

RE

**AT SHALFLEET AND YARMOUTH CHURCH OF ENGLAND PRIMARY
SCHOOLS**

NATIONAL CURRICULUM STATEMENT

Purpose of study

promotes the spiritual, moral, cultural, mental and physical development of pupils; and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Aims

pupils should follow a balanced and broadly based curriculum which ‘promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life’. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.



OUR INTENT

- Federation Vision for RE – Intention for Children
- By the time our children leave our school, our RE provision will have offered our children an insight into exploring the theological positions of a range of religious practises linked to leading their lives individually and collectively, all within the spiritual atmosphere of Christian love in our church schools.

The Federation of the Church Schools of Shalfleet and Yarmouth

Curriculum for Learning Overview

What are we trying to achieve?

Lifelong Achievement

Curriculum Values

Design principles to inspire & challenge

Our purpose is to educate children in an atmosphere of Christian love where all achieve the very best they can, now and throughout their lives

Relationships
We have strong partnerships and positive relationships

Determination
We are determined to do our very best to achieve

Respect
We show respect to others and the environment

Coherent learning links and pathways

Strong working partnerships

High quality outcomes, deep learning

Valuing all children, learning is accessible to all

Challenging, engaging and motivating

Opportunities for memorable experiences

Promotes independence and curiosity

**Broad, relevant and balanced
Local, Mainland, Global**

How do we implement?

Components

Teaching for Learning

Approaches

EYFS/National Curriculum

The curriculum as the entire planned learning experience

Lessons Topics Events/Trips Environment Enrichment/Inspire Partnerships

Clear understanding of cognition and learning – Good subject knowledge – Skilful instruction, coaching and facilitating – Flexible and responsive teaching strategies – Stimulating and well organised learning environments – Effective use of assessment - High expectations and productive interactions

Sequences of learning that link key ideas in subject domains - rich connected learning journeys – clear progression of learning – flexible inclusion strategies to tackle educational disadvantage - social, moral, spiritual, cultural education

CLL	PSED	PD	Literacy	Maths	UW	EAD						
Eng	Ma	Sci	Comp	D&T	Hist	Geo	A&D	Music	PE	MFL	PSHE	RE

Positive relationships and interactions Appropriate learning opportunities understood by pupils Children understand how to be successful Oral and written feedback that has impact Dialogic talk and rich questioning Developing meta-cognition Moderation underpins standards Effective use of assessment driving tailored learning Target setting and review

What is the impact?

Successful Learning

Our curriculum impact can be measured by...

Systematic monitoring, action and review : Do design principles translate into an inspiring and challenging curriculum for all?

Evidenced by...

High achievement and outcomes for all across the curriculum

Good behaviour, positive attitudes and high attendance

Teaching that is engaging and consistently good for all

Motivated teams & positive learning culture

Confident, kind, respectful, determined learners

Federation Vision for RE – Intention for Children
By the time our children leave our school, our RE provision will have offered our children an insight into exploring the theological positions of a range of religious practises linked to leading their lives individually and collectively, all within the spiritual atmosphere of Christian love in our church schools.

Big Ideas

- Communicate – children relating their own experience to a religious concept.
- Apply – Listening to other’s opinions and relating them to their own experience of the religious concept in different situations.
- Enquire – Introducing material of varying complexity prompting the children to reflect collaboratively and becoming more intellectually humble.
- Contextualise – Looking at the concept within a specific religious context.
- Evaluate – Children are able to summarise their experience of the concept.



EYFS- Links to RE

Understanding the World

People, Culture and Communities:

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

EYFS

The new Early Years Foundation Stage Profile whilst statutory should not be used as a curriculum for EYFS. It is intended to be used as a valid, reliable and accurate assessment of a child’s development of the EYFS in the summer term. The Early Learning Goals provide a snap shot of skills and knowledge for children to work towards during their time in Early Years but are not a tick list or exhaustive list for children to achieve. A broad, engaging curriculum in EYFS builds primarily on child interests, themes at particular times of the year, experiences outside of the school gate, practitioner knowledge of child development and their unique understanding of each child in their setting. The EYFS team must use the Early Learning Goals as one element in building a fun, challenging and engaging year for all children as they start their school journey. Learning is in the moment, flexible, with adult led challenges sprinkled alongside play based experiences to ensure children not only develop fundamental skills for their onward school journey, some of which are outlined in the early learning goals, but that they develop a love of learning.

Practitioners not only develop children’s subject knowledge but work closely with them to promote and develop the characteristics of effective learning: Playing and exploring, Active learning and Creating / Thinking Critically.

We must also consider that EYFS does not operate in discrete subjects but rather through class themes and child interests, a particular focus/observation may be littered with references to several of the subject areas found within the National Curriculum.

Content and Sequencing (Broad, relevant and balanced)




- Through an RE based day and being embedded through the children’s interests and topics, EYFS will have covered the Key concepts and themes Celebrating and celebrating birthdays, Storytelling and stories Jesus told, Celebration and celebrating new life, Remembering and finding out about Shabbat and investigating the concept of special by finding out about special clothes.
- Exploring the Christmas story through the nativity journeys and advent (KS1) focusing on angels, the two narratives, the Magi and Mary (KS2)
- Investigating key events in Jesus’ life including people he met (KS1) investigating Jesus’ teaching and messages as well as his actions (KS2)
- Following the Easter story through its key events as well as Palm Sunday (KS1) looking at the key events across the Holy week, the meaning of the Paschal candle, debating the justice faced during that week and the symbolism of the cross (KS2)
- Exploring what belonging looks like in Judaism (KS1) exploring what belonging looks like in Islam (KS2)
- Investigating the meaning of bread as a symbol (KS1) investigating the meaning of the stones and cross as a symbol (KS2)



Vision for the Federation Learning Principles in RE

Coherent Learning Links and Pathways:	Strong Working Partnerships:	High Quality Outcomes/Deep Learning:	Valuing All Children/Accessible Learning:	Challenging, Engaging and Motivating:	Opportunities for Memorable Experiences:	Promotes Independence and Curiosity:	Local, Mainland and Global:
There is a strong link to PSHE through the Living Difference syllabus as children will link the religious concepts to their own lives and beliefs.	Children to engage in philosophical dialogue with each other at the 'Apply' stage in order to discuss deeper issues/meanings	Children will have a deep understanding of the origins of religious stories and will explore the reasons why they were created and how their	All children will be able to access learning within RE through a focus on a variety of creative tasks encompassing a variety of skills (such as art and	Children are motivated to engage within religious concepts through tasks that reflect upon their reality and challenge them through tasks that require them to	Religious visits throughout the year for special occasions, such as the Christmas and Easter services at the school's local church.	Children are challenged to come to their own conclusions about religious concepts not just linked to their own lives but within the religious context.	Children will be able to explore how religious festivals are celebrating globally as well as in the locality.

	linked to the concept.	interpretations through the years.	computing) to explore concepts.	apply a range of skills from other foundation subjects.			
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Links with English and Maths 	Progress 	Support 
<ul style="list-style-type: none"> - Working with dates on religious calendars - Written responses/creative writing opportunities to respond to different scenarios. - Reading comprehension to understand meanings in religious texts 	<p>The 5 strands of the cycle of enquiry are evidenced within books and through discussion for each concept studied throughout the year, with content relating to this appropriate for the year group.</p> <p>Notes on philosophical discussions are made to track children's participation and quality of their responses.</p>	<p>Everyone has access to the RE National Curriculum, Living Difference III and Understanding Christianity resources.</p> <p>Simplified versions of religious stories for accessible comprehension</p> <p>Activities are adapted to enable recording of work to not just be written.</p>



PROGRESSION OF SKILLS

- Communicate – children relating their own experience to a religious concept.
- Apply – Listening to other's opinions and relating them to their own experience of the religious concept in different situations.
- Enquire – Introducing material of varying complexity prompting the children to reflect collaboratively and becoming more intellectually humble.
- Contextualise – Looking at the concept within a specific religious context.
- Evaluate – Children are able to summarise their experience of the concept.

Foundation Stage (Year R) children in general will engage with aspects of Christianity and the other religion being explored in Key Stage 1. They will also explore other religions through their child led topics, for example Diwali.

At Key Stage 1 children are required to study Christianity and one other religion.

At Key Stage 2 children are required to study Christianity and two other religions.

In Years 3 and 4 this will be Christianity and one other religion and in Years 5 and 6 children are required to study Christianity and a different religion.

In upper Key Stage 2 a non-religious world view may be included in addition. Teachers at Key Stage 2 must liaise with Key Stage 1 teachers to ensure three religions in addition to Christianity are explored through the primary years

Federation of Shalfleet and Yarmouth CE Primary Schools

Living Difference IV Long term plan from September 2022-July 2023

**EYFS and KS1 Long-term plan teaching Christian traditions and Hindu tradition as religion two in-depth
Concept/Word in italics, Golden Thread in gold, Understanding Christianity links in blue**

FS Year R						
Term <i>Assessment Focus</i>	Autumn 1 <i>Communicate</i>	Autumn 2 <i>Apply</i>	Spring 1 <i>Inquire</i>	Spring 2 <i>Contextualise</i>	Summer 1 <i>Contextualise</i>	Summer 2 <i>Evaluate</i>
Concept	<i>Me</i> All about me	<i>Celebrating</i> [UC foundation incarnation plan]	<i>Special People</i>	<i>Signs of New life</i> [UC foundation salvation plan]	<i>Special Clothes</i>	<i>Remembering</i>
Golden Thread			Special		Special	
	All about me Linked to school values	Christmas- Jesus's birth (and other celebrations from the children's experiences)	Special people- Jesus and special people for children	Eggs as a sign of new life	Special Clothes Hindu and others from Children's experiences	Janmashtami Hindu
Year 1						
Term <i>Assessment Focus</i>	Autumn 1 <i>Communicate</i>	Autumn 2 <i>Apply</i>	Spring 1 <i>Inquire</i>	Spring 2 <i>Contextualise</i>	Summer 1 <i>Contextualise</i>	Summer 2 <i>Evaluate</i>
Concept	<i>Thanking</i> (Hampshire RE resources- Harvest RE009)	<i>Journey's End</i>	<i>Belonging- Followers of Jesus UC Gospel KS1 People Jesus met plan]</i>	<i>Welcoming</i> (Hampshire RE resources- Easter for Infants RE007)	<i>Community</i>	<i>Story</i> (Hampshire RE resources- Story RE026)
Golden Thread			Belonging		Community	
	Harvest Harvest and further traditions	The Nativity Journey	Followers of Jesus	Palm Sunday	Community in Hindu and further traditions	Stories across religions
Year 2						
Term <i>Assessment Focus</i>	Autumn 1 <i>Communicate</i>	Autumn 2 <i>Apply</i>	Spring 1 <i>Inquire</i>	Spring 2 <i>Contextualise</i>	Summer 1 <i>Contextualise</i>	Summer 2 <i>Evaluate</i>
Concept	<i>Special Place</i>	<i>Waiting</i> [UC incarnation plan]	<i>Remembering</i>	<i>Sad and Happy</i> [UC salvation plan] (Hampshire RE resources- Easter for Infants RE007)	<i>Special food OR Special Book</i>	<i>God UC -God</i>
Golden Thread	Special			Love	Special	
	Hindu Mandir	Advent	Holi	The Easter Story	Special Food or Books across religions and traditions	The idea of God across different religions

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Living Difference IV Long term plan from September 2022-July 2023

Lower KS2 Long-term plan

- Christian (C) and Jewish (J) traditions in Years 3/4 as a depth study with Buddhist (B) and Hindu (H) traditions

Concept/Word in italics, Golden Thread in gold, Understanding Christianity links in blue

Year 3						
Term Assessment Focus	Autumn 1 Communicate	Autumn 2 Apply	Spring 1 Inquire	Spring 2 Contextualise	Summer 1 Contextualise	Summer 2 Evaluate
Concept	<i>Trees</i> (Hampshire RE resources- Trees RE038)	<i>Angels (C)</i> (Hampshire RE resources- Angels 001)	<i>Authority (J)</i> (Hampshire RE resources- Synagogue RE 027)	<i>Love- Changing Emotions (C)</i> [UC salvation plan] and Hampshire planning	<i>Sacred place (C/H)</i>	<i>Belonging as Identity (J)</i> (Hampshire RE resources- Synagogue RE 027)
Golden Thread				Love	Special	Belonging
	Trees Across Religions	Angels	Torah	Changing Emotions- Easter	Places of worship	Jewish Traditions
Year 4						
Term Assessment Focus	Autumn 1 Communicate	Autumn 2 Apply	Spring 1 Inquire	Spring 2 Contextualise	Summer 1 Contextualise	Summer 2 Evaluate
Concept	<i>Community (C)</i> [UC Gospel KS2 digging deeper Jesus' teachings & message)	<i>Symbol (J)</i> (Hampshire RE resources- Jewish Festivals RE 015)	<i>Myth</i> (Hampshire RE resources- Myth RE019)	<i>Freedom (J)</i> (Hampshire RE resources- Passover RE020) UC-UKS2- People of God- Moses and the Passover	<i>Stones as Symbols</i> (Hampshire RE resources- Stones as Symbols RE024)	<i>God</i> (Hampshire RE resources- God Talk-RE008) UC- God
Golden Thread	Community					Special
	Neighbour	Hanukkah- Jewish Festivals	Myth	Passover	Across Religions	Across traditions Traditions interpretation of God

