



Curriculum Progression Document

Religious Education



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Lutley 
Primary School

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.

Curriculum Concepts

- Religious and non-worldviews
- Beliefs about God
- Significant Beliefs
- Worship
- Stories
- Festivals
- People of Faith
- Subject-specific vocabulary



Religious Education in the Early Years Foundation Stage

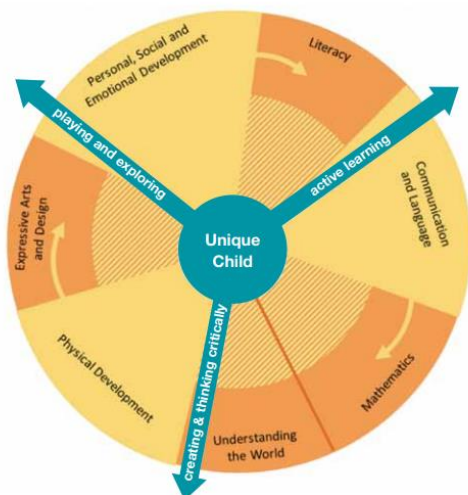
Developing Early Religious Education (RE) skills

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: Understanding of the World: People, Culture and Communities

- Know some similarities and difference between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.



Lutley 
Primary School

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, for example, 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.



Implementation of Whole School Religious Education Programme of Study

Lutley Primary School's Religious Education Programme of Study

	Autumn	Spring	Summer
EYFS	People, Culture and Communities: Diwali - celebrated by Hindus and Sikhs. Christianity – What is Christmas?	People, Culture and Communities: Chinese New Year Mother's Day Christianity – What is Easter?	People, Culture and Communities: Father's Day Islam – What is Eid?
Year 1	Christianity - introduction Christianity – How do Christians celebrate Christmas?	Hinduism - introduction Hinduism – Gods, Goddesses and Brahman Christianity – How do Christians celebrate Easter?	Islam - introduction Islam - Beliefs about God Islam – How do Muslims celebrate Eid?
Year 2	Hinduism – Reincarnation Christianity – Why do Christians celebrate Christmas?	Christianity – God and loving kindness Christianity – Why do Christians celebrate Easter?	Islam – Beliefs about Muhammad Islam – The first revelation Islam – Why do Muslims celebrate Eid?
Year 3	Christianity – Who was Jesus? Christianity – Why is advent important to Christians?	Islam – The Qur'an Christianity - What do the Easter symbols teach about the meaning of Easter?	Buddhism – The Four Noble Truths, suffering and craving Islam – Why is Eid important to Muslims?
Year 4	Christianity – Why is Jesus called the saviour? Christianity – Why does Christmas matter to Christians?	Judaism – Loving kindness Christianity – Why is Easter important to Christians?	Christianity – Christian love (Agape) Islam – What is Ramadan?
Year 5	Islam – Muhammad's life Christianity – What is Mary's role in the Christmas story?	Christianity – What is wrong or right? Christianity – What is the meaning behind the Easter story? What does it teach Christians?	Islam – Muhammad in Madinah Islam – What happens during Ramadan?
Year 6	Christianity – The Salvation Story Christianity – What are the Bible stories actually telling us about the Christmas story?	Islam – Peace, forgiveness, violence Christianity – What do churches do during Holy Week?	Christianity – What is right or wrong? Islam – comparing Ramadan and Eid to Lent and Easter. What is similar? What is different?



Implementation of Whole School Religious Education Programme of Study

Progression of Skills

Progression of Skills – Curriculum Concepts

At Lutley, we aim to develop the following concepts through the progressive teaching of Religious Education knowledge, skills and understanding. These essential curriculum concepts are based on the requirements of the National Curriculum Programme of Study for Key Stage One and Key Stage two.

