

Intent

Our RE Curriculum, rooted and grounded in love for all, ensures a high-quality sequential religious education. It prepares all children for the opportunities, responsibilities and experiences of life in modern Britain. Central to our curriculum is Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. Weaved throughout our RE curriculum is a thread of diversity, ensuring children have the knowledge that communities are inclusive and to foster understanding and respect for a range of religions and worldviews.

Our RE curriculum will engage and challenge our children through an exploration of core concepts and questions. Pupils will be a part of meaningful and informed dialogue with a range of religions and worldviews and will have opportunities to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils will explore how these may change in different times, places and cultures. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences.

Life in all its fullness - a place to thrive.

We are rooted and grounded in love (Ephesians 3:17)

Through his Spirit, God comes to help us.

‘Do all the good you can,

By all the means you can,

In all the ways you can,

In all the places you can,

At all the times you can,

To all the people you can,

As long as ever you can’.

(Attributed to John Wesley)

We live out our vision through our 5 commitments of:

Care

Courage

Creativity

Collaboration

Christian Faith

Implementation

Teachers plan from the agreed long-term planning and our progression document which identifies key substantive knowledge and uses the disciplinary lenses of ‘believing’, ‘living’ and ‘thinking’ to scaffold learning”. These are underpinned by the agreed Diocesan Syllabus. R.E. is taught in weekly discrete lessons. Teachers adapt the planning to best support the progression of pupils in their class, consulting with the subject leader if there is any major variation. Opportunities to positively reinforce learning through global or national events are used, through whole school focus and within the classroom. Lessons require pupils to develop their ability to analyse, evaluate and compare between their developing understanding and prior learning about religions and worldviews.

The FOG Learning Cycle ensures children know more and remember more - pupils get better at RE over time. It focuses on recall of prior knowledge, (connect), the teaching of new knowledge and skills (I do), modelling and scaffolding (we do) and independent, enquiry based learning (you do).

The following pages set out the content of the religious education curriculum at our school including our progression documents for substantive and disciplinary knowledge, including the key golden threads that run from EYFS to Year 6.

Our religious education curriculum follows the Leeds/York Diocesan Syllabus.

The aim of RE in Forest of Galtres Anglican Methodist Primary School

The principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and worldviews.

This principal aim incorporates the following aims of Religious Education in Church schools.

To enable pupils:

- to know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- to engage with challenging questions of meaning and purpose raised by human existence and experience.
- to recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- to explore their own religious, spiritual and philosophical ways of living, believing and thinking.

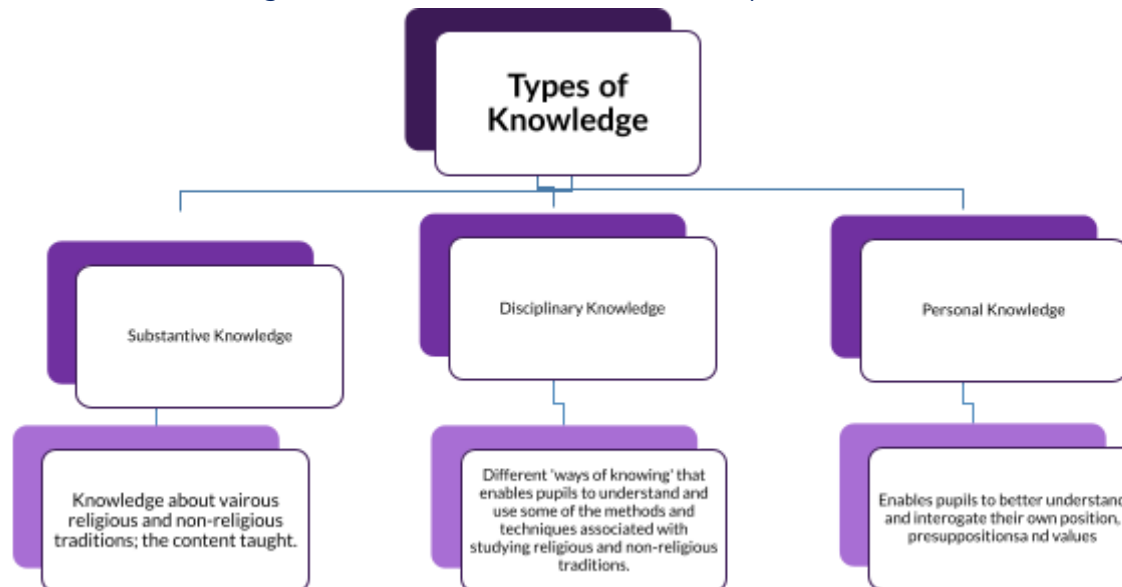
Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Skills in RE

