

### Curnow Religious Education OFFER

Our school recognises RE is important in providing a foundation & framework for understanding the world around us. RE is a creative discipline which inspires pupils to understand the world around them, different religious beliefs and support their spiritual, moral and social development. All pupils (EYFS – P16) study RE & is of vital importance in our curriculum offer. How RE is studied is formally identified through personalised learning pathways determined by pupil need, EHCP outcomes & assessment of learning outcomes (following baseline/ moderation). It is acknowledged that for some pupils we need to address their developing understanding of very early RE concepts identified within the Cognition & Learning strands which examines pupil's skills of engagement (pre-requisites to learning) addressed via our **L2L** pathway & subsequent offer. The more 'formal' subject specific teaching/ learning is achieved via our **R2L** strand which offers a breadth/ depth within the RE areas outlined via our LT planning (Yr2 – Yr 11). As our pupils are at such different stages of learning they require highly differentiated teaching & learning approaches, therefore, differentiation within a whole class session is essential to our teaching delivery. The guiding principles which informs our RE offer are based upon the Quality of Education framework outlined within the Ofsted handbook which judges the intent, implementation of the RE curriculum and its impact upon the detailed knowledge and skills pupils obtain which prepares them well for their next stage of education, employment or training. The LGB will measure the success of the school's RE curriculum via reports received by the Head Teacher which includes the self-evaluation regarding the Quality of Education; reports will additionally include the evaluation of the delivery of the curriculum (teaching of the curriculum) and the impact upon pupil's learning via the progress they make over time.

INTENT:	IMPLEMENTATION:	IMPACT
<p><b>To enable pupils to develop/ further develop their key skills and conceptual understanding of RE:</b></p> <ul style="list-style-type: none"> <li>• Learn about religion – Spiritual, Moral, Social and Cultural Development</li> <li>• Learn from religion – Personal Development and Wellbeing, Community Cohesion</li> </ul> <p><b>To enable pupils to develop their skills to:</b></p> <ul style="list-style-type: none"> <li>• Developing/extending their understanding of religious traditions and to appreciate the cultural differences between them in the local and global context</li> <li>• Developing/extending their understanding of care and respect for others</li> <li>• Developing/extending their understanding of the world around them/others</li> <li>• Developing skills useful for a range of careers in adult life</li> <li>• Communicating their own ideas/beliefs and have an appreciation of other people's needs and values. Recognising where we hold similar or different beliefs to others.</li> <li>• Enabling pupils to be part of a community and share values</li> <li>• Experience ceremonies and rituals associated with religious beliefs</li> </ul>	<p><i>Each school will implement a breadth of learning via long term planning identified securing delivery the main principles outlined below:</i></p> <p>The school offers a breadth of RE learning for all pupils; approaches to learning are tailored towards each individual pupil based upon robust assessment practices ensuring high levels of differentiation enabling all pupils to progress and fulfil their potential. Our P16 offer further develops pupils' continued spiritual, cultural, social and moral understanding and aspects of RE. <b>R2L</b> RE is delivered via subject specific sessions &amp; further pursued through cross-curricular links and activities such as collective worship. The RE curriculum will:</p> <ul style="list-style-type: none"> <li>• Identify within long term planning the teaching duration of each RE area</li> <li>• Identify and outline end points (WALTs); what the school intends the pupils to study (key concepts/ skills) <u>within RE at each key stage</u></li> <li>• <u>The RE curriculum will ensure it remains sequenced</u></li> <li>• Ensure a process for the baseline/ previous assessment outcomes in RE informing future 'pupil friendly' targets (ensuring stretch &amp; challenge); targets identified enables pupils to work towards the specified end points (ensuring learning remains part of a well-planned sequence)</li> </ul> <p>The <b>L2L</b> offer examines the development of pre-requisite skills within Cognition &amp; Learning with outcomes designed for each pupil woven through their timetable. Personalised learning targets are designed using EHCP outcomes, Engagement Steps (summative assessment outcomes) and outcomes identified via the observational process adopted by the Trust.</p>	<ul style="list-style-type: none"> <li>• Pupils make progress from their different starting points over time within RE</li> <li>• Pupils can use and generalise RE knowledge and understanding confidently within their day to day lives.</li> <li>• Pupils progress well from their different starting points within the key skills of RE; learning remains sequential</li> <li>• Pupil progress builds upon prior knowledge and understanding (their current skills/abilities) and prepares them well for their next stage; next steps secure challenge within all learning</li> <li>• Pupil's enjoy their learning and engage well</li> <li>• Pupils have a greater understanding of their communities and the wider communities of other people.</li> </ul>