Religious and non-worldviews

Beliefs about God

Significant Beliefs

Worship

Stories

Festivals

People of Faith

Subject-specific vocabulary

Implementation

Progression of Skills – Religious and non-world views

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> Name and identify three principal religions including Christianity and at least two other principal religions Name and identify the main symbol associated with Christianity (the “cross”) and the main symbol associated with the other two other principal religions that pupils are able to name and identify. For the purposes of this agreed syllabus there are six principal religions: Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. Name the worldview Humanism and know that it is a non-religious worldview Name and identify the main symbol that many Humanists have adopted as their symbol (the ‘Happy Human’) Understand that in addition to Christianity and two other principal religions and the non- religious worldview known as Humanism there are many more religious and non-religious worldviews 	<ul style="list-style-type: none"> Name and identify Christianity and at least three other principal religions Name and identify the main symbol associated with Christianity (the “cross”) and the main symbols associated with three principal religions which they have been taught about. For the purposes of this agreed syllabus there are six principal religions: Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism Know and identify humanism as a non-religious worldview Know that many humanists do not believe in God or are skeptical that there is a God Know that most humanists believe that what is right or wrong can be decided on the basis of the effect an action has on the happiness, suffering or rights of other people or animals Know that humanists do not believe what is morally right or wrong depends on rules or laws which have come from God or gods Know that in addition to Christianity and three other principal religions and the non- religious worldview known as humanism there are many more religious and non-religious worldviews including Jainism, the Baha’i faith and Zoroastrianism 	<ul style="list-style-type: none"> Know and identify humanism as a non-religious worldview and consider whether atheism, agnosticism, vegetarianism and veganism are worldviews Identify “The Golden Rule” as a principle many humanists use as a basis for making or justifying a moral decision Know that most humanists believe that moral decisions should be based on reason and a concern for human beings and all animals that appear to experience pain and have feelings Know that humanists do not believe in life after death Know that most humanists believe that even though they do not believe in a religion or that humans are immortal it is nevertheless possible to find in friends and family, in the pursuit of knowledge, or art, or doing things that makes the lives of others more comfortable or less painful it is possible to enjoy a meaningful existence

Progression of Skills – Beliefs about God

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> Name and identify significant beliefs held about God including the belief that God is: loving and forgiving and that God is the creator of the universe¹ Know that the belief in God or gods is not shared by all and that some people believe in one God, some believe in many gods, some believe in no God or gods, and some people are uncertain about whether there is a God Reflect on what they believe about God, raise questions and have opportunities to talk and share their views with others 	<ul style="list-style-type: none"> God is all-powerful (omnipotent) and is loving and forgiving (benevolent) God is a spiritual being and does not have a fixed shape or form and so cannot be seen with the human eye but may appear in a vision or a dream or may appear in any form God chooses or may be heard as a voice. Appearances of God in this way are known as “revelation” God may pass on a message to people using spiritual beings known as “angels” What is right or wrong depends on rules or laws which are provided as revelations from God Pupils should know that many people do not believe in God (atheism), or believe that the existence of God is unlikely, or that the evidence is not clear and in their mind the issue remains undecided (agnostic) Pupils should have opportunities to raise their own questions about God, to talk about, discuss and share their views with others and be encouraged to explain or give reasons to support their views. Pupils should be taught to listen carefully to the views of others and to discuss matters using courteous language. 	<ul style="list-style-type: none">

Progression of Skills – Significant beliefs

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> • Explore significant beliefs about the founder or founders of a religion or worldview • Explore significant beliefs about the origin of sacred book, or significant beliefs about how people should treat other people • Explore significant beliefs which have to do with salvation, or that there is life beyond this life, or that God has a plan which involves humankind • Reflect on the significant beliefs they have learnt about and significant beliefs that are important to them, raise questions and have opportunities to talk and share their views with others 	<ul style="list-style-type: none"> • Know significant beliefs and differences associated with founders or leaders of a religion including beliefs associated with being a prophet in contrast to beliefs associated with being an incarnation of God • Know, discuss and reflect on different beliefs and views associated with miracles within different religions and worldviews • Know, discuss and reflect on different beliefs and views associated with life after death within different religions and worldviews • Know, discuss and reflect on different beliefs and views associated with salvation within different religions and worldviews 	<ul style="list-style-type: none"> • Know beliefs and practices about wealth, money and giving money to help others associated with different religions and worldviews • Reflect and discuss their own view regarding what different religions and worldviews teach about wealth and giving money to help others identifying relevant information and giving a reasoned justification for their views • Know beliefs about anger and the use of force associated with different religions and worldviews • Reflect and discuss their own view regarding what different religions teach about anger and the use of force associated with different religions by giving a reasoned justification for their views • Know beliefs about what happens to people, or their souls, in an afterlife associated with different religions and at least one worldview • Reflect and discuss their own view regarding what different religions and what a non-worldview teaches about what happens to people, or their souls, in an afterlife supporting their view by giving a reasoned justification