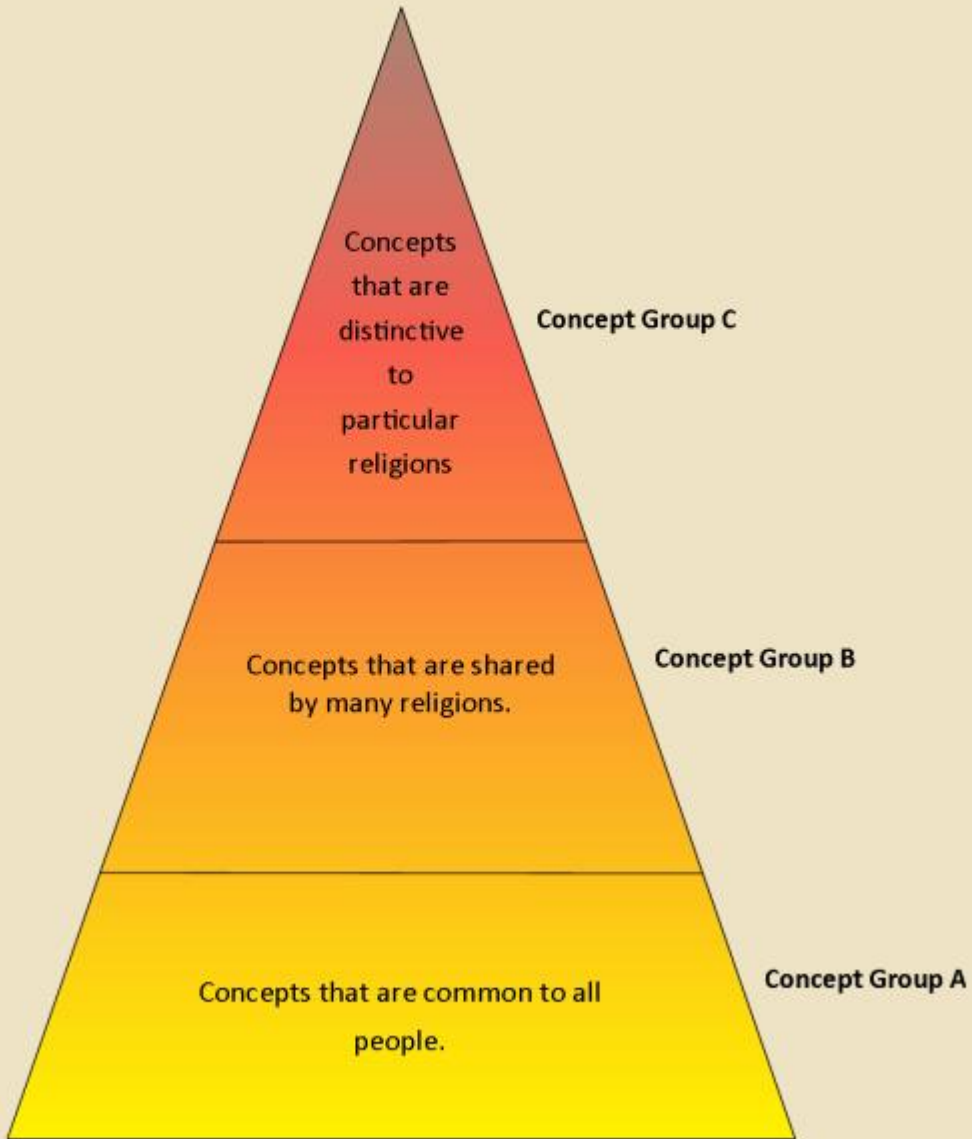
Federation of Shalfleet and Yarmouth CE Primary Schools
Living Difference IV Long term plan from September 2022-July 2023

Upper KS2 Long-term plan

- **Christian (C) and Muslim (M) traditions in Years 5/6 as a depth study with Sikhi (S) and Humanist (H) traditions/ways of life**
Concept/Word in italics, Golden Thread in gold, Understanding Christianity links in blue

Year 5						
Term Assessment Focus	Autumn 1 Communicate	Autumn 2 Apply	Spring 1 Inquire	Spring 2 Contextualise	Summer 1 Contextualise	Summer 2 Evaluate
Concept	<i>Belonging (M)</i> (Hampshire RE resources- Islam for KS2-RE040)	<i>Interpretation (C)</i> (Hampshire RE resources- Teaching Christmas at KS2 RE004)	<i>Love (H)</i>	<i>Salvation (C)</i> UC Salvation Plan KS2? (Hampshire RE resources- The Christian Story RE 003)	<i>Sacred place (S/C)</i>	<i>Umma (M)</i> (Hampshire RE resources- Islam for KS2-RE040)
Golden Thread	Belonging		Love		Special	Community
	Shahada and salat	Christmas – the two birth narratives	Humanism The Golden Rule Looking at humanistic traditions/ ways of life	The Christian Story	Places of worship Sikh traditions Christian traditions	Hajj and zakat
Year 6						
Term Assessment Focus	Autumn 1 Communicate	Autumn 2 Apply	Spring 1 Inquire	Spring 2 Contextualise	Summer 1 Contextualise	Summer 2 Evaluate
Concept	<i>Peace (M)</i> (Hampshire RE resources- Islam for KS2-RE040)	<i>Incarnation (C)</i> UC incarnation plan (Hampshire RE <u>moodle</u> /HIAS RE Website)	<i>Ritual (M)</i> (Hampshire RE resources- Islam for KS2-RE040)	<i>Resurrection (C)</i> UC salvation plan (Hampshire RE resources- Easter for KS2 RE039)	<i>Love (S)</i>	<i>River of Life (H)</i>
Golden Thread			Community		Love	
	Revelation of the Qur'an, sawm and Ramadan	Messiah (UC) An extraordinary baby	Wudu and Eid-ul- <u>Fitr</u> and Eid al <u>Adha</u>	The empty cross	<u>Sewa</u>	Humanism Looking at humanistic traditions/ ways of life

Groups of concepts



In Year R and Key Stage I, children will first have opportunities to respond to their experience of Group A concepts. It is expected that as children and young people move through primary school, over time they will have opportunities to engage with all three groups of concepts. In the secondary school a Scheme of Work (SOW) over a key stage should include concepts from all three groups. Living Difference III recognises that secondary aged children will enquire into A concepts with a degree of complexity appropriate to their age. Teachers in upper primary and secondary schools will encourage children and young people in their classes to begin to enquire into some C concepts as well as to see the complexity in all concepts through good questioning .

RE CYCLE OF ENQUIRY.

RE CONCEPTS

Communicate

What are your feelings when you think about the concept?
Think about things in your own life to do with the concept.

Evaluate

Why is the concept important to the religious people we have learned about?
Why is the concept important to me?

Contextualise

What do religious people do with the concept? Look at stories, festivals, artefacts, pictures or the things they do.

Apply

How does the concept affect your life? Is the concept important to us or not?
What difference does the concept make to our lives?

Enquire

What do you think the concept means?

Child

- All lessons follow these steps but may start at the Communicate or Enquire step

OUR IMPLEMENTATION - ASSESSMENT

Class teachers use assessment to track the achievements of pupils through the cycle of enquiry.

This can influence next steps for pupils and the level of support needed.

I will use assessment to analyse summative data through the monitoring and evaluating process.

The assessment model is designed to support all pupils to access the RE curriculum and also challenge higher attaining pupils.

The assessment of RE is supported by the targets from the RE progression map and the assessment document is designed to support staff with accurate assessment measures by identifying children who have achieved targets and importantly inputting the names that have yet to achieve a target.

		Computing		PE		RE		Art	
		INFORMATION TECHNOLOGY		DANCE		COMMUNCIATE		KNOWLEDGE	
		Use the keyboard confidently to type a suitable page		Designing to create a clear message and using drawing software		Describe/ explain my own response to the concept of friendship.		Give detailed observations about notable artists', artists' and designers' work	
	INFORMATION TECHNOLOGY - GENERAL	Use mouse keyboard effectively		Describe/dance along movements throughout a clear sequence.		Describe/ explain my own response to the concept of interpretation.		Offer facts about notable artists', artists' and designers' work	
		Organise files effectively using folders [or 5]		Continue flexibility, technique and movement in a clear a clear sequence.		Describe/ explain my own response to the concept of stewardship		SKILLS	
		Operate a software using more complex exercises		Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, range of flexibility and motifs.		Describe/ explain my own response to the concept of justice.		Use a variety of techniques to add effects, e.g. shading, reflection, halftone and cross-hatching	
	DATA	Draw and create a picture		Designing to show a concept of pace and timing in their movement.		Describe/ explain my own response to the concept of sacred places.		Digital movement and progression in drawing	
		Create a graph from a data [with children and appropriate]		Use the space provided in the movement material.		Describe/ explain my own response to the concept of nature.		Use a variety of tools and extend the model appropriately	
								Use background to	



FEDERATION CURRICULUM ASSESSMENT



Key area of cycle of enquiry

Individual target

Insert names of individuals not achieving target

Big idea – key concept

Y	RE	RE	RE	RE	RE	RE	RE	RE
	INFORMATION TECHNOLOGY	TECHNOLOGY - GENERAL	DATA	DANCE	COMMUNICATE	COMMUNICATE	COMMUNICATE	Art KNOWLEDGE
		Use the keyboard efficiently to type at a suitable pace		Organising to rearrange dance movements and motifs (using appropriate choreography)	Describe/ explain my own progress in the concept of belonging.			Give detailed observations about suitable artists', artisans' and designers' work;
		Use common keyboard shortcuts		Demonstrate chosen movements throughout a dance sequence.	Describe/ explain my own progress in the concept of integration.			Offer facts about suitable artists', artisans' and designers' lives;
		Organise files efficiently using folders (or 5)		Combine flexibility, techniques and movements to create a floral sequence.	Describe/ explain my own progress in the concept of stewardship			
		Operate a database accurately		Move appropriately and with the required style in various settings, using various levels, usage of travelling and motifs.	Describe/ explain my own progress in the concept of justice.			
		Design and operate a database		Organising to show a change of pace and timing in their movements.	Describe/ explain my own progress in the concept of sacred places.			Detail movement and progression in drawings;
		Create a graph from a data (both databases and spreadsheets)		Use the space provided to his maximum potential.	Describe/ explain my own progress in the concept of unity.			Use a variety of tools and material the most appropriate;
								Use key vocabulary to



RE Assessment Overview sheet

Please complete and upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept Theme: Concept:
Assessment focus:		
Children working towards ARE		
Children working at ARE		
Children exceeding ARE		
Teacher comments		

This is a different focus each half term. From the cycle of enquiry.

Teachers can express how the unit went along

LIVING DIFFERENCE IV

END OF YEAR EXPECTATIONS

RE- End of Year Expectations (EYEs)

Living Difference IV

By the end of Year 1

In an age-appropriate way, through a well-made KS1 curriculum that is taught well, children in Year 1 will have encountered, studied and had the opportunity to discern value in relation to two of the golden thread concepts/words of *community, belonging, special, love* as well as other A concepts/words chosen by the teacher and children themselves (pondering time).

Consequently, children can

At Communicate	... express creatively their response to their own experiences of the concepts/words introduced.
At Apply	... recognise their responses relate to events in their own lives.
At Inquire and Contextualise	... recognise what has been taught about the concept/word and how they are used in the tradition studied.
At Evaluate	... in simple terms children recognise something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.

By the end of Year 2

In an age-appropriate way, through a well-made KS1 curriculum that is taught well, children in Year 2 will have encountered, studied and had the opportunity to discern value in relation to at least two golden thread concepts/words of *community, belonging, special, love*, including those not studied in Year 1, as well as other A concepts/words chosen by the teacher and children themselves (pondering time) and a B concept/word at the end of Year 2.

Consequently, children can

At Communicate	... express creatively their response to their own experiences of the concepts/words introduced.
At Apply	... recognise (in a different way to Year 1) how their responses relate to events in their own and sometimes other people's lives.
At Inquire and Contextualise	... simply describe what has been taught about how the concept/word and how it is used in the tradition studied.
At Evaluate	... in simple terms children can discern something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.

For Year 3 add **To begin to...** on the Year 4 statements

By the end of Year 4

In an age-appropriate way, through a well-made lower KS2 curriculum that is taught well, by the end of Year 3 and Year 4 children will have encountered, studied and had the opportunity to discern value in relation to *four golden thread* concepts/words of *community, belonging, special, love*, as well as other A concepts/words and some B concepts/words, chosen by the teacher and children themselves (pondering time).

Consequently, children can

At Communicate	... express creatively as well as describe their response to their own experiences of the concepts/words introduced.
At Apply	... recognise and describe how their responses relate to events in their own and sometimes other people's lives.
At Inquire and Contextualise	... accurately describe what has been taught about the meanings of concepts/words (taught at the Inquire step). ... accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the Contextualise step).
At Evaluate	... discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise.

For Year 5 add **To begin to...** on the Year 6 statements

By the end of Year 6

In an age-appropriate way, through a well-made upper KS2 curriculum that is taught well, through Year 5 and by the end of Year 6 children will have encountered, studied and had the opportunity to discern value in relation to **each of** the four golden thread concepts/words of *community, belonging, special, love*, other A and B concepts/words and also some C concepts/words, chosen by the teacher and children themselves (pondering time).

Consequently, children can

At Communicate	... respond creatively as well as begin to explain their response to their own experiences of the concepts/words introduced.
At Apply	... explain some examples of how their responses relate to events in their own and other people's lives.
At Inquire and Contextualise	... accurately explain meanings of concepts/words in the traditions encountered and studied (taught at the Inquire step). ... accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples (taught at the Contextualise step).
At Evaluate	... discern the value of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise. ... discern possible value in the concepts/words for their own lives and communities (not only assessed through summative assessment).

MONITORING AND EVALUATING

Impact of the implementation of the computing curriculum is measured in a variety of ways.

