

Intent

Our R.E. curriculum is underpinned by our Diocesan Syllabus, supported by *Understanding Christianity*. Through R.E. pupils will develop religious literacy and knowledge of significant religious worldviews including Christianity, Islam, Judaism and Hinduism. Our curriculum is driven by our strong Christian vision to enable our children to thrive and 'become the best that they can be'. Our curriculum aims to *nurture unique individuals, who are well-equipped to make informed choices through a wide range of diverse experiences and opportunities.*

'With God all things are possible'

Matthew 19:26

Implementation

Teachers plan from the agreed long-term planning and our progression document which identifies key substantive knowledge and uses the disciplinary lenses of 'believing', 'living' and 'thinking' to scaffold learning. These are underpinned by the Diocesan Syllabus, supported by *Understanding Christianity*.

R.E. is taught in weekly discrete lessons. Teachers adapt the planning to best support the progression of pupils in their class, consulting with the subject leader if there is any major variation. Opportunities to positively reinforce learning through global or national events are used, using a variety of resources. Lessons require pupils to develop their ability to analyse, evaluate and compare between their developing understanding and prior learning about religions and worldviews.

The following pages set out the content of the religious education curriculum at our school including our progression documents for substantive and disciplinary knowledge, including the key golden threads that run from EYFS to Year 6. Our religious education curriculum follows the York and Leeds Diocesan Syllabus.

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The aim of RE in St James' Academy

Aims and purposes of Religious Education in the Church school

This principal aim incorporates the following aims of Religious Education in Church schools.

To enable pupils:

- to know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- to engage with challenging questions of meaning and purpose raised by human existence and experience.
- to recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- to explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

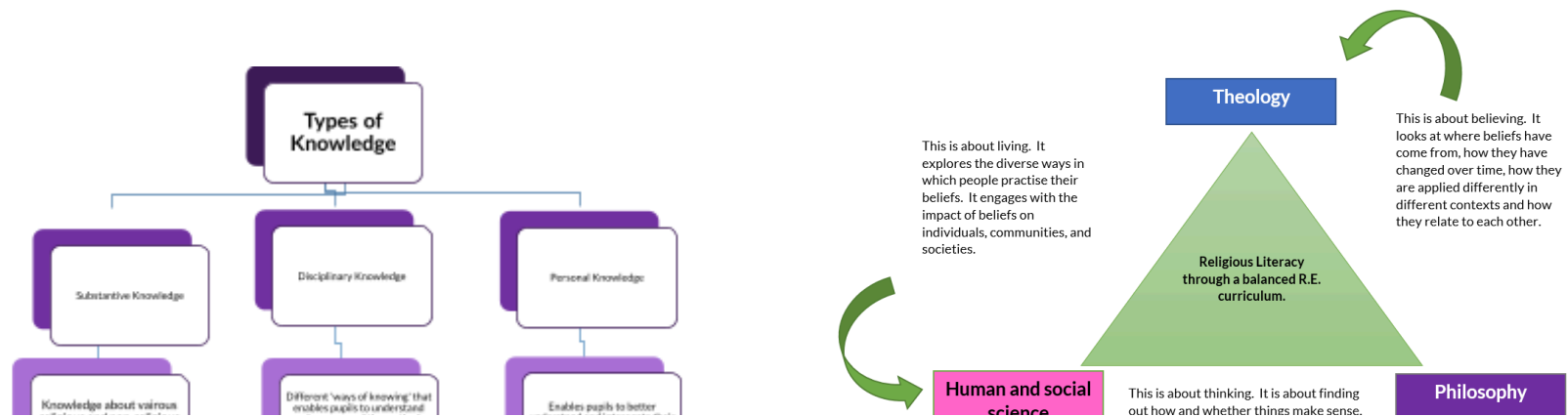
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.

- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Skills in RE

Pupils should develop key skills in RE in order to enhance learning and this should be evident across key stages:

1. Investigation and enquiry: asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.
2. Critical thinking and reflection: analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.
3. Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.
4. Interpretation: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
5. Analysis: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
6. Evaluation: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence, and dialogue.



