

Religious Education Long term plan.



Intent and design What are we trying to achieve?

All of our young people will have the knowledge and skills to respectfully question the world around them. They will understand that there are many different beliefs and viewpoints within the world that should be respected.

Vision and aims for RE in our school	<p>Outcomes for pupils in RE Children will be/have:</p> <ul style="list-style-type: none"> • An enthusiastic attitude towards RE and begin to ask and answer their own questions about the world around them. • Understand we learn about different faiths and beliefs. This will help children to use transferable knowledge. • Opportunities to connect what they have learned and to compare and contrast different faiths and cultures. • Develop a sense of curiosity about the world around them and to ask questions. • Opportunities for wider learning through trips, assemblies and visitors coming into school. • Be given opportunities to find or explore answers out for themselves. • Sessions ran by knowledgeable teachers who understand misconceptions of the topic beforehand. • Understand wider issues that relate to RE - e.g. diversity, inclusion and understanding • Opportunities to see how their learning links to real life. • Learning that has clear connections. • Core concepts (as set out in the long term plan). • Space to express their own views on the world, promoting diversity across all religions and non-religions. • Explicit teaching on how to disagree respectfully with alternative views fitting with the school's oracy approach. • Constant teaching of inclusivity, diversity and tolerance in fitting with the school's No Outsiders approach.
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Key principles underpinning our curriculum.	<p>Importance of RE/Making connections/understanding the impact CLARITY TEACHERS SHOULD ENSURE CLARITY OF PURPOSE What are we learning? How are we learning it? Why are we learning it?</p>		
	<p>Making sense Understanding Connecting</p> <p>Children are given opportunity to make sense of what is being taught, understand the significance of what is being taught/why it is being taught/how beliefs look in practice and make connects with what is being taught and their own knowledge/life experiences.</p>		
	<p>Teachers use AfL within the classroom to assess children's learning and understanding.</p>		
	<p>Scope to access different religious books and artefacts</p>	<p>Exposed to religious vocabulary/subject specific knowledge</p>	<p>Accessing a variety of different stories from different faiths</p>

Values	<p>Our curriculum is underpinned by our British values, school ethos and the need to build cultural capital for all our pupils.</p>
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Implementation

How do we organise learning?

Components of RE teaching	Learning time Taught weekly	Events assemblies Trips to places of worship Nativity	Visits/visitors Pater Barret Places of Worship	Learning outside the classroom Trips to places of worship (Mandir, church, mosque)	Environment All reflection sheet work in one book	Ethos RE celebrates diversity and multi-culturalism, building skills, exploring personal views and being respectful of diversity
Key aspects to develop	RE day		Leaders of other faiths.		RE working walls RE book to follow through school	We need more non-religious world views

Key aspects of teaching RE	Transferable knowledge and understanding How can RE learning relate the real life contexts and morals in life? How will these topics impact children later in life?	Subject specific knowledge Teachers are expected to research prior to teaching and planning is supported by lead teachers who seek advice where necessary.	Working respectfully Asking and answering their own questions Observing and comparing Performing/freeze frames Gathering and recording Identify and classify Disagree respectfully with opposing views	Application of basic skills: Oracy, recall and revisit previous learning
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Contexts	<p style="text-align: center;">Contexts for Learning</p> <p>Content was decided by using Leicester/Leicestershire agreed syllabus and looking at the school's intake. Some arching questions are repeated in order to give children a chance to 'dig deeper' and learn more as well as revisit.</p> <p>Although as a school we unit learning, questions may not be taught in order/as one unit. Some may take more or less time than others. For example, festivals/celebrations may be taught at the time of the celebration and sacred books or places may be looked at during the period of time the religion is being explored. Therefore, the RE timetable is flexible for teachers to assess their children's needs.</p>
Assessment	<p>RE relies on adaptive teaching and planning as a direct result of understanding what pupils know and need to know. Questioning, discussions, work in books, role play, oral and retrieval questions should all contribute to teacher judgment of key concepts taught. Pupils need to be made clear on what they need to know and should be encouraged to discuss ideas openly without fear of conflicting or alternative views of others. Teacher to conduct regular AfL on what children know through questioning. Teachers need to know which pupils are emerging, at expected or exceeding in RE and be clear on how they know this.</p>
RE in EYFS	<p>How do they explore different cultures/religions?</p> <p>EYFS explore different religions and cultures through celebrations. They use music, artwork and stories from different cultures and religions regularly. Specific festivals or celebrations are taught (often through a short PowerPoint or teacher led learning) followed by an activity such as a craft activity, food tasting or dance.</p> <p>Celebrations to add already being done: Diwali, Christmas, Remembrance, Halloween, St Georges, St Patricks, Eid, Easter, Mother's/Father's day, Valentines, Bonfire night, Chinese new year</p> <p>Could we add to this? Are they all relevant?</p>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Unit 1		1.1 Who is a Christian and what do they believe? 1.3 Why does Christmas matter to Christians?	1.1 Who is a Christian and what do they believe? 1.3 Why does Christmas matter to Christians?				
Unit 2		Who is a Hindu and what do they believe?	1.2 Who is a Muslim and what do they believe?				
Unit 3		1.5 What makes some places sacred?	[double unit]				
Unit 4		1.6 How and why do we celebrate special and sacred times?	1.4 What can we learn from sacred books?				
Unit 5		1.7 What does it mean to belong to a faith community?	1.6 How and why do we celebrate special and sacred times?				
Unit 6		1.8 How should we care for others and the world, and why does it matter?	1.8 How should we care for others and the world, and why does it matter?				