These include:

- Pupil Conferencing
- Work Scrutiny – alongside teacher's planning
- Assessment data
- Learning walks
- Learning environment

EVIDENCE ATTAINED FROM THESE FOLLOWS ON THE NEXT SLIDES (SPLIT INTO YEAR GROUPS)

AUTUMN TERM I



Autumn Term 1 - EYFS

<p>Year: R Term: Autumn 1</p>	<p>Theme/Unit: Belonging Key concept: All about Me</p>	<h2>RE FS</h2>
<p>Intended learning outcomes: Children should:</p> <p>Understand the World: P, C & C: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Assessment opportunities:</p> <p>Evidence can be gathered when children:</p> <p>Communicate - Step 1: Draw / paint a picture of themselves</p> <p>With thanks to Karen Foster from the RE steering group.</p>	<p>Sequence of activities:</p> <p>Step 1 - Communicate – I can talk about myself</p> <ul style="list-style-type: none"> Teacher leads discussion about a child's name – who has the same name, what is the story of your name? Children discuss what they like doing, what things they are good at? Draw or paint a picture of themselves, what colour are their eyes, their hair? <p>Step 2 - Apply – Are we all the same?</p> <ul style="list-style-type: none"> Circle time. Children talk about their own family and friends. Consider – does everyone have the same people in their family – brothers, sisters, carers, friends, parents? Look at photos of their family and friends. Discuss – What is similar and what is different? <p>Step 3 – Inquire - What makes me me?</p> <ul style="list-style-type: none"> Children make a collage of all the things that makes them who they are – their own photo, their friends, pets, family, favourite toys etc. <p>Step 4 – Contextualise – What makes someone a Christian?</p> <p>Introduce (persona dolls) or use some photos of children as children coming to visit the class. If you are using persona dolls, their background stories will be in their books. Highlight that a Christian child may:</p> <ul style="list-style-type: none"> Go to Church (messy church, Sunday school, take part in children's activities, singing etc) Be baptised as an entry to being part of the church (some churches wait until children become adults before this happens) Read or look at pictures in the Bible in church. A Christian child will see the Bible as a special book and learn about Jesus through stories in the Bible, eg. Jesus with his friends, feeding the 5000. Draw pictures/ make models to remind children of what is important for a Christian to feel they belong. Create a display of things that help a Christian belong and label them. <p>Step 5 Evaluate (reflect): is feeling that they belong important for Christians?</p> <ul style="list-style-type: none"> Persona doll – tell children that a Christian child went to church and they couldn't do the things they normally do there because the church was closed. How would they feel/ would it matter? Why/ why not? <p>Resources:</p> <ul style="list-style-type: none"> Children's photos, artefact boxes from the RE centre, Children's Bible <p>Enhanced Provision: Using art opportunities to develop the concept and to explore the concept of all about me</p>	

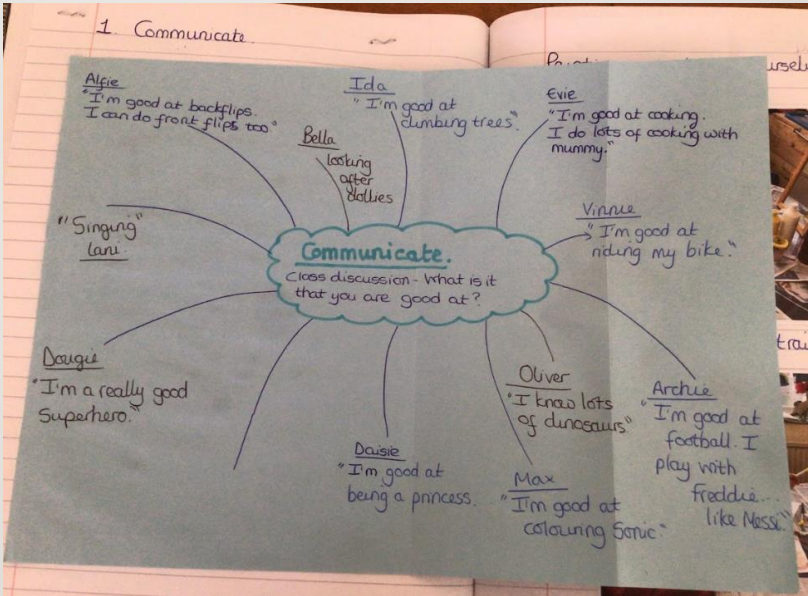
EYFS- AUTUMN TERM 1 ASSESSMENT FOCUS-COMMUNICATE

Shalfleet



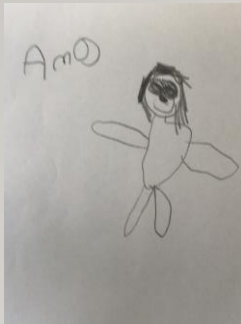
Class Circle Time

Yarmouth



EYFS AUTUMN TERM 1 CYCLE OF ENQUIRY

Step 2- Apply-



Step 3-Inquire



Step 4- Contextualise-



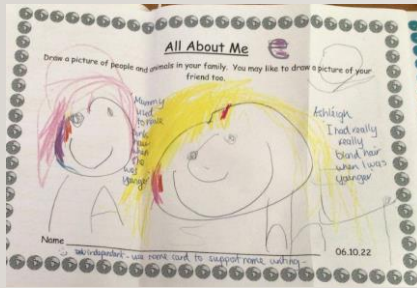
Step 5- Evaluate-



5. Evaluate

Herbie
"I think they would feel sad if they lost their special necklace. It's because it is their special thing."

Evie
"They might cry if they can't go to church. Sometimes I cry if I want to go out and I can't."



3. Inquire
What makes me special? Do you have something that's special just to you?

Bella "Mylah is my friend"
Tyler "I have special Thomas toys"
Leo "Toys's present to me is special. It's a cuddly toy to help me sleep"
Oliver "I have a cuddly toy to help me sleep"

Archie
"My freckles make me special"
Max "I have a dot on my chin. It's just mine"

Evie
"I have lots of cousins and that makes me special"

Athena
"My mummy cuddles make me special"

Latia
"My blanket makes me special"



We also explored visits to a church and our class Bible, recalling stories we have heard so far and thinking why they are important to a Christian.



Autumn Term 1 - Year 1

<p>Year: 1</p> <p>Term: Autumn</p>	<p>Theme/Unit: Harvest</p>	<p>RE KS1</p>
<p>Intended learning outcomes:</p> <p>Children will be able to:</p> <p>Step 1 Communicate: express creatively their response to a celebration</p> <p>Step 2 Apply: recognise how celebration relates to their own and others' lives</p> <p>Step 3 Inquire: recognise what a celebration is and list some features of celebrations</p> <p>Step 4 Contextualise: Recognise ways in which Christians celebrate Harvest</p> <p>Step 5 Evaluate: Talk about the importance for Christians of celebrating Harvest.</p>	<p>Key concept: Celebration</p> <p>Sequence of activities:</p> <p>Step 1 – Communicate: What is our experience of celebrations? Ask children to talk to a partner about a time when their family had a celebration. Make a class Celebrations book – each child contributes a picture, a piece of descriptive writing or a poem about a time when they were celebrating. With children working in groups, set a time limit of 5 minutes for them to think of as many things to celebrate as possible. Show a selection of celebratory greetings cards for various occasions.</p> <p>Step 2 – Apply: How do celebrations affect us and others? Class discussion. How do you feel when you celebrate something? Do we celebrate everything? Why/why not? What sort of things do we celebrate? What sort of things would we want to celebrate? Why not? Are celebrations always good? Why/why not?</p> <p>Step 3 – Inquire: What are the features of celebrations? Children offer ideas eg special food, inviting guests, sending cards, giving presents, singing songs, decorating with banners and balloons, taking photos. Write each one on a piece of paper, place in a bag and ask volunteers to draw them out one by one; the volunteer mimes the feature while the others guess. (Keep the features for next step.) Children make their own invitation to a celebration for... (they choose). This could be linked to a real-life situation or even to a story you are reading. Decorate the invitation with symbols of celebration.</p> <p>Step 4 – Contextualise: How and why do Christians celebrate Harvest? Have the children ever been to a Harvest festival celebration? What did you see? What did the Church look like? (Use books and the internet to show pictures.) Recap on features of celebration talked about in step 3 Inquire and decide how many are used at Harvest festival. Why do pupils think Christians celebrate Harvest? Pupils talk in pairs then share ideas. Visit a local Church at Harvest and talk to the priest about how Christians celebrate Harvest - eg harvest supper or sharing food in some way, making special food (eg harvest loaf), singing special songs, giving food away, decorating the Church. On return to school, make a Harvest display; pupils produce labels.</p> <p>Step 5 – Evaluate: What is the value of celebrating Harvest for Christians? Discuss in circle time. Do pupils think it is important for Christians to celebrate Harvest? Why/why not? Using either the PowerPoint on the CD-ROM (Celebration Evaluate) or the cards provided entitled Why is it important to Christians to celebrate Harvest Festival? Discuss each statement in turn, deciding on the best and worst reason from those supplied.</p> <p>Resources: Harvest RE teaching pack and Harvest topic box (from RE Centre) Pictures, books, posters about celebration and Harvest in particular (eg A wet and windy Harvest for Puppets by Gill Vickery - big book). See also: www.revelation.org.uk www.revelation.org.uk for DVD Harvest resource, Celebratory greetings cards. Download for each Year CD-ROM</p>	<p>Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:</p> <p>Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Using imagination and creativity in their learning.</p> <p>Moral: interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others.</p> <p>Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.</p> <p>Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.</p>
<p>Informed by end of Year 1</p> <p>Assessment opportunities: Evidence can be gathered when children:</p> <ul style="list-style-type: none"> Contextualise – children can write a simple prayer, make a model or write a poem which shows how a Christian might respond to Harvest (child can choose whichever is appropriate) Evaluate – children talk about the importance for Christians of celebrating Harvest. 	<p>Vocabulary (in bold) and knowledge building blocks</p> <p>Children will learn that:</p> <ul style="list-style-type: none"> There are many different ways to celebrate People who are religious will use different ways to celebrate too Christians celebrate the food they have at Harvest time in the Autumn At Harvest, many Christians go to church to celebrate in a special Harvest service They sing songs, pray and often give to charity in many different ways 	



YEAR 1- AUTUMN TERM 1 ASSESSMENT FOCUS-COMMUNICATE

Shalfleet

RE Assessment Overview sheet

Please complete and upload to Google Drive with your RE work samples at the end of each half term.

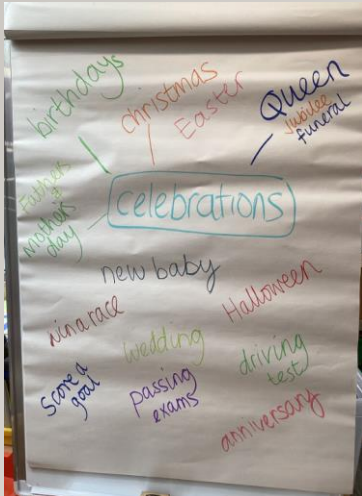
Class	Half term	Theme and concept
Sunshine	Autumn 1	Theme: Harvest Concept: Celebration
Assessment focus: Communicate		
Children working towards ARE		
Alfie P	Frank	Sonny
Blake	Logan	William
Charlie	Mariana	
Children exceeding ARE		
Teacher comments		

Yarmouth

Celebrations

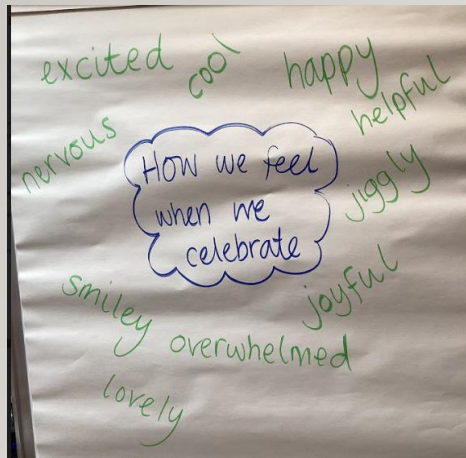
birthday	Presents
Christmas	Cake drinks
Halloween	decorations
Easter	banners Music
Wedding	food Cards dancing
New Year	Crackers
	bouncy Castle
	balloons

We had a class discussion about what a celebration is, why we might have a celebration and what we might have at a celebration.

