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| **The 3 I’s** | **Religious Education** | |
| **INTENT**  **(What we want pupils to learn and why – curriculum design – how and why it is sequenced the way it is)** | **Aims: what big ideas do we want OUR pupils to come out with from this subject.** | Our RE curriculum aims to produce pupils who are literate, tolerant, respectful and able to hold balanced and informed conversations about religion and belief.  Our curriculum is based on the Lincolnshire Locally Agreed Syllabus which focuses on 4 main threads. These are  Being Human, Community, God and Life journeys.  Our curriculum is designed to develop knowledge and skills that are progressive and challenging. |
| **Organisation of curriculum and sequencing:** | RE is taught weekly across the academy by the RE lead (45 minutes per week, per class in years 1-6).  In Foundation stage the children mainly focus on Christianity, especially the main Christian festivals.  In KS1 the children learn about Christianity & Hinduism, in LKS2 Christianity & Islam and in UKS2 Christianity & Judaism.  We have identified the key vocabulary, knowledge and skills of each unit and consideration has been given to ensure progression across topics throughout each year group across the academy. |
| **IMPLEMENTATION**  **(How the curriculum - inc. cultural capital - is taught and assessed so our children develop knowledge, skills, understanding & SHINE)** | **Teaching & adapting to learners needs:** | Support is provided for those learners who require it. This can take the form of scaffolds, adapted questioning, additional instruction or extra adult support.  Questioning is used to deepen learning when learners have grasped concepts more rapidly.  Through end of unit assessments and the outcomes of retrieval practice we identify gaps and adapt our planned learning to address these gaps or misconceptions. |
| **What, How and When we assess learning** | Key knowledge, skills and vocabulary are identified in our MTPs.  At the end of each unit there is a PowerPoint and fun quiz to assess whether the children know the key information about each religion they have learned about that term (and previously).  Key vocabulary is identified on each unit front cover and revisited/assessed throughout the unit.  Children are given opportunities and time during lessons to think and share their thoughts with peers.  Pupil and teachers assess against colour coded differentiated success criteria in each lesson. This is used to inform future planning. |
| **How and when we make links to other subjects:** | The links between RE and PHSE are of particular importance at our academy as our belief is that children need to be happy, settled, self-confident and have a good understanding of the world around them to become good learners in all areas of the curriculum. The PHSE unit covered every year in every year group ‘Celebrating Differences’ links very closely with our RE topics. RE is closely linked to English, drawing on skills such as debating speaking and listening. Writing outcomes obviously develop and build throughout the year groups. |
| **Cultural capital – visit / visitors / clubs** | Local places of worship are visited for children to further understand key beliefs and respect the religious beliefs of different faith groups or workshops take place in school. Each year the whole school attends St. Peters Church for Harvest Celebrations or the vicar joins us to lead our Harvest Service. All of Key Stage 2 visit the church at Christmas for their carol service.  Throughout the year, during singing assembly, we learn songs linked to Christian celebrations.  Our weekly Votes for Schools assemblies promote British Values by understanding how citizens can influence decision making through the democratic process, by showing an understanding that the freedom to choose and hold other beliefs is protected in law. |
| **IMPACT**  **(Key impact and how we will measure and monitor)** | **Monitoring and evaluating outcomes** | Book looks take place yearly to monitor coverage, success criteria, pupil and teacher assessments and progression of skills.  Each term pupil and staff voice informs us what is working well.  Key vocabulary and knowledge is assessed at the end of each unit.  By the end of FS pupils should have a basic understanding of the main Christian festivals, Christmas & Easter.  By the end of key stage one pupils should be confident in naming the God(s), Holy book, place of worship and festivals/stories relating to Christianity and Hinduism.  By the end of lower key stage 2 pupils should be confident in naming the God(s), Holy book, place of worship and festivals/stories relating to Christianity, Hinduism and Islam.  By the end of upper key stage 2 pupils should be confident in naming the God(s), Holy book, place of worship and festivals/stories relating to Christianity, Hinduism, Islam and Judaism. |