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| <p>Subject RE</p>  <p>Subject Lead: Sarah Ryan</p> | <p>Subject Intent: To help pupils to engage confidently, constructively and reflectively with beliefs, values and lifestyles in a religiously diverse world and to ensure that pupils acquire a specific understanding and knowledge of religions in Cornwall in the present day and how religious traditions have shaped the identity of Cornwall.</p> <p>We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.</p> | | | <p>Covid Catch-Up Plans</p> <p>Oracy: planned opportunities for speaking and listening within groupwork and direct teaching</p> <p>Questioning: developing oracy, reasoning, and communication. Aids in facilitating learning for appropriate intent, pitch, purpose and outcome. Address any gaps in understanding, knowledge and skills through direct class teaching.</p> |
| <p>Teaching</p> <p>Cornwall Agreed syllabus taught throughout the school Understanding Christianity scheme used in school to support teaching and learning RE today used to support teaching and learning of non-Christian topics Gradual release of responsibility with modelling and support (I do/we do/you do) Learning objectives are clear and simple and build on prior learning RE to be taught through different lenses and to include learning from the text (holy books), the impact on peoples lives and making connections within their own lives</p> | <p>Personalised Learning</p> <p>High-quality first teaching of the RE curriculum Support for remembering more using KIRFs and teaching sequence Adaptive teaching for individual pupils/groups to ensure that they can access the curriculum Range of task types to support all pupils accessing the curriculum</p> | <p>Resources</p> <p>Understanding Christianity scheme RE today scheme of work RE today scheme of work used to support non-Christian units Encouragement of bringing in external speakers Local church used to support teaching of Christianity High quality texts and stories High quality artefacts, images and videos Census data</p> | <p>Cultural Capital</p> <p>Raising the awareness of the pupil's understanding of the wider world and of other religions Promotes the questioning of what they are learning RE is taught in a way to encourage different views and accept others Visits to local church External speakers on topics High quality resources such as video, images and books</p> | <p>Assessment</p> <p>Formative assessments by all adults in all lessons to reframe learning (if required) Assessment checkpoints KIRF questioning End of unit composite Teachers assess against Agreed Curriculum objectives and skills/knowledge progression statements Verbal quizzes Marking of learning Pupil conferencing- know more, remember more.</p> |
| <p>Inclusion - SEND</p> <p>Quality First Teaching Planned additional support from adults (and as required) High Quality Interventions Adaptive teaching Scaffold up IEP Targets</p> <p>SEND document – support pupils to access RE</p> | <p>Curriculum Scope and Progressions</p> <p>Component parts are sequenced to build on prior learning Disciplinary and Substantive knowledge mapped out across the school Reconnect lessons to fill any missed, rusty or lost learning Assessment check points to ensure there are no gaps in learning Wider curriculum links –</p> | <p>Working confidently in RE</p> <p>In RE 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. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.</p> | <p>Monitoring</p> <p>Planning Book Looks Learning Walks Pupil Voice Intervention Tracking Sheets</p> | <p>Outcomes</p> <p>Breadth of learning planned encompassing both disciplinary and substantive. Developing understanding of spirituality Pupils will an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils will learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.</p> |
| <p>Disadvantaged Pupils</p> <p>Quality First Teaching Planned additional support from adults (and as required) Standards and interventions tracked termly by SLT and PP Lead Planned interventions as required</p> | <p>Transition</p> <p>Information and data sharing with class teachers Links with secondary school to share information</p> | <p>CPD</p> <p>RE Leaders – network meetings Support from local hubs from LTLRE LTLRE annual conference</p> | <p>Strengths</p> <p>Feedback from community stating that their children are increasingly talking about their RE learning. RE within the school is following the agreed syllabus and is being taught regularly Children enjoy RE and are remembering more</p> | <p>Next Steps</p> <p>High quality texts, books, images, videos and resources to support learning and cultural capital. Promoting RE though the involvement of external people to discuss their faiths.</p> |