



Lutley 
Primary School

Curriculum Progression Document

Religious Education



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Religious Education Curriculum Intent

Lutley Primary School Curriculum Intent

Lutley Primary School Curriculum Intent

As a values-led school, our curriculum is underpinned by Learning, Caring, Aiming High-Together. It is through these values that we develop the whole child. It is our intent that children leave Lutley ready to move forward in their learning, kind, resilient and well equipped digital and global citizens.

RE Subject Intent

It is our intent that children will learn about and from a range of religions and world views. Through mutual respect, tolerance of others' views, exposure to different religious views, pupils will gain a deep understanding of the modern world in which they live. All children are provided with the opportunity to visit places of worship, in order to develop a deeper understanding of religions within our community.

Essential Characteristics in the Subject

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.



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Religious Education in the Early Years Foundation Stage

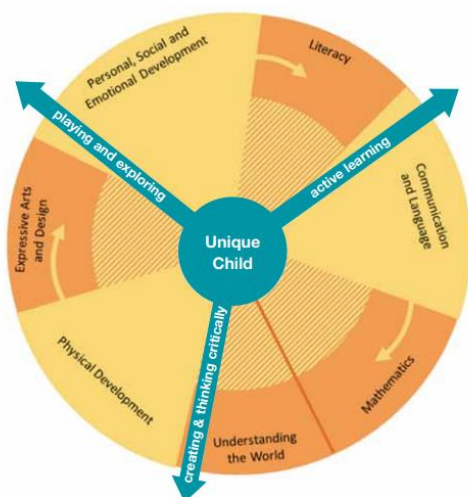
Developing early Religious Education (RE) skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of RE in our EYFS:

ELG 13: Understanding of the World: People and Communities

- Children talk about past and present events in their own lives and in the lives of family members.
- They know that other children don't always enjoy the same things and are sensitive to this.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.

Exceeding:

ELG 13: Understanding of the World: People and Communities

- Knows the difference between past and present events in their own lives and some reasons why people's lives were different in the past.
- Knows that other children have different likes and dislikes and that they may be good at different things.
- Understands that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect

ELG 14: Understanding of the World: People and Communities

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one to another.
- They make observations of animals and plants and explain why some things occur and talk about changes.

ELG 14: Understanding of the World: People and Communities

- Know that the environment and living things are influenced by human activity.
- Can describe some actions which people in their own community do that help to maintain the area they live in.



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Religious Education and the National Curriculum

Religious Education and the National Curriculum: Key Stage One

Implicit and Explicit RE

Key Stage 1 should build on children's growing awareness of religion and religious life which they experienced in the Foundation Stage. Much of this should continue to be an attempt to encourage children to be curious about concrete examples of religious life and behaviour. The main areas are religious stories, artefacts, places of worship, festivals, prayer and beliefs. This is often called explicit religious education. Explicit religious education has largely to do with the growth in knowledge and understanding of organised religions like Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism, etc.

Pupils should be taught:

- To explore both implicit and explicit religious material.
- Christianity in Key Stage 1.
- At least one principal religion other than Christianity and material about a third or a fourth principal religion may also be taught.
- In depth knowledge into why a religious practice or belief is important should be explored and not just horizontal knowledge about the how, who, what and when.
- To talk and share their thoughts and views about the religious material that they learn about.
- To explain or attempt to give reasons to support their views.

Religious Education and the National Curriculum: Key Stage Two

The core knowledge of what should be taught in Key Stage 2 may be usefully expressed using seven headings which are: stories, worship, festivals, leaders of religion, holy books, people of faith and beliefs. These headings should not be seen as topic titles which may be taught independent of each other. When enquiring into worship it is very likely that important beliefs will also be explored. When exploring festivals, it would be a mistake not to make children aware of significant religious stories associated with the festival.

Pupils should be taught:

- To explore Christianity and at least one other principal religion.
- The four other principal religious traditions.
- That religious words and actions may be intended to be interpreted metaphorically or may have a symbolic or a non-literal meaning.
- To raise questions which are important to them about the truth and worth of the religious material they learn about.
- To express their own views in response to the religious material they learn about and should be encouraged to support their views using relevant reasons which are clear and cogent.



