



## GOD'S LOVE IN ACTION

St John's and St Peter's CE Academy is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.

By placing **God's love in action** at the heart of everything we do, we hope to see our **children flourish**, **our culture transformed**, and **our community thrive**.

Through **high-quality education** and an **enriching curriculum**, we will equip every child with the knowledge and skills they need to **overcome challenges** and therefore **achieve their full potential**.

Our hope is that every child at St John's and St Peter's CE Academy can **uniquely contribute to the community** and **make it a place they are proud to call home**.

# RE Implementation

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# 1. Curriculum and Progression

Our RE Curriculum uses both Understanding Christianity and the Emmanuel Project as our schemes of work. Understanding Christianity is used for our Christianity units which makes up the majority of our RE units. The Emmanuel project (Suffolk Diocese) is used for our other religious units; Buddhism, Hinduism, Islam, Christianity and Sikhism. Each religion is built upon each year and the children will use prior learning to support their understanding of different religions as they go up the year groups.

In Understanding Christianity, each unit incorporates the three elements:

- **Making sense of the text** – Where learners develop skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; whilst making sense of the meanings of texts for Christians.
- **Understanding the impact** – Where pupils examine ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.
- **Making connections** – Where pupils evaluate, reflect on and connect the texts and concepts studied, and discern possible connections between these and pupils' own lives and ways of understanding the world.

In Reception, the children develop their understanding of the world through practical activities, by learning about religion by doing, talking, listening, acting out and experiencing through their senses. All children are encouraged to make sense of their world by being given opportunities to explore and observe three of the core concepts of 'The Big Story' – Creation, Salvation, and Incarnation.

In Key Stage One, the children continue to develop their knowledge and understanding of religions whilst identifying features of religion and becoming more familiar with religions influence on their own community. They are beginning to identify features of religion and how these may influence themselves and others through five of the core concepts of 'The Big Story' – creation, incarnation, salvation, God, and gospel.

In Key Stage Two, the children aim to extend their knowledge and understanding of religions locally and worldwide. All children are encouraged to use specific vocabulary when exploring their curiosity and must create increasingly challenging higher-order questions about religious beliefs, values, and human life. They make links