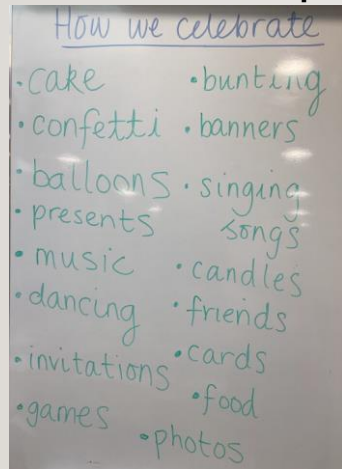


YEAR 1 AUTUMN TERM 1 CYCLE OF ENQUIRY

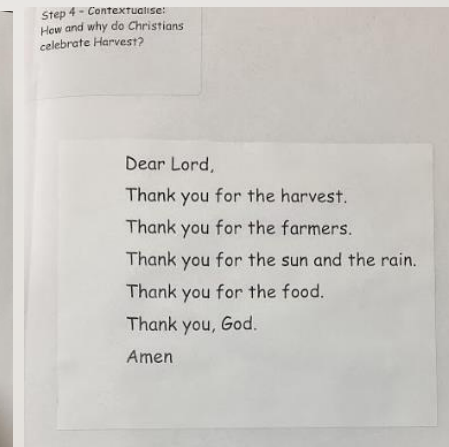
Step 2- Apply-



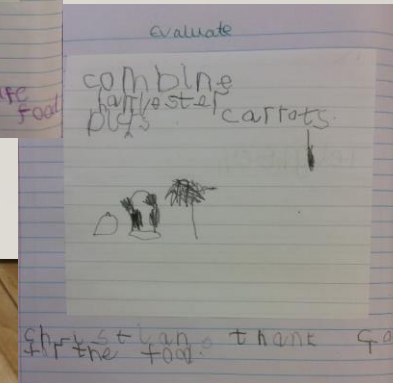
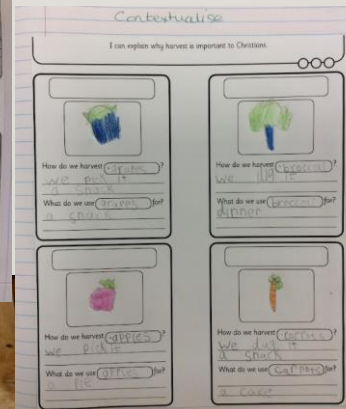
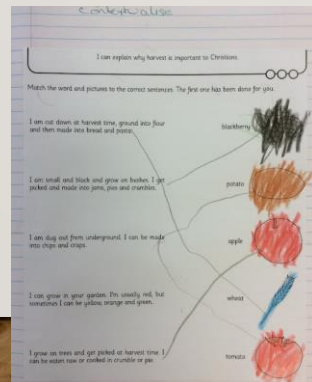
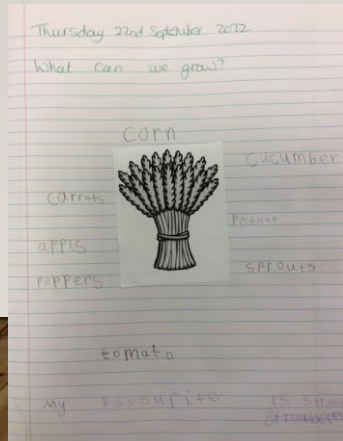
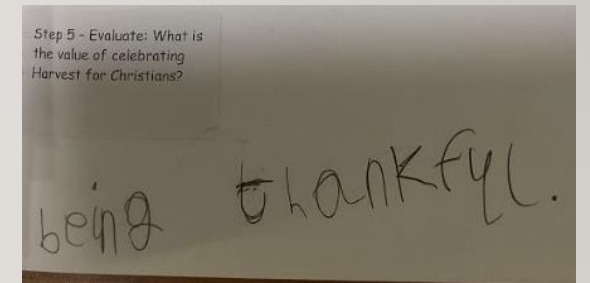
Step 3-Inquire



Step 4- Contextualise-



Step 5- Evaluate-



Autumn Term 1 - Year 2

Year: 2
Term: Autumn 1

Intended learning outcomes:
Most pupils will be able to:

- Step 1** express creatively their response to special places
- Step 2** recognise how their ideas about special places relate to their own lives and those of others
- Step 3** simply describe the concept of **specialness** in relation to special places
- Step 4** simply describe how the Mandir is a special place for Hindus.
- Step 5** talk in simple terms about the importance of the Mandir as a special place for Hindus.

Informed by end of year 2 Expectations

Assessment opportunities:
Evidence can be gathered when pupils:

- Step 1** simply describe their own experience of special places
- Step 4** draw, write and simply describe what happens in a Hindu Mandir
- Step 5** simply describe their own ideas about the importance of the Mandir as a special place for Hindus.

Based on the original plan by Philippa Hughes: Fair Oak Infant School

Theme/Unit: *Special places*

Key concept: *Special (Hindu Mandir)*

Sequence of activities:

- Step 1 – What places are special to me? (Communicate) (30 minutes)**
- Teacher to describe/show photos of one or two places which are special to them and give a reason why they are special, eg: a happy memory of being there, somewhere they often go, a place they have quiet times with family/friends, a place which is peaceful and relaxing, a place where they can think about important things.
 - Circle time – pupils share own experiences of a special peaceful place.
- Step 2 – People have different special places (Apply) (1 hour)**
- Following on from step 1, develop the idea that places can be special for different reasons and that different people have different special places.
 - Pupils draw and write about a place which is special to them **and** a place which is special to someone else (friend/teacher/parent, etc). Annotate "It is special because...."
 - Discuss: *Will your places always be special? If your special place was destroyed, could you find another? When do you go to your special place? How do you feel? When you go to someone else's special place how do you feel? Why? Are there any special places that we all feel are special?*
- Step 3 – What makes places special? (Inquire) (1 hour)**
- In groups try to explain what special means. Still in groups, apply to places. Make a list of places which the group thinks are special and try to explain why.
 - As a whole class, look at photos of places in the local area. *Which of them are special? Why?* Sort into special/not special.
- Step 4 – The Mandir as a special place for Hindus (Contextualise) Preparation for visit (1 hour)**
- In groups, pupils record what they think/know about a Hindu mandir. *Who goes there? What happens there? What might you see/hear inside? Are mandirs special places? Why? Who to?*
 - Look at photos of mandirs and at pictures/definitions of key features.
 - Watch this film clip to help you see what might be at your local Mandir and to help prepare children for the visit:
HYPERLINK "<https://www.truetube.co.uk/resource/charlie-and-blue-hear-all-about-hindu-worship/>"
[Charlie and Blue Hear all about Hindu Worship - TrueTube](https://www.truetube.co.uk/resource/charlie-and-blue-hear-all-about-hindu-worship/)
 - **Visit to a Mandir (1+ hours)**
 - Priest to talk simply to children about why the mandir is a special place for Hindus and about what happens there
 - Take digital photos.
- Follow-up from visit (1 hour)**
- Draw things that might be found there.
 - Download photos/add text.
 - Talk/write about how and why the Mandir is a special place for Hindus.
- Step 5 – Is it important to have a special place? (Evaluate) (30 minutes)**

Resources:
HYPERLINK "<https://www.truetube.co.uk/resource/charlie-and-blue-hear-all-about-hindu-worship/>"
[Charlie and Blue Hear all about Hindu Worship - TrueTube](https://www.truetube.co.uk/resource/charlie-and-blue-hear-all-about-hindu-worship/)
● **RE Centre artefact box Hindu Mandir**

RE KS1

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: Providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us.

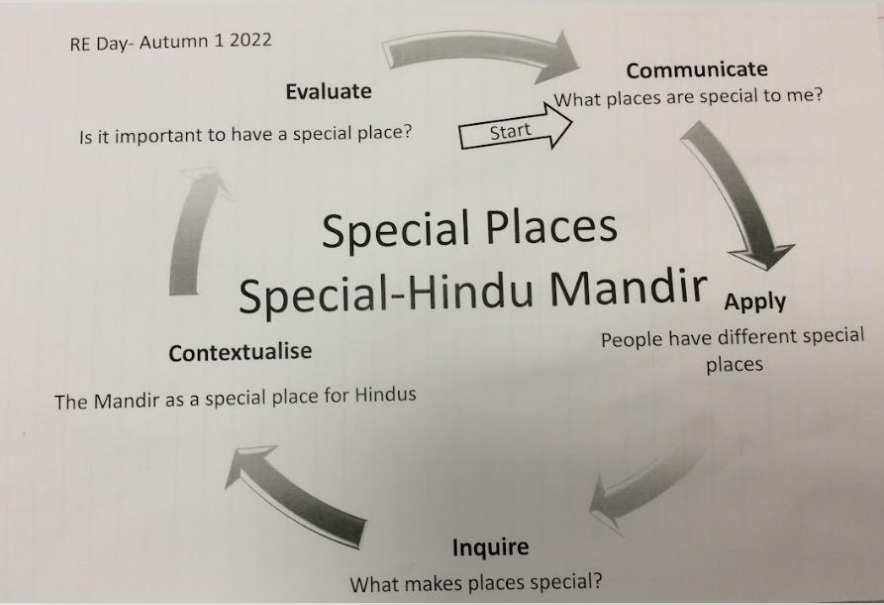
Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.

Social: To share our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Vocabulary (in bold) and knowledge building blocks

- Children will learn that:
- The **Hindu Mandir** is a special place for Hindus
 - The **Mandir** is a temple
 - **Hindus** go there to **worship** and treat it as a special place by the way they dress and behave there
 - **Hindus** worship there using their **five senses**: sight, sound, touch, taste and smell
 - The **Mandir** has images of God there which are called **murtis**
 - The **murtis** help **Hindus worship**
 - **Hindus** may also have a small **shrine** at home for **worship**



YEAR 2- AUTUMN TERM 1 ASSESSMENT FOCUS-COMMUNICATE

Shalfleet

Step 1- Communicate

RE Day- Autumn 1 2022

LO: To express creatively their response to special places



Special Places

Special- Hindu Mandir

Communicate: To express creatively their response to special places

We talked about places that are special to us.

We came up with a list of why they are special

- happy places
- quiet
- peaceful
- happy memories
- special to our family
- go there with my family
- had lots of fun there
- important places

Yarmouth

RE Assessment Overview sheet

Please complete and upload to Google Drive with your RE work samples at the end of each half term.

Class	Half term	Theme and concept
Sky	Autumn 1	Theme: Special Places Concept: Special-Hindu Mandir
Assessment focus: Communicate		
Children working towards ARE		
Children working at ARE All of class		
Children exceeding ARE NK, CB, HC, MG- children were more articulate with their reasons showing an understanding of their feelings towards their special place		
Teacher comments All the children were able to communicate a place that was special to them and explain the reason why it was special. Some children went into more details than others. The children enjoyed finding out about a Mandir through the Video of Charlie and Blue.		

rephrase *Yes*
Will your places always be special?
Yes because it will give me memories

If your special place was destroyed, could you find another?

Yes i will

Are there any special places that everyone feels are special?

Yes because there are special


YEAR 2 AUTUMN TERM 1 CYCLE OF ENQUIRY

Step 2- Apply-

Step 1 - Apply
 L.O. To recognise how special places are important to others.
 This is special to me because when I am angry I go to the swimming pool to make me calm.

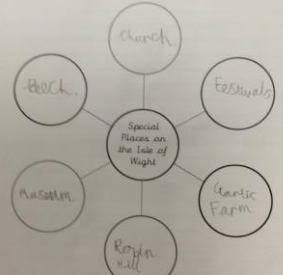


Step 2 - Apply
 L.O. To recognise how special places are important to others.
 This place is special to my dad because it is embroide.



Step 3- Inquire


Step 3: Inquire
 L.O. To simply describe the concept of specialness in relation to special places.
 What does special mean?
 It means something that is important for a reason. It could be a special day, special place, or special person.



Feedback - Why do you think these places are special?
 It helps me the Isle of Wight become.

Step 4- Contextualise-


RE Day: Special Places
 Special: Hindu Mandir
 Contextualise: To simply describe how the Mandir is a special place to Hindus.
 What can you tell me about this building?
 Who goes there? What might happen here?
 It's red and white. ^{Somewhere Chinese people go to pray.}
 Lots of decoration. ^{Special place where people worship.}
 It looks a bit weird not like a normal house or church.
 Lots of windows.
 Amazing shapes.
 It's a special building!
 Celebrations
 People go to pray.
 People have worship here.
 People go to sing and say sorry.
 It might be in Russia. Special meals.




Step 5- Evaluate-

Places of Worship: Mandir 10-22
 Fill in the blanks from the list.

Vedas	main shrine	Murtis	bell	shoe rack	Aum
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Step 4 - Contextualise: Special Places
 L.O. To simply describe how the Mandir is a special place for Hindus.

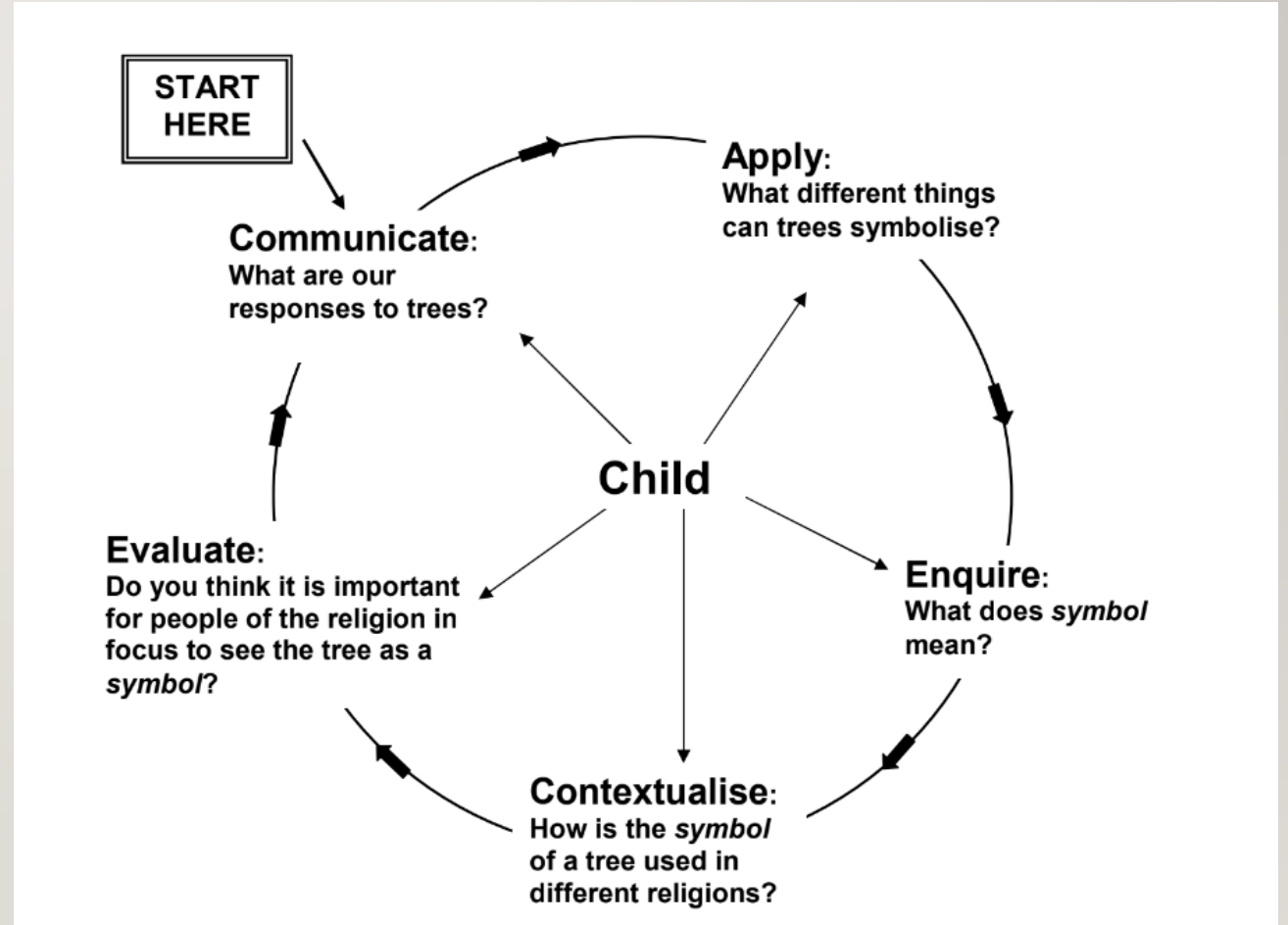


Why is a temple an important place for many Hindus to visit?
 Because they have good things and go there to pray. They make their own special things there and make their own special things there. They make their own special things there. They make their own special things there. They make their own special things there.