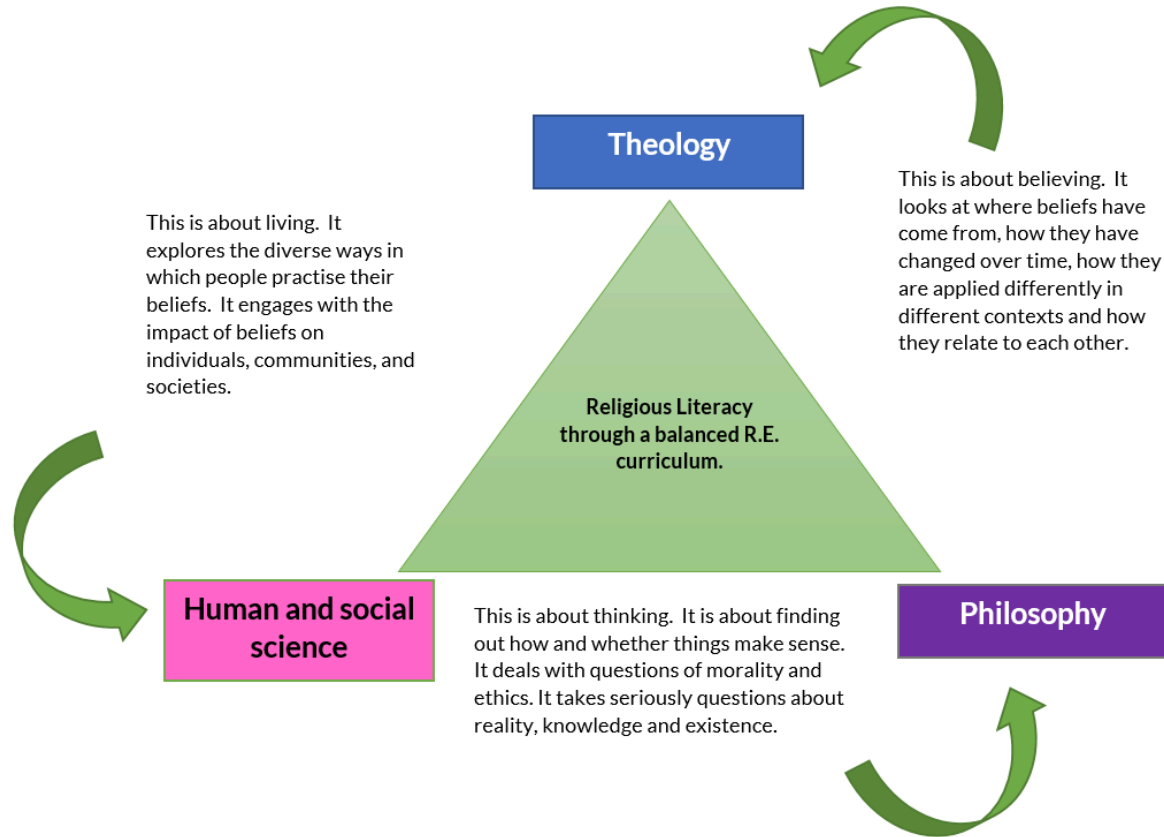
Pupils should develop key skills in RE in order to enhance learning and this should be evident across key stages:

1. Investigation and enquiry: asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.
2. Critical thinking and reflection: analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.
3. Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.
4. Interpretation: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
5. Analysis: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
6. Evaluation: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence, and dialogue.



Disciplinary RE

These are the “lenses” we look through that help pupils develop specialised knowledge and specialised skills associated with R.E.