Disciplinary RE

These are the “lenses” we look through that help pupils develop specialised knowledge and specialised skills associated with R.E

Theology	Philosophy	Human and social science
Thinking through the lens of believing. Pupils will explore questions and answers that arise from inside religious and non-religious worldviews by looking at what people believe. 	Thinking through thinking. Pupils will explore questions and answers raised through considering the nature of reality, knowledge, existence, and morality by looking at how people think. 	Thinking through living. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on how people live their lives. 

Hello... I'm Theo the theologian. A theologian is someone who is interested in asking questions about what people believe.	Hello... I'm Sophie the Philosopher A Philosopher is someone who is interested in how people think.	Hello... I'm Livvy, a social scientist. A Social scientist is someone who is interested in asking questions about how people Live their lives
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Golden Threads for RE

Christianity

One God who is a Trinity
 God created the world and wants relationships with humans, but humans have damaged it (the Fall)
 Jesus heals the damaged relationship between God and humans through his death, crucifixion and resurrection
 The Bible is a key source of authority
 Christians live out their beliefs in different ways.

Islam

One God
 God wants humans to keep things in harmony and give them a straight path (shariah) to follow
 There is guidance to help humans follow the straight path, including the Prophets
 The Qur'an is a key source of authority for Muslims
 Muslims live out their beliefs in different ways

Hinduism (KS2 only)

Brahman, the Ultimate Reality / Life Force
 Atman (soul) – the bit of Brahman living in everything
 Samsara, the cycle of birth, life, death, and rebirth that every atman is on

Moksha (liberation from samsara), the ultimate goal of every atman
The way to achieve moksha is for the atman to fulfil its dharma in every cycle of life
Hindus live out their beliefs in different ways.

Judaism

Religious Jews believe in one creator God
God enters into a series of covenants (contracts) with his chosen people and these set expectations for moral and social behaviour.
Community The family and home are very important in Jewish Life.
The land of Israel is at the heart of Jewish identity for many Jews all over the world.
Jewish people live out their beliefs in different ways.

The Understanding Christianity Big Story of the Bible - timeline:
God, Creation, Fall, People of God, Wisdom, Incarnation, Gospel, Salvation and Kingdom God.

Overview of learning

Key - Christianity Judaism Islam

	Autumn Term		RE Day	Spring Term		RE Day	Summer Term		RE day
F S 2 Discovering	Why is the word 'God' special to Christians? (UC - Creation) F1 Diocese	Why do Christians perform a special nativity play at Christmas? (UC - Incarnation) F2 Diocese	Opportunity for Christmas prayer spaces activity	Being Special: Where do we belong? (Thematic) F4 Diocese	Why do Christians put a cross in the Easter Garden?(UC - Salvation) F3 Diocese	Opportunity to extended Easter unit - easter craft/ bonnets Stay and play	Why are some places special? F5 Diocese	Why are some stories special? F6 Diocese	Opportunity for school specific 'other religions/ cultures' day based in school



Year 1 Exploring	What do Christians believe God is like? (UC - God) 1.1	Who do Christians say made the world? (UC) Creation 1.2 Diocese Why does Christmas matter to Christians (UC - Incarnation)	Opportunity for Christmas prayer spaces activity	Who is Jewish and how do they live? 1.6 Diocese	Why does Easter matter to Christians? (UC Salvation) 1.5 - Diocese Using uc folder	Opportunity for Easter prayer spaces	What does it mean to be part of a faith community? Islam Christian Judaism CONTEXTUAL opportunity to look at faith communities in our local area	How should we care for the world and for others, and why does it matter? (thematic) 1.10 Diocese	Opportunity for school specific 'other religions/ cultures' day based in school
Year 2 Exploring	What is the Good News that Jesus brings? (UC - Gospel) 1.4 - Diocese Part 1	Why does Christmas matter to Christians? (Unit 8) (UC Part 2	Opportunity for Christmas prayer spaces activity	Who is Muslim and what do they believe? 1.7	Why does Easter matter to Christians? (UC Salvation) 1.5 - Diocese Online unit	Opportunity for Easter prayer spaces	Who am I and what does it mean to belong? Christian Islam (Thematic) 1.8 Diocese	What makes some places sacred to believers? Christianity Judaism 1.9 Diocese	Opportunity for school specific 'other religions/ cultures' based in school