Autumn Term 1- Year 3

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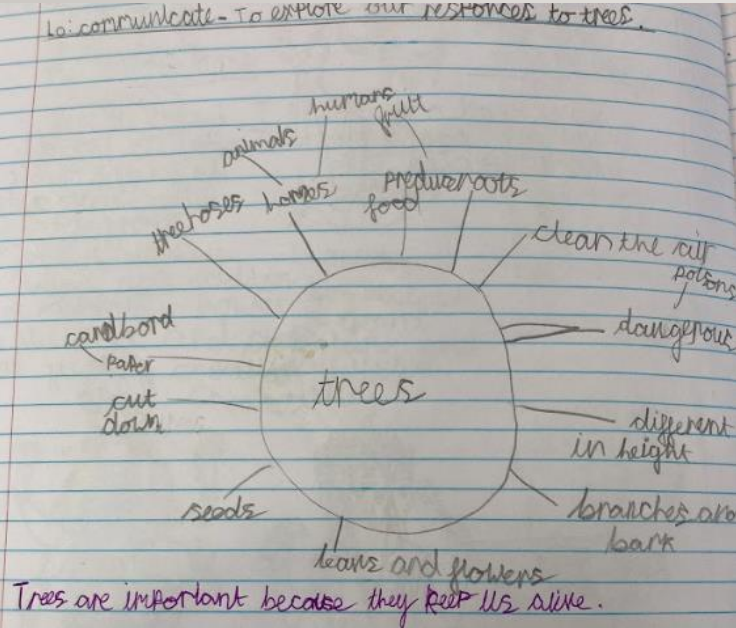
Link to planning document for Trees



YEAR 3- AUTUMN TERM I ASSESSMENT FOCUS-COMMUNICATE

Shalfleet

Yarmouth



YEAR 3 AUTUMN TERM 1 CYCLE OF ENQUIRY

Step 1- Apply-

1. Apply - To understand the symbols of trees

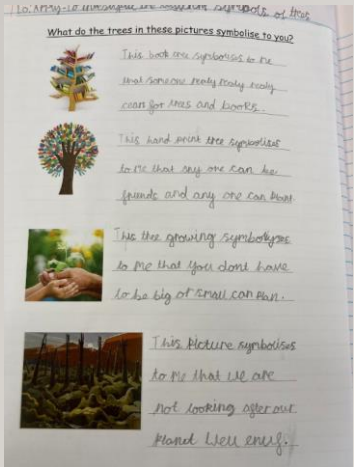
What do the trees in these pictures symbolise to you?

This tree symbolises to me that someone really really really cares for trees and plants.




This hand with the symbolises to me that you can be friends and any one can that.

This tree growing symbolises to me that you don't have to be big or small can grow.

This picture symbolises to me that we are not looking after our Hand Well enough.




Step 2- Inquire

Hinduism Banyan tree	Judaism Cedar tree and Cypress tree	Buddhism Bodhi tree
		

Step 3- Contextualise-

The Tale of Three Trees

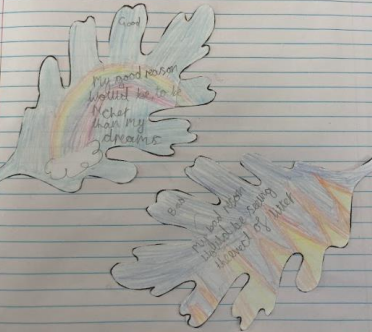


I am the tree that has made our age a season

I am a symbol of Jesus that is there

To contextualise - To learn about the symbol of a tree is used in different religions.

I did not pick the tree because I did not want to have all bad things and secrets and bad things and I do not want to hear about every thing in one year.



I am the tree that has made our age a season

I am a symbol of Jesus that is there

Step 5- Evaluate-

Twisting turning up above
Remember every little leaf falls of
Exposed in winter time
Exhaling every thing, reaching for the
Stars and make every here.



Autumn Term 1 - Year 4

<p>Year group: 3/4</p> <p>Term: any</p>	<p>Theme/unit: Christianity</p>	<h1>RE KS2</h1>
<p>Intended learning outcomes:</p> <p>Children will be able to:</p> <p>Step 1: Children can accurately describe the concept of <i>neighbour</i>.</p> <p>Step 2: Children can accurately describe how <i>neighbour</i> is contextualised within Christianity.</p> <p>Step 3: Children can discern and describe the value of <i>neighbour</i> to Christians. Discern and describe the possible value for their own lives & communities.</p> <p>Step 4: Children express creatively as well as describe their responses to <i>neighbour</i>.</p> <p>Step 5: Children recognise and describe how their responses to <i>neighbour</i> can be applied in their own lives and the lives of others.</p> <p>Informed by end of Year 4 expectations</p>	<p>Key concept: Neighbour</p>	
<p>Assessment opportunities: Evidence can be gathered when children:</p> <ol style="list-style-type: none">1. Create a definition of the concept <i>neighbour</i>2. Create the hidden meaning of the Good Samaritan3. Discuss the importance of <i>neighbour</i> to Christians4. Sort and justify their choices for the card sort5. Act out their drama, thinking of how this can be related to modern day life.	<p>Sequence of activities:</p> <p>Inquire</p> <p>Chat with your partner – <i>what words come to mind when you think of the concept neighbour?</i> Share with class and teacher to create a class Wordle. Use this to write a definition in your books.</p> <p>Contextualise</p> <p>Discuss with the class that Jesus often told types of stories that are called Parables, these stories always have a hidden meaning.</p> <p>Read Luke 10 v 25 – 37 – the Parable of the Good Samaritan.</p> <p>Discuss: <i>what does this story mean? What is the hidden meaning of this story? What is Jesus trying to get his followers to understand?</i></p> <p>Activity – use a cube net to create a pictorial representation of the story – ie the six key moments. Make the cube up and then put the hidden message inside.</p> <p>Evaluate</p> <p>Share local stories of Christians 'being a good neighbour' in action eg food banks, homeless shelters, community action groups (toddler groups/older people's groups etc)</p> <p>Discuss: <i>How is this related to the concept of neighbour? How important is this concept to Christians?</i></p> <p>Communicate</p> <p><i>Who is my neighbour?</i> Card sorting activity in pairs: split the choices into two groups – Neighbour/Not Neighbour.</p> <p>Children to circulate around the class and see how other pairs have sorted their choices. Ask children to justify their choices eg <i>he/she is/is not my neighbour because ...</i></p> <p>Go back to choices and re-sort if appropriate. Stick into books.</p> <p>Apply</p> <p>Think about the parable of the Good Samaritan again. Discuss: <i>if this was in the modern day, who would each of the characters be?</i> In small groups act out your new version of the Good Samaritan. Take photos for evidence.</p> <p>Literacy extension – groups to write up their playscripts.</p>	<p>Vocabulary (in bold) and knowledge building blocks</p> <p>Children will learn that:</p> <ul style="list-style-type: none">• Jesus often told stories that are called parables.• Parables are stories with hidden meanings• The Parable of the Good Samaritan is in Luke's gospel in the New Testament• It tells the story of how the only person to help someone who was beaten and robbed was a Samaritan• 2000 years ago in Judaea, Samaritans were a group of people who were disliked by others• This Samaritan still helped someone who would have disliked him• Christians use this parable to show them how to behave with all people
	<p>Resources:</p> <ul style="list-style-type: none">• https://www.wordclouds.com/• Cube nets• Card sort <i>Who is my neighbour</i> sheet	

YEAR 4- AUTUMN TERM 1 ASSESSMENT FOCUS-COMMUNICATE

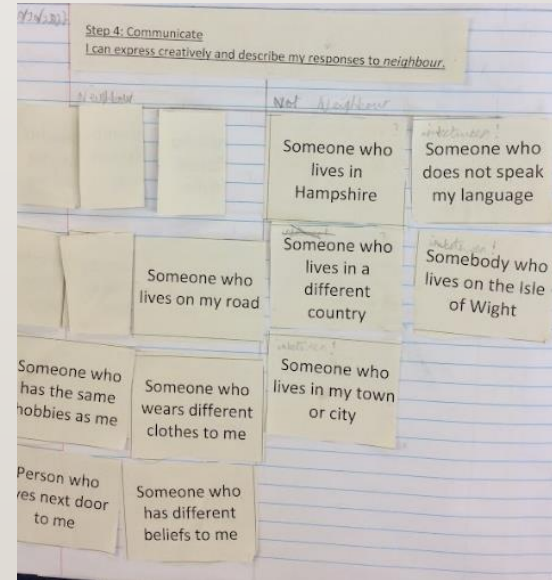
Shalfleet

Yarmouth

https://drive.google.com/drive/folders/1CS4GkyD9aGog-f_mZVHgvAE3vEflq6s8

Link to stills and Videos for the Communicate step

RE Assessment Overview sheet		
Please complete and email or upload to Google Drive with your RE work samples at the end of each half term.		
Class Year 4	Half term Autumn 1	Theme and concept Theme: Christianity Neighbour
Assessment focus: Communicate		
Children working towards ARE Borys Nina Mabey Jonah Piper		
Children working at ARE Rocco Liam James Lucy Josh Edith Innes Phoebe Georgia Lola Daisy Logan Bella Ruby		
Children exceeding ARE: Penny, Freddie, Emilia		
Teacher comments The concept of neighbour was hard to understand at first but eventually the children understood the true meaning.		



RE Assessment Overview sheet		
Please complete and email or upload to Google Drive with your RE work samples at the end of each half term.		
Class Coast Year 4	Half term Aut 1	Theme and concept Theme: Christianity Key Concept: Neighbour
Assessment focus: Communicate - I can express creatively and describe my responses to <i>neighbour</i> .		
Children working towards ARE Eliza, Jake, Ethan,		
Children working at ARE Nina, Autumn, Ellie-Mae, Isla, Tilly, Maddison, James, Jack, George, Owen, Joseph, Isaac, Esme, Olly, Logan, Charlie, Jay		
Children exceeding ARE Ted, Emma, Eli		
Teacher comments Children were asked to sort a selection of cards into 2 piles: those they considered their neighbour and those they considered not their neighbour. Cards referenced things like distance, food, clothes and hobbies. Once arranged children could move around the classroom, looking at each other's arrangements and discussing each other's choices. Following this they were allowed to go back and change any of their		
answers before finalising them and gluing them in. For Purple		

YEAR 4 AUTUMN TERM 1

CYCLE OF ENQUIRY

<https://drive.google.com/drive/folders/1cocLaJlZPjs2xGIgS5KOeR8NiI6lloc4>

Link to stills and videos for the Apply Step

Step 1- Inquire

Step 2- Contextualise

Step 3- Evaluate

Step 5- Apply

Step 1: Inquire
I can accurately describe the concept of neighbour.

I think there for you is the most important as because if you're well and getting a rabbit you can use your rabbit can you get a you some milk and you can't go out of the house they can get it get and when you are eating well you can go out say thank you like your family.

With a better understood and why? I am making it more because you don't need to put your hand on the other to be a neighbour you just need to talk and hear them.

Jesus/Bill should see how lucky for you are:

- Jesus said the Jews.
- It's a privilege.
- Jesus has the greatest love.
- is story of creation.
- EAT

The story of Jesus said the Jews love to see and of neighbour Jesus said help to put Jesus people with one feeling.

Step 2: Contextualise
I can accurately describe how neighbour is contextualised within Christianity.

The story of the good Samaritan is telling us that anyone who might be in trouble like they are and they need to help them if they are in a danger and if they are in a danger they should be helped.

Step 3: Evaluate
I can discuss and describe the value of neighbour to Christians as well as the possible value for my own life & community.

What we see here with what is there that he would want to be being good neighbour?

But she can see it's all about to give and the money and for others.

She has been with us and she has been in the world that she don't have much.

It must be that we should be good in our own world that we can be good.

When we are being to help others because we are being when some one is hurt we go to help the people if we can see it helping others and we can see that they are happy then we can do it.