Golden Threads for RE

Christianity

One God who is a Trinity

God created the world and wants relationships with humans, but humans have damaged it (the Fall)

Jesus heals the damaged relationship between God and humans through his death, crucifixion and resurrection

The Bible is a key source of authority

Christians live out their beliefs in different ways.

Islam

One God

God wants humans to keep things in harmony and give them a straight path (shariah) to follow

There is guidance to help humans follow the straight path, including the Prophets

The Qur'an is a key source of authority for Muslims

Muslims live out their beliefs in different ways

Hinduism (KS2 only)

Brahman, the Ultimate Reality / Life Force

Atman (soul) – the bit of Brahman living in everything

Samsara, the cycle of birth, life, death, and rebirth that every atman is on

Moksha (liberation from samsara), the ultimate goal of every atman

The way to achieve moksha is for the atman to fulfil its dharma in every cycle of life

Hindus live out their beliefs in different ways.

RE Church Schools: Curriculum Map 2024/25

Key

Blue - Methodist Strands

Yellow - opportunity for further contextual lessons or to use suggested lessons

Green - units specific to church schools

The UC Big Story of the Bible - God, Creation, Fall, People of God, Wisdom, Incarnation, Gospel, Salvation and Kingdom God.

Year Group (Cycle)	Autumn		RE DAY	Spring		RE DAY	Summer		RE DAY
Foundation Stage Discovering	Why is the word 'God' special to Christians? (UC - Creation) F1 Diocese CC	Why do Christians perform a special nativity play at Christmas? (UC - Incarnation) F2 Diocese	Opportunity to extend Christmas unit following nativity	Being Special: Where do we belong? (Thematic) F4 Diocese	Why do Christians put a cross in the Easter Garden?(UC - Salvation) F3 Diocese	Opportunity to extended Easter unit - easter craft/ bonnets Stay and play	*Why are some places special?(Thematic) F5 Diocese	*Why are some stories special? (Thematic) F6 Diocese	Opportunity for school specific 'other religions/ cultures' based on school
Year 1 Exploring Cycle A	What do Christians believe God is like? (Unit 10) (UC - God) 1.1 - Diocese	Who do Christians say made the world? (UC) Creation 1.2 Diocese	AM: Why does Christmas matter to Christians? (Unit 8) (UC - Incarnation) 1.3 Diocese Using u.c folder PM: In what ways do Christian use art and light as a	Who is Jewish and how do they live? 1.6 Diocese	Who do Christians say made the world?	Why does AM: Easter matter to Christians? (UC Salvation) 1.5 - Diocese Using uc folder PM: How do Christians use music in worship	What does it mean to be part of a faith community? CONTEXTUAL opportunity	How should we care for the world and for others, and why does it matter? (thematic) 1.10 Diocese	AM: Myself: What am I like? PM: We belong together. How do we belong to other people? Plus, Do we belong together.

			symbol of belonging, how and why?			to express ideas and feelings of belonging to God?			
Year 2 Exploring Cycle B	What is the Good News that Jesus brings?(UC - Gospel) 1.4 - Diocese Part 1	What is the 'good news' that Jesus brings? (UC - Gospel) 1.4 - Diocese Part 2	AM: Why does Christmas matter to Christians? (Unit 8) (UC - Incarnation) 1.3 Diocese Digging deeper - u.c folder PM: Who am I? Myself and my family. Learning about weddings.	Who is Muslim and what do they believe? 1.7 - Diocese Part 1	Who is Muslim and what do they believe? 1.7 - Diocese Part 2	AM: Why does Easter matter to Christians? (UC Salvation) 1.5 - Diocese Online unit PM: Why is light so often used as a symbol for goodness and truth?	Who am I and what does it mean to belong?(Thematic) 1.8 Diocese	What makes some places sacred to believers? 1.9 Diocese	AM: Who am I? What did we learn about belonging? PM: Belonging to God. Why do some people believe they belong to God?