Key - Christianity Judaism Islam Sikhism Hinduism

	Autumn Term		RE Day	Spring Term		RE Day	Summer Term		RE day
Year 3 Connecting	What do Christians learn about the Creation? (UC	What is it like for someone to follow God? (UC - People of God) 2.2 - Diocese	Opportunity for Christmas prayer spaces activity	L2.8 What does it mean to be a Sikh in Britain today?	What are the deeper meanings of festivals? (Thematic) Jewish	Opportunity for Easter prayer spaces	What is the Trinity and why is it important? (UC - Incarnation and God)	How and why do people try to make the world a better place? Contextual unit	Opportunity for school specific 'other religions/ cultures' based in school



	Creation/Fall) 2.1 - Diocese			2.8 - Diocese	2.9 - Diocese Why do Christians call the day Jesus died Good Friday? (UC - Salvation) 2.5 - Diocese UC folder		2.3 -		
Year 4 Connecting	What does it mean to be a Hindu in Britain today? 2.7 Diocese	What kind of world did Jesus want? (UC - Gospel) 2.4 - Diocese	Opportunity for Christmas prayer spaces	What are the deeper meanings of festivals Muslim Jewish Hindu 2.9	Why do Christians call the day Jesus died Good Friday? (UC - Salvation) 2.5 - Diocese	Opportunity for Easter Prayer spaces	When Jesus left, what next? (UC Kingdom of God) 2.6 - Diocese	How and why do believers show their commitments during the journey of life? (Thematic) 2.10 - Diocese	Opportunity for school specific 'other religions/ cultures' based on school

Key - Christianity Judaism Islam Hinduism Sikhism Humanism Buddhism

Year 5	Autumn Term		RE Day	Spring Term		RE Day	Summer Term		RE day
Connecting	What does it mean if God is holy and	What does it mean for Muslims	Christmas prayer spaces	Why is the Torah so important to	Creation and Science: conflicting or	Easter prayer spaces	How can following God bring freedom	Why is pilgrimage important to	Opportunity for school specific 'other religions/



	loving? (UC - God) Diocese - 2.1	to follow God? Diocese - 2.9 Was Jesus the Messiah? UC 2.4		Jewish people? Unit 33	complementary? (UC - 2.1 Creation/Fall) What did Jesus do to save Human beings? UC 2.6		and justice? (UC - People of God)	some religious believers? Christianity Islam Judaism Sikhism Diocese 2.13 Thematic	cultures' based on school What would make our village/town a special place?
Year 6	Autumn Term		RE Day	Spring Term		RE Day	Summer Term		RE day
Connecting	What does it mean for a Jewish person to follow God?	Why do Christians believe Jesus was the Messiah? (UC - Incarnation) Diocese 2.4I	Christmas prayer spaces	Christians and how to live - What would Jesus do? Diocese - 2.5 UC Gospel	What kind of King was Jesus? UC Kingdom of God What difference does the resurrection make to Christians? Diocese 2.7 UC Salvation	Easter prayer spaces	Why do some people believe in God and some do not Christianity Humanism Hinduism Sikhism Buddhism	How do religions help people live through good times and bad Times? Christianity Judaism Hinduism Islam Sikhism Thematic Diocese 2.14	Opportunity for school specific 'other religions/ cultures' based on school What would make our village/town a special place?