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Implementation of Whole School Religious Education Programme of Study

Lutley Primary School's Religious Education Programme of Study

	Autumn	Spring	Summer
EYFS	The World: Autumn walk/changes. Caring for our environment. People and Communities: Visitors from different occupations The World: Changes -Lights-candles (Diwali) - People and Communities: -Children to learn about Diwali, celebrated by Hindus and Sikhs. Food tasting. -Children to recognise the similarities and differences between them and other religions-Christianity.	The World: Winter walk/changes Melting/freezing-ice/snow. People and Communities: -Children discuss their Christmas break -25th Jan-Chinese New Year-the similarities and differences between religions and customs. Food tasting. The World: Spring walk/changes. -Patterns in the environment/animal patterns. People and Communities: -Easter- family customs/similarities and differences.	The World: -Materials and their properties. - (Forest School) Comparing environments (Space) People and Communities: - Similarities and differences between families, communities and traditions. The World: Summer walk/Changes People and Communities: Father's Day. -Children to discuss the past and present in their life- Nursery to Reception- then the future. Reception to Year One.
Year 1	Christianity: · The Creation Story · The Christmas Story ·	Jesus as a friend · Palm Sunday	Judaism: · Shabbat · Chanukah
Year 2	Christianity: · What did Jesus each? · Christmas Jesus a gift from God?	Christianity: Easter- resurrection Judaism: · Passover · The Covenant · Rites of Passage and Good works.	Islam · Prayer at home · Community and Belonging · Hajj
Year 3	Christianity: · Christmas · Jesus' miracles ·	Christianity: · Easter - Forgiveness Hinduism: · Diwali	Hindu Beliefs · Pilgrimage
Year 4	Christianity: · Christmas ·	Christianity: · Prayer and Worship	Judaism: · Beliefs and Practices · Passover · Rites of passage and good works
Year 5	Christianity: · Christmas	Christianity: Easter · Beliefs and Practice	Sikhism: · Belief into action · Beliefs and moral values · Prayer and worship
Year 6	Christianity: · Christmas – beliefs and meaning	Christianity: Easter. Islam: · Beliefs and Practices	Islam: · Beliefs and moral values



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**Implementation of Whole School
Religious Education Programme
of Study**

Progression of Skills

Progression of Skills – Core Knowledge and Skills for Key Stage 1

At Lutley, we aim to develop the following skills through the progressive teaching of Religious Education knowledge, skills and understanding. These core knowledge and skills are based on the requirements of the National Curriculum RE Programme of Study for Key Stage One and Key Stage two taught through the topics listed above in our Programme of Study.

Stories	Worship	Festivals	Places of Worship	Prayer	Beliefs
<p>Pupils should learn about Christian stories that are in the Bible, for example, stories like: the lost sheep, the prodigal son, the Pharisee and the tax-collector and the good samaritan.</p> <p>Opportunities should be taken to encourage enquiry into how these stories may be interpreted and what values and beliefs they may be expressing.</p> <p>Pupils should similarly learn about stories associated with at least one other religious tradition. They should enquire</p>	<p>Pupils should be taught to recognise Christian artefacts, for example, the cross, the Bible, images of Jesus and artefacts associated with Christmas and Easter, for example, a manger scene, an Easter egg.</p> <p>Pupils should explore how and when such artefacts may be used and why they are of religious importance to Christians.</p> <p>Pupils should similarly explore artefacts associated with at least one other religious tradition.</p>	<p>Pupils should be taught about the Christian festivals of Christmas and Easter.</p> <p>They should be taught the outline of the Christmas and the Easter story and explore what these stories suggest, mean or give expression to.</p> <p>They should learn about some of the traditions, symbols, special food and beliefs associated with these two festivals.</p> <p>Pupils should also explore at least one festival which is celebrated by at least</p>	<p>Pupils should learn about the church as a place used for Christian worship.</p> <p>If possible pupils should have an opportunity to visit a local church. They should be encouraged to explore the atmosphere in a church, how and why Christians worship together and how and why special events like baptism are celebrated in a church.</p> <p>They should be taught to recognise features found in churches like a cross, images of Jesus, the font, the altar and the lectern.</p> <p>Pupils should be taught how at least one of these features may be used and should explore why it is religiously important.</p> <p>A deliberate effort should be made to help children avoid confusing one religion with another. This means that when young children explore, for example, a story associated with the Prophet Muhammad, or enquire into a festival like Purim, or visit a mandir, repeated efforts are made to make</p>	<p>Pupils should be taught about Christian prayer. Pupils should learn about different types of prayer, for example, praising (devotional) prayer, asking (petitionary) prayer, and how music or song may be used in Christian prayer.</p> <p>Pupils should be encouraged to be curious and to raise questions of their own about prayer.</p> <p>Pupils should also explore prayer in at least one other religious tradition.</p> <p>Pupils should be encouraged to attempt to share their</p>	<p>Pupils should learn about some important Christian beliefs, for example, God, Jesus, the resurrection, forgiveness, kindness, concern for the rejected and prayer.</p> <p>Pupils should enquire into how religious faith may influence the lives of people, who may live in the local community, and who may act in ways which show forgiveness or kindness to others.</p> <p>Pupils should be encouraged to attempt to share their thoughts and views in response to how faith may influence how a person chooses to live.</p> <p>They should be encouraged to explain or</p>