EYFS	L2L KS 1 (Yr2) – KS4	R2L KS 1 (Yr 2) – KS 4	Post 16
<p>Within EYFS provision RE learning is interest led, focused upon promoting engagement, interest and early skill development in this area of learning.</p> <p>Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive – all important development markers in RE. These three areas are: Understanding the world, Personal, social and emotional development and Literacy</p>	<p>To ensure the ‘RE and collective worship’ curriculum is purposeful and maintains its focus upon developing pupils’ pre-requisites to learning (Cognition and Learning), schools will plan/ differentiate learning outcomes within any of the seven areas of engagement.</p>	<p>Once pupils personalised learning pathways have been identified (informed via assessment/ observational outcomes) those following the R2L pathway will work more formally within subject specific learning, developing RE skills through discreet RE lessons and collective worship.</p> <p>The Key Skills in RE are  <b>Learn about religion</b> – Spiritual, Moral, Social and Cultural Development  <b>Learn from religion</b> – Personal Development and Wellbeing, Community Cohesion</p>	<p>Within Post 16 the teaching delivery is focused around ‘World studies’ through specialised days and units of study. These include: Relationships for Life, Being Me, Culture and Travel and The Natural World. Accreditation opportunities will continue</p>
<p>Development of RE within the breadth of the EYFS offer</p>	<p>Development of engagement skills / very early RE concepts with an emphasis on generalizing learned skills to wider contexts/ people</p>	<p>Development of RE skills within the breadth of offer delivered via a key skills and knowledge based approach</p>	<p>Development of SMSC based RE skills, preparing pupils for adult life</p>

## RE – R2L Sequence of Learning (Key Stage end points)

Intent: Pupils will learn about the world's different religious traditions, their lifestyles and their practices. They will compare these to their own worldviews and ideas about life and community.

### EYFS

#### By the end of EYFS/KS1 pupils would have:

- Developed early skills in RE.
  - Engage with other people and their environments whilst communicating, playing and exploring.
- Additionally,
- we will have found ways to maintain and strengthen their interests within active learning giving them opportunities to think critically and engage creatively with others
- Through:
- Quality and consistency that helps every child makes good progress and no child gets left behind
  - A secure foundation through learning which are planned around the needs and interests of each individual child

### KS1/KS2

#### By the end of KS2 pupils would have:

- Explored Christianity (60%) and one other area of religion - Hinduism, Islam, Judaism or Sikhism (40%) developing an understanding of the cultural differences
- Understood the importance of belonging to a group and the effect it can have on lives/communities/families.
- Enhanced an understanding of the world around us.
- Promote and develop positive, caring and responsible attitudes amongst the pupils, whilst enabling them to develop a greater understanding and appreciation of other people's needs and beliefs.
- An awareness of and reflect on their own spiritual and moral values in life experiences
- Experienced stories, artefacts and celebrations related to different religions
- Experienced collective worship that enables pupils to be part of a community and share values
- Experience ceremonies and rituals associated with religious beliefs
- Pupils will attend and experience religious festivals and celebrations

### KS3/KS4

#### By the end of KS4 pupils would have:

- Extended their understanding of Christianity (60%), Buddhism, Islam, Humanism, Local religion (40%)
- Developed an understanding of religious traditions and to appreciate the cultural differences between them
- Increased awareness social and moral aspects of religions including care and respect for others
- An enhanced understanding of the world around us.
- Developed skills useful for a range of carers in adult life
- Begun to communicate their own ideas/beliefs and have an appreciation of other people's needs and values
- Experienced collective worship that enables pupils to be part of a community and share values
- Experience ceremonies and rituals associated with religious beliefs
  - experienced religious festivals and celebrations
- Pupils will attend and experience religious festivals and celebrations