YEAR 1 and 2 teachers to plan RE days together ensuring different knowledge is taught during the RE days - using the online NATRE resources and the UNDERSTANDING CHRISTIANITY FOLDERS/ONLINE resources

LKS2									
Year Group (Cycle)	Autumn		RE day	Spring		RE day	Summer		RE Day
Year 3 (Cycle A) Connecting	<p>What do Christians learn about the Creation? (UC Creation/Fall)</p> <p>2.1 - Diocese</p>	<p>What is it like for someone to follow God? (UC - People of God)</p> <p>2.2 - Diocese</p>	<p>AM: What is the Trinity and why is it important? (UC - Incarnation and God)</p> <p>2.3 - Diocese Online Natre resources</p> <p>PM: Warm hearts: What experiences make us feel our hearts are warm? What does this mean?</p>	<p>L2.8 What does it mean to be a Sikh in Britain today?</p> <p>2.8 - Diocese</p>	<p>What are the deeper meanings of festivals? (Thematic)</p> <p>2.9 - Diocese</p>	<p>AM: Why do Christians call the day Jesus died Good Friday? (UC - Salvation)</p> <p>2.5 - Diocese UC folder</p> <p>PM: Spiritual - what's that?</p>	<p>What is the Trinity and why is it important? (UC - Incarnation and God)</p> <p>2.3 - Diocese U.c folder extension</p>	<p>Contextual unit /How and why do people try to make the world a better place?</p>	<p>AM: Why is John Wesley famous? What were his biggest experiences?</p> <p>PM: How to Christians use music in worship to express a variety of ideas and feelings to God and about God?</p>
Year 4 (Cycle B) Connecting	<p>What is the Trinity and why is it important? (UC - Incarnation and God)</p> <p>2.3 - Diocese U.c folder Digging deeper</p>	<p>What kind of world did Jesus want? (UC - Gospel)</p> <p>2.4 - Diocese</p>	<p>Can we all choose things that warm our hearts? What can we learn from each other's work?</p>	<p>What does it mean to be a Hindu?</p> <p>2.7 - Diocese</p>	<p>Why do Christians call the day Jesus died Good Friday? (UC - Salvation)</p> <p>2.5 - Diocese Online Natre resource</p>	<p>Why do Christians call the day Jesus died Good Friday? (UC - Salvation)</p> <p>2.5 - Diocese UC folder digging deeper</p> <p>PM: What happened after Jesus' death? A story of a journey</p>	<p>When Jesus left what next? (UC Kingdom of God)</p> <p>2.6 - Diocese</p>	<p>How and why do believers show their commitments during the journey of life? (Thematic)</p> <p>2.10 - Diocese</p>	<p>What have we learnt in this unit of RE?</p>

on the first Easter Sunday.

God, Creation, Fall, People of God, Wisdom, Incarnation, Gospel, Salvation and Kingdom God.

YEAR 3 and 4 teachers to plan RE days together ensuring different knowledge is taught during the RE days - using the online NATRE resources and the UNDERSTANDING CHRISTIANITY FOLDERS/ONLINE resources

UKS2									
Year Group (Cycle)	Autumn		RE day	Spring		RE day	Summer		Re day
Year 5 (Cycle A) Connecting	What does it mean if God is holy and loving? (UC - God) Diocese - 2.1	What does it mean for Muslims to follow God? Diocese - 2.9	AM: Was Jesus the Messiah? UC folder PM: Commitment - what's that? What are we committed to and how does it show? Plus: What can we learn from the game 'everyone's committed'?	Why is the Torah so important to Jewish people? Unit 33	Creation and Science: conflicting or complementary? (UC - Creation/Fall) Diocese 2	AM: What did Jesus do to save Human beings? UC 2.4 UC folder PM: All we can, can it change the world?	How can following God bring freedom and justice? (UC - People of God) Diocese 2.3	Why is pilgrimage important to some religious believers? Diocese 2.13 Thematic	AM: How do paintings by Christians today express beliefs about Jesus and the worship of God? PM: What kind of image of Jesus for the 21st Century would pupils like to create? Might it be inspiring to others?
Year 6	Why do Christians believe Jesus Was the Messiah?	Christians and how to live: What would Jesus do?	AM: Was Jesus the Messiah? UC folder	What difference does the resurrection	What will make our city/town/village	AM: For Christians what kind of King was Jesus? UC	Why do some people believe in God and some	U2.14 How do religions help people	AM: What can we learn from discussion and