<p>into what values, beliefs or meaning these stories may also be expressing.</p> <p>Pupils should be encouraged to share their views and thoughts in response to any message or morals these stories may give expression to and begin to make the attempt to explain or support their views making use of simple reasons.</p>	<p>Opportunities should be taken to encourage pupils to ask questions about the values or beliefs these artefacts may represent or express.</p> <p>They should also be encouraged to share their views and thoughts in response to any message or beliefs these artefacts may express and begin to make the attempt to explain or support their views making use of simple reasons.</p>	<p>one other religious tradition. Pupils should be encouraged to attempt to share their thoughts and views in response to any beliefs or values a festival they have explored may suggest.</p> <p>They should be encouraged to explain or support their view making use of simple reasons.</p>	<p>sure they understand and know the name of the principal religion they are currently actually learning about.</p> <p>In addition to the gaining of new and sound learning about a particular religion a real effort should be made to help the children link the new learning they gain with any previous learning they may have which is associated with the same religion. In this way there is a build-up of information, knowledge and understanding about each religion.</p> <p>Young children shouldn't be encouraged, like frogs, to simply hop from one religion to another, or from one RE topic to another. This means, for example, young children should be helped to understand that the story about Muhammad helping a stranger which they learnt about in the autumn term does have a connection with their enquiry into Islamic prayer which they will undertake in the summer term.</p> <p>Pupils should also explore a place of worship associated with at least one other religious tradition. Pupils should be encouraged to share their thoughts in response to views and beliefs which arise from their exploration into places of worship and begin to attempt to explain or support their view making use of simple reasons.</p>	<p>thoughts and views in response to their enquiry into prayer.</p> <p>They should be encouraged to explain or support their view making use of simple reasons.</p>	<p>support their views making use of simple reasons.</p>
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Progression of Skills – Core Knowledge and Skills for Key Stage 2

Stories	Worship	Festivals	Leaders of Religion
<p>Pupils should learn about Christian stories that are in the Bible. Stories that they learnt about in Key Stage 1 like, the lost sheep, the lost (prodigal) son, may be revisited in Key Stage 2 in order to gain a deeper understanding of how these stories may be interpreted.</p> <p>Pupils should learn about other New Testament stories, for example, the story of Zacchaeus the tax collector, the Centurion’s servant, the healing of the blind man, the feeding of the five thousand, the unforgiving servant (Mt 18 v 21-35) and the Lord’s Prayer (Lk 11 v 1-4).</p> <p>Pupils should learn about Bible stories which are part of the shared Judaic-Christian tradition, for example, the Creation Story, Adam and Eve, Noah’s Ark, Moses and the Ten Commandments. Pupils should be encouraged to enquiry into how these stories may be interpreted and what values and beliefs they may be expressing.</p> <p>Pupils should learn about stories associated with at least one other</p>	<p>Pupils should learn about Christian worship. Types of prayer like praising (devotional) prayer, asking (petitionary) prayer may be revisited in Key Stage 2 in order to gain a deeper understanding, for example, pupils might consider different types of asking prayers and whether asking for some things might be appropriate while other things might not be.</p> <p>The Lord’s Prayer as a model for prayer involving devotion, confession and petition in Christianity should be explored.</p> <p>Pupils should learn about Holy Communion, the symbolism involved in the ceremony, the idea of a fellowship meal and the idea of Christ being present.</p> <p>Pupils should learn about worship in at least one other religious tradition. Pupils should be encouraged to share their thoughts and views in response to their enquiry into worship.</p>	<p>Pupils should learn about Christian festivals. Festivals like Christmas and Easter may be revisited in Key Stage 2 in order to gain a deeper understanding. For example, pupils might explore the idea that Christmas is a time of peace and goodwill, a time for putting aside disagreements and of seeking reconciliation.</p> <p>Pupils might explore the belief that Easter was a victory when good triumphed over evil.</p> <p>Pupils should learn about festivals in at least one other religious tradition. Pupils should be encouraged to share their thoughts and</p>	<p>Pupils should learn about Jesus of Nazareth as the founder of Christianity. They should by the end of key Stage 2 have a reasonably secure knowledge of events in Jesus’ life like the story of his birth, his baptism, his entry into Jerusalem, the last supper, his death and his resurrection.</p> <p>Pupils should have learnt that Jesus showed a particular concern for the marginalised and rejected as reflected in his attitude towards people like Zacchaeus the tax collector and the Roman Centurion 62 whose servant was sick. Pupils should have knowledge of some of the parables which Jesus used to teach about kindness, going out of one’s way to help others and of having a forgiving nature, as reflected in stories like the lost sheep, the lost (prodigal) son, the good samaritan and the unforgiving servant.</p> <p>Pupils should have learnt about some of the miracle stories associated with Jesus, for example, the healing of the blind man and the feeding of the five thousand. They should also have been taught about Christian beliefs about Jesus, for example, that Jesus is not in the Christian tradition merely a prophet of God and he was not just a wise man who taught about God or that Jesus was a moral teacher who taught about what was right and wrong.</p> <p>Pupils should be taught about the mainstream Christian view that Jesus was God living on earth in human form, that Jesus was the Saviour and that Jesus is the second person in the</p>

