

Knowledge/Prior Learning

- Golden Threads woven through the curriculum
- Clear progression of skills in enquiry-based learning in Jigsaw RE Scheme of work which consolidates and builds on prior knowledge.
- -Vocabulary practised regularly in relevant and meaningful contexts and in cross-curricular activities.
- Class discussions at beginning of new enquiry.

Confident

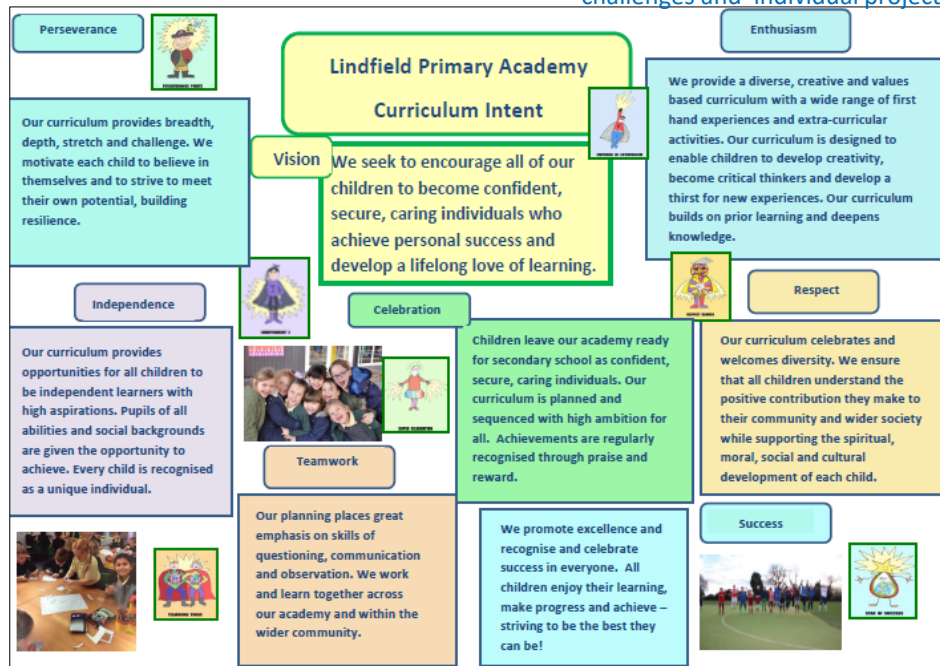
- Fun and engaging conversations to inspire the children.
- Class assemblies linked to topics.
- Debating ideas and enquiry questions respectfully in class, encouraging children to give their own thoughts, ideas and opinions.
- Celebrating and showcasing work on the RE display.

Learn Together

- Whole class discussions linked to RE Learning
- Working together to perform Christmas nativities across keystage 1 and 2.

Unique

- Personalised targets particularly relating to key vocabulary
- Show and Tell, homework challenges and individual projects.



Religious Education

Diversity

- Jigsaw RE Scheme explores the major religions of Christianity, Islam, Judaism and Sanatana Dharma.
- Enquiry based approach where children explore different faiths and a sense of the diverse nature of different faiths. Children are also encouraged to draw connections between the major religions.
- Children understand that people around the world have different cultures to their own.

First Hand Experiences

- Year group trips. Year 1 visit to All Saints Church, Year 2 visit to the local Mosque and Year 4 visit to synagogue.
- Fortnightly church assemblies.
- Harvest Festival collection and celebrations.
- Nativities at Christmas.
- Assemblies on main religious festivals.
- Artefacts boxes for the main religions.

Contribution to Community and Wider Society

- To understand that Religious Education is an integral part of understanding cultural capital.
- Prepares children for life as a member of a multicultural and diverse society.
- Promotes appreciation of diversity in line with British Values.
- Church visits
- Harvest festivals and the collections for local food banks.
- Community Assemblies

Resilience

- Use of stimulating and engaging activities to foster participation and a growth mind set.
- Use of Teamwork Twins and small groups to support peer learning in discussions.
- Resources are differentiated to support learners.
- Positive feedback and celebration of “Wonderful Work”
- Understanding that we all have different views!

Questioning, Communication & observation

- Use of enquiry-based questions to promote learning and understanding
- Use of sentence stems
- Developing critical thinking and making judgements.

Celebrate

- Celebration assemblies.
- Verbal and written feedback celebrating and stretching learning
- Whole school RE display to showcase learning and trips.
- Children from different faiths feeling confident to share & celebrate this.

Stretch and Challenge

- Enquiry based approach to learning key concepts.
- Progression of skills presented to staff in staff meetings.
- Asking ‘big’ questions and understanding that there are some that can’t be answered.
- Comparing ideas and developing balanced arguments.

Independence

- Pre-learning opportunities for children to understand key vocabulary. Use of keywords lists.
- Building upon prior knowledge
- Differentiated scaffold resources (e.g. Use of knowledge organisers)
- Teamwork Twins to encourage talk and understanding
- Children gather evidence to answer enquiry-based questioning.