### Post-16

#### By the end of Post 16 pupils would have:

- Developed an understanding of their place in the living world in relation to the past and present, including their local communities.
- Developed knowledge and understanding of the natural and man-made world and its resources and explore how their actions effect the environment.
- Appreciated and enjoyed the expressive arts.
- Developed an awareness of the inner self and acquire insights into the wonder of the world by developing an appreciation of the world and its people.
- Experienced and appreciate the language and lifestyles of other cultures.
- Gained an understanding of charity and work alongside locally based charitable groups.
- Utilised the knowledge, understanding and skills gained to enhance their lives as adults.
- Developed moral and spiritual awareness.

## Assessment of learning:

Pupils within Yr2 – Yr 11 will be assessed using the developmentally appropriate assessment system regardless of age/ stage of learning. RE will be formally assessed and moderated through the Trust’s assessment & moderation cycle outlined within our PARRCs policy. The evidence of pupil progress over time will be kept in individual pupil non-core files; teachers will use the gathered data and formative assessment outcomes to inform future learning which demonstrates challenge identifying individual interventions where necessary.

**Assessment of learning** is undertaken via four distinct assessment strands. Teachers use formative and summative assessment to ensure all learning is informed by previous attainment (learning always remains part of a well-planned sequence regardless of skill set/ needs type of pupils) & secures the adopted Maths mastery approach used across all settings.

- **EYFS – Yr1:** Assessment in our Early Years settings is obtained via Connecting Steps which records the achievements pupils make, covering the range from birth to the Exceeded Early Learning Goals (ELG) across all areas including Mathematics
- **L2L:** Pupils not yet engaged in subject-specific learning. We acknowledge that for some pupils within our schools there is a recognised need to address their developing understanding of very early RE concepts (pre-requisites to learning); early concepts are identified within Cognition & Learning strands. These strands of learning focus upon pupil’s developing skills of engagement found within the areas of responsiveness, curiosity, discovery, anticipation, persistence, investigation and initiation. L2L pupils will study RE through bespoke learning targets informed via an observational engagement profile and assessment outcomes (B<sup>2</sup> Engagement Steps) which may include IEPs; these targets are delivered daily/ through the school week
- **R2L:** Pupils engaged in subject specific learning. Assessment is undertaken via B<sup>2</sup> Progression Steps which covers all aspects of the National Curriculum framework for RE leading pupils, when ready, to study for/ obtain qualifications outlined within the statutory assessment frameworks published by the DfE
- **Post 16:** Curnow bespoke health, wellbeing and relationships assessment. Students within the Post 16 classes will be additionally assessed using the learning outcomes identified within any accreditation/ qualifications systems used & via the modules of work addressed (in accordance to accreditation/ qualification pathways which secure all modules addressed hold meaning/ challenge for each student)

<b>EYFS B<sup>2</sup></b> (EYFS – Yr1)	<b>L2L</b> B <sup>2</sup> Engagement Steps Cognition & Learning Y2 – Yr11	<b>R2L</b> B <sup>2</sup> Progression Steps All RE areas identified within our long-term planning – Yr2 – Yr11	<b>Post 16</b> Curnow Bespoke assessment – Yr12 – Yr14
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### **Summative assessment framework: Pupil progress files – recording and reporting**

Progress files/Non-core progress files are provided for all pupils; these are designed to celebrate each pupils' personal successes and achievements sharing such success with their families and the wider school community. Outcomes collated further inform the SPT moderation process; progress files are additionally used to secure structured conversations with parents during termly progress meetings and within the Annual Review of EHCPs.

**Moderation:** Moderation will focus upon the non core areas of RE learning to ensure teacher assessment demonstrates accuracy when determining pupil's progress; such moderation will take place in accordance to the SPT moderation policy with cross school moderation being undertaken once a year. Baseline assessment for all pupils new to each school will scrutinise the accuracy of assessment undertaken securing accuracy in the planned sequence of future learning (next steps) ensuring subsequent target setting is accurate and demonstrates the appropriate challenge in what pupils are learning.