Knowledge progression, overview of golden threads



Christianity

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know that Jesus is a special person to Christians. I know that the Bible is a special book for Christians. I know at least one special story for Christians (e.g., the story of creation, the Lost Sheep. I know that Christians believe the natural world is special because God created their Saviour.	I know that Christians believe in God I know that Christians find out about God in the Bible I know that Christians believe God is loving, kind, fair and forgiving, and also Lord and King. I know that some stories show these Christian beliefs. I know that Christians worship God and try to live in a way that pleases him. I know that Christians believe that God created the universe. I know that Christians believe that the Earth and everything in it are important to God. I know that Christians believe that God has a unique relationship with human beings. I know that Christians believe that humans should care for the world because it belongs to God. I know and can explain the significance of some key features of a Christian church: candle, font, altar I know that different churches and synagogues look very different from each other and have different key features.	I know that Christians and Jews think it is important to thank God. I know that Christians and Jews thank God by praying. I know that Christians thank God for the good things in the natural world during the Harvest Festival. I know different ways in which Christians thank God during the Harvest Festival. I know that Easter is very important in the 'big story' of the Bible. I know that Christians believe Jesus rose again, giving people hope of a new life. I know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem. I know that the Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king) and that he came to bring good news (for example, to the poor). I know that Christians celebrate Jesus' birth.	I know Christians believe God is Trinity: Father, Son (Jesus) and Holy Spirit. I know that Christians believe that The Father creates: he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. I know that Christians find that understanding God is challenging: people spend their whole lives learning more and more about God. I know that Christians really want to try and understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. I know that Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. I know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. I know Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.	I know that confirmation is a Christian celebration of someone deciding to commit to following Jesus and belonging to the Christian community. I know the practices associated with Christian confirmation. I know that Christians believe that God the Creator cares for the creation, including human beings. I know that Christians believe that as human beings are part of God's good creation, they do best when they listen to God. I know that Christians believe that the Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as The Ten Commandments).	I know that Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationships with God. I know that the Gospels give accounts of Jesus' death and resurrection. I know that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. I know that this belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). I know that Jesus was Jewish I know that Christians believe Jesus is God in the flesh. I know that Christians believe that his birth, life, death, and resurrection were part of a longer plan by God to restore the relationships between humans and God. I know that the Old Testament talks about a	I know that Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. I know that Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice but also loving, forgiving and full of grace. I know that Christians do not agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. I know that Christians believe getting to know God is like getting to know a person rather than learning information. I know that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. I know that these debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?



		I know that Advent for Christians is a time of getting ready for Jesus' coming.	I know that the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. I know that Christians today trust that Jesus really did rise from the dead, and so is still alive today I know that Christians remember and celebrate Jesus' last week, death and resurrection.		'rescuer' or 'anointed one' – a messiah. Some texts talk about what this 'messiah' would be like. I know that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah.	I know that there are many scientists throughout history who are now Christians. I know that the discoveries of science make Christians wonder even more about the power and majesty of the Creator.
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Judaism

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	I know the Jewish place of worship is called a Synagogue I know the Jewish holy book is called the Torah I know a Jewish leader is called a Rabbi	I know the Jewish religious leader is called a Rabbi I know the Jewish holy book is called the Torah I know the Jewish place of worship is called a Synagogue I know that the menorah candle stands in front of the ark in a synagogue and is the oldest symbol in Judaism I know that men cover their heads with a Kippah – it reminds them of their faith	I know that Jews believe in one God Jews live their lives by following the ten commandments I know that Jews believe God gave the ten commandments to Moses I know the Torah is written in Hebrew I know the Torah is kept in an ark I know their Sabbath day (Shabbat) lasts from sundown on Friday to sundown on Saturday I know the festival of the passover is when Jews remember the time Moses led the Jews out of slavery	I know that Jews believe in one God Jews live their lives by following the ten commandments I know that Jews believe God gave the ten commandments to Moses I know the Torah is written in Hebrew I know the Torah is kept in an ark I know their Sabbath day (Shabbat) lasts from sundown on Friday to sundown on Saturday I know the festival of the passover is when Jews remember the time Moses led the Jews out of slavery	I know that Jews believe in one God Jews live their lives by following the ten commandments I know that Jews believe God gave the ten commandments to Moses I know the Torah is written in Hebrew I know the Torah is kept in an ark I know their Sabbath day (Shabbat) lasts from sundown on Friday to sundown on Saturday I know the festival of the passover is when Jews remember the time Moses led the Jews out of slavery	I know that Jews believe in one God Jews live their lives by following the ten commandments I know that Jews believe God gave the ten commandments to Moses I know the Torah is written in Hebrew I know the Torah is kept in an ark I know their Sabbath day (Shabbat) lasts from sundown on Friday to sundown on Saturday I know the festival of the passover is when Jews remember the time Moses led the Jews out of slavery