Step 5: Apply
I can recognise and describe how my responses to neighbour can be applied in my own life and the lives of others.

I played the part of the INN user + Robert helped to help in the heavy bag!

I modernised it by the turning the character into a hotel manager of the premises INN.

Autumn Term 1 - Year 5

Year: 5

Term: Autumn

Intended learning outcomes:

Children will be able to:

- 1 Children can express creatively their response to the concept of *belonging*.
- 2 They can recognise how *belonging* can be applied in their own and others' lives.
- 3 They can simply describe what it means to *belong* to something.
- 4 They can simply describe how *belonging* is important to Muslims.
- 5 They can in simple terms discern something of the value to believers and to themselves of *belonging*.

Informed by the end of year 2 expectations

Assessment opportunities:

Completion of web of belonging.

Describe in simple terms what it means to *belong* (eg by talking about picture, or circle-time response).

Writing.

Kathy Bagley
Lee-on-the-Solent Junior School

Theme/Unit: *Belonging (in Islam)* – links with PSHE.

Key concept: *Belonging*

Sequence of activities:

Step 1 Communicate: *What does belonging mean to me?*

Discuss: *what do the children belong to? Is it nice to feel that you belong?* (eg family, teams, school, clubs, cubs/brownies, churches)? Children list who they are: son to xxx, brother/sister to xxx, grandson/daughter to xxx, friend to xxx, member of xxx club, pupil of xxx School, member of xxx's class, etc. *How do people show they belong?* Eg uniform, obeying rules, making a promise (eg Brownies), hair in a certain way, etc. Complete web of *belonging*. Arrange for children to bring in Brownie/Cub uniform for contextualise.

Step 2 Apply: *On what occasions and in which situations is belonging significant?*

Children draw/act out a playground scenario related to letting people join in; and/or write and draw about *When I want to join in/When I don't want to join in* (pro-forma). (Relate to golden rules/playground charter.) Or if trained in P4C, set up an enquiry. As a stimulus, use photos of children being 'left out. All the children's questions must include the word *belonging* or its opposite, *being left out*. Children talk in twos/fours to formulate questions about the picture. *How do we feel when we are left out? How does it feel when we belong?* This may extend into questions such as: *Do you always want to belong? Why/not? Should we always try to make people feel they belong? Is it okay if people don't want to belong to anything? Why do people not want to belong sometimes? What if you didn't belong anywhere?*

Step 3 Inquire: *What does belonging mean?*

Thinking back over the last 2 lessons, *what does belonging mean?* Make a display which includes every child's photo – eg a tree with photos as leaves. Put some ways of *belonging* around the outside: rules, pictures of uniform, school motto, etc.

Step 4 Contextualise: *What does this concept mean in religion?*

Recap: *How do people show they belong to things?* Ask a child to put on a Brownie/Cub uniform; show something of your own such as a membership card, passport, etc. *What other things show we belong? Special music and buildings?* Watch the short film (see link below) of Sara explaining what it means to be a Muslim. Ask children to watch out for things that help Muslims to belong: eg going to the mosque, all taking off shoes, praying at set times, giving to charity etc. Watching a second time, record the ways of *belonging* shown – but remember the drawing of people is not allowed in Islam so depict each belonging by writing the phrase eg 'best clothes' and drawing just the clothes (a bar of soap for washing, etc.)

Step 4 Evaluate: *What is the importance of belonging to Muslims and to me?*

Show some Muslim artefacts: eg prayer mat with compass; call to prayer alarm clock; prayer beads. Muslims the world over use these. *Is it important to Sara to belong? Why? Do you think that she would mind if she could only wear scruffy clothes to the mosque? What if she decided to keep her shoes on or not cover her head? What if she couldn't go to the Mosque because she was ill? What if she decided to face another way when praying?* Discuss all these questions. Pupils help write a communal answer then complete the Evaluate writing: *What makes Sara feel she belongs?*

Resources:

Ramadan/Eid al Fitr artefact box from the RE centre

HYPERLINK

"<https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-what-is-islam/zbmrwty>" [Religious Studies KS2: What is Islam? - BBC Teach](#)

RE KS2

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Using imagination and creativity in their learning.

Moral: developing an interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand the viewpoint of others..

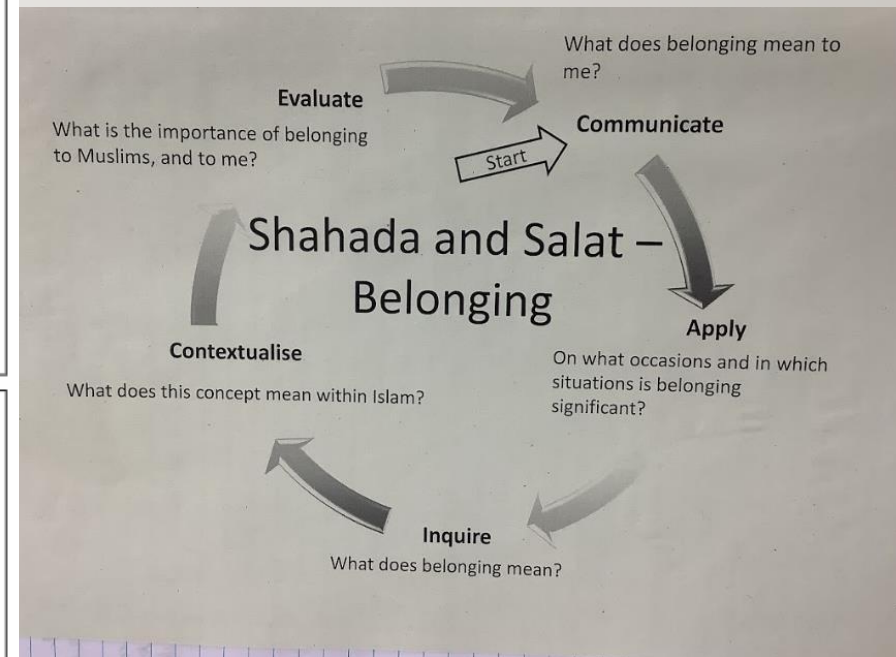
Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Vocabulary (in bold) and knowledge building blocks:

Children will learn that:

- There are many practices and beliefs that help **Muslims** belong to their religion
- The **Five Pillars** of Islam are an important way of helping **Muslims** all over the world belong to their religion
- The **Five Pillars** are declaring your faith in **Allah**, prayer, charity, fasting in the month of **Ramadan** and going on a pilgrimage to **Mecca** (if you are able to)
- Observing these helps create a sense of belonging for a **Muslim**



YEAR 5- AUTUMN TERM 1 ASSESSMENT FOCUS-COMMUNICATE

Shalfleet

Yarmouth

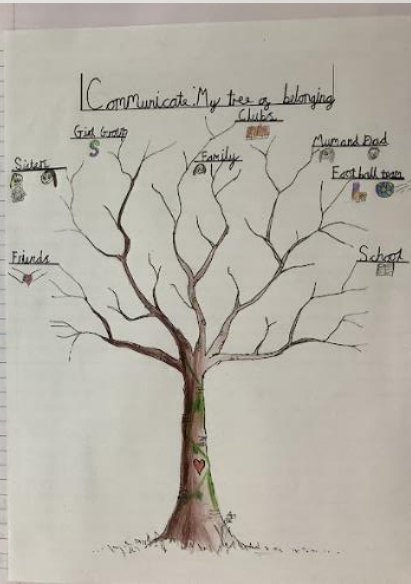
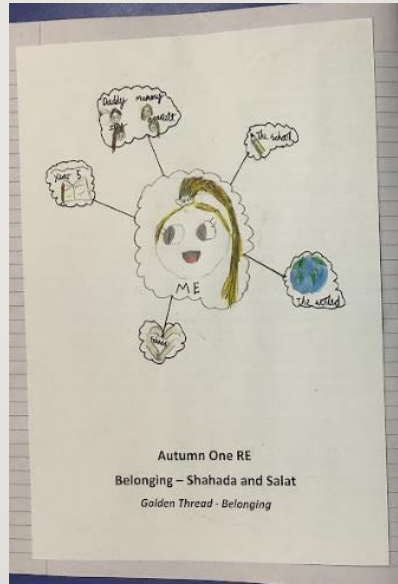
Theme/Unit: What does it mean to be a Muslim today?
 Concept: Belonging
 Assessment
 Step 1
 Communicate: To begin to express a personal response to the concept of belonging and give examples of how belonging might affect their own lives.
 What does belonging mean to you?
 I think belonging means that you own it and love it or you belong to it.

Inside's: Fish, Pets, Me to Parents, Me to clubs
 Outside's: Books, Buses, Hobbies, Phone, Football, Lego, Food

What belongs to me / What I belong to

Land, Phone, Backpack, Legos, Football, Pencil case, Books, Rubber, Pen, Home work, Parent, Football clubs, Clubs, Games, Music lessons, School, UK, World, Lake of West, England

Shalfleet, Brightston, England, Isle of Wight, Portsmouth, Fareham, West Bay, Tennis Courts, Fawcett



RE Assessment Overview sheet		
Please complete and upload to Google Drive with your RE work samples at the end of each half term.		
Class	Half term	Theme and concept
Solent	Autumn One	Theme: Belonging in Islam Concept: Belonging
Assessment focus: Communicate		
Children working towards ARE RM KR		
Children working at ARE AJ MC RD JT IBD DM EG HG OT SOH SR PRU JH RB HK FS MB		
Children exceeding ARE SP SL		
Teacher comments The children engaged well and had some excellent conversations about what belonging meant and how it was shown in their own lives. They particularly enjoyed using drama to convey this. They enjoyed learning about the pillars of Islam and some even went home and did their own research. They could understand what Muslims did to belong and why this was important.		

Autumn Term 1 - Year 6

RE KS2

Year group: 6
Term:

Theme/unit: *What does it mean to be a Muslim today?*

Key concept: *Peace*

RE medium-term planning

Intended learning outcomes:
Children will be able to:

Step 1: Enquire: explain the meaning of *peace*.

Step 2: Contextualise: explain the significance of *peace* through submission for Muslims.

Step 3: Evaluate: explain the concept of *peace* by exploring the value to Muslims and identifying and explaining situations or issues that may arise in relation to *peace*.

Step 4: Communicate: express a personal response to *peace* in their own experience.

Step 5: Apply: explain examples of how their responses and ideas about *peace* affect the way they and others behave.

Assessment opportunities:
Evidence can be gathered when pupils:

- 1 Through art or poetry, create their responses to *peace*.
- 2 Write a song or poem about *peace*.
- 3 Give verbal responses to the hot-seating activity.
- 4 Write diary entry about fasting during Ramadan.
- 5 Write in their RE books about the importance of *peace* to Muslims.

Sequence of activities:

Step 1: Enquire: *What does peace mean?*

- Introduce a period of silence – ask the children what is happening and how they feel. At the end explain the concept they will look at is *peace*.
- In small groups discuss words and images associated with *peace*. List words on whiteboard.
- Through art or poetry, pupils create responses to the concept of *peace*. Discuss each other's presentations.

Step 2: Contextualise: *How do Muslims find peace in Islam?*

- Tell story to the children about the revelation of the Qur'an to Mohammed (pbuh).
- Play the class the song *Small deeds* by Native Deen. Talk about the song's message.
- Ask the class to write a song or poem about *peace* and perform/recite to the class.
- Explore Sawm, the fasting during Ramadan via a class clip.
- Hot seat some pupils in role as Muslims and other pupils ask about their feelings during Ramadan.
- Pupils write a diary entry of a Muslim child explaining their feelings at the end of Ramadan.

Step 3: Evaluate: *Is it important for Muslims to feel peace in their religion?*

- Discuss: *Why do you think Muslims might want to feel peace? Can they feel peace anywhere? Do you think it is useful for them to seek peace through prayer, fasting etc?*
- Children write in their RE books: *I can explain why it is important for Muslims to feel peace in their religion ...*

Step 4: Communicate: *What do we think about peace?*

- Pupils discuss in pairs or at circle time when they feel *peace*. *What helps them feel peace?*
- Think of things they like to look at which helps them feel at *peace*. Discuss with a neighbour.
- Use these items or create some to help pupils to practice a few minutes of peaceful meditation. Then ask if anyone would like to share their feelings and reactions.

Step 5: Apply: *What are different ideas about peace?*

- Discuss: *Is being at peace always good? Can people feel at peace all the time? Would that be good?*
- Pupils consider and contribute to class list – when to feel peaceful and when not.

Resources:

- *Islam* KS2 RE teaching pack (available to purchase from RE Centre 01962 863134)
- Class clips

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: opportunities to reflect on what *peace* means and how they feel at *peace*.

Moral: discussion of times when there is not *peace* and why this is so.

Social: how others think about *peace* and what they do about it.

Cultural: appreciation of the way others feel about *peace* and how this is represented through art, music and writing.

Cross-curricular links:

Art: representing ideas through artwork and consideration of how to express their thoughts.

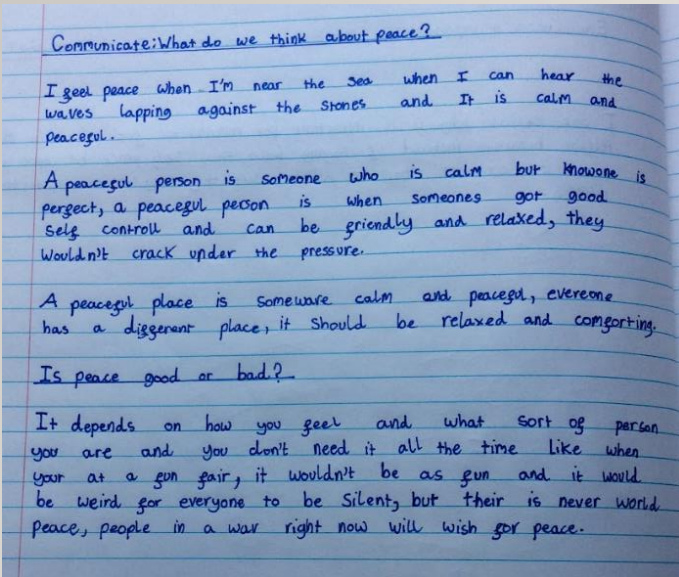
Music: appreciating the wide range of music in Great Britain and what it is used for.

