




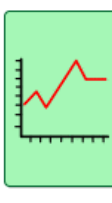











RE Curriculum Rationale		
INTENT	IMPLEMENTATION	IMPACT
<p>National Entitlement</p>  <p>Principal aim of RE, taken from the Northumberland Locally Agreed Syllabus 2022-2027, is 'to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living'. Three core elements are drawn on from the agreed syllabus when planning; Making sense of beliefs; Understanding the impact; Making connections.</p>	<p>Pedagogical approaches</p>  <p>Teacher development with a focus on pedagogical principles enables professional capital, confidence and consistency. Class Leads are supported to develop their practice in SEND strategies and be confident practitioners in SEN pedagogy. Subject Leaders keep their subject content knowledge up to date.</p>	<p>Assessment & Progression</p>  <p>Pupils make good progress by accessing appropriate content which is measured using a suitable assessment system. The RE curriculum follows a long term Scheme of Work that identifies the most useful knowledge for cumulative sufficiency. Teachers are aware of previous learning, current learning and future learning. Assessment begins with Cherry garden, Pre KS Standards, IA SEND, Launchpad to Literacy and NC Level 1 targets. This has been created to provide a targeted, incremental approach and to create a firm base of skills readiness for subject specific learning.</p>
<p>Qualifications</p>  <p>Skills and understanding are consolidated and developed in a formal learning environment. The learner applies skills to meet the demands of standardised testing where appropriate. ILP targets ensure that learning is meaningful and skills can be functionally used. National standard assessment strategies (eg. Functional Skills) are used, where appropriate, to aid staff to choose the most appropriate assessment method to capture the achievements of all pupils and provide stretch and ambition.</p>	<p>Subject Knowledge</p>  <p>Teacher's should have good substantive knowledge of the narratives and how these relate to the overall expressions of the 6 'Big Ideas'. Leads are encouraged to work collaboratively and beyond school using networking, social media groups, subject associations, LA RE Consultant and Northumberland Agreed Syllabus 2022-2027. Knowledge of a child's journey through the subject is vital for the teacher to build upon and connect learning.</p>	<p>Data</p>  <p>School has developed its own approach to assessment of RE. The 6 'Big Ideas' form the curriculum and the purpose of assessment is to find out how well pupils have learnt what they have been taught. Remembering, understanding, applying, analysing, evaluating and creating are the cognitive processes underpinning learning. A fit for purpose assessment system is in place.</p>
<p>Sequential Learning</p>  <p>Our curriculum is carefully sequenced as part of a long term Scheme of Work. This planning framework builds on previous learning and supports next steps in a coherent way. Pre-teaching of key concepts and vocabulary supports understanding and progress. The RE curriculum uses 6 'Big Ideas' or concepts as 'pegs' on which pupils hang knowledge acquired over time in order to make sense.</p>	<p>Activities, Expectations & Challenge</p>  <p>The RE curriculum emphasises the importance of reflecting contemporary issues encountered by people living in the 21st Century. Planning is sequential and connected, broadening understanding of religion and worldviews overtime. In accordance with Section 10 of the Education (Special Schools) Regulations 1994, we 'so far as is practicable' provide daily collective acts of worship. Weekly assemblies are linked to current taught themes or world issues.</p>	<p>Interventions</p>  <p>Ongoing assessment identifies pupils that require further support. If children do not meet their attainment target then staff complete triangulation sheets. Staff state what the high-level indicator was from their data collection before undertaking a deep dive of that pupil's provision. The impact of that process and outcomes for that pupil are shared in regular Pathway Meetings. The class teacher together with the pathway team will signpost an appropriate intervention and discuss next steps. There is dedicated intervention time within the curriculum for each</p>
<p>Pupil Premium</p>  <p>Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes. We continually monitor the progress and attainment of individual pupils as well as wider cohorts to ensure there is little variation in the performance of different pupil groups.</p>	<p>Metacognition</p>  <p>Teachers are intentionally supported to complete enquiries with the goals of gaining insight into teaching and learning, becoming more reflective practitioners and effecting change in the classroom. Through class-based action research, teachers have an opportunity to shape their professional development and generate their own knowledge about how children learn best. Children are supported, through agreed strategies to understand processes and develop their metacognitive thinking.</p>	<p>Recording Work</p>  <p>Evidence of teaching, learning and progress is specific to each pathway in school. Practical lessons are recorded via photographs and videos and these can be uploaded on to Evidence for Learning with comments and next steps evident. For RE, there will be a mix of written evidence, practical-based learning including art, drama, dance and music and learning outside the classroom including visits.</p>
<p>Cultural Capital</p>  <p>Cultural Capital is the essential knowledge that children need to prepare them for their future success. Our aim is to give children the knowledge to prepare them for active, informed citizenship. This includes literacy skills and vocabulary needed and the opportunity to transfer learning and to understanding the world of diverse religions and beliefs in which they live. Our pupils are given every opportunity to participate in a wide range of learning experiences beyond the classroom.</p>	<p>Integrated Therapies</p>  <p>There is a strong collaboration between therapy leads and teachers in planning enabling environments for all pupils. This includes the integrated planning of activities that develop communication, gross and fine motor skills. Therapists work closely with teachers to develop pre-writing and handwriting skills through multi-sensory and carefully graded approaches. Developing access to information and communication technology (ICT) to eradicate motor skills as a barrier to learning is prioritised with alternatives to written output.</p>	<p>Why teach Religion and World Views?</p>  <p>Religion represents humanities oldest search for meaning; a search for the reason of things; for the best ways of living; for knowledge of the divine. Our social, political and economic discourses are permeated by the effects of religion both throughout history and in the present day. Learning about religion and non-religious beliefs and learning from these will provide an expanding domain of substantive knowledge providing collective sufficiency for accessing further learning and bring richness of understanding to later work.</p>