



Heathfield Schools' Curriculum Overview

RE

Subject	Intent	Implementation	Impact
Religious Education	<p>The RE 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. • 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. • Enjoy, show curiosity, and excitement and be able to recall some key stories, traditions, historical figures important in the main 6 religions. • To develop and reflect upon their own point of view and belief systems • To be able to consider some big – sometimes unanswerable – questions, from their own and others' point of view. 	<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 circulated to parents to help them support their child's learning.</p>	<p><u>Assessment:</u></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 Stages 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>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.</p> <p>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 for an hour every fortnight and is delivered by the PPA staff. 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.</p> <p>Visits to places of worship and 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 2</p> <p>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.</p> <p>Planning provides opportunities for children to experience a range of hands on activities, opportunities for valuable discussion and reflection. Challenging questions are included in lessons so that children can learn, compare and reflect on their own beliefs and those of their peers.</p> <p>Visits to places of worship and 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><u>Monitoring:</u></p> <p>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:</p> <ul style="list-style-type: none"> • “Pop ins”/learning walks • Book and planning scrutinies • Pupil interviews • Staff interviews
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