

RE Curriculum

Our RE curriculum is built upon our 4 core values of faith, pride, challenge and success. As a Catholic school, our aim is that every child achieves their full potential as an individual made in the image and likeness of God. Children develop explore their own life experiences, develop knowledge and understanding of the Catholic faith and gain an insight into other religions. When our children leave St. Mary's they have a deeper spiritual understanding, are ready to enrich society through a positive contribution to their community and have a tolerant and empathetic attitude towards all.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	As a faith school, we follow the Come and See programme of Catholic Education. We intend a religious education that covers all aspects of Catholic education. Each year group completes a 4 week topic based on the Church, the Sacraments or Christian living on a termly cycle. In addition, we recognise the responsibility of living in a multi-faith and multicultural society and aim to introduce children to other world faiths and practices with an attitude of mutual respect and tolerance.	Pedagogical Approaches	The pedagogical approaches to the teaching of RE are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: <ul style="list-style-type: none"> • Deliberate and intentional retrieval of previous knowledge to build on previous learning • Regular checkpoints and formative assessments to tailor lessons to the needs of pupils • Positive relationships that create the conditions conducive to effective learning • High levels of subject knowledge • Making reference to the school rules and values when teaching; this supports pupils to contribute and engage in lessons and be part of a class community striving to unlock each member's potential. 	Approach to Assessment	All assessment is linked to the skills referenced in the Interim Age-Related Standards in Religious Education. This is done formatively during lessons, and at the end of each lesson teachers will assess the children's current level of skills. Degree of mastery of these skills will be recorded on the assessment spreadsheet and used to inform teacher judgment on a termly basis. Task design is intentionally open in order for children to demonstrate their level of depth. Impact can be measured by teachers through the use of recall strategies such as those suggested by Tom Sherrington in his book <i>Rosenshine's Principles in Action</i> .
End Points	We use the Interim Age-Related Standards in Religious Education. These aim to develop a range of skills over the course of primary school in the areas of Knowledge & Understanding ('learning about'), Engagement & Response ('learning from'), and moving towards Analysis & Evaluation. These link directly to the Age-Related Standards used at secondary level and subsequently pupils are well prepared for art study at key stages 3 and 4.	Teachers' Expert Knowledge	Teachers are given regular opportunities to access CPD at school and externally. The subject leader provides regular updates to staff. Many of the elements of the curriculum and ethos, are rooted in best practice and research. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues.	Performance Data	At the end of each year, data is shared with the Diocese of Hallam. Teachers will report termly outcomes based on the learning they see in class and the evidence in children's books. This will be as a final judgement, rather than individual learning indicators. Teachers have reference to the Interim Age-Related Standards in Religious Education when making decisions about children's depth of knowledge, understanding and skills.
Sequencing	The Age-Related Standards further break down the skills which we will develop in each area. These skills are progressive and built upon each year through the use of year group specific driver words. Religious education is taught discretely and developmentally. It includes the deepening of knowledge and understanding of key theological ideas and their application to life. These key ideas are revisited in greater depth each year. Sacramental knowledge progresses from Baptism in Early Years and Key Stage 1, to Confirmation, Marriage and Ordination in Key Stage 2	Promoting Discussion and Understanding	We use the themes of Come and See to ensure children have the skills needed to achieve as they progress through school. The themes remain the same for each year, with skills being built from year to year. There is an enquiry-based approach to RE, with pupils being given regular opportunities to explore and discuss theological and philosophical questions at an age appropriate level, and to promote knowledge, awareness and tolerance. Teachers use their strong knowledge of the progression in the Age-Related Standards in order to ask questions which lead children to develop the skills we intend to promote.	Pupils' Work	It is expected that tasks are designed with reference to the skills referenced in the Interim Age-Related Standards in Religious Education, to give children opportunities to display and build these skills. Children's work is used as a way of securing and showing learning and not simply a record of activities done in class. Throughout a unit, there should be opportunities to develop skills in all areas and reflect on an open enquiry question. Teachers are encouraged to be creative in task design, and work can take the form of artwork, discussion, drama, song, extended writing, story, music, poetry, reflections, celebrations or a mixture of these. There
Alignment with EYFS	Understanding the world involves guiding children to make sense of their community. In developing the				



	<p>children's understanding of the world, we build upon their personal experiences which increases their knowledge and sense of the world around them. These personal experiences and the opportunities provided in provision foster their understanding of our culturally diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. As a faith school, understanding of the world with a focus on RE underpins our whole curriculum and EYFS at St Mary's use the Come and See scheme to support this learning. Children are given opportunities and experiences to enable them to meet the expected level of development. A key aim of our St Mary's EYFS curriculum in relation to understanding the world and RE is to be able to confidently express their own faith and be respecting of other faiths</p>				<p>is an expectation that the learning in RE is evidenced in books at an age-appropriate level.</p>
Addressing Social Disadvantage	<p>We have a firm belief that every child can achieve and that they are entitled to the same knowledge and cultural capital, whatever their background or starting point. As such, we adopt a mastery approach to all of the teaching, having high expectations of all children and scaffolding those with lower starting points to be able to access and achieve these.</p>	<p>Knowing More and Remembering More</p>	<p>Our enquiry-based approach frames units around a big question linked to the theme. Children's responses are taken at the start and end of the unit, with each lesson linking back to that question and children becoming able to answer the question with an extra layer of knowledge and at a greater level of depth. Children are encouraged to reflect on previous learning and use that to explain their current understanding. Teaching actively promotes recall and retrieval strategies to commit knowledge to long term memory and this is part of a wider suite of metacognition tools and strategies used in all lessons. Knowledge organisers are used to share key information and are regularly referred to and added to in order to activate prior knowledge and as a scaffold for learning.</p>	Talking to Pupils	<p>The subject leader will dedicate time regularly to the scrutiny of books, discussion with teachers, enhancing subject knowledge, and discussion with pupils. Pupils will have the opportunity to talk about their work, their enjoyment and understanding of the lessons, and how much they can recall, and their responses will be used to inform an evaluation of the quality of teaching and learning.</p>
Local Context	<p>The school is a faith school and serves the local Catholic community. We are aware that we have children in our school from different faiths and backgrounds, and that we have a duty to ensure all children are brought up with knowledge and understanding of other cultures and faiths. As such, children are introduced to other world faiths and other Christian denominations, including trips to local places of worship.</p>	Teacher Assessment	<p>Teachers assess formatively and summatively in each lesson according to the Interim Standards. Children will have opportunities to evaluate and recognise their own success and teachers will carry out formative assessment for learning through the use of checkpoints. Task design allows children to demonstrate their progress towards each Standard. Teachers endeavour to carry out live feedback in line with research about which forms of marking and feedback have most impact. We keep track of children's progress against the standards, having three data points, one at the end of each school term.</p>		
Meeting the needs of St Mary's learners	<p>Our study of world faiths is regularly reviewed so that it reflects the reality of the current cohorts of children. Links are made between the RE programme and other areas of the curriculum through the project concepts and Catholic Social Teaching links. Reference and links are made to our school rules, values and mission statement.</p>				