

St. Chad's Catholic Primary School

Religious Education Overview

The intent of RE at St. Chad's

The purpose of our RE curriculum is to hand on the Deposit of Faith in its fullness to a new generation of young people so that they may come to understand the richness of the Catholic faith, and thereby be drawn into a deeper communion with Christ in his Church.

We aim to:

1. To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith.
2. To enable pupils continually to deepen their religious understanding and be able to communicate this effectively.
3. To present an authentic vision of the Church's moral and social teaching so that pupils can make links to modern culture and society.
4. To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them.
5. To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith.
6. To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum
7. To bring clarity to the relationship between faith and life, and between faith and culture.

Presentation

- Date to be written top left.
- LO on the next line on the left.
- Date and LO to be underlined with a pencil and ruler in KS2
- PP (perfect presentation) on the next line on the left.

Daily RE Learning

Summary of the Structure of a Lesson/Unit

- A lesson like no other – lesson starter
- Look, Listen, Live – Main teach
- Date, LO, Key Vocabulary, prior knowledge question
- Activity and response
- Reflection
- Blue dot challenge to deepen theological thinking

Assessment

Formative Assessment:

This is assessment which is ongoing.

This assessment should be used to identify gaps.

To complete this assessment a teacher should:

- Choose 3 books (at the start of the year): 1 top, 1 middle and 1 lower (1 of which can be a P.P, if not a fourth book will need to be chosen). These will be you **focus children**.

(These are anticipated judgements made at the start of the year based on previous summative assessments)

- 1 page of assessment added to each unit of work (stuck to the top of the book).
- Based on that piece of work, tick off where you find AT1, AT2 and AT3 (where applicable).
- Self-assess: Do you need greater evidence of AT2/3? What areas of ATi are lacking?
- A teacher may then wish to not this under 'Assessment/ Evaluation /Notes for future planning'.

Skill areas	Y-6	Teacher	Moderator
AT1: Knowledge and Understanding (Learning about)	Developing Knowledge and Understanding KU 1 Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. KU 2 Describe, with increasing detail and accuracy: KU 2.a) a range of religious beliefs. KU 2.b) those actions of believers which arise as a consequence of their beliefs. KU 2.c) the life and work of key figures in the history of the People of God. KU 2.d) different roles of people in the local, national and universal Church. KU 2.e) religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.		
	Making Links and Connections KU 3 Make links between: KU 3.a) beliefs and sources, giving reasons for beliefs KU 3.b) beliefs and worship, giving reasons for actions and symbols KU 3.c) beliefs and life, giving reasons for actions and choices		
	Religious and Specialist Vocabulary KU 4 Use a range of religious vocabulary		
	Meaning and Purpose AE 1 Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose AE 2 Make links to show how feelings and beliefs affect their judgement and that of others		
AT2: Engagement and Response (Response to)	Use of Sources as Evidence AE 1 Use a given source to support a point of view Construct Arguments AE 2 Express a point of view Make Judgements AE 3 Express a preference		

Formative assessment sheet

Summative Assessment:

- This is assessment that is carried out at the end of the unit.
- It requires a collection of evidence: Based around the **focus children**, a teacher will photocopy the completed assessed unit of work and attach a summative assessment sheet and their judgement of either below, at or above.
- This is then to be handed to the RE lead.
- The RE lead will then moderate the work and make an assessment.
- If all are agreed, the teacher should then add their judgements to the RE Data spreadsheet.
- If the work is not agreed, a meeting will be held between the RE lead and the teacher to discuss feedback and next steps.

