

R.E. rationale

R.E. is a vital part of a broad and balanced curriculum.

"Religious education (RE) should make a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world."

Ofsted

Our planning, teaching and assessment of the curriculum is informed by the nine principles of cognitive science (Daniel Willingham). This includes the 'must haves' or the end states in the child's mind and the 'could dos' or the teacher behaviours that alter the states in the child's mind. In RE, we recognise the 'must haves' as the alteration to long-term memory that allows children to retrieve substantive and disciplinary knowledge fluently, and to have a positive self-image as a learner. We recognise the 'could dos' as sequenced lessons in RE of the essential knowledge, the explicit teaching of vocabulary and abstract concepts, retrieval practice for knowledge and interleaving. Our intent is that the children know more, remember more and therefore do more.

At Askwith Primary School, we believe that all children's education begins in Early Years (this includes SEND, EAL, PP and vulnerable children). Our curriculum is aligned to the Early Years Framework and shows the sequential steps of essential knowledge acquired from Reception to Year 6. 'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

EYFS Statutory Framework, 2021

It is very important that we do as much as possible to remediate any learning loss suffered by the missed months of schooling. In the first instance, assessment information should enable us to answer the following questions:

1. Have our pupils lost knowledge gained pre COVID-19? If so, how can this learning loss be mitigated?
2. Have our learners lost knowledge during closure/non-attendance? If so, how can this learning loss be mitigated?

In RE, we had long term plans for 2020-2021 that addressed these areas of learning loss. Our aim was to use recalls of essential knowledge to assess knowledge gained pre COVID-19 in the first term and prior knowledge assessments to assess knowledge lost during closure throughout the first term. We aimed to address any forgotten knowledge and misconceptions diagnosed from the pre COVID-19 knowledge recalls and ensure essential lost learning from school closure was secure before moving onto the teaching and learning of new knowledge.

Intent	Implementation	Impact: to be reviewed at the end of each year
<p>All knowledge from 2020-2021 is embedded for all year groups.</p> <p>R.E. is an entitlement for all pupils. A balanced R.E. curriculum will 'provoke challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.'</p> <p>The planning, teaching and assessment of the R.E. curriculum is informed by the nine principles of cognitive science (Daniel Willingham)</p>	<ul style="list-style-type: none"> • All knowledge checks for all pupils include connected knowledge from the previous units of learning in order to ensure there are no gaps or forgotten knowledge • All gaps or forgotten knowledge to be addressed prior to teaching new knowledge • R.E. is determined locally, not nationally therefore at Askwith Primary School we follow the North Yorkshire Agreed Syllabus. R.E. will be taught in a pluralistic manner and will 'accord equal respect to different religious convictions, and to non-religious beliefs.' • Planning and learning journeys consider the essential knowledge and how to guide the pupils' thinking • Working memory capacity is considered when planning and teaching • The acquisition of new vocabulary is key • Mini knowledge checks and full knowledge checks will ensure that this knowledge is embedded in their LTM and that all pupils meet their endpoints • Pupils articulate how they know more, remember more and therefore do more • Instil a growth mindset ethos which talks about successes and failures in terms of effort rather than ability • R.E. 'starts with encounters with living faiths rather than the history and belief structures of traditions.' * Thus recognising the diversity 	

<p>R.E. is taught through deliberate practice in a supportive environment which enables pupils to improve their fluency leading to mastery and an alteration to their LTM. The pupils will know more, remember more and do more.</p> <p>Reading is prioritised across the curriculum.</p> <p>Vocabulary is built systematically.</p>	<p>within and between people of the same and different religions</p> <ul style="list-style-type: none"> • Rolling programmes are carefully planned to show progression in knowledge for each class, and to build knowledge from one class to another • Pupils given opportunities to deliberately <u>practise</u> newly acquired knowledge • Prior knowledge to be revisited before new ideas are introduced. Misconceptions are diagnosed and discussed • R.E. is taught through deliberate practice to ensure the recall of essential knowledge is fluent and there is an alteration to LTM • Pupils should draw from their own beliefs and experiences as well as developing a deeper understanding of other religious and non-religious belief structures • Opportunities are given across all year groups for reading in R.E. This includes reading extracts from The Bible, other sacred books and stories from a range of religions • The acquisition of vocabulary is planned into each unit of essential knowledge, prior vocabulary and current vocabulary is identified. 	
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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

At Askwith Primary School, we have a determined approach that drives us to ensure that all children meet the expected standard in R.E. and have the knowledge required for secondary school. Our intent is that all children know more, remember more and do more. 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.

Askwith Primary School will ensure that it equips pupils 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.

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.

Why this, why now?

At Askwith Primary School, we have decided to adopt the North Yorkshire Agreed Syllabus for R.E. Each year's units have been placed into a two year rolling programme (year A and year B) which allows for mixed year classes to acquire the relevant essential knowledge. The essential knowledge is divided into: believing, expressing and living as is taught as follows:

Autumn	Spring	Summer
Believing	Expressing	Living

Each year, this is supplemented by a progressive development of knowledge of Easter and Christmas (see rolling programmes) which includes a visit (or Zoom call) from our local Reverend.

Ofsted research suggests: 'similar concepts should be taught a number of times at different stages of the curriculum in increasingly detailed contexts thus enabling our pupils to build knowledge systematically and make connections between concepts.'

Challenging the more able

Children who are working at the expected standard with greater depth are given opportunities to deepen their understanding of the substantive knowledge and abstract concepts and apply this knowledge to build their disciplinary knowledge. The more able will look more closely at the impact a religion or worldview has on a person's life, and empathise with the choices that are made. The real challenge of RE comes by striving to recognise the influence that religion can, and does, have on the individual, the community and the environment. For example, when learning the importance of a prayer mat to Muslims, more able children may look at the symbolism of cleanliness and whether Muslims need a clean place to pray.

Assessment in R.E.

Each unit will start by ascertaining the children's prior knowledge of the key aspects of the unit in order to identify connected knowledge and starting points. This connectivity provides the children with an opportunity to remember; it is important that any new knowledge is connected to existing knowledge. During each unit, mini knowledge checks will be undertaken in order to embed essential knowledge. Once the unit has been completed, the children will then recall their knowledge (through knowledge checks) at the following intervals: 2 weeks, 6 weeks, 12 weeks.

Termly, the children's work will be moderated by the staff in order to substantiate the class teacher's assessment following the same process as the 'No More Marking' system in English.

In the academic year 2020-2021, the previous year's learning was recalled in the first weeks of term in order to mitigate any lost learning due to COVID-19. Any misconceptions or gaps were identified and addressed.

Reviewed: September 2021