

Altmore & Lathom Schools Federation

KS1 RE Curriculum Intent/Policy

Subject Lead: Sabina Khanam



Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.

Intent What will take place before teaching in the classroom? What are we trying to achieve?	Implementation What will this look like in the classroom? How do we deliver our curriculum?	Impact How will this be measured? What difference is our curriculum making?
The school's senior leadership team will:	The teacher sequence will:	Pupil Voice will show:
<ul style="list-style-type: none"> • Ensure that our school values are at the heart of the curriculum design. • Ensure that I have appropriate time to develop, monitor and support staff in my subject. • Provide an adequate budget to ensure that standards can continually be raised. • Support opportunities for my own professional development. • Ensure that the requirements for the National Curriculum for Re aims are met. • Ensure festivals which reflect children's culture/religion are celebrated- Diwali, Guru nanak's Birthday, Christmas, Chinese New Year, Shrove Tuesday Eid(s), Easter. • Keep up to date with current RE research and subject development through an appropriate subject body or professional group (Newham Syllabus) • 	<ul style="list-style-type: none"> • Introduce The Big Question, what they will be learning and what they have been taught in previous year groups/lessons. • Provide children with daily opportunities to express their faith/belief/understanding of life without correcting or imposing teacher's views. • Role-play, freeze frame, practical, creative-making symbols, creating artefacts, written work to record and assess learning. • Opportunities for educational visits- contact with the wider society, extend their thinking. • Link other areas- cross curricular- history, art, science, English. • Specify key vocabulary to be used and its meaning. • Opportunities for the children to work interactively, • Differentiate learning so that children of various abilities have the opportunity to access RE learning. • Collaborative and resourced well • Organise appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills. • Give opportunities for children to develop their use of language. • Be organised so that pupils can work in small groups or whole class as appropriate to support 	<ul style="list-style-type: none"> • Deep respect for own beliefs and that of others which is expressed in daily interactions. • A progression of understanding, with appropriate vocabulary which supports and extends understanding • Confidence in discussing RE, their own work and identifying their own strengths and areas for development • A developed understanding of key methods and skills as theologians at an age appropriate level • A secure understanding of key techniques and methods for each area of the curriculum that links with RE.

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	<p>pupils in their development of their skills.</p> <ul style="list-style-type: none"> Allow children the opportunity to evaluate their learning and compare their learning with others. 	
As a subject leader I will:	The classroom will:	Displays and books will show:
<ul style="list-style-type: none"> Understand and demonstrate knowledge of the RE curriculum and support other members of teaching staff. Ensure an appropriate progression of knowledge and vocabulary is in place which builds on prior learning and supports children in knowing more and remembering more. Encourage teachers to support struggling philosophers and extend more competent ones Keep up to date with current RE research and subject development Create long term planning which ensures appropriate coverage of knowledge, skills and vocabulary, identifying what we want children to know by the time they leave our school Consider how my subject supports PSHE & British values Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary. Support teachers when needed to ensure their subject knowledge is up to date. 	<ul style="list-style-type: none"> Provide a safe and stimulating atmosphere where children want to learn more Appropriate quality equipment for each area of the curriculum Have table tops displays with subject specific books/interactive questions for children to answer Be organised so that children can work in small groups or whole class as appropriate to support children in their development of their skills Have appropriate key words displayed to support children's spoken language. 	<ul style="list-style-type: none"> Celebrate the successes of pupils through planned displays. Developed and final pieces of work which showcase the skills learned. That pupils, over time, develop a range of skills and techniques across all of the areas of the religious curriculum. Pupils have had opportunities for practice and refinement of skills. Clear progression of skills in line with expectations set out in the progression grids.
The class teacher will, with support from myself:	The children will be :	As the subject leader I will:
<ul style="list-style-type: none"> Ensure an appropriate progression of RE skills and knowledge is in place over time so that pupils are supported to be the best citizens they can be, and challenge teachers to support struggling chn and extend more competent ones. Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. 	<ul style="list-style-type: none"> Engaged because they are challenged by the curriculum which they are provided with. Resilient learners who overcome barriers and understand their own strengths and areas for development. Able to critique their own work as a theologian because they know how to be successful. Safe and happy in RE lessons which give them opportunities to explore their own creative development. Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses religious skills and knowledge. Develop religious skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<ul style="list-style-type: none"> Collate appropriate evidence over time which evidences that pupils know more and remember more. Monitor the standards in the subject to ensure the outcomes are at expected levels. Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.

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| <ul style="list-style-type: none">• Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. | | |
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