English: writing a poem about *peace*, evaluating a concept from someone else's view point.

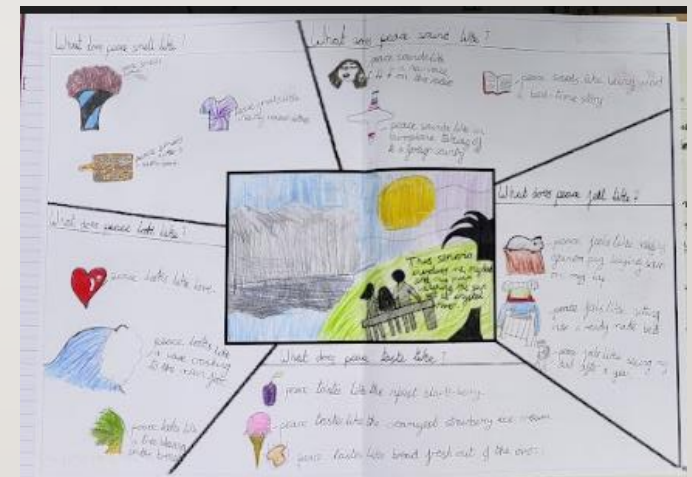
PHSE: practising peacefulness and mindfulness and discussing how helpful this is in class.

YEAR 6- AUTUMN TERM 1 ASSESSMENT FOCUS-COMMUNICATE

Shalfleet



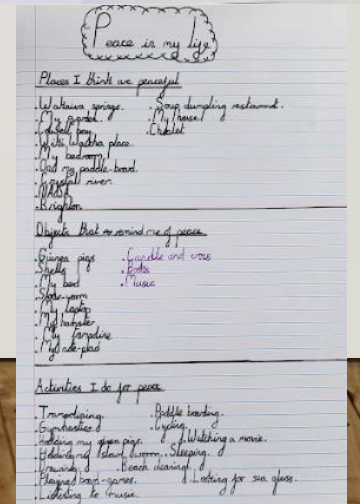
Yarmouth



RE Assessment sheet

Please complete and return to Jennie with your RE work samples at the end of each half term.

Class Horizon	Half term Autumn 1	Theme and concept Peace <i>Revelation of the Qur'an, sawm and Ramadan</i>
Assessment focus: Communicate		
Children working towards ARE JJ, MH, KM, DM, D-MP, NR, SS, MS,		
Children working at ARE IA, OA, WB-H, JC, FC, TC, PC, EF, PH, JJ, GL, LM, TM, RR, LS, EW, AW		
Children exceeding ARE		
Teacher comments RB not started at Shalfleet School till mid-September		



https://drive.google.com/drive/folders/17Ds7_e-mMMR3aUVqiRVHO8k_-XgWA0y

Link to additional photos for Y6-Shalfleet

YEAR 6 AUTUMN TERM 1 CYCLE OF ENQUIRY

Step 1- Inquire

Enquire: What does peace mean?

Peace means when its calm and everyone kind and thoughtful, when your in a quiet environment.

- Calm
- quiet
- kind
- thoughtful
- happy
- comfortable
- no arguments
- good environment
- just be
- waterfalls
- the sea
- calm music

My peaceful place is next to the sea.

Step 2- Contextualise

Contextualise: How do muslims find peace in Islam.

Peace

Happiness is Key,
Be happy and creative;
Listen to the sea;
Be as happy as can be.

Find a waterfall;
Find yourself a calm place;
Listen to music;
Find a good environment.

Happiness is peace,
peacefulness is world music,
Quietness is peace.

Dear diary,
Today is the last day of gaining I am so excited to finally eat good in the day. Dad is really good because their are loads of rides and food! We get presents and get to give other people presents too, we are I am soo excited! It's hard gaining but this is a big reward but we have to remember this is what the poor people have to deal with!

Step 3- Evaluate

Evaluate: is it important for Muslims to feel peace in their religion?

I can explain why it is important for Muslims to feel peace in their religion because instead of saying hello they say peace be upon you and it connects them to Allah when they pray to the east, to Mecca.

Step 5- Apply

Apply: what are our different silly ideas about peace?

PeaceFUL	NOT PeaceFUL
Sea	Football
Drawing	Ro平原
Waterfalls	Kitchen
Woods	Living room
Bedroom	Dining room
Reading	Playgrounds
Garden	Fairgrounds
Class	Busses
Assembly	Rugby
Writing	Bingo

I need to feel peace in tests and sats, I don't need peace in fairgrounds and football I also need peace when I am writing, doing home work, in arguments and with my family, I don't need peace in busses, the kitchen, the dining room, the playground and in the aroplain.



Peace is my life.

Places I think are peaceful

Walden spring	Soap dumpling restaurant.
My garden	My house
Waterfalls	Chicklet
My favorite place	
My bedroom	
God's parkland	
My school river	
My school	
My kitchen	

Things that remind me of peace

Orange juice	Gravel and moss
My house	Chicklet
My bed	Moss
My room	
My laptop	
My house	
My fireplace	
My dog	

Activities I do for peace

Transcribing	Bubble blowing
Transcribing	Writing
Reading my story page	Watching a movie
Reading a story book	Sleeping
Reading a story book	Beach cleaning
Reading a story book	Listening for sea gulls
Reading a story book	Listening to music

contextualise

PEACE WITHIN THE REVELATION OF THE QURAN

I think peace was shown when the prophet Muhammad was praying.

Feeling that peace by understanding religion.

Praying: This shows peace by sharing peace to Allah.

Quran Reading: This shows peace by respecting the readings of Allah.

Family time: This shows peace to family by celebrating them.

Mosque: This shows peace by praying to Allah.

Charity: This shows peace by giving to the mosque as you and you will get charity for Allah.

Bad Habits: This shows peace by saying up bad activities.

Evaluate

RAMADAN - DO THESE SITUATIONS AFFECT THE PEACE YOU WOULD FEEL?

PROBLEM 1
You are busy during the month of Ramadan and you are unable to get the time without regularly drinking and eating in order to keep your strength up. Does this mean you will be able to find the same amount of peace as someone who isn't like that?

I think they would feel just as much peace because they are all and they need that food.

PROBLEM 2
Due to lockdown, you are unable to spend time with family and friends, get the amount of sleep in the last opportunity to keep the energy to read. Does this mean you cannot achieve your goal and complete your Ramadan traditions?

I think they wouldn't feel as much peace because you are stressed and busy.

PROBLEM 3
You are able to follow all the traditions of Ramadan but you are very busy at work and have a lot of distractions that aren't helpful before the end of the month. As a result, you don't have time to read the Quran or get the time to pray. How will this affect the peace you as a Muslim would feel?

I think they would feel just as much peace because going to the mosque is free and you will get charity for Allah and they can spend time with friends.

PROBLEM 4
You are sad and at that time you cannot complete Ramadan and find peace?

Apply

TESTING COMMON WAYS OF FINDING PEACE

HOW EFFECTIVE IT WAS AT MAKING YOU FEEL PEACEFUL AND WHY

1. I found that the music was very calming, I almost fell asleep! I also found the music was rather relaxing. This was very effective, I found myself just going with the flow.
2. I found this not effective, it made breathing a chore, it was not relaxing, it did make me chest hurt.
3. I found this very effective as it had many beautiful videos of scenery.
4. I did not find this effective as it felt like I wasn't doing anything right, it wasn't peaceful.
5. I found it very hard to keep quiet and I was rather shy, it was not effective.
6. I found this effective, as it was very stress-relieving, it has made me more calm.
- 7.

PEACEFUL SITUATIONS

1. Listening to peaceful music
2. Watching peaceful videos
3. Watching peaceful scenes
4. Watching peaceful videos
5. Watching peaceful scenes
6. Watching peaceful scenes
7. Watching peaceful scenes

Apply

CREATING PEACE FROM DIFFICULT SITUATIONS

WHAT CAN YOU DO TO CREATE PEACE?

1. I would tell them to 'calm down' and get a teacher to talk to your friend.
2. I would ignore what they said.
3. I would play with another friend, and just tell them I don't want to play this game today.
4. I would ignore what they said for the moment, but later I could say that it is not 'my'.
5. I would ignore them back and play with other people that want to spend time with me.
6. I would say to them 'Yes, with my birthday is going to be real, and you're not coming' then I would tell the teacher and not go to the party.
7. I would get a teacher to deal with it then just walk away.

Wednesday 14th October 2022

Lo: To explore peace within our own lives.

PEACE

To me peace means two people coming together and agreeing.

Peace is a time when there is no war, violence or disorder. Quietness or calm.

AUTUMN TERM 2



SUBJECT LEAD MONITORING FORMS

Shalfleet

Yarmouth



COLLECTIVE WORSHIP



COLLECTIVE WORSHIP VISITORS



Harvest



Christingle



Christmas



Easter

**Leaver's
Service**



What are the requirements for SMSC?

The statutory requirement that schools should promote their pupils' Spiritual, Moral, Social and Cultural Development (SMSC development) was outlined in section 78 of the Education Act 2002. Through ensuring that SMSC is embedded across the school, schools can also demonstrate that they are actively promoting Fundamental British Values too.

The Act states that the curriculum for a maintained school must be a balanced and broadly based curriculum which:

- Promotes the spiritual, moral, social and cultural development of pupils at the school and of society; and
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.

Before making the final judgement on overall effectiveness, Ofsted inspectors will always consider the SMSC development of pupils at the school.

It is important that everyone in the school knows about SMSC and that you as an RE leader know how RE contributes to your school's SMSC. You may not be the SMSC leader, but it is important that you know how your subject feeds into the overall promotion of SMSC in the school and how it contributes to your school's ethos and vision for all children.

Spiritual:

The **spiritual** development of pupils is shown by their:

Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	The <i>Living Difference III</i> cycle of enquiry always emphasises and develops the child's own thoughts, especially in the Communicate and Apply steps for each cycle of RE.
Knowledge of, and respect for, different people's faiths, feelings and values	In every cycle of RE, other children's views on the concept are always sought and the religious views or non-religious views on the concept are explored in the Contextualise steps.
Sense of enjoyment and fascination in learning about themselves, others and the world around them	The RE team encourage the use of practical, creative activities throughout every RE unit, so that children can use these to deepen their thinking on the concept.
Use of imagination and creativity in their learning	Play, active learning and use of imagination are written into many of the RE plans. Ideas for cross curricular links using creative ideas are always provided on each plan.
Willingness to reflect on their experiences.	Children are encouraged to explore their views in the Communicate step and to revisit these at the Evaluate step when further learning has taken place so that reflection is built into each cycle of RE.

Moral:

The moral development of pupils is shown by their:

Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives and to recognise legal boundaries and in so doing, respect the civil and criminal law of England	Many of the RE concepts contribute to children's understanding of this, for example, rules, justice, law, identity, the good life. These relate directly to personal right and wrong and the rules that govern society.
Understanding of the consequences of their behaviour and actions	Many of these RE concepts can be used to hold RE enquiries and debates about how these concepts may affect them and others so that children's thinking can be extended.
interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues	Every RE cycle encourages children to use the enquiry approach to begin with their own thinking, to hear the thinking of others, to put these together and then consider a further religious or non-religious point of view and finally to consider whether their own thinking has changed as a result.