Progression of Skills – Worship

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> Explore prayer as a form of worship and that prayer may take different forms including: praising prayer (adoratory prayer) and asking prayer (petitionary prayer) Understand that prayer may be undertaken in different ways including private prayer and prayer undertaken in company with others (corporate prayer) Explore different places of worship and how a place of worship might have features that help a person when they pray Consider and reflect on the significance or value prayer has for people which helps to explain why people give time to prayer Reflect on what they believe about prayer, what purpose or value it may have, raise questions and have opportunities to talk and share their views with others 	<ul style="list-style-type: none"> Know, discuss, analyse and reflect on specific prayers including, “The Lord’s Prayer” (Mt 6v9-13, Lk 11v2-4) noting it contains seven petitions including, “Give us this day our daily bread”, “Thy kingdom come” and “Forgive us our sins”. Pupils should be encouraged to consider and discuss what these petitions mean Know, discuss and reflect on at least one other well-known prayer associated with another religion, for example, “The Opening” (“Al-Fatihah” The Qur’an Ch1v1-7), “Aastoma Sadgamaya” (Brihadaranyaka Upanishad 1.3.28) and “The Shema” (Deuteronomy 6:5-9) Enquire into the question, “Are some prayers better than other prayers?” Know, discuss and reflect on “The Parable of the Pharisee and the Tax Collector” (Lk 18:9-14). Explore questions like, “Is a boastful prayer ever appropriate?”, “Is vindictive prayer a proper way to pray?”, “If you pray but don’t get what you want what does that prove?” Pupils should have opportunities discuss prayer and share their views with others and be encouraged to explain or give reasons to support their views 	<ul style="list-style-type: none"> Identify and distinguish between “petitionary prayer” and “devotional prayer” and are able to explain the difference between the two Reflect and discuss their own views in response to challenging questions associated with “petitionary prayer” including questions like, “Are there some things that one should never ask God for?”; “Why don’t we always get what we pray for?”; “If God knows everything why do we have to ask God for anything – God must already know what we want?” “Is there a difference between a good and a bad “petitionary prayer” – if there is what’s the difference?” Pupils should support their views by giving a reasoned justification. Reflect and discuss their own views in response to challenging questions associated with “devotional prayer” including questions like, “Why should we worship God – He already knows how great He is without us having to tell Him?”; “Can you be religious but not pray?”; “Can a person show devotion to God in how they live and not in what they say in prayer?”; “Can a person be truly religious but never go to a church, a mosque or a temple?” Pupils should support their views by giving a reasoned justification.

Progression of Skills – Stories

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> • Know and recall a range of stories which are significant for people with a religious or a nonreligious worldview • Reflect on the stories they have learnt about, raise questions and have opportunities to consider and talk about what meaning or message a story may be expressing • Develop skills to improve the interpretation and understanding of stories including: whether the interpretation is consistent with other teaching and clues in the story which indicate its interpretation 	<ul style="list-style-type: none"> • Know and recall a range of stories which are significant for people with a religious or a nonreligious worldview • Reflect on the stories they have learnt about, raise questions and have opportunities to consider and talk about what meaning or message a story may be expressing • Revisit stories they first learnt about in key stage 1 and consider how they might be understood at greater depth • Develop their skills to improve how they interpret or understand the meaning or message a story may be expressing by: gaining knowledge about the circumstances in which the story was originally told; whether the interpretation is consistent with other teaching expressed within the same religion or worldview; clues in the story which indicate its true interpretation; awareness that translation may alter or lead to a mistaken interpretation 	<ul style="list-style-type: none"> • Know and recall a range of stories which are significant for people with a religious or a non-religious worldview • Reflect on the stories they have learnt about, raise questions and have opportunities to consider and talk about what meaning or message a story may be expressing • Revisit stories they first learnt about in key stage 1, or in lower key stage 2 and consider how they might be understood at greater depth • Develop their skills to improve how they interpret or understand the meaning or message a story may be expressing by: gaining knowledge about the circumstances in which the story was originally told; whether the interpretation is consistent with other teaching expressed within the same religion or worldview, clues in the story which indicate its true interpretation; awareness that translation may alter or lead to a mistaken interpretation; indicators that suggest the story may be metaphorical rather than literal, or whether it has characteristics associated with analogy, parable, myth or legend