religious tradition. Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing and support their views with clear and cogent reasons.	They should be taught to support their views or beliefs making use of reasons which are clear and cogent	views in response to the beliefs that festivals often celebrate. They should be taught to support their views making use of reasons which are clear and cogent.	Trinity which consists of the Father, the Son (Jesus Christ) and the Holy Spirit. Pupils should learn about the leader of religion in at least one other religious tradition. Pupils should be encouraged to share their thoughts and views in response to the beliefs held about leaders of religion. They should be taught to support their views making use of reasons which are clear and cogent
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Holy Books	People of Faith	Beliefs
<p>Pupils should learn about the Bible as the holy book of Christianity. They should learn that for Christians the Bible is made up of two main sections, of which there is material which pre dates the life of Jesus, which is sacred for both Jews and Christians. They should learn about stories (see earlier section on stories p.61) associated with certain books of the Bible, for example, Genesis, Exodus and the Gospels.</p> <p>Pupils should explore the idea of literal and non-literal or symbolic interpretation of scriptural passages. Pupils should be taught that the Bible is divided into named books, numbered chapters and numbered verses.</p> <p>Pupils should explore the Christian belief that the Bible is 'holy' and that individuals have received divine revelation or have been divinely inspired.</p> <p>Pupils should learn about the holy book or scriptures associated with at least one other religion. Pupils should be encouraged to share their thoughts and views in response to what they have learnt. They should be taught to support their views making use of reasons which are clear and cogent.</p>	<p>Pupils should be taught about the life and work of at least one person who was motivated or inspired by their Christian faith.</p> <p>Pupils may explore the life of a well-known person drawn from history, for example, St Francis of Assisi, Thomas Barnardo, Florence Nightingale, Harriet Tubman, Mary Seacole, Mother Teresa, Desmond Tutu or Jackie Pullinger. Or pupils may explore the life and work of an individual in the local community who may work or volunteer their time and energy to the disadvantaged, or a 'good cause' either locally or abroad.</p> <p>Pupils should explore in what way this person's life and work has any direct links to Christian teaching and practice and in what ways, if any, their faith may be of help to them. Pupils should be encouraged to share their thoughts and views in response to what they have learnt. They should be taught to support their views making use of reasons which are clear and cogent.</p>	<p>Pupils should learn about some major Christian beliefs, for example, central beliefs about God as creator, Father and the idea of God as being a loving and all-powerful God.</p> <p>Pupils should learn about central beliefs associated with Jesus.</p> <p>Religious education should not be seen as simply imparting to young people a body of knowledge about an organised religion, or about imparting knowledge about several organised religions.</p> <p>RE- related learning is more likely to be achieved if a clear RE question is identified from the beginning and is pursued over several lessons. In this way the lessons should be conceived of as being an enquiry into a particular RE related question.</p> <p>Children should become familiar with the idea that the answer to the question being enquired into is not one which they can get from the teacher. The answer, such as it is, is one they have to think about for themselves and answer for themselves. It may not be very clear to the children that they are involved in an enquiry if traditional topic titles are used. For example, topic</p>

titles like, 'Pesach', 'Creation stories', 'Signs and symbols', 'Easter' and 'Forgiveness' are not wrong but they do not immediately make it clear what the focus of the enquiry is.

