



"Where children are at the heart of every decision to inspire brighter futures"

Respect, Responsibility, Recognition and Resilience

RE Curriculum Delivery Document

Intent	<p>Early years outcomes, the National Curriculum programmes of study and the Wakefield agreed syllabus form the foundations of our RE curriculum. At Girnhill the intent of our RE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this, they will become independent and responsible members of a society who understand and explore big questions about life, to find out what people believe and what difference this makes to how they live, so that they can make sense of religion, reflecting on their own ideas and ways of living. We provide our children with opportunities for them to learn about religions and worldviews in local, national and global contexts, to discover, explore, and consider different answers to these questions. They will be equipped with systematic knowledge and understanding of a range of religions and world views, enabling them to develop their ideas, values and identities. Our children are encouraged to develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.</p>
Implementation	<p>Our Religious Education curriculum enables children to develop and extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts through high quality provision. We ensure teaching is highly effective by delivering a balance of child- initiated opportunities and adult led activities through meaningful experiences. Children develop knowledge through a wide range of activities which are differentiated to meet every child's needs including; observing, handling, describing and explaining religious artefacts. Children learn through making comparisons between different religions and celebrations and are shown how to respectfully show an understanding of differences</p> <p>Through using Rosenshine's Principles theory to plan for and implement RE into our school, learners have the opportunity to revisit and build on prior knowledge. Daily review is used at the beginning of every session in order to activate prior learning to link new learning to. High-quality modelling of skills and language is offered to our children and scaffolds are provided from difficult tasks. Questions are progressively planned for and are used to check understanding and allow children to apply their Religious Education knowledge. Classroom working walls also promote the vocabulary specific to current learning and modelled examples support and extend learning for all pupils.</p>



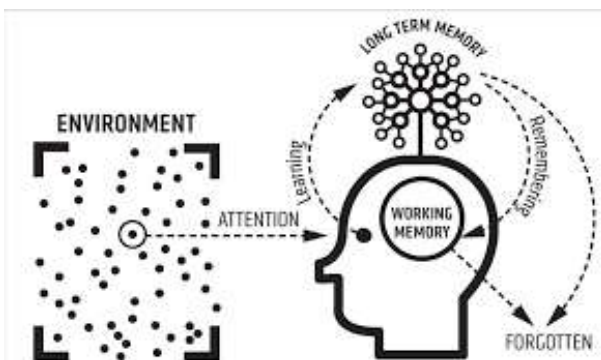
Impact

Children have the knowledge and skills to begin to appreciate the differences between religious, celebrations and religious practice.
 Pupil voice will show that children can talk about and understand how people from different religions make up their community and to respect differences between them.
 As a result of high-quality teaching, learners make sustained progress in RE and develop the competence express their own thoughts and feelings about religion and celebrations by showing mutual respect.

What do our lessons look like?			
Introduction	Teacher Input	Pupil Activity	Ongoing Assessment
Daily review	Introduce key vocabulary	Guided student practice	Questioning
	Present new materials using small steps	Independent practice	Check for understanding and address misconceptions
	Provide models	Use of scaffolds where needed	Reviews
	Provide scaffolds	Obtain high success rate	Daily, monthly, weekly reviews

How do we ensure that knowledge gained is transferred from the working memory into the long term memory?

Rosenshine’s principles in action (bridging research and classroom practice) is providing support and strategies to secure pedagogical understanding for staff.





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Principles identified	What do we expect to see in our RE lessons?
Daily Review	Daily review is used at the beginning of every RE lesson to activate previously taught skills, vocabulary and knowledge. Examples of this include: think, pair, share; follow the leader, picture stimulus to initiate discussions; call and response; flashcards of previously taught vocabulary; true or false; missing information
Questioning	A variety of key questions are individually planned by teachers inspired by questions from the Wakefield agreed syllabus prior to delivering the lessons. The questions progress through the units of work encouraging children to 'dive deeper' with their answers. Staff will also encourage 'say it again better' where applicable and use techniques such as cold calling, 'tell me how and why' and think, pair, share to ensure ALL children have opportunity to answer and subject specific language when responding orally. Questioning allows staff to check understanding and address misconceptions. Some of the questions don't require an answer there and then, but are for the children to consider as they practice their skills and begin to use and apply these. Consider..... How can you? What happens if? Question stems are used to scaffold children's responses, these are verbal and visual. Link to steps to success. Show me, say it again better, cold call, tell me how and why.
Sequence concepts and modelling	Modelling is provided by the teacher, support staff or even peers. These models are high-quality and repeated many times with the children in different ways. Children are given time to practise the application of skills for as long as needed. Teacher's model the exact subject specific vocabulary and sentence stems needed to answer questions and share ideas and opinions in RE. Lesson plans are progressive but broken down into small steps. Scaffolds are used to support all children in achieving the learning objective This might be in the form of adult support, displayed vocabulary and knowledge and sentence stems. The model and steps to success/success criteria are visual throughout lessons.
Stages of practice	Close supervision during guided practice from the staff. Providing instant feedback to learners. Time for independent practice when the learners are ready to use and apply their skills, knowledge and understanding.



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