			I know the star of David is the symbol of the Jewish community and faith I know that men cover their heads with a Kippah - it reminds them of their faith	I know the star of David is the symbol of the Jewish community and faith I know that men cover their heads with a Kippah - it reminds them of their faith I know that Rosh Hashanah is the Jewish new year and Yom Kippur is celebrated at the end of Rosh Hashanah	I know the star of David is the symbol of the Jewish community and faith I know that men cover their heads with a Kippah - it reminds them of their faith I know that Jews believe that if they follow the ten commandments, God will look after them.	I know the star of David is the symbol of the Jewish community and faith I know that men cover their heads with a Kippah - it reminds them of their faith I know that Jews believe that if they follow the ten commandments, God will look after them. I know Jews have a covenant with God. I know that Jews believe that if they follow the ten commandments, God will look after them. I know that Jews believe that God will forgive those who repent. I know that the Jewish Torah can be interpreted in different ways and this affects dietary choices. I know that there are orthodox Jews and progressive Jews and their synagogues have similarities and differences.
Islam						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- I know that the Prophet Muhammed is a special person to Muslims. - I know that the Qur'an is a special book for Muslims.	- I know that the Qur'an is the holy book of Islam and contains the words of Allah, providing guidance for human beings. - I know that Muslims believe in one God who created the	I know that Muslims believe that God created everything in harmony and that it is the responsibility of humans to try and make sure everything is harmonious.	- I know that Muslims believe in one Allah (God) and that the oneness of God (tawhid) is a very important idea in Muslim worldviews. - I know that Muslims believe that God created the	I know that Muslims believe Allah (God) created the world muslim (harmonious) and wants humans to keep it that way.	I know that Muslims believe that Allah (God) wants humans to promote harmony and that they can do this by following the straight path (shariah)	I know that Muslims believe that it is important to belong to the global community of Muslims (ummah) because this is one way of being in harmony



• I know at least one special story for Muslims (e.g., The Prophet and the Spider). • I know that Muslims believe the natural world is special because God created it.	world exactly as he wanted it to be (harmony). • I know that Muslims believe that Allah provided a straight path (shariah) to help keep the universe in harmony • I know that Muslims believe that God created humans with special rights and responsibilities (abd and Khalifa) • I know that Muslims celebrate a number of key festivals: Eid ul-Fitr and Eid ul-Adha. • I know some different examples of how Muslims celebrate these festivals. • I know that worship (Ibadah) is very important to Muslims and know some examples of the ways in which Muslims worship (e.g. prayer, studying the Qur'an in the madrassah). • I know that worshipping, celebrating festivals and carrying out rites of passage is one way of showing belonging in Muslim communities.	• I know that one way of doing this is to follow the straight path (shariah) • I know the Muslim statement of faith (shahadah) and that this is one of the five pillars of Islam. • I know some examples of how Muslims try to promote harmony and show good character (akhlaq) e.g. giving zakat • I know some stories and examples shared by the Prophets that help Muslims know how to care for others and make sure the world is a fair, just and harmonious place. • I know that Muslims have special ways of celebrating and saying thank you to God for the arrival of a new baby. • I know some of the Muslim rituals and practices associated with welcoming a new baby (whispering of the adhan, aqiqah ceremony) • I know that welcoming a new baby is an important part of belonging to a Muslim community (ummah). • I know some similarities and differences between how Christians and Muslims celebrate the arrival of a new baby.	universe and that he created things in harmony/in submission to his will (muslim). • I know that Muslims believe humans have been created as God's 'abd (servants) and khalifa (regents) and that they have a responsibility to try to keep things muslim (harmonious). • I know that Muslims believe that God has provided humans with a straight path (shariah) to follow so that everything can stay muslim (harmonious). • I know that Muslims believe God has provided humans with three types of guidance to help them stay on the straight path (shariah): the natural world, the Qur'an and the Prophets.	• I know the Five Pillars of Sunni Islam (Shahadah, Salah/Salat, Zakah/Zakat, Sawm, Hajj) and am able to explain how they connect with the idea of harmony. • I know that the festival of Eid ul-Fitr marks the end of the month of Ramadan and the fast (sawm). • I know some of the key practices from the Muslim festival of Eid ul-Fitr (e.g. giving zakat (charity), celebratory meals, new clothes etc. • I know that the festival of Eid ul-Adha is the festival of sacrifice. • I know some of the key practices from the Muslim festival of Eid ul-Adha (e.g. sacrificing a sheep or goat and distributing the meat to family, friends and those in need).	that he has set out for them. • I know some teachings from the Hadith (collections of the teachings and lived example of the Prophet Muhammed) and be able to explain how the Hadith help Muslims follow the straight path (shariah). • I know some examples of ways in which Muslims follow these teachings in order to stay on the straight path (shariah), e.g. the work of Muslim Hands UK).	• I know that part of belonging to this ummah is to take part in certain rites of passage. • I know that there are rites of passage associated with birth, initiation, marriage and death • I know some of the key practices associated with these rites of passage.
HINDUISM (KS2 only)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			• I know that Hinduism is also known as Hindu Dharma or Sanatana Dharma.	• I know what dharma is and why it is important to Hindus.	• I know that Hindus believe that the atman (soul) travels through samsara	• I know that Hindus believe it is important to fulfil your dharma (duty).