Examples of possible KS2 enquiry topics are:
Who was Jesus? What is the Bible? Why do Muslims pray? What is the meaning of Christmas? How should animals be treated? What is Holy Communion? Who was Guru Nanak? Why is Pesach celebrated? Where do rules come from? What is prayer? Did Jesus make the blind see? What did the Buddha teach? Do Hindus believe in many gods? Does faith make a difference? Why is Muhammad important to Muslims?

These enquiry topics are not a list of topics that must be taught in Key Stage 2. They are examples of topic titles schools may find helpful.

Pupils should learn about central beliefs associated with the belief in the resurrection of the dead and eternal life.

Pupils should learn about beliefs associated with living a Christian life, for example, a Christian life is a life lived in relationship with God, it involves a commitment to the welfare of others, forgiveness, love and charity.

Pupils should learn about some central beliefs associated with at least one other religion. Pupils should be encouraged to share their thoughts and views in response to what they have learnt. They should be taught to support their views making use of reasons which are clear and cogent.

Implementation

Approaches to Teaching and Learning in Religious Education

Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- Developing a clear progression of knowledge and skills linked to the essential learning objectives of the subject.
- Ensuring that appropriate opportunities are taken to develop the major cross-curricular skills such as English and Computing skills.
- The effective use of a range of religious sources including artefacts, documents, books, photographs, pictures, statistical data, videos, computing software and a range of websites to find out about the past.
- The consistent use of a range of teaching and learning approaches to engage pupils in the study of RE. This will include objective and question led learning, observation and recording, class and group discussion, role play, teaching of specific knowledge and retrieval practice activities.
- The opportunity to develop a respect for a range of religions and to encourage respect for those religions.
- To use RE knowledge to support, evaluate and challenge their own and others' views using detailed, appropriate and accurate evidence derived from a range of sources.
- The use of enrichment opportunities such as trips to religious buildings and places of worship in the local area.
- Enabling pupils to develop an overview of religions by drawing links between different religions.

Implementation

Teaching, Recording, Feedback, Assessment and Reporting

These areas are intrinsically linked, with the aim of making progression against the core skills and knowledge clear to all stakeholders.

This will happen by:

- Core skills and knowledge for this subject cover each phase (KS1, LKS2 and UKS2), these skills form the basis of learning objectives for each lesson taught. These are based on the National Curriculum programme of study.
- Learning objectives are shared with children each lesson and displayed in children's books.
- Skills are repeated throughout each phase so that children gain a deep understanding of them, rather than moving on to the knowledge and skills for later year groups.
- Children are given a context through which they can explore each learning objective.
- Progress milestones for each skill are used to inform and create steps of success, which are referred to throughout lessons.
- The key knowledge for each unit is shared with children and parents through a knowledge organiser, which may include dates, timelines, diagrams, maps, key vocabulary, essential facts and key people associated with the learning. It will also highlight the key learning that will have taken place prior to this and pose questions which will form the basis of the learning enquiry.
- Teaching is focused on input, experiences and activities which promote the development of each skill so that children can achieve the milestones specific to their phase.
- The various methods of recording should demonstrate the children's understanding of the lesson's learning objective and how deeply they have understood the objective based on their success against the steps of success.
- Teachers' feedback should directly relate to the learning objective for the lesson, using the steps of success to give specific ways in which the child has been successful by indicating WWW – What Went Well, EBI – Even Better If, NS – Next Step or GT – Gap Task.
- Children are given the opportunity to assess their own and others' progress against the steps of success and learning objectives. This may be recorded in books or done verbally.
- All Gap Tasks should be meaningful and purposeful and linked to small next steps for progress. They should be scaffolded where necessary.
- Teachers should use observations and work recorded by children to make judgements of the children's current progress against their year group's expectations.
- Teachers' judgements will also be informed by P. O. P. Tasks (Proof of Progress Tasks) which directly relate to the learning in that unit of work.
- Regular retrieval practice focuses on children knowing and remembering more of what they have been taught.
- Assessment information will be used to plan future work for the class, including any intervention.
- This continual assessment will be used to report to parents. End of year academic reports will contain comments about an individual pupil's progress against the year group expectations, skills and progress milestones.
- All formative and summative assessments made will be used to inform discussions around pupils' progress and attainment in the subject at appropriate times, for example discussions with other professionals and reporting to parents on during parent consultation evening etc.