Progression of Skills – Festivals

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> • Know and develop their understand of festivals associated with a religious or a nonreligious worldview • Know the event or story which is often linked to why a festival is celebrated • Explore how a festival is celebrated often by participating in games, dressing up, eating special food, giving gifts, music, song, dance, participating in special ceremonies, sending cards, meeting with friends and relatives • Explore and raise questions about the festival and what significant beliefs the festival may be expressing 	<ul style="list-style-type: none"> • Know and develop their understanding of festivals associated with religious or non-religious worldviews • Know the event or story that is often linked to a festival. Understand the significance or message of the story and how it may help explain why the festival is celebrated • Explore how a festival is celebrated often by participating in games, dressing up, eating special food, giving gifts, music, song, dance, participating in special ceremonies, sending cards, meeting with friends and relatives • Discuss, reflect and raise questions about the festivals explored and what significant beliefs the festivals may be expressing 	<ul style="list-style-type: none"> • Know and develop their understanding of fasts and festivals associated with religious or non- religious worldviews • Know the event or story that is often linked to a fast or festival. Understand the particular religious of spiritual significance of celebrating the festival or participating in a particular fast. Understand any particular story associated with a fast or festival which may help explain why the festival is celebrated or why the fast is undertaken¹ • Explore how a festival is celebrated often by participating in games, dressing up, eating special food, giving gifts, music, song, dance, participating in special ceremonies, recalling events which are of particular religious significance, sending cards, meeting with friends and relatives • Reflect, discuss and raise questions about the fasts or festivals explored and what significant beliefs the fast or festival may be expressing or in what way the fast or festival may be of religious or spiritual benefit to an individual participant

Progression of Skills – People of Faith

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> Explore the lives of significant individuals both in the past and alive today who have contributed to the happiness and welfare of others or have campaigned for justice and whose actions have been influenced or inspired by their religious faith, for example: Rosa Parks, Mary Seacole, Harriet Tubman, Florence Nightingale, Thomas Barnardo, Desmond Tutu, Eboo Patel, Malala Yousafzai, Mother Teresa, Martin Luther King 	<ul style="list-style-type: none"> Explore the life and work of individuals in the local community or individuals who are known nationally or globally who contribute or in the past have contributed to the happiness and welfare of others and whose work and actions have been influenced or inspired by their religious faith or worldview. Identify clear links between the work and actions of the individuals whose lives are explored and the religion or worldview they identify with. Pupils should have opportunities to raise questions and discuss the life and work of individuals whose work has contributed to the happiness and welfare of others and to reflect on the impact religious faith or a worldview may have on a person's life 	<ul style="list-style-type: none"> Explore the life and work of individuals in the local community or individuals who are known nationally or globally who contribute, or in the past have contributed, to the happiness and welfare of others and whose work and actions have been influenced or inspired by their religious faith or worldview. Identify clear links between the work and actions of the individuals whose lives are explored and the religion or worldview they identify with. Pupils should have opportunities to raise questions and discuss the life and work of individuals whose work has contributed to the happiness and welfare of others and to reflect on the impact religious faith or a worldview may have on a persons' life

Progression of Skills – Subject-specific vocabulary

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<ul style="list-style-type: none"> Know and use basic subject-specific vocabulary making use of words like: God, church, prayer, belief, Jesus, Christianity, Islam, Muslim, mosque, Muhammad, Qur'an, religion, faith, symbol, Hinduism 	<ul style="list-style-type: none"> Deepen and extend their knowledge and use basic subject-specific vocabulary making use of words and phrases like: Christ, Messiah, crucifixion, resurrection, sacrifice, agape, Christian love, eternal life, Son of God, shahada, monotheism, benevolent, revelation, humanism, atheist, atheism, agnostic, agnosticism, worldview, non-religious worldview 	<ul style="list-style-type: none"> Deepen and extend their knowledge and use basic subject-specific vocabulary making use of words and phrases like: atonement, redemption, myth, metaphor, parable, incarnation, Trinity, literal, Holy Spirit, divine, spiritual, hadith, Sharia, Mother of the Book, zakat, ijtiḥād, Sunni, Shi'a, hijab, ḥajj, avatar, saṃsāra, dharma, ahimsa, Middle Way, Bodhisattva.

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. These will be set out as threshold concepts and milestones for each Key Stage.
- Ensuring that appropriate opportunities are taken to develop the major cross-curricular skills such as English, Mathematics 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 practise 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.

Teaching, Recording, Feedback, Assessment and Reporting

This will happen by:

- Curriculum concepts for this subject cover each phase (KS1, LKS2 and UKS2), these concepts form the basis of learning objectives for each lesson taught. These are based on The Dudley Agree Syllabus.
- Learning objectives are shared with children each lesson and displayed in children's books.
- Children are given a context through which they can explore each learning objective.
- 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 curriculum concept so that children can achieve the learning 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 children's learning outcomes 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 and curriculum concepts.
- 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.

Implementation

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.

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.

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