<p>(Cycle B) Connecting</p>	<p>(UC - Incarnation) Diocese 2.4I</p>	<p>Diocese - 2.5 UC Gospel</p>	<p>Extension from previous topic and digging deeper from year 5</p> <p>PM: Why do Christians think Jesus is an inspiration? How does being committed to Jesus make a difference?</p>	<p>make to Christians? Diocese 2.7 UC Salvation Online</p>	<p>a more respectful Place? Diocese 2.12 Thematic</p>	<p>Kingdom of God</p> <p>PM: The covenant prayer - What can we learn?</p> <p>Plus: What codes for living do Christians try to follow?</p>	<p>people not ? Diocese 2.11</p>	<p>live through good times and bad times? Thematic Diocese 2.14</p>	<p>drama about good and bad, right and wrong? Plus: Can we create a code for living that will help the world?</p> <p>PM: Why do some people say they are the most committed to peace? Plus: What can we learn from Methodist commitments to membership to young and old and to personal and shared prayer.</p>
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YEAR 5 and 6 teachers to plan Incarnation RE day together ensuring different knowledge is taught during the RE days - using the online NATRE resources and the UNDERSTANDING CHRISTIANITY FOLDERS/ONLINE resources

Substantive Knowledge progression, overview of golden threads

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity						
<ul style="list-style-type: none"> • I know that Jesus is a special person to Christians. • I know that the Bible is a special book for Christians. • I know at least one special story for Christians (e.g., the story of creation, the Lost Sheep. • I know that Christians believe the natural world is special because God created it. 	<ul style="list-style-type: none"> • I know that Christians believe in God. • I know that Christians find out about God in the Bible. • I know that Christians believe God is loving, kind, fair and forgiving, and also Lord and King. • I know that some stories show these Christian beliefs. • I know that Christians worship God and try to live in a way that pleases him. • I know that Christians believe that God created the universe. • I know that Christians believe that the Earth and everything in it are important to God. • I know that Christians believe that God has a unique relationship with human beings. • I know that Christians believe that humans should care for the world because it belongs to God. • I know and can explain the significance of some key features of a Christian church: candle, font, altar • I know that different churches and synagogues look very different from 	<ul style="list-style-type: none"> • I know that Christians and Jews think it is important to thank God. • I know that Christians and Jews thank God by praying. • I know that Christians thank God for the good things in the natural world during Harvest Festival. • I know different ways in which Christians thank God during Harvest Festival. • I know that Easter is very important in the 'big story' of the Bible. • I know that Christians believe Jesus rose again, giving people hope of a new life. • I know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • I know that the Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king) and that he came to bring good news (for example, to the poor). • I know that Christians celebrate Jesus' birth. • I know that Advent for Christians is a time of getting ready for Jesus' coming. 	<ul style="list-style-type: none"> • I know Christians believe God is Trinity: Father, Son (Jesus) and Holy Spirit. • I know that Christians believe that The Father creates: he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • I know that Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • I know that Christians really want to try and understanding God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • I know that Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • I know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to following Jesus. • I know Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. 	<ul style="list-style-type: none"> • I know that confirmation is a Christian celebration of someone deciding to commit to following Jesus and belonging to the Christian community. • I know the practices associated with Christian confirmation. • I know that Christians believe that God the Creator cares for the creation, including human beings. • I know that Christians believe that as human beings are part of God's good creation, they do best when they listen to God. • I know that Christians believe that the Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as The Ten Commandments). 	<ul style="list-style-type: none"> • I know that Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationships with God. • I know that the Gospels give accounts of Jesus' death and resurrection. • I know that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • I know that this belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). I know that Jesus was Jewish • I know that Christians believe Jesus is God in the flesh. • I know that Christians believe that his birth, life, death, and resurrection were part of a longer plan by God to restore the relationships between humans and God. • I know that that the Old Testament talks about a 'rescuer' or 'anointed one' – a messiah. Some texts talk 	<ul style="list-style-type: none"> • I know that Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • I know that Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice but also loving, forgiving and full of grace. • I know that Christians do not agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • I know that Christians believe getting to know God is like getting to know a person rather than learning information. • I know that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • I know that these debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account

