



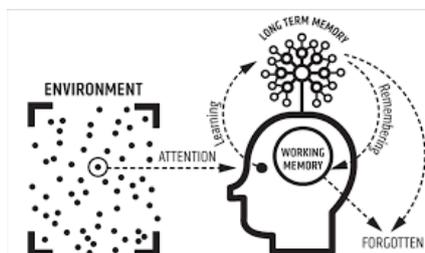
RE Curriculum Delivery Document

Intent	Early years outcomes, the National Curriculum programmes of study and the Wakefield agreed syllabus form the foundations of our RE curriculum. Pupils will have a basic understanding of meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. They will learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. Pupils are taught to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
Implementation	Religious Education is led by a subject leader who supports staff in implementing the Wakefield Agreed syllabus. We ensure teaching is highly effective by delivering a balance of child-initiated opportunities and focus teaching through concrete, meaningful experiences. Children develop knowledge through a wide range of activities which are differentiated to meet all needs including; observing, handling, describing and explaining how religious artefacts are used. Children learn through making comparisons with different religions and different times. Children are shown how to observe respectful practice, develop questioning, research and show understanding of differences. Children are taught using subject specific vocabulary through discussion, research, and reading. Educational visits and visitors enhance teaching and learning in RE. Opportunities are provided for discussion and philosophy to encourage children to ask questions to help them find out about themselves and others. Assemblies are held at key times of the year to teach, discuss and inform the children.
Impact	Learners have the knowledge and skills to begin to appreciate the differences between religions and religious practise. Children make sustained progress in R.E. By the end of each phase children are expected to have an understanding of how people from different religions make up their community and to respect differences between them. Children are expected to be able to express their own thoughts and feelings about religion showing mutual respect.



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.



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

Principles identified	What do we expect to see in our RE lessons?
Daily Review	Resurface previously taught knowledge and vocabulary. Call and response, show me how to _____. This can be done through a quick review. An example could be a follow the leader chanting key vocabulary.
Questioning	A variety of key questions are provided within the Wakefield syllabus planning to support the staff delivering the lessons. This also helps 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 knowledge and understanding and begin to use and apply these. Consider..... How can you? What happens if?
Sequence concepts and modelling	Modelling could be provided by expert teachers, peer models and video clips. These models are repeated and learners are given the time to practice for as long as required. Scaffolds are used to support and develop mastery. This might be in the form of adult support, alternative planning formats or visual aids.
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.