Social:

The social development of pupils is shown by their:

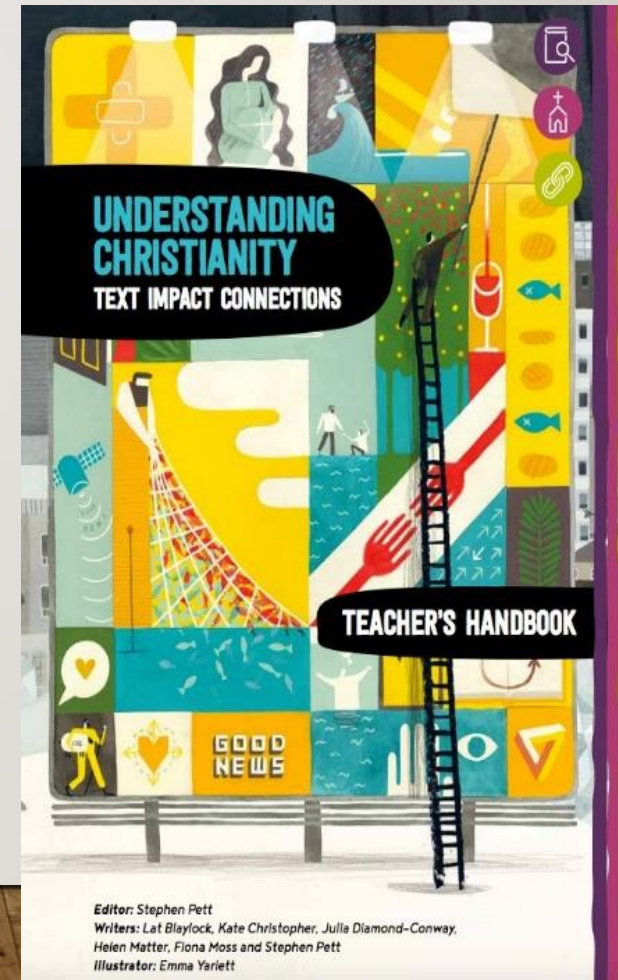
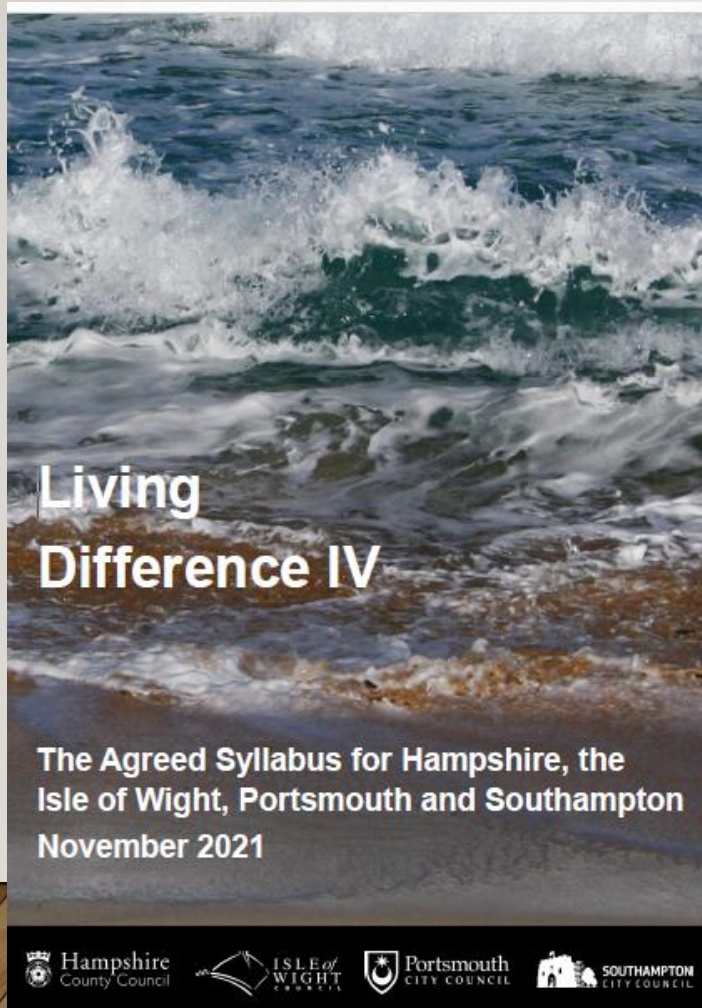
Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	Children are encouraged to discuss the concept together in small groups and as a class and to hear those with different points of view, whether they are religious or not. These inform the whole enquiry and lead in a structured way to considering every concept.
Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	RE learning might involve visits to places of worship where different communities are explored, children work together with other children on tasks and learn throughout that there will always be different views and this is to be welcomed.
Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Many RE concepts directly contribute to the 5 British Values, for example identity, freedom, rules, justice, neighbour, belonging. Other concepts all highlight respect and engagement with different faiths and beliefs and this is actively encouraged right through the RE curriculum.

Cultural:

The cultural development of pupils is shown by their:

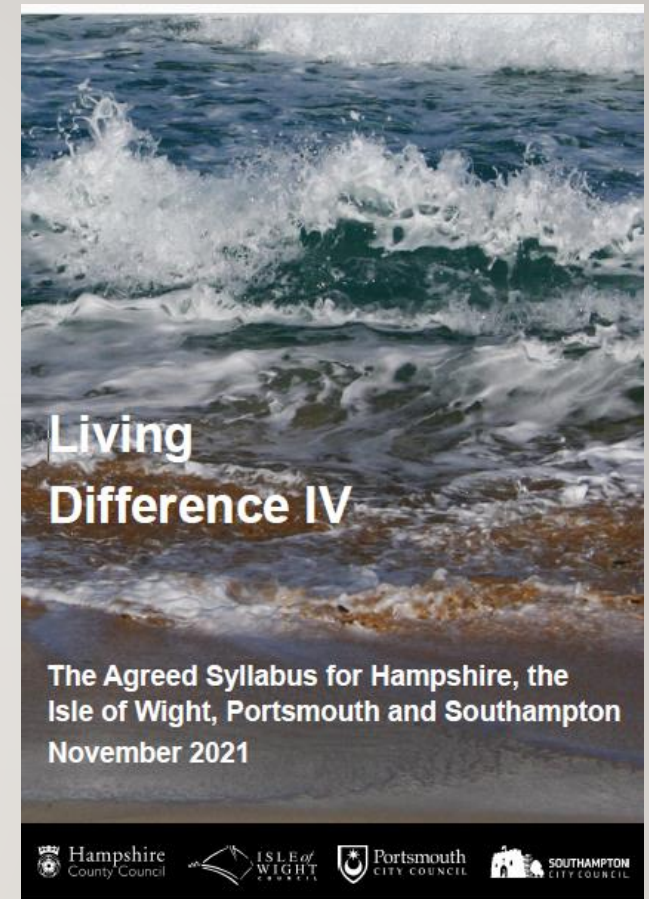
Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	The diversity within a religious tradition can be shown in art, photos, stories from across the world and imagery used within RE. Careful consideration should be given to show this variety across concepts, for example showing a diverse range of people who are all from the same religion.
Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain	RE leaders should take care to choose a variety of art, historical examples, stories and imagery that come from around the world and that highlight RE does not lead to stereotyping individuals.
Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	This is integral to the cycle of enquiry which encourages children to see both the similarities and differences in approaches to the same concept.
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	Use of Philosophy for Children approaches in RE can help embed the approach to welcoming and embracing different points of view and to use the language of debate, for example "I agree with" or "I disagree with".
Willingness to participate in and respond positively to artistic, sporting and cultural opportunities	The use of Cross curricular activities such as dance, music, art, craft, games and modelling are encouraged throughout RE learning in school and each step of the cycle will feature some of these.
Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	This is embedded throughout every cycle of enquiry and is a key feature of the <i>Living Difference III</i> approach. By the end of primary school, children will have developed their own points of view, considered the views of others and learnt about Christianity and 3 other religions through their RE lessons.

UNDERSTANDING CHRISTIANITY AND LIVING DIFFERENCE IV



Hampshire advice

- Because Living Difference IV is Hampshire and the Isle of Wight's agreed syllabus, "It is important to remember that you should follow the cycle of enquiry for every block of RE work."
- "Understanding Christianity can be used to add further information, especially at the Contextualise and Evaluate steps."
- **But:** "SIAMs inspectors consider the UC resources and planning to be the benchmark for providing a rich and varied enquiry approach to raise the religious literacy of all children."



Yarmouth and Shalfleet C.E. Primary School SIAMS Action Plan 2022-23

Target/Linked to the FDP	Actions	Success Criteria	Outcomes/Impact
<p>To develop the children's expertise in regularly planning and leading worship to enable them to have more ownership.</p>	<p>Collective Worship Support groups of children established at each school</p> <p>Provide further opportunities for children to lead elements of the whole school Collective Worship</p> <p>In KS2 classes, teachers to provide the children with the opportunity to plan and lead class worship at some point throughout the year at an age appropriate level</p> <p>To establish the spirit group, with children from years 1-5 to meet with RE leaders to evaluate and improve the Collective Worship experience.</p> <p>Children to begin to use the happening cards, to support children in leading class collective worship – in UKS2 with children recording their planning and evaluation</p> <p>Increase the times children visit the local churches to engage and lead in worship</p>	<ol style="list-style-type: none"> 1. Each school to have a regular Collective Worship Support group 2. More opportunities are provided for the children to lead aspects of the Collective Worship 3. Children to plan and lead (at an age appropriate level) elements of their class in KS2 worship at least once per term 4. Spirit group is set up with children from year 1-5, meeting with the RE leaders evaluation and improving the CW experience 5. Children will have begun to use the happening cards in UKS2 to lead class worship 6. More visits to the Churches planned and actioned 	<p>Children's expertise in regularly planning and leading worship has enabled them to have more ownership.</p>
<p>The school needs to deeply embed the Living Difference IV approach to the teaching of RE, ensuring excellence across the school.</p>	<p>Each teacher to confidently plan for each half term, delivered in a block, using the Living Difference 4 programme</p> <p>Each teacher will use the circle of enquiry to plan their RE block ensuring that the 5 areas are covered</p> <p>Establish the use of assessment for the Living Difference 4 programme</p> <p>Embed the RE Assessment Sheet indicating those children Working towards, at ARE and exceeding ARE</p> <p>RE leaders to observe some teaching of RE – for quality assurance to the Living Difference programme</p>	<p>Teachers will confidently use the Living Difference 4 programme to deliver their RE lessons in a block once a half term</p> <p>Teachers will use the Circle of Enquiry to plan their RE sessions</p> <p>Teachers confidently use ARE descriptors to assess RE units</p> <p>Teachers to confidently use the RE Assessment indicating those children Working towards, at ARE and exceeding ARE</p> <p>RE leaders will have observed and provided feedback to some teachers</p> <p>RE leader portfolio will be regularly</p>	<p>The school has begun to embed new approach to the teaching of RE, ensuring excellence across the school.</p>

	<p>RE leaders to provide members of staff with feedback following these observations</p> <p>RE leader to maintain a portfolio of planning and work which is validated to the new RE planning approach and standards</p> <p>Teachers to look at the LTP in Living Difference to see where Understanding Christianity is linked and teachers to start to use the UC document alongside Living Difference</p>	<p>maintained and standards in RE will be evident through work samples – focussing on one part of the planning wheel for each unit</p> <p>Teachers have look at the LTP in Living Difference to see where Understanding Christianity is linked and teachers to become more confident in using the UC document alongside Living Difference 4 where applicable</p>	
<p>The Federation needs to forensically use the class assessment data to look for trends and ensure that all children are making progress within the RE statements and meeting the end of year expectations</p>	<p>Teachers to record the data for each half term in RE on the data assessment program</p> <p>Teachers to use the information to look for trends in the children's learning and to address gaps in knowledge</p> <p>Teachers to track the number of children expected to reach end of year expectations in RE</p>	<p>Teachers will confidently use the data assessment program</p> <p>Teachers will be able to identify children not on track to achieve the end of year expectations</p> <p>Teachers will have a good understanding of the attainment in RE for their class</p>	<p>Assessment is used effectively to improve outcomes for children in RE</p>
<p>Effectively link aspects of Collective Worship to the teaching and learning in RE and the school curriculum to promote improved understanding.</p>	<p>Each topic in the curriculum to be linked to one of the school Christian values</p> <p>Through Curriculum time, where appropriate, teachers to highlight links to the spirituality board</p>	<p>Topics have a clear link to the one of the three Christian Values</p> <p>Children to have a developed understanding of spirituality and how this links to their experiences and the world around them – developing here</p>	<p>Aspects of Collective Worship are effectively linked to the teaching and learning in RE and the school curriculum to promote improved understanding.</p>
<p>Widen the children's cultural understanding and experiences to increase pupils' understanding of and respect for diverse communities.</p>	<p>Through all policy and procedure – ensure that they are underpinned by respect for diversity</p> <p>Through the Christian Values and British Values ensure that children are taught to respect and value different cultures and diverse communities – cultural calendar and RE syllabus</p> <p>Seek and grasp any opportunities to visit/link with members of different cultures and celebrate diversity</p>	<p>Policies and procedure are all kept up to date and current</p> <p>Christian Values and British Values are known and understood by the children - Ongoing</p> <p>Any possible trips or visitors from different cultures and to be arranged and diversity celebrated</p>	<p>The children's cultural understanding and experiences have increased and pupils' understanding of and respect for diverse communities</p>

ACTION PLAN

2022/2023 One Page Subject Action Plan

Subject – RE

Subject Lead – Jennie Thompson

FDP Link - Objective 1- Aspire

Every child in our federation has a fantastic education

All children receive the highest quality T&L and provision

All children receive the highest quality opportunities and life experiences

ACTION	WHY?	HOW? <i>Success Criteria</i>	WHO?	COST/RESOURCES?	OBJECTIVE ACHIEVED?	EVALUATION <i>What has been the impact?</i>	NEXT STEPS
The Federation needs to deeply embed the Living Difference IV approach to the teaching of RE, ensuring excellence across the school.	Living Difference IV was launched in December 21 /January 22 and has to be being followed from September 2022.	<ul style="list-style-type: none"> Use appropriate planning that links to LDIV High Quality teaching of RE observed and seen through work samples RE lead to attend RE Network meetings Lead CPD/Staff meetings on RE and Living Difference IV 	JT (RE Lead) Staff Members using LDIV planning/ resources	Cover for CPD courses Resources not available on the Moodle			
The Federation needs to forensically use the class assessment data to look for trends and ensure that all children are making progress within the RE statements and meeting the end of year expectations	We assess the children on each step of the cycle of enquiry over the academic year and now we need to highlight any areas that need to be addressed where there are trends showing children not grasping the concept-common areas children struggle with.	Use of updated curriculum system Assessment records uploaded onto the drive RE Lead to analyse the data with support from SC/LG to identify strengths and weaknesses	JT (RE Lead) Staff members uploading data half termly/termly	Cover for release time for JT and SC to work on the data.			
To record observations of learning and child's voice in RE -	These are two <u>key</u> aspects of subject leadership that have been missing from the last two years.	<ul style="list-style-type: none"> Liaise with headteacher about organising subject specific days. Communicate this with staff. Create proforma for making notes on learning. Create proforma for child interviews Spend half a day at each school during RE days, seeing learning in each class and capturing child voice. 	JT (RE Lead) LG- (headteacher) All teaching <u>staff</u>	Subject lead release time (1 day – half a day at both schools).			