			• I know that Brahman is the Ultimate Reality or Life Force in every living thing. • I know that the atman (soul) is the bit of Brahman in every living thing. • I know that the deities include the Trimurti: Brahma, Vishnu and Shiva. • I know that the Trimurti represents the cycle of life (samsara). • I know that Hindu Dharma is interested in the journey of the atman through samsara. • I know that the goal is for the atman to achieve liberation (moksha) from samsara. • I know that the way to do this is for the atman to fulfil its duty (dharma) in each lifetime.	• I know about key worship practices in Hindu worldviews at the mandir and at home, including the puja ceremony and the importance of murtis. • I know that performing bhakti (worship/devotion) is one way of fulfilling dharma. • I know about the key practices associated with the festivals of Diwali and Raksha Bandhan. • I know about the ways in which the stories and practices associated with Diwali and Raksha Bandhan connected with the idea of fulfilling dharma.	(the cycle of birth, life, death and rebirth) and that its ultimate goal is to achieve moksha (liberation). • I know that Hindus believe that the way to achieve moksha is for the atman to fulfil its dharma (duty) in each cycle of life. • I know that there are different ways in which Hindus seek to fulfil their dharma, which include carrying out duties relating to age (ashrama) and social group (varna). • I know that Hindus follow the principle of non-violence (ahimsa) and know some examples of what this looks like in practice (e.g. the work of Mahatma Gandhi, vegetarianism).	• I know that there are rites of passage (samskaras) that mark the journey of a human life and that carrying out these samskaras is part of fulfilling your dharma. • I know that there are samskaras associated with birth, initiation, marriage and death. • I know some of the key practices associated with the samskaras.
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Sikhism (KS2 only)

			Year 3	Year 4	Year 5	Year 6
			I know a Sikh spiritual leader is called a Guru I know a Sikh place of worship is called a Gurdwara I know the Sikh holy text is called the Guru Granth Sahib I know that Guru Nanak is the founder of Sikhism I know what Langer is	I know a Sikh spiritual leader is called a Guru I know a Sikh place of worship is called a Gurdwara I know the Sikh holy text is called the Guru Granth Sahib I know that Guru Nanak is the founder of Sikhism	I know a Sikh spiritual leader is called a Guru I know a Sikh place of worship is called a Gurdwara I know the Sikh holy text is called the Guru Granth Sahib I know that Guru Nanak is the founder of Sikhism	I know a Sikh spiritual leader is called a Guru I know a Sikh place of worship is called a Gurdwara I know the Sikh holy text is called the Guru Granth Sahib I know that Guru Nanak is the founder of Sikhism I know what Langer is



St James'
CHURCH OF ENGLAND ACADEMY



HEARTWOOD
LEARNING TRUST

			I know what Sewa is I know what happens at a Sikh naming ceremony and why I know what a 'Naam Karan' ceremony is? I know how Sikh babies are given their name	I know what Langer is I know what Sewa is I know how Sikh babies are given their name	I know what Langer is I know what Sewa is I know that Sikh pilgrimage is also called Yatra I know that the Golden temple is built on a holy pool of water called the Amrit Sarovar I know the Guru Granth Sahib is the main focus of the Golden temple	I know what Sewa is I know that the Sikh funeral is called Atam Sanskar I know that Sikhs see funerals as a celebration of life rather than mourning I know that Sikhs believe in reincarnation I know that Atam Ardas are the final prayers that are said at a Sikh funeral
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Assessment

Pre-assessment

Teachers and subject leaders consider carefully any potential misconceptions that may arise while planning units, which enable teachers to adapt short-term planning to include time to address any areas of particular need. We use a range of strategies to review prior learning, examples of tasks include discussions, low stakes quizzes and knowledge capture activities.

