



RE Implementation.



Every child has the right to access a world-class education. We exist to empower, enable and inspire children to achieve their every potential through exceptional teaching, innovative approaches to learning, and a community-oriented approach to meeting learners' needs.

SAFE	HERE	INSPIRED	NEIGHBOURLY	EXCELLENT
Progression	Assessment	Enquiry-Led	Differentiation	Planning
<p>How EYFS prepares children for the National Curriculum.</p> <p>In EYFS we focus on three key areas:</p> <p>Religious celebrations including Diwali, Harvest and Christmas.</p> <p>Explore why some stories are special and what special messages we can learn from stories. Become familiar with sacred and holy texts including the Bible and the Qur'an.</p> <p>Develop an awareness of special places and why they are special to Christians, Muslims and Hindus.</p> <p>EYFS children work towards developing their understanding of the</p>	<p>How we assess key elements.</p> <p>Assessment of the knowledge element of RE is covered through ongoing AfL and summative assessment. The children's understating of concepts is also assessed, predominantly through AfL as these concepts support the ideas around the learners personal, spiritual and emotional development and are unique for each learner.</p> <p>What Summative assessment takes place in RE?</p> <p>Summative assessment is used to assess the sticky knowledge held by the children after a unit of work. Sticky knowledge is the factual element of learning</p>	<p>How opportunities planned are for.</p> <p>We follow the Lancashire SACRE curriculum which ensures opportunities to develop knowledge of the world's major religions.</p> <p>Enquiry in RE promotes questions which cover concepts and themes. using a 'Key Question' to provide a focus for the new learning across a range of religions.</p> <p>The 4 concepts (Belief & Values, Living Religious Traditions, Shared Human Experience and Search for Personal meaning) promote exploration of personal identity and belief along with an understanding of belonging. It challenges children to recognise and</p>	<p>SEND</p> <p>We ensure that children with SEND are provided with equal access to a broad and balanced art curriculum, that is appropriate to an individual's special educational needs.</p> <p>Learning materials, teaching methods and learning experiences are differentiated according to need. Class Teachers ensure that those activities are stimulating and challenging and promote the best attainment for each learner. Resources and adult support may be differentiated within art sessions and differentiation through outcome is also present within the subject.</p> <p>The subject gives children opportunities to learn about how art and design both</p>	<p>Long Term Plans</p> <p>Long term planning is used to ensure that RE takes account of religious festival to add context to learning.. Teachers are expected to ensure that planning for their learners includes specific over-arching questions/topics.</p> <p>Subject leader mapping ensures art progression through the year groups to ensures consistency within year groups. Collaborative work in RE develops mutual respect for the differing opinions, beliefs and abilities of others. A variety of experiences teaches them to appreciate that all people – and their views – are equally important.</p> <p>Medium Term Plans</p>