How to plan for progression:	<p style="text-align: center;">Medium Term Planning:</p> <p>Big Question – using the progression of the syllabus and knowledge of the school’s intake to help plan, building substantive knowledge</p> <p>Identify key beliefs, vocabulary and symbols.</p> <p>Identify prior learning (speaking to previous teachers, RE lead, checking against syllabus/planning from previous years.</p> <p>Identify misconceptions for the topic.</p> <p>Identify other learning opportunities/cross curricular links – can this learning be transferred into other subject’s areas? Such as British values, diversity, PSHE, history etc.</p> <p>Teach religions confidently, recapping previous learning and constantly revisiting previous learning to transfer knowledge to long term memory.</p> <p>Post-learning assessment at the end of unit where pupils should have an opportunity to discuss the unit as a whole.</p> <p>Assess progress of topic – Did children meet the learning objectives? Did children make progress from their pre question to their post question?</p> <p>Populate the learning overview and the new syllabus</p>
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High Impact Teaching Strategies	Clarity of objectives	Modelling explicit teaching	Questioning	Practice - multiple exposures	Lesson design - teaching sequences	Personalised feedback	Collaboration	Summarising learning and vocabulary	Challenge for all - low threshold, high ceiling	Growth mindset
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Impact
How well are we doing? Are we making a difference? How do we know?

Work sample analysis	What do our books show? We need to head towards specific RE books to truly show progression and allow children to look back. This would begin in EYFS/KS1 and go through school. This would also allow for key vocabulary to be stuck in.
Lesson observations	What is the quality of teaching, learning and use of assessment in lessons? What are the children learning and how do we know? Are teachers ensuring they have the prior knowledge they need for the lesson? Are children aware they are learning RE?
Planning scrutiny	What does our planning show? We need to add emerging/expecting/exceeding to all of planning. Is there a clear progression?
Surveys	What do teacher audits say about this subject? Do teachers need to be doing their own planning to understand the topic better? Do teachers know planning is fully flexible? Can teachers be supported more?
Interviews	What do the children say about their learning in this subject? What do the staff say about teaching this subject?
Standards	What do books/lesson observations/planning/interviews/learning environments tell us? We must find a space for RE in our learning environments.
Coaching and Mentoring	What is the impact of coaching and mentoring? Support for colleagues in this subject? Do we need to think about this?
Training	What is the impact of the training undertaken? RE lead (2022) has attended training days to support planning. RE lead has also led one whole staff meeting on oracy in RE. Do we need more knowledge based training? Is the training being put to use?
Learning Environment	How does the learning environment support learning in this subject area? We have British Values and No Outsiders promoting ethos/key values but RE does not currently have a space.

To secure	High standards of achievement Attainment and Progress	Excellent behaviour and attendance	Independent thinkers and learners	Confident learners
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How do we include/support children with SEND in RE?	<p>RE is a very inclusive subject and the curriculum recaps previous learning to enable previously taught content to resurface. This is then built upon, gathering more information about a variety of faiths, growing in number and complexity as a child moves through the school.</p> <p>RE is discussion based and allows for children with SEND to broaden their own understanding of the world whilst learning about other cultures and religions.</p> <p>It is driven by visuals and varying activities to help embed content taught and to create flow from year group to year group.</p> <p>Adult support for 1:1's – adult support is there to repeat key instructions/ideas.</p> <p>Expectations are high, yet work is set so each child can extend their learning and access the content which is taught.</p>
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	<p>Assessment for learning can be adjusted and differentiated for children with SEND by teachers in order to cater for all.</p> <p>This may include (but are not limited to): templates, multi-sensory approaches, songs, stories, interactive lessons and scribing of responses, along with observations are carried out to monitor, assess and record individual children's progress, depending on need.</p> <p>ICT – computers/iPads/interactive boards can be used to help with research, exploring ideas, presenting work where needed.</p> <p>Alternative ways of recording are also available – voice recording, video recording, photos of hands-on tasks, scribing, group recording.</p>
<p>How do we ensure that RE lessons are inclusive and promote cultural diversity?</p>	<p>Through RE, No Outsiders and our school ethos, our school consistently promotes inclusivity.</p> <p>At all times, clear rules and boundaries are set (and practiced) by staff in regards to how people should be treated. All staff are trained to address and challenge negative attitudes sensitively and children are encouraged to share their ideas and disagree respectfully. This open space and conversation allows children to share their thoughts and ideas while feeling listened to, allowing them to share their thoughts and experiences. Thus allowing the children themselves to share the diversity we are lucky to have in Stokes Wood. This also allows children to have an open dialogue as to why everyone should be treated equally and fairly, thus allowing them to understand on a deeper level why this is taught by the school.</p> <p>Our planning reflects the diversity of the classroom through teaching different cultures and religions based primarily on the school's intake. When resourcing lessons, multicultural themes are used and stereotypes avoided. Multiculturalism is actively promoted in lessons through teaching content, open conversation and encouragement of sharing experiences. We also ensure that learning materials do not discriminate or disadvantage any pupils through differentiation, variation and adaptation. We work hard to ensure all children feel represented and included through a varying curriculum and varying resources. Assessment for learning is flexible in order to allow all children to show their own progression, rather than being compared to each other.</p> <p>RE gives pupils an opportunity to learn about other religions, cultures and beliefs. It therefore has a positive impact children's cultural capital.</p>