Ongoing formative assessment and feedback

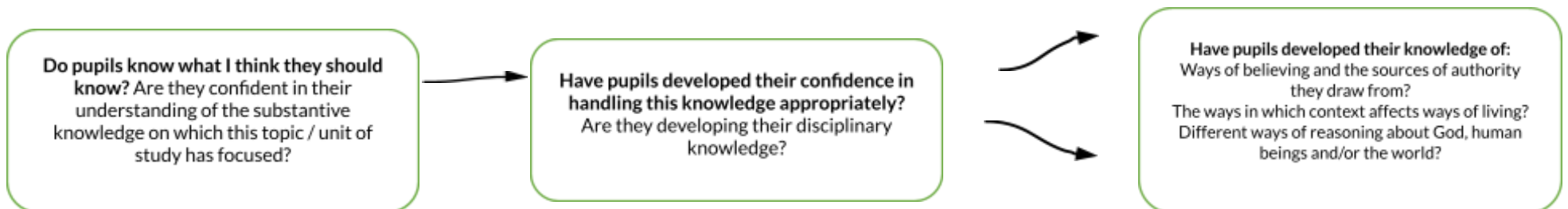
Teachers observe and respond to pupils during a lesson, offering verbal feedback and prompting deeper thinking using questioning. Children are supported to use teaching materials on interactive whiteboards, working walls and key vocabulary to explain their thinking and develop understanding. Ongoing teacher observation identifies pupil progress and attainment during lessons and enables learners to be challenged through response and feedback.

Retrieval practice

Pupils are offered carefully planned tasks (Flashback 4/Review tasks) to promote knowledge retrieval, bringing core knowledge and skills into long term and working memory. Children are explicitly taught these skills through a range of different activities, including using visual resources, quizzes and through the application of literacy skills.

End of unit assessments

Progress in RE will be monitored using these key questions:
How do we know that our curriculum is having the desired impact?



Teachers

- Become more knowledgeable.
- Have higher levels of confidence in delivering all areas of the curriculum.
- Can give senior leaders and subject leads feedback about what is working well.
- Are acutely aware of how children are coping with the taught content. The curriculum is the progression model and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then we know it is working and that children are making progress.
- Teach consistently well; applying sound pedagogical practices in all lessons.
- Plan coherent learning journeys based on the unit overviews.
- Seek support from subject leads when they are less confident.

Children

- Can talk with confidence about what they have learned, using correct terminology.
- Are enthused and interested in a wide range of curriculum areas.
- Can talk about the specific characteristics of subjects and the disciplines associated with them.
- Can show adults examples of their learning and describe the 'why' behind work they have produced.
- Demonstrate good learning behaviours in all lessons.
- Are able to explain how their learning within a subject builds on previous learning.
- Are able to make thoughtful links between subjects.
- Can all access, enjoy and make progress within the curriculum - regardless of their starting points, or any additional needs they may have.
- Are independent learners who can think creatively and critically

Children's Work

- Demonstrates that they take pride in what they produce. Children show the same effort as they would in Maths or English, for example.
- Captures their increasing understanding of key concepts within each subject.
- Illustrates their developing understanding of the disciplines of each subject, as well as the declarative knowledge content.
- Shows that a coherent teaching sequence has taken place within each unit of work.
- Demonstrates our curriculum's emphasis on subject-specific terminology.

Governors and Visitors

- Give us positive feedback about pupil engagement and behaviour in lessons.
- Comment on the high-quality work that they see.
- Report that leaders are clear about strengths and weaknesses and have clear plans to address areas for development.
- Report that 'seeing things in action' in agreed governor visits shows the extent to which our intent is being implemented effectively

Parents and carers

- Give us positive feedback about their children's attitudes to school.
- Share examples of when their children have been enthused by the curriculum (e.g. they have been talking about learning at home, or carrying out their own research because of their interest).

Leaders

- Develop subject leader expertise through coaching and CPD
- Are outward facing
- Source external expertise and support where needed
- Regularly monitor strengths and areas for development which feeds into school evaluation and improvement.