	<p>each other and have different key features.</p>		<ul style="list-style-type: none"> • I know that the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • I know that Christians today trust that Jesus really did rise from the dead, and so is still alive today. • I know that Christians remember and celebrate Jesus' last week, death and resurrection. 		<p>about what this 'messiah' would be like.</p> <ul style="list-style-type: none"> • I know that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. • I know that Christians see Jesus as their Saviour. 	<p>conflict with scientific accounts?</p> <ul style="list-style-type: none"> • I know that there are many scientists throughout history and now who are Christians. • I know that the discoveries of science make Christians wonder even more about the power and majesty of the Creator.
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Islam

<ul style="list-style-type: none"> • I know that the Prophet Muhammed is a special person to Muslims. • I know that the Qur'an is a special book for Muslims. • I know at least one special story for Muslims (e.g., The Prophet and the Spider). • I know that Muslims believe the natural world is special because God created it. 	<ul style="list-style-type: none"> • I know that the Qur'an is the holy book of Islam and contains the words of Allah, providing guidance for human beings. • I know that Muslims believe in one God who created the world exactly as he wanted it to be (harmony). • I know that Muslims believe that Allah provided a straight path (shariah) to help keep the universe in harmony • I know that Muslims believe that God created humans with special rights and responsibilities (abd and Khalifa) • I know that Muslims celebrate a number of key festivals: Eid ul-Fitr and Eid ul-Adha. • I know some different examples of how Muslims celebrate these festivals. • I know that worship (Ibadah) is very important 	<ul style="list-style-type: none"> • I know that Muslims believe that God created everything in harmony and that it is the responsibility of humans to try and make sure everything is harmonious. • I know that one way of doing this is to follow the straight path (shariah) • I know the Muslim statement of faith (shahadah) and that this is one of the five pillars of Islam. • I know some examples of how Muslims try to promote harmony and show good character (akhlaq) e.g. giving zakat • I know some stories and examples shared by the Prophets that help Muslims know how to care for others and make sure the world is a fair, just and harmonious place. • I know that Muslims have special ways of celebrating 	<ul style="list-style-type: none"> • I know that Muslims believe in one Allah (God) and that the oneness of God (tawhid) is a very important idea in Muslim worldviews. • I know that Muslims believe that God created the universe and that he created things in harmony/in submission to his will (muslim). • I know that Muslims believe humans have been created as God's 'abd (servants) and khalifa (regents) and that they have a responsibility to try to keep things muslim (harmonious). • I know that Muslims believe that God has provided humans with a straight path (shariah) to follow so that everything can stay muslim (harmonious). • I know that Muslims believe God has provided humans with three types of guidance to help them stay on the 	<ul style="list-style-type: none"> • I know that Muslims believe Allah (God) created the world muslim (harmonious) and wants humans to keep it that way. • I know the Five Pillars of Sunni Islam (Shahadah, Salah/Salat, Zakah/Zakat, Sawm, Hajj) and be able to explain how they connect with the idea of harmony. • I know that the festival of Eid ul-Fitr marks the end of the month of Ramadan and the fast (sawm). • I know some of the key practices from the Muslim festival of Eid ul-Fitr (e.g. giving zakat (charity), celebratory melas, new clothes etc. • I know that the festival of Eid ul-Adha is the festival of the sacrifice. • I know some of the key practices from the Muslim festival of Eid ul-Adha (e.g. sacrificing a sheep or goat 	<ul style="list-style-type: none"> • I know that Muslims believe that Allah (God) wants humans to promote harmony and that they can do this by following the straight path (shariah) that he has set out for them. • I know that some teachings from the Hadith (collections of the teachings and lived example of the Prophet Muhammed) and be able to explain how the Hadith help Muslims follow the straight path (shariah). • I know some examples of ways in which Muslims follow these teachings in order to stay on the straight path (shariah), e.g. the work of Muslim Hands UK). 	<ul style="list-style-type: none"> • I know that Muslims believe that it is important to belong to the global community of Muslims (ummah) because this is one way of being in harmony • I know that part of belonging to this ummah is to take part in certain rites of passage. • I know that there are rites of passage associated with birth, initiation, marriage and death • I know some of the key practices associated with these rites of passage.
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	<p>to Muslims and know some examples of the ways in which Muslims worship (e.g. prayer, studying the Qur'an in the madrassah).</p> <ul style="list-style-type: none"> I know that worshipping, celebrating festivals and carrying out rites of passage is one way of showing belonging in Muslim communities. 	<p>and saying thank you to God for the arrival of a new baby.</p> <ul style="list-style-type: none"> I know some of the Muslim rituals and practices associated with welcoming a new baby (whispering of the adhan, aqiqah ceremony) I know that welcoming a new baby is an important part of belonging to a Muslim community (ummah). I know some similarities and differences between how Christians and Muslims celebrate the arrival of a new baby. 	<p>straight path (shariah): the natural world, the Qur'an and the Prophets.</p>	<p>and distributing the meat to family, friends and those in need).</p>		
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HINDUISM (KS2 only)

