

<p>CONTENT & SEQUENCING</p> <p>We follow the revised Norfolk Agreed syllabus for RE (2019). It was developed in conjunction with SACRE, and meets all legal requirements. It aims to developing religious literacy, and promote an understanding of religion and worldviews. It provides a balanced diet ensuring that pupils are seeing religion and worldviews through different lenses, and places RE within a strong, and well-established academic tradition. https://www.schools.norfolk.gov.uk/teaching-and-learning/religious-education-agreed-syllabus.</p> <p>Our subject narrative shows how our curriculum coverage is drawn from this, and balanced between the major world faiths . Topics and faiths are also revisited and expanded upon at different points during the journey through the school, for example in Hinduism and Judaism, to promote knowledge retention, and a stronger weighting is given to Christianity to reflect the Norfolk local context.</p> <p>Key subject specific vocabulary is also revisited throughout the programme of study– and listed on the subject narrative and skills documents. This vocabulary is taught in lessons, assemblies and also Knowledge Organisers linked to each topic.</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>In our 'Pupil Skills Progression Trackers', Religious Education sits within the Humanities discipline in terms of the core skills and knowledge being developed– but it also has links to personal and social development, with its development of children's ability to empathise with others, and reflect upon personal ethical and moral choices. This dovetails with our programme of study in RSHE, which has a strong theme of relationships running through it (see RSHE subject documentation).</p> <p>RE is planned as a part of our cross-curricular topic webs where appropriate, with teachers seeking to make meaningful links to other subjects. An example of this would 'Superheroes' (power of God), Key Stage 1, or 'All About Norwich (Norwich Cathedral)', Lower Key Stage 2. If the RE topic fits less well inside a cross-curricular topic, then it is taught as a discrete subject, in line with our philosophy of not seeking to make tenuous links between subjects within a topic, where it is not helpful for the children for us to do so.</p>	<p>RETRIEVAL PRACTICE</p> <p>Each child is given a 'Knowledge Organiser' at the beginning of each topic. This contains key facts and vocabulary linked to the topic work,. It also includes a nudge towards further learning, eg linked texts to read, or websites to explore because we are keen to emphasise that the 'Knowledge Organiser' does not represent the totality of learning in a subject, but is just a starting point. A range of teaching strategies are used in each class to utilise the knowledge organiser, ranging from low stakes retrieval testing to using them as a reference material. Children are also given a copy to take home to explore with an adult to supplement learning in school, and there is a HT online Google Forms quiz each half-term.</p> <p>In addition to this, teachers routinely revisit taught content during lessons, both during introductions, recaps and consolidation sessions in plenaries. Use is made of questioning strategies such as 'no hands up', to test retrieval. Due to the clear mapping of the subject narratives; teachers are also able to look back on prior taught subjects and refer to them when teaching their related year group content. Teachers also use the first lesson of each teaching sequence to do an informal pre-assessment of existing knowledge, to help shape the teaching that will follow.</p>
<p>PROGRESS</p> <p>Each subject, including RE, has a 'skills progression' table, with key thematic skills to be taught progressively at each stage of the learning journey in each discipline. These subject skills are drawn from a recognised national subject authority in this case the RE Council of England and Wales.</p> <p>Progress at the end of each of the stages is recorded simply as 'below', 'at' or 'above' for each child for parents, and is also used on a 7 point scale with associated subjects– see Assessment Tracking (website).</p> <p>Subject leaders, as part of the '20 minute monitoring' process, also conduct work scrutinies and have conversations with teachers about progress against the key skill themes for children in each class.</p>	<p>ENRICHMENT</p> <p>Religious Education lends itself easily to enrichment opportunities. A common opportunity is presented through the study of religious festivals, and teachers often plan cooking or immersive celebration events or crafts linked to the topic. An example here is cooking authentic recipes for Diwali in the Upper Key Stage 2 topic of Hinduism.</p> <p>In addition to this, we make use of visitors to school from different faith backgrounds to talk about their beliefs, along with utilising any of our families or children who subscribe to a faith being studied. We also use school visits, for example to a local mosque and to Norwich Cathedral, to help children to apply their knowledge in a real world situation, and to deepen their understanding.</p>	<p>VISION FOR CHILDREN</p> <p>Each subject, including RE, has a clear statement of intent for children. These are recorded on both the 'subject narratives' and the 'skills progression' documents for each subject. They were developed through discussion with staff and Governors (including parents) at Little Melton and in other local schools we work with. They are driven by a consideration of being 'skills for life', to equip children with the tools for the next stage in their academic journey, and also for their future lives. We try also, through all of our curriculum offer– including the 'hidden curriculum' of daily informal interactions with children and modelling of attitudes and behaviour , to instill the core values identified as valuable for children growing up in our locality and local context. These are listed in our ' Being a Citizen of Little Melton and the World' vision– displayed in all classes.</p>