Equality of Provision and Inclusion

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes across the curriculum. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

The curriculum at our school is planned, organised and taught in ways which are compatible with the Equality Act 2010 and school's Equal Opportunities Policy. As a school we will take reasonable and necessary steps to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some instances, we may consult with external agencies for advice to meet the needs of some children to ensure that they are able to participate in all lessons across the curriculum. A wide variety of strategies are used to ensure that teaching meets the needs of different groups of pupils including those that are more-able, those identified with special educational needs, and those from different ethnic or gender groups. These include:

Differentiating Lessons by:

- Using a range of differentiated resources.
- Providing differentiated tasks where appropriate.
- Differentiating questions.
- Using a range of groupings within the class to teach children and support them.
- The amount of adult support that is given and adapting this as necessary.

Effective Lesson Planning and Management

- Setting clear objectives that are understood by each pupil.
- Presenting work in small achievable steps.
- Planning varied activities that motivate pupils and providing alternative activities where needed.
- Creating an atmosphere of encouragement and providing opportunities for pupils to achieve success.
- Identifying the most suitable pace for each student in order to provide sufficient individual challenge whilst fostering enthusiasm and facilitating concentration.
- Involving pupils in taking responsibility for their own learning and encouraging them to develop effective study skills.
- Providing deepening activities for students.

The Appropriate Deployment of Resources

- Analysing the suitability of resources and developing additional resources where necessary.

- Ensuring that teaching assistants and support staff are effectively deployed.
- Considering how specialist equipment, including I.T, can be of help and motivation to pupils.
- Careful assessment and monitoring.
- Using pupil's records and day to day achievements in religious education to support planning.
- Carefully monitoring pupils' progress to ensure that success is built upon.
- Providing regular feedback to pupils on progress and actively involve pupils in the assessment.

Reading in Religious Education

At Lutley Primary School, reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in religious education through reading with the use of high-quality texts across a wide range of genres. These are systematically matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and rich vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- Excellent phonic knowledge and skills.
- An excellent comprehension of texts.
- A respect for religious evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of religious topics.
- The ability to think, reflect, debate, discuss and evaluate the past.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical religious evidence derived from a range of sources.

Implementation

SMSC and Rights Respecting in Religious Education

Rights Respecting and SMSC within the curriculum

As a Rights Respecting School, our children not only respect their rights, but they actively promote them. They understand that their rights are universal and unconditional and are true Change Makers when it comes to championing the rights of others in our own community and across the world. We have been awarded the Gold Rights Respecting School Award which means that we have been recognised by Unicef UK for our Rights Respecting School ethos ensuring that teaching children about their rights is explicitly embedded into our school curriculum. Rights Respecting underpins the work we do throughout SMSC development and the two core areas work hand in hand together to equip children with the key skills that they need to become Global Citizens.

What does this look like?

SMSC and Rights Respecting are not lessons which are taught in isolation, they are interwoven throughout our curriculum. Religious Education naturally provides rich opportunities for learning about the convention and there are clear links with global citizenship and sustainable development. Our staff have a deep understanding of the United Nations Convention on the Rights of the Child (UNCRC) and are able to make links in lessons which are deep and meaningful. Staff are able to enhance teaching and learning by modelling rights respecting language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children. Where appropriate, particular articles or areas of SMSC are linked to areas of Religious Education to provide children with a broad knowledge and understanding.

What impact does this have?

Due to the fact rights and SMSC development are integrated into our broad and balanced curriculum, children understand the importance of the convention and their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a rights perspective to areas of the curriculum can enhance and enrich learning and instil a rights respecting ethos within our school. By ensuring that children have a rich SMSC and Rights Respecting understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain.