			<ul style="list-style-type: none"> I know that Hinduism is also known as Hindu Dharma or Santana Dharma. I know that Brahman is the Ultimate Reality or Life Force in every living thing. I know that the atman (soul) is the bit of Brahman in every living thing. I know that the deities include the Trimurti: Brahma, Vishnu and Shiva. I know that the Trimurti represent the cycle of life (samsara). I know that Hindu Dharma is interested in the journey of the atman through samsara. I know that the goal is for the atman to achieve liberation (moksha) from samsara. I know that the way to do this is for the atman to fulfil its duty (dharma) in each lifetime. 	<ul style="list-style-type: none"> I know what dharma is and why it is important to Hindus. I know about key worship practices in Hindu worldviews at the mandir and at home, including the puja ceremony and the importance of murtis. I know that performing bhakti (worship/devotion) is one way of fulfilling dharma. I know about the key practices associated with the festivals of Diwali and Raksha Bandhan. I know about the ways in which the stories and practices associated with Diwali and Raksha Bandhan connected with the idea of fulfilling dharma. 	<ul style="list-style-type: none"> I know that Hindus believe that the atman (soul) travels through samsara (the cycle of birth, life, death and rebirth) and that its ultimate goal is to achieve moksha (liberation). I know that Hindus believe that the way to achieve moksha is for the atman to fulfil its dharma (duty) in each cycle of life. I know that there are different ways in which Hindus seek to fulfil their dharma, which include carrying out duties relating to age (ashrama) and social group (varna). I know that Hindus follow the principle of non-violence (ahimsa) and know some examples of what this looks like in practice (e.g. the work of Mahatma Gandhi, vegetarianism). 	<ul style="list-style-type: none"> I know that Hindus believe it is important to fulfil your dharma (duty). I know that there are rites of passage (samskaras) that mark the journey of a human life and that carrying out these samskaras is part of fulfilling your dharma. I know that there are samskaras associated with birth, initiation, marriage and death. I know some of the key practices associated with the samskaras.
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Assessment

Our RE assessment system supports our pupils' journey through the curriculum. It is purposeful, meaningful and is used effectively to inform teaching and learning, ensuring children know more and remember more.

