to be immediate and acted upon with the lesson.</p> <p>Teachers should mark according to the Feedback and Marking Policy.</p>

<b>Curriculum adaptations (including children with SEND)</b>	<p>All children, regardless of need, should have relevant adaptations made to ensure that they can access learning in History. These adaptations may include:</p> <ul style="list-style-type: none"> <li>• the use of picture cues/symbols as necessary,</li> <li>• having targeted group/collaboration/paired work where appropriate,</li> <li>• additional levels of scaffolding/modelling,</li> <li>• different/adapted equipment where required,</li> <li>• level of challenge appropriate to child's age and developmental stage,</li> <li>• adult support if required.</li> </ul>	
<b>Expectations for absent children</b>	<p>Teachers to ensure children given recap of lessons missed/previous learning.</p>	<p>Teachers to ensure children given recap of lessons missed/previous learning.</p>
<b>Environment</b>	<p>Quality resources for independent access</p> <p>Interactive activities</p> <p>Outside environment with resources and equipment</p> <p>Topic display</p> <p>Key vocabulary on display and on learning intention cards in continuous provision.</p>	<p>Resources should be of good quality and there should be enough to support all pupils that may need to access them.</p> <p>Vocabulary on display</p> <p>Examples of children's work</p> <p>Books in book corner that are related to the topic.</p>

**EAL provision**

Visual support and/or bilingual dictionaries with images will help EAL children to show their understanding in this area of learning. (Many dictionaries have clearly presented sections/pages which can be easily referred to by both children and teachers).

This could also be shared with parents to encourage continued learning at home in first language.

**Homework**

Homework will not always be necessary.

Homework/research task may be given in preparation for new topic.

Homework may be sent out during topic if extra research is required