



Religious Education

Intent

The curriculum for RE at Frogmore Infant School has been developed to ensure:

- Pupils make excellent progress in the acquisition of skills and knowledge for RE.
- Pupils have the opportunity to communicate, apply, enquire, contextualize and evaluate in RE.
- Pupils will explore Christianity and one other religion (Hinduism) through the enquiry model.
- Knowledge and skills are taught in a logical progression so that all pupils are able to acquire the intended skills and knowledge by the end of Key Stage 1
- In RE the children explore what it means to exist in and with the world. They start by drawing on their own experience before attending and responding to the concept that is lived out by different people.
- In Year R, 1 and 2 pupils explore the concepts that are common to all people and in Year 2 they begin to explore concepts common to many religions.
- Pupils have the opportunities to be curious, show concentration and perseverance, self-reflect, develop independence and collaborate
- Rich dialogue, subject specific vocabulary development

Schemes of Work are written for each concept drawing upon learning objectives as detailed in our Progression of Skills and Knowledge (PoSK) for RE alongside the enquiry approach.

The *Living Difference III* approach to enquiry in religious education entails teachers bringing children and young people first to attend to their own experience of particular concepts, before enquiring into related religious as well as non-religious ways of living, represented in Great Britain and beyond.

This approach to enquiry has five key steps where the teacher brings the child:

At the **Communicate** and **Apply** steps to attend to their own and others' experience

At the **Enquire** and **Contextualise** steps to engage intellectually

At the **Evaluate** step to discern value for others and themselves in a way dependent on the context of the enquiry.

As a result of the impact of COVID, we have identified missed content (knowledge, skills, vocabulary and concepts). We are using a varied approach for education recovery in religious education:

- Providing opportunities to experiences from Autumn 2021, where the relaxation of the rules allows this and the school community is no longer required to be in bubbles. Examples include, visiting the local church and growing links with the local religious community e.g. Hindu parents.

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- Adjusting the curriculum to ensure pupils learning is adjusted for the curriculum capital loss these children have e.g. we cannot presume they have visited a church, due to the pandemic.

Curriculum coverage Why this?	<ul style="list-style-type: none"> • Knowledge, skills and understanding RE are clearly laid out for each year group in the PoSK document. • PoSK and the planning ensures that pupils are given opportunities achieve at greater depth with specific questioning. • Schemes of Work clearly detail the concept to be explored and how to build through the enquiry model. • Timetabling for RE enables children to explore new concepts and communicate, apply, enquire, contextualize and evaluate. • Schemes of Work draw upon the richness of first -hand experience, engaging critically and formulating judgements as stimuli for learning • RE activities are planned to add to pupils' cultural capital.
Curriculum sequencing Why now?	<ul style="list-style-type: none"> • PoSK and long term plan ensures that the curriculum for RE is planned and sequenced so that new knowledge and skills build on what has been taught before and ensure pupils achieve our ambitious expectations at end of Key Stage 1 • PoSK and Schemes of Work identify small enough component steps so that all pupils can achieve our ambitious expectations at end of Key Stage 1 • Schemes of Work take account of gaps in pupils' knowledge and skills and allow sufficient time for skills to be practiced over time to ensure automaticity • Schemes of Work use diagonal sequencing to make links between subjects to support later learning
Progress Knowing more and remembering more	<ul style="list-style-type: none"> • Teaching builds up pupils' knowledge and skills in long term memory by applying what they have learned and link to previous experience – importance in Year 1, value in Year 2. • Teachers make links with previous learning to support automaticity and independence • Teachers have a clear understanding of gaps in skills and knowledge for individual pupils and plan to address these • Teacher use assessments to check planned skills/knowledge have been remembered and pupils have a high level of automaticity/ independence
Subject knowledge	The Curriculum Leader for RE works alongside year group teams to write Schemes of Work to: <ul style="list-style-type: none"> - Ensure teachers have high levels of subject knowledge - Ensure the curriculum is sequenced effectively so that new knowledge and skills build upon what has been taught and

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	<p>ensure pupils achieve our ambitious expectations at end of Key Stage 1</p> <ul style="list-style-type: none"> - Provide opportunities for pupils to work at greater depth - Identify professional learning needs in RE
Ambition	<ul style="list-style-type: none"> • The Curriculum Leader for RE ensures that the curriculum is ambitious for all groups of pupils and removes gaps and barriers to learning through scaffolding, adaption, learning sequence including preteaching

Implementation

Pedagogy	<ul style="list-style-type: none"> • Teachers ensure that the teaching decision they take achieve the intent for RE • Teachers ensure that short term planning for RE: <ul style="list-style-type: none"> - Locates the lesson in the context of the scheme of work and the pupils' prior knowledge and understanding - Ensure lesson activities focus pupils' thinking on the learning objectives to avoid overloading pupils' working memory - Ensures sequencing of learning for the unit of work enables more cognitively challenging activities based on previous learning - Provides effective challenge - Uses outcomes from assessments to fine tune the next small stage in learning - Identifies the learning objects and success criteria for the pupils - Makes effective use of guided groups/modelling/scaffolding - Provides opportunities for metacognitive approaches - Ensures pupils have opportunities to articulate learning in their own words/writing - Provides opportunities to promote and develop reading skills
Assessment	<ul style="list-style-type: none"> • Teachers use non-core assessments to check planned skills/knowledge have been remembered and pupils have a high level of automaticity/independence • Teachers use assessment to identify useful feedback and to plan/adjust subsequent learning
Learning environment	<p>The Curriculum Leader for RE ensures that the learning environment around the school:</p> <ul style="list-style-type: none"> - Demonstrates and models high expectations and standards in RE

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	<ul style="list-style-type: none">- Models the current learning journey and displays high quality examples of current learning and the enquiry model with ideas and examples.- Is used to develop/extend language and thinking and reasoning- Celebrate children's learning- Provides high quality and relevant resources to ensure the full curriculum for RE can be taught
Culture	<ul style="list-style-type: none">• The Curriculum Leader for RE ensures there is a climate of high expectations where pupils' can investigate and question.• Children explore their own lives in relation to what it can mean to live with a religious orientation on life and other ways of life, including those informed by a non-religious perspective• The Curriculum Leader for RE ensures a wide range of opportunities take place through the planning of different concepts.

Impact

The Curriculum Leader for RE evaluates the impact of the curriculum through topic reviews, moderation activities, curriculum team subject reviews, learning walks, pupil interviews, data analysis and work sampling. The Curriculum Leaders is able to:

- Demonstrate pupils reach the school's end of KS1 expectations. Where pupils are working below ARE we are able to demonstrate sustained improvement in their subject knowledge/understanding/skills in relation to their prior attainment
- Demonstrate that the planned curriculum is taught
- Discuss strengths and development needs in RE
- Demonstrate that pupils are enthusiastic about the subject and highly motivated to learn showing curiosity, perseverance, self-reflection and independence

Recent impact analysis show a link between those pupils who are working below ARE and their use and understanding of key vocabulary. As a result additional support is in place for these pupils.

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