

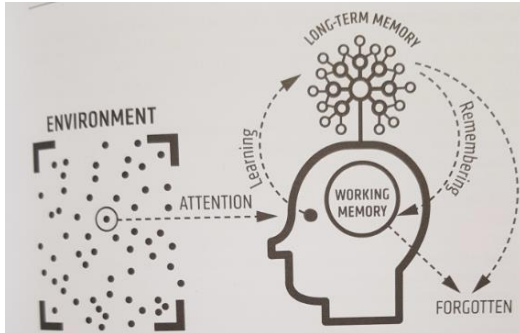


R.E. Curriculum Delivery Document

Intent	<p>At Ash Grove, we guarantee that children are exposed to a progressive curriculum to help develop a love of learning for RE. The Wakefield Agreed Syllabus for RE is planned for and covered in full within the EYFS, KS1 and KS2 progression grids. Whilst the Wakefield Agreed Syllabus for RE forms the foundation of all we teach in RE, we drive to ensure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary through rich experiences, literature and language. For example, children visit places of worship such as Churches, Mosques and Synagogues. Progression grids and long-term plans are designed to ensure that learning is sequential and developed over time and allows children to build on prior knowledge to ensure that children know more and remember more. There is a significant focus on the development of language through teaching tier 3 subject specific vocabulary.</p> <p>Our curriculum is taught over a two-year cycle (Year A and B) and within phases (Early Years, Year 1/2, Year 3/4 and Year 5/6). Our progression grids support us to ensure that each phase is using appropriate RE skills and building on their previous knowledge from the previous year. For example, through the strand of expressing children in the Early Years, will learn to express their understanding of special places. This will be built on in KS1 so they can express their understanding of places of worships. In KS2 this is further develop to understand and express their own opinions about different religions.</p>
Implementation	<p><u>Pedagogy:</u> To ensure that children know more and remember more we use a pedagogical approach when teaching RE. Daily review is used to develop vocabulary and quizzes are used to remind children of previous learning and activate prior learning. New information and knowledge are introduced in small steps. Questioning is used to check understanding and develops overtime to support children to make connections, give opinions and apply their RE knowledge. Models are used to support children to write in an appropriate manner.</p> <p><u>Resources:</u> To ensure that the children get the best support in lessons, children have access to various resources to help them find out more. In our classrooms we have iPads and computers (which are rotated through the different classes), children have opportunities to use these to research facts about their units of works. Through these opportunities in the classroom children are able to explore and evaluate what it is we are teaching them and their further develop opinions and beliefs. Children also have access to RE texts that are in our library, these are related to our unit of work for the term so children can read these for pleasure.</p> <p><u>Delivery Method:</u> Children are involved in their own learning and input is not only one way. In lessons children have chances to talk to one another about their opinions. Rosenshine PowerPoints, drama, oracy and discussion are used to express RE in a fun and exciting way, this is enhanced with visits and visitors.</p> <p><u>Learning Walls:</u> In every classroom we use working walls which enable children to refer back to key vocabulary and knowledge all the time. These walls develop overtime with the pupils input and are used to scaffold pupils' thinking. The impact of this is that the knowledge and vocabulary become embedded in pupils learning.</p> <p><u>Knowledge Organisers:</u> Knowledge organisers are used within lessons for pupils to refer to. They are used to review previous learning and support and scaffold pupils thinking and opinions.</p>
Impact	<p>Pupil voice will show that children can talk about their RE knowledge using the correct vocabulary. They will understand RE over time and be able to make connections between different units and religions they have studied. They will also be able to talk about concepts over time and build on their learning from previous years.</p> <p>Children will be able to openly express their own opinions on different religions.</p> <p>Work in books shows that the curriculum is being taught sequentially, pupils are building on previous knowledge and are expressing their opinions using the correct RE vocabulary. Work in books shows, the progression in knowledge in RE across the school.</p>

How do we ensure that knowledge gained is transferred from working memory into long term memory?

Staff in school have based their strategies on Rosenshine's principles in action (bridging research and classroom practice):



What do our lessons look like			
Introduction	Teaching input	Pupil activity	Ongoing assessment
Daily review	Present new materials using small steps	Guide student practice	Ask questions
	Provide models	Obtain a high success rate	Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks Independent practice	Weekly and Monthly Review



Strategies identified	What do we expect to see in our R.E. lessons?
Daily review	Academic or RE vocabulary that has been taught will be modelled throughout daily review, alongside revisiting key facts through activities such as mini quizzes.
Present new materials using small steps	Short term planning activities break all material down into achievable, repeatable steps to build children's confidence, competence and retention. RE knowledge are shared and remain on display to support and scaffold learning.
Ask questions	Questions help children practise new information and connect new material to their prior learning. The teacher would question children around the specific RE knowledge and vocabulary they have been using in this and other modules. They would use questions to check children have understood and learned the key information. They would also ask questions to help children form their own opinions.
Provide models	Teachers use models and images in RE to support children's thinking., For example, they may use an image of plan of church to support to understand the parts of a church. Models are also used to support children to write confidentially and appropriately in RE.
Guide student practice	Successful teachers spend more time guiding children's practice of new material. It will be forgotten unless time is given for rehearsal. We revisit RE knowledge over and over again, allowing children lots of chance to practise. This is always guided and supported by expert teaching.
Check for student understanding	Checking understanding at each point can help children learn the material with few errors. We would expect to see tasks / skills broken down into very small chunks, with regular assessment checking from teachers throughout. Much of the assessment is done through questioning children and asking them to give opinions using the correct RE vocabulary.
Obtain a high success rate	In R.E., we would expect to see that a skill is successfully taught before moving on. We take our time to achieve consistent success. In RE we would first ensure that children had a good understanding of different religions, before asking for their opinions on the religion.
Provide scaffolds for difficult tasks	The teacher provides children with temporary supports and scaffolds to assist them when they learn difficult tasks. For example, children may progress from high levels of adult support and resourcing to them becoming more proficient to independently undertake tasks within religious themes. Writing in RE will be scaffolded using models and writing frames that show children how to write.
Independent practice	Children should have the opportunity to practise regularly and independently to transfer the knowledge into their long-term memory. Children have many opportunities to express and rehears their opinions over time. As time progresses, children become well skilled at expressing their opinions.
Weekly and Monthly Review	Children need to be involved in extensive practice in order to develop well connected and automatic knowledge. Weekly reviews can take place in R.E. lessons, where teachers return to knowledge learned in a previous unit, and following a period of forgetfulness the children use that knowledge again. Teachers use the progression grid and vocabulary flash cards to support regularly reviewing. At the end of each RE unit, teachers use a Mode B task to allow children the opportunity to apply their learning to that unit. This can be done in the form of a debate, information sheet etc.