

Church Hill School RE Curriculum Implementation

Wellbeing

We believe fostering positive mental health and wellbeing is the foundation for all learning and growth. Our curriculum, including the 'hidden curriculum' of school culture, supports all pupils to develop a positive self-image and equips them with the knowledge and skills they need to look after their mental and physical health.

Respectful

Friendly

Determined

Kind

Courageous

Tolerant

Planning

Teaching

Assessment

**Review and
Development**

**Inclusion and
diversity**

**Cultural Capital
and Partnership**

We teach RE through an enquiry-based approach using Discovery RE as a starting point. This sets out the knowledge and skills that we expect children to gain from each unit taught.

We adapt Discovery RE to ensure that in each year there is coverage of a selection of different religions.

We sequence the curriculum so that children revisit each of the 6 major world religions regularly, building an increasingly deep level of knowledge and understanding.

We ensure that each unit is compiled of carefully sequenced lessons that work towards children being able to reflect upon and respond to a key enquiry question which we call 'The Big Question'

We use skilful questioning to promote deeper thinking. Our questioning scaffolds children's thinking and builds towards 'The Big Question'.

We encourage children's own questions to further their knowledge and understanding.

We explicitly teach new vocabulary which is modelled and visibly displayed.

We use high quality visual and real resources wherever possible rather than generic or low quality images.

We tailor our teaching to different learning style and make sure that there are opportunities for playful, active and creative learning.

We encourage children to make links.

We assess children's prior knowledge of a religion or topic before beginning the teaching of each unit to ensure that lessons are ambitious and supportive for all children.

We have clear agreed end of unit expectations and make use of exemplification materials in order to determine whether pupils are working at the expected standard, or at greater depth within the expected standard.

The RE Subject Leader completes the following activities to ensure that RE is implemented in line with our agreed approach and that pupils are achieving well in this subject:

-Book Looks

-Subject Leader Surgeries

-Staff training

-Shared planning

-Learning Walks and lesson observations.

The Subject Leader attends Barnet RE Network meetings for Subject Leaders and specialist training as available to ensure she has expert and up to date knowledge of best practice.

Whilst understanding that RE can have many cross curricular links, for children with SEND we do not allow a barrier to literacy, to be a barrier to RE. Children are given the opportunity to capture and record their learning in different, flexible and creative ways in order to be able to express themselves effectively.

Teachers have positive relationships with their students and their families and know about the diversity and different religions represented in their class. This is used to inform planning and ensures that all children are appropriately challenged.

We recognise when children may be an 'expert' in their religion and harness this to develop their confidence, communication and reflection skills to benefit them and their class.

Our teaching of RE is closely linked to our school's value based ethos. We are respectful, friendly, determined, kind, courageous and tolerant and this underpins our learning in RE.

We provide the children with a wealth of first hand experiences to foster a sense of awe and wonder, including opportunities to visit a place of worship linked to each of the six major world religions throughout their time with us.

We place a strong emphasis on the importance of our partnership with parents, carers and our local community and value their input and involvement in the teaching of RE.