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<p>similarities and differences between different religions and cultural communities in this country.</p> <p>Moving from Reception into KS1</p> <p>In key stage one the children build on their understanding of different religions including Christianity, Islam, Judaism and Hinduism. The children delve deeper into themed questions around the different faiths and the impact these can have on others.</p> <p>Explicit Examples of Progression</p> <p>Progression in RE develops in two ways. Firstly, children develop a deeper knowledge and understanding of individual religions, understanding their beliefs, traditions and celebrations. As this</p>	<p>that the children retained and is used in conjunction with formative assessments used to understand the children's ideas of RE concepts. Summative can take the form of a final produced piece of work or a quiz based assessment</p>	<p>empathise with many values that are common throughout religions and allows for learners to reflect as their knowledge and development grows</p>	<p>reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p>For each unit taught, the Medium Term plan will identify prior learning, establish the vocabulary to be taught, key knowledge and key skills. It will identify the progression of the skills and knowledge through the topic, enabling children to make links to prior learning and understand how future learning will develop. Opportunities for trips and visits that enhance learning are also considered.</p> <p>Weekly</p> <p>Weekly planning is used to ensure the necessary detail and coverage is prepared for and developed. Planning is adapted for the needs of individual classes by the class teacher to ensure the needs of their children are being met.</p>
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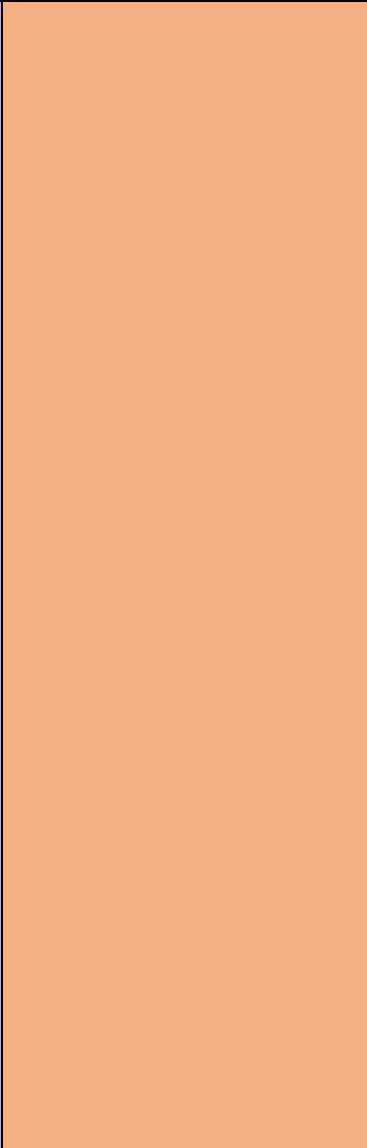
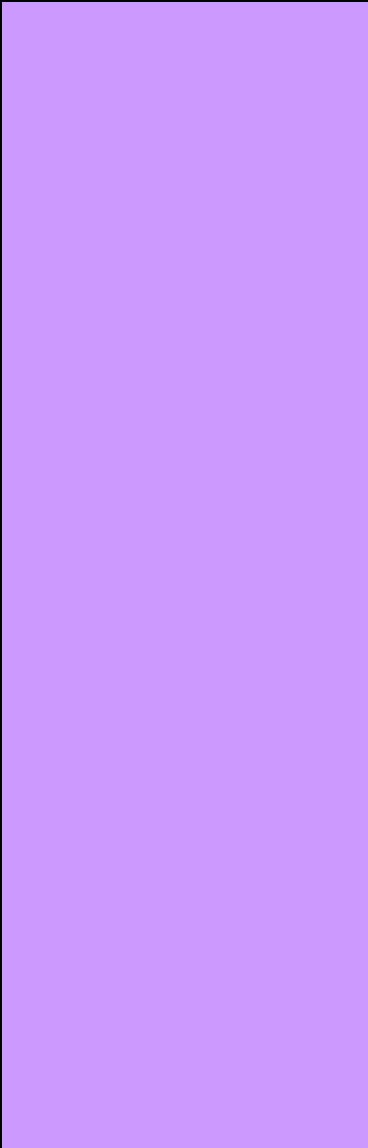
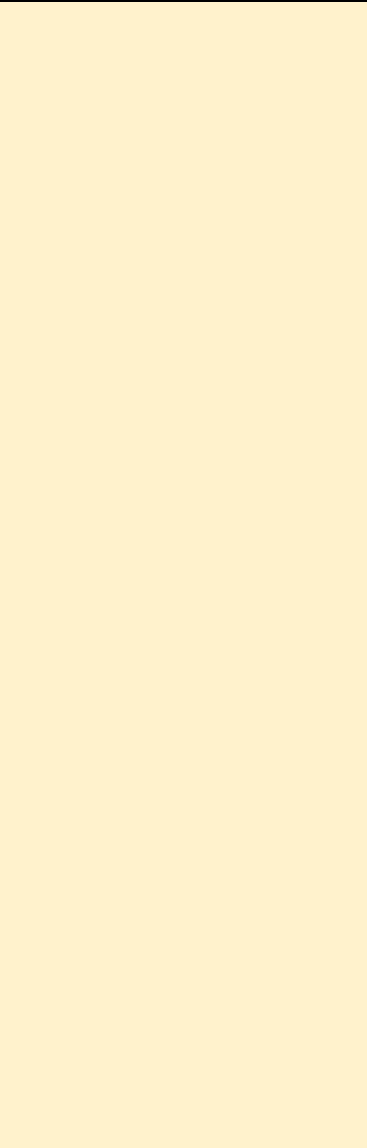
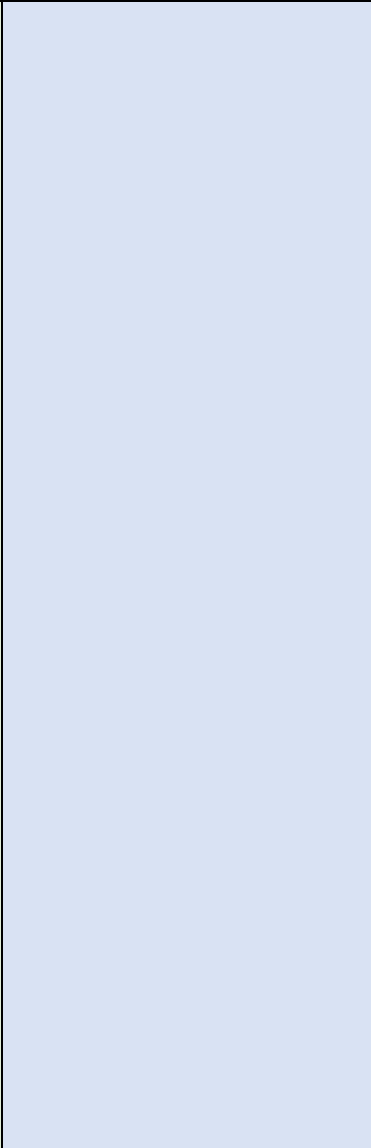


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understanding grows, it gives children a platform to explore personal meaning and understanding of the shared experiences of people.

The second progression in RE is achieved with the yearly overarching question. This provides children opportunities to explore and develop their understanding of religious meaning and shared experiences across religions. It allows learners to apply prior understanding of concepts to new learning, establishing links between the child's understanding of individual religions as well as a deeper exploration of concepts. For example, in Year 3 the overarching question is **'Who should we follow?'** This question is then explored in each of the religions studied that year (Christianity, Islam, Sikhism and Hinduism) using a question that is





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specific to the area of study and related to ‘**Who should we follow?**’ ie in Sikhism we ask ‘Why are the Gurus important to Sikhs?’

The importance of prior learning to support current learning.

Prior learning in RE develops the children understanding of both the knowledge of a religion and also by developing their ideas around the key concepts of RE; Beliefs and Values, Living Religious Traditions, the Shared Human Experience and Search for Personal Meaning. These concepts are returned to in each unit.

Scaffolding this are the Key Question for each year group which ensures that there is a clear focus around which to explore these concepts.