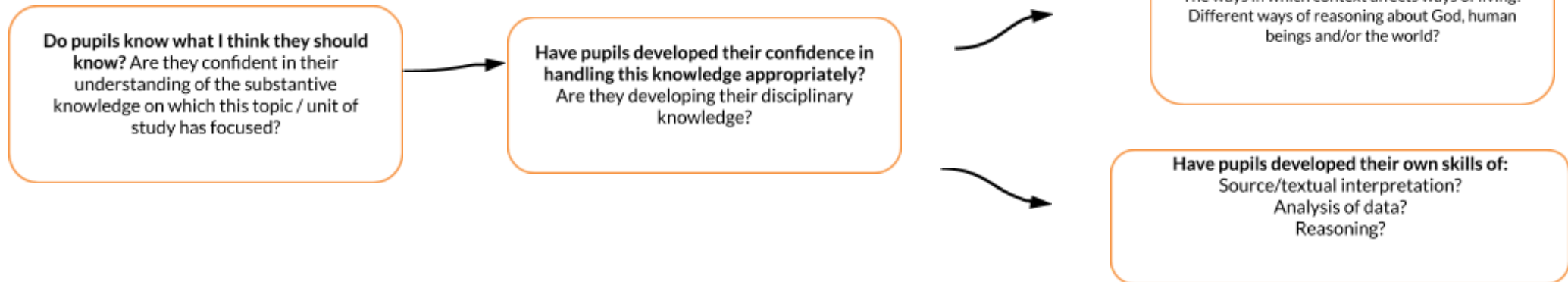
We use a range of strategies to elicit prior learning and misconceptions of a unit which will enable teachers to adapt short-term planning to include time to address areas of particular need. Teachers observe and respond to pupils during a lesson, offering verbal feedback and prompting deeper thinking using questioning for mastery. Teacher assessment is the foundation of our formative assessment and is undertaken in every lesson. Evidence based research informed strategies are adopted by class teachers to promote metacognition. These include the 'connect' part of the learning cycle, 'My turn, your Turn' (MTYT), Show me boards, effective questioning and feedback, pupil voice, low stakes quizzing, pupil's work and teacher's knowledge of each child. We recognise the underpinning cognitive processes of these tasks, and the application of literacy skills, in developing good revision strategies and skills for life beyond primary school. Ongoing teacher observation identifies pupil progress and attainment during lessons and enables learners to be challenged through response and feedback. We recognise the value of teacher observation and of a dialogic, language rich learning environment.

The formative assessment then leads to our summative assessments at the end of each year and then end of phase outcomes. The summative model within our agreed syllabus supports accountability and evidence towards the end of phase outcomes. Formative and Summative assessment is moderated internally and within our Trust Networks.

End of unit assessments

Progress in RE will be monitored using these key questions:

How do we know that our curriculum is having the desired impact?



Teachers

- Become more knowledgeable.
- Have higher levels of confidence in delivering all areas of the curriculum.
- Can give senior leaders and subject leads feedback about what is working well.
- Are acutely aware of how children are coping with the taught content. The curriculum is the progression model and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then we know it is working and that children are making progress.
- Teach consistently well; applying sound pedagogical practices in all lessons.
- Plan coherent learning journeys based on the unit overviews.
- Seek support from subject leads when they are less confident.

Children

- Can talk with confidence about what they have learned, using correct terminology.
- Are enthused and interested in a wide range of curriculum areas.
- Can talk about the specific characteristics of subjects and the disciplines associated with them.
- Can show adults examples of their learning and describe the 'why' behind work they have produced.
- Demonstrate good learning behaviours in all lessons.
- Are able to explain how their learning within a subject builds on previous learning.
- Are able to make thoughtful links between subjects.
- Can all access, enjoy and make progress within the curriculum - regardless of their starting points, or any additional needs they may have.
- Are independent learners who can think creatively and critically

Children's Work

- Demonstrates that they take pride in what they produce. Children show the same effort as they would in Maths or English, for example.
- Captures their increasing understanding of key concepts within each subject.
- Illustrates their developing understanding of the disciplines of each subject, as well as the declarative knowledge content.
- Shows that a coherent teaching sequence has taken place within each unit of work.
- Demonstrates our curriculum's emphasis on subject-specific terminology.

Governors and Visitors

- Give us positive feedback about pupil engagement and behaviour in lessons.
- Comment on the high-quality work that they see.

- Report that leaders are clear about strengths and weaknesses and have clear plans to address areas for development.
- Report that 'seeing things in action' in agreed governor visits shows the extent to which our intent is being implemented effectively

Parents and carers

- Give us positive feedback about their children's attitudes to school.
- Share examples of when their children have been enthused by the curriculum (e.g. they have been talking about learning at home, or carrying out their own research because of their interest).

Leaders

- Develop subject leader expertise through coaching and CPD
- Are outward facing
- Source external expertise and support where needed
- Regularly monitor strengths and areas for development which feeds into school evaluation and improvement.

Disciplinary RE section based on the work of Chipperton, Georgiou, Seymour and Wright 2016

Types of knowledge and knowledge progression LDBE

Template based on work from Heckington St Andrews Primary. Full example can be shared with grateful thanks to the school for permission to do this