Implementation

Using Skills Builder in Religious Education



These are the skills that underpin success at every stage of life: they unlock learning while at school, ensure young people are fully prepared for the independence of university and college, and empower people to land their dream job. At Lutley, we use skills builder framework in many ways.

A mastery approach underpins the framework – that means, no steps should be skipped and only when a step is mastered should learners move onto the next one. Mastery of a step is evident when a child or young person is regularly able to demonstrate that step in different contexts.

Once staff know where the children are in the essential skills they are working on, they can focus the activities, in this subject, towards the specific next skill steps.

Implementation



Lutley 
Primary School

Evaluating the Impact of our Religious Education Curriculum

Subject Leadership in Religious Education

Subject leadership tasks include:

- Leading staff meetings/ staff CPD.
- A self-review by staff of how confident they were in teaching each subject and training requirements that they needed to be more effective.
- Work alongside other subject leaders for consistency across subjects.
- Report back to the SLT on findings and to contribute to the School Improvement Plan and report to Governors (when necessary).
- Resourcing their subject to ensure that children have sufficient resources to be successful including the lowest 20% of children.
- Promoting reading at the heart of the curriculum by provide high quality texts to support their subject.
- Monitor the equality of provision for all to ensure there is consistency across year groups, phases and whole school.
- Implement knowledge organisers in their subject and through book monitoring cross reference to the outcomes.
- Moderation of work across year groups, phases and across the whole school.
- Facilitate 'bring and brag' opportunities for staff to share good practice across the school.
- Compiling a portfolio of work across the school to show the impact the curriculum on learning.
- Lesson observations and drop ins.
- Team teaching.
- Coaching conversations.
- Carrying out regular pupil voice to ensure the children are knowing more and remembering more.
- Organising a range of assemblies to cover religious festivals, such as Diwali, Eid, Easter and Christmas.
- Supporting all year groups with organising trips to local places of worship.

Through these leadership tasks, subject leaders are able to:

Rationale and aims about the content and sequencing of the curriculum

- Identify and describe the key strengths and areas for development in their subject.
- Discuss these strengths and areas for development specific to year groups, phases or whole school.
- Describe how do they know it is happening and working in their subject and what it looks like now.

Pupils are accessing sufficient coverage and depth in line with the planned curriculum

- Explain how they guarantee and ensure progression for pupils within their subject curriculum.
- Can show where knowledge builds across a year/year group/key stage.
- Can show where knowledge builds in depth overtime.

- Explain how they ensure that there is suitable challenge and ambition for all pupils in their subject.

Plan for an equality of access for pupils to the curriculum provision

- Share the timetabling arrangements for their subject across the provision, including how often learners get access to their subject area, how they know, how they check.
- Describe the outcomes of their last monitoring and explain what it told them about their subject.
- Explain and show their curriculum is resourced, especially for pupils with additional needs, including bespoke resources needed on occasion and how do they research these.
- Explain and describe what coverage is like for all pupils such as SEND, particularly those with low attainment in basic skills such as reading.

Staff training and expertise to deliver the curriculum

- Explain how the leader and how the staff keep knowledge and understanding of the curriculum up to date.
- Describe the impact of CPD they have undertaken and how it's been relevant to subject curriculum implementation.
- Explain how they support those who are not subject specialists.
- Has evidence to show the impact that the training has had on teachers' subject knowledge and their ability to implement the curriculum.
- Can describe the impact that the training has had on support staff subject knowledge and their ability to implement the curriculum.

Assessment is purposeful to the development of the curriculum

- Describe the purpose of assessment in their subject and explain why the subject is assessed in this way.
- Explain how they assure accuracy of assessment.
- Explain and show how assessment inform and improves the curriculum.
- Share what the assessment information tells them about the quality of the curriculum.

Subject Leadership Files

In a R.E subject leadership file:

- Subject leader action plan.
- Portfolio of children's work.
- A curriculum overview establishing coverage and depth.
- An effective action plan that is targeted to specific aspects of pupils' learning.
- Book scrutiny outcomes and the next steps linked to this.
- Examples of impact that the leader has made within: standards, pupil engagement, behaviour, spiritual, moral, social and cultural education, provision for vulnerable groups...
- Gifted and talented/more-able provision.
- Pupil attitudes and pupils' targets from pupil voice.
- Resource requirements and resource ordering.
- Educational visits/specialist visitor provision across the school linked to the subject.
- Lesson observation outcomes, providing a framework for developmental observation.
- Monitoring schedule.