

<ul style="list-style-type: none"> • The planning, teaching and assessment of the R.E. curriculum is informed by the nine principles of cognitive science (Daniel Willingham) • At Askwith Primary School, R.E. is taught through deliberate practice in a supportive environment which enables children to improve their fluency leading to mastery and an alteration to their LTM. • Askwith Primary School will ensure that it equips the children with 'systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.' Thus enabling them to have the necessary cultural capital to succeed in the world. 	<p>convictions, and to non-religious beliefs.'</p> <ul style="list-style-type: none"> • Planning and learning journeys consider the essential knowledge and how to guide the children's thinking. Working memory capacity is considered when planning and teaching. The acquisition of new vocabulary is key • R.E. is taught through deliberate practice to ensure the recall of essential knowledge is fluent and there is an alteration to LTM. Low-stake quizzes and recalls will ensure that this knowledge is embedded in their LTM and that all children meet their endpoints. Pupils articulate how they know more, remember more and therefore do more. We have a growth mindset ethos which talks about successes and failures in terms of effort rather than ability. Children should draw from their own beliefs and experiences as well as developing a deeper understanding of other religious and non-religious belief structures. 	
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	<p>It is important that R.E. 'starts with encounters with living faiths rather than the history and belief structures of traditions.' * Thus recognising the diversity within and between people of the same and different religions.</p>	
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*The North Yorkshire Agreed syllabus requires the shift in use of language: Christians rather than Christianity; Hindus rather than Hinduism etc

As our R.E. curriculum is broad and balanced, it provides a wealth of opportunity to embrace Fundamental British Values and SMSC. Both are an integral part of R.E. and are threaded through whenever relevant.

Substantive and disciplinary knowledge in R.E.

For each key stage, the curriculum is divided into three distinct strands:

Believing

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning

Expressing

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion

Living

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

The main aim in each of the key stages is as follows:

EYFS	Key Stage 1	Key Stage 2
Discovering	Exploring	Connecting

Disciplinary Knowledge in R.E. is the connections that the children make between religious teachings and how followers live their lives. Explaining similarities and differences and offering their own suggestions about what they have been taught.

Assessment in R.E.

Each unit will start by ascertaining the children's prior knowledge of the key aspects of the unit. This will inform the learning journey that the children will then follow. During each unit, low-stakes quizzes will be undertaken in order to embed essential knowledge. Once the unit has been completed, the children will then recall their knowledge at the following intervals: 2-3 week, 6-7 weeks, 12 weeks.

In the academic year 2020-2021, all of the previous year's learning will be recalled in the first weeks of term in order to mitigate any lost learning due to COVID-19. Any misconceptions or gaps will be identified and addressed. Two further recalls will be undertaken six and twelve weeks later in order to ensure that there has been an alteration in LTM.

Reviewed September 2020