



Heathfield Schools' Curriculum Overview

RE

Subject	Intent	Implementation	Impact
Religious Education	<p>The R.E. curriculum, in line with the Richmond SACRE will ensure that children will be able to:</p> <ul style="list-style-type: none"> • Respect, understand, & appreciate cultural, religious and philosophical similarities and differences. • Inspire, motivate and challenge pupils • Provide time for reflection and opportunities for the children's perspectives to be expressed and heard • Be creative and express a depth of thought • Address big – sometimes unanswerable – questions • Engender a sense of curiosity, wonder, excitement and engagement amongst children • To be open minded and able to consider other ways of life and beliefs. • To be proud of their own identity and the identities of their peers. • To develop and reflect upon their own point of view and belief systems 	<p>The schools' RE progression document outlines the knowledge and skills that will be covered in each year group. This has been devised with reference to the Local Authority agreed syllabus. In KS1 and KS2 at the start of each topic a knowledge organiser is made available to parents to help them support their child's learning.</p> <p>EYFS</p> <p>Special events and festivals from a variety of religions and faiths are celebrated across EYFS. Children are given opportunities to reflect on their home traditions and family events. Texts are chosen which reflect a range of different festivals the children celebrate (e.g. harvest, Eid, Diwali and Christmas) and displays within EY enhance this aspect of the curriculum. Visits from representatives of faith communities (both those who are in the school and those who are not) helps to promote an understanding of different faiths and their practices.</p> <p>Key Stage 1</p> <p>RE is taught in discrete units each half term and children study major religions. Planning provides opportunities for children to experience a range of hands-on activities. This is further supported by assemblies that explore different faiths and festivals throughout the year. Increasingly challenging questions are included in lessons to help children start to learn about the key elements of the main religions including their own and those of their peers. Where possible, visits to places of worship and visits from representatives of faith communities (both those who are in the school and those who are not) help to promote an understanding of different faiths and their practices. Parents are actively encouraged to come into school to share artefacts and talk about aspects of their faith.</p>	<p>Assessment:</p> <p>Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands.</p> <p>In Key Stage 1, AfL during lessons enables teachers to adapt planning as required. Key questions support teachers' assessment plus a range of evidence collected in log books.</p> <p>Within every lesson in KS2, a WHALA is used at the start to prompt and link to knowledge from previous lessons. Within each lesson, an AfL opportunity is used to assess key knowledge and skills.</p> <p>As well as this, in KS2 teachers mark each piece of work with a positive comment and a 3 tick system is used to evaluate the child's level of understanding. The ongoing AfL within a lesson and marking enables teachers to adapt planning and address misconceptions with individuals as required.</p> <p>In KS2, at the end of each unit an AFL activity or mind map type activity is</p>

Key Stage 2

RE is taught in two-hour blocks once a fortnight by the PPA team. All work is planned by this team. This is further supported by assemblies that explore different faiths and festivals throughout the year.

Planning provides opportunities for children to experience a range of hands on activities, opportunities for valuable discussion and reflection and a chance to make comparisons between different religions/philosophies and with their own beliefs and traditions.

Challenging questions are included in lessons so that children can learn to think through issues that affect all human beings and reflect on the meaning and purpose of life.

The handwriting words used in the slow start of the day are the key words from the lesson or unit. We use story time at the end of the day to deepen children's understanding of the faith, theme or questions being studied. Sometimes children share their own books, prayers or poetry from their faith or books that are important to their culture and their family.

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used to consolidate and reflect upon the key question.

Monitoring:

Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:

- "Pop ins"/learning walks
- Book and planning scrutinies
- Pupil interviews
- Staff interviews.