



<p style="text-align: center;">Intent</p> <p>We use the Derbyshire and Derby City Agreed Syllabus for Religious Education 2020-2025. It is in line with statutory expectations. It establishes what shall be taught in RE, providing teachers with practical support and guidance about how to teach RE effectively.</p> <p>In each phase, the children are taught on a two-year cycle to cover all areas of the curriculum. The syllabus consists of three areas: Believing, Expressing and Living.</p>	<p style="text-align: center;">Pedagogical approaches</p> <p>All the wider curriculum subjects at Dallimore, including RE, are taught with a consistent approach, ensuring the children know and remember more.</p> <p>A vocabulary list is included in the Knowledge Organiser. A check of this vocabulary is carried out to ensure there are no learning barriers before the lesson starts. At regular points throughout the lesson, quick quizzes are carried out to ensure the children are understanding what is being taught.</p> <p>The children will complete a make it stick activity at the end of each lesson, outlining the key knowledge that they should have learned during that lesson. This is a final opportunity to rehearse and revisit the key knowledge and vocabulary taught within the lesson.</p> <p>RE retrieval practice is also part of Flashback Fridays, which enables the children to recap the knowledge they have acquired throughout previously taught units and ensures that the knowledge sticks.</p>
<p style="text-align: center;">Sequencing of learning</p> <p>EYFS - In Nursery, learning is built on the children's interests and enthusiasms. This is done by Creative play and role-play, celebrating festivals and celebrations. We begin to talk about what people believe and encourage children to ask questions. In Reception, the children also begin to study the three strands: Believing, Expressing and Living. There are 6 units of study that are taught - one each term.</p> <p>KS1 study the three strands: Believing, Expressing and Living. There are 8 units of study taught in a two-year cycle. In Cycle 1, the units of study are based on Christians and Muslims. In Cycle 2, the units of study are predominantly based on Christians and Jewish people, with one unit covering Muslims.</p> <p>LKS2 study the three strands: Believing, Expressing and Living. There are 9 units of study taught in a two-year cycle. In Cycle 1, the units of study are based on Christians, Jews and Hindus. In Cycle 2, the units of study are based on Christians, Hindus and Muslims, with one unit covering Muslim people.</p> <p>UKS2 also study the three strands. In Cycle 1, they focus on Christians, Humanists and Muslims. In Cycle 2, they also learn about Jews and Hindus.</p> <p>As the different religions are regularly revisited throughout all phases of school, children have the opportunity to develop effective schema (webs of connected knowledge) around each of these religions and the beliefs associated with these religions.</p>	<p style="text-align: center;">Teachers' Expert knowledge</p> <p>As subject leader I am responsible for ensuring that I am up to date on any changes/progressions to the RE Curriculum and inform staff of any changes. I aim to ensure that I provide opportunities for the children and staff to fully embrace RE at Dallimore. This is partially achieved by having annual Festival Week, which includes visitors to School, opportunities to explore foods from other religions and trips to the local church. I also attend regular Networking meetings with local schools to keep updated on any changes in the curriculum.</p> <p>Teachers have full access to the Derbyshire and Derby City Agreed syllabus. This scheme is designed to provide teachers with practical support and guidance about how to teach RE effectively. Teachers know who the subject lead is and can ask for support if required.</p>
<p style="text-align: center;">Semantic knowledge</p> <p>Semantic knowledge is mapped out on RE knowledge organisers although these are not in their complete form across the school. Teachers are creating knowledge organisers for RE prior to each unit - we aim to complete these knowledge organisers to ensure that we have coherently mapped the key vocabulary and sticky knowledge required for each RE unit of learning.</p>	<p style="text-align: center;">Assessment</p> <p>Formative - formative assessment in RE is similar to that of most other wider curriculum subjects in that we have various assessment methods throughout the lesson and unit to ensure children are remembering what they are being taught. These methods include questioning, retrieval practice and make it stick slips.</p> <p>Summative - End of unit quizzes and Flashback Fridays provide valuable summative assessment information. End of unit quizzes are our main baseline to check that children know and remember more.</p>
<p style="text-align: center;">Vocabulary</p> <p>We recognise the importance of developing vocabulary through RE. As a result, we have included key vocabulary within each RE knowledge organiser. This outlines the key tier 2 and tier 3 vocabulary children should acquire in each unit.</p>	<p style="text-align: center;">Impact</p> <p>The impact of RE at Dallimore is measured in several ways. Firstly, pupil voice discussions are a valuable tool to ensure that the RE curriculum is being delivered effectively. Discussing pupils' learning allows me, as the subject lead, to check that children know and remember more - the knowledge organisers act as a guide for discussions with children.</p> <p>Book scrutiny and planning scrutiny allows me to check that the key aspects of lessons are present - retrieval practice, vocabulary check, BAD tasks and Make it Stick slips.</p>