Skill areas	Y-6	Teacher	Moderator
AT1: Knowledge and Understanding (Learning about)	Developing Knowledge and Understanding KU 1 Explain and retell about religious stories and respond to what they hear with relevant comments. KU 2 Show knowledge and understanding of our faith as a range of religious beliefs. KU 2.a) the life and work of key figures in the history of the People of God. KU 2.b) the role of different people in the local, national and universal Church. KU 2.c) religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.		
	Making Links and Connections KU 3 Show understanding of, by making links between: KU 3.a) beliefs and sources KU 3.b) beliefs and worship KU 3.c) beliefs and life		
	Religious and Specialist Vocabulary KU 4 Use religious vocabulary widely, accurately and appropriately		
	Meaning and Purpose AE 1 Complete their own and the pastor's responses to questions about each of the areas of study, in relation to questions of meaning and purpose AE 2 Show understanding of how own and others' responses are informed by beliefs and their values		
AT2: Engagement and Response (Response to)	Use of Sources as Evidence AE 1 Use evidence to support a point of view Construct Arguments AE 2 Express a point of view and give reasons for it Make Judgements AE 3 Arrive at judgements		
Religious Diversity	AE 4 Recognise differences, comparing and contrasting different points of view.		

Summative assessment sheet

The assessed units are highlighted on the RE long term plan.

Adaptive Teaching

- All children will be working on the same LO.
- Adaptive teaching is being responsive to information about learning, then adjusting teaching to better match pupil need. Therefore, using assessment for learning (AFL) based on RPK answers to adjust teaching to support all pupils to make progress.
- There should be high expectations for ALL pupils and lessons should be adapted so that all pupils have the opportunity to meet expectations.
- Children need to be supported to master important concepts. Therefore, new input needs to be carefully interwoven so as not to cause cognition overload. New learning needs to be built on the solid foundations of what the children already know. This needs to be taught in manageable chunks.
- The effective use of teaching assistants is a key element of successful adaptive teaching.

Principles of Adaptive Teaching

- Pupils learn at different rates and require different levels of support from teachers to succeed.
- Seeking to understand pupils' prior knowledge and potential barriers to learning is an essential element of teaching.
- Adaptive teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
- A well-structured LTP will reduce the need for a teacher to make in-the-moment decisions on adaptive teaching.
- Provide a measurable and challenging I can and use progression steps to chunk progress towards that outcome.

Strategies to Address Barriers

- Read a text in advance.
- Supply background knowledge.
- Use pictures/videos to contextualise.
- Teach vocabulary.
- Introduce a concept via discussion.
- Teach necessary learning behaviour.
- Improve accessibility (font size, clarity of resources, visibility of board).
- Plan to scaffold.
- Model.
- Plan targeted support from an adult.

Examples of Adaptive Teaching Methods

- Adjust the level of challenge (whilst ensuring expectations are high for all children).
- Change your language.
- Clarify a task or provide success criteria to breakdown learning into manageable steps.
- Clarify/model what 'good' looks like.
- Highlight essential content.
- Re-explain new content or explain it in a different way.
- Give additional examples.






- Use peer tutoring.
- Elicit via questions.
- Split children into groups based on the mini mission and provide additional scaffold for those who need it.
- Use an analogy.
- Set an immediate goal.
- Provide a prompt.
- Structure a group attempt before children attempt individually.
- Improve accessibility (read text to a child, proximity to board).

Pupil Premium support – Pupil premium first strategy

- When asking children questions during teaching, ensure PP first approach, so ensure that PP pupils are asked for their responses. This should be subtle.
- Once children are set off to complete a task, approach PP pupils first to ensure that they understand the task and are able to complete it.
- Mark the books of PP pupils first to ensure early intervention can take place; ideally on the same day and certainly before the next lesson in that subject.
- When there's the opportunity, take the opportunity to pre-teach the next learning objective to PP pupils who would benefit from this.
- Tuition/support when needed to be tailored to the needs of PP pupil.
- Monitoring progress of PP pupils.

Marking

- Marking must be completed before the next RE lesson to ensure the teacher understands where each child is in their learning.
- Marking should consist of ticks to indicate a piece of work has been checked by a member of staff, a comment/next step if necessary and a praise comment or sticker.
- Next steps are set when needed though new 'stamp' marking policy, although this is not expected as reflections may act as a next step. These could be vocabulary corrections from the knowledge organisers, asking about a significant figure or piece of evidence, explaining their answer in further detail by asking a simple 'why?' etc...

	Deepen your response
	Make a link (scripture, religious artefact, church teaching) Use flashback sheet to support your answer
	Give an example of someone who lived this out
	How can you live this out?
	Write an 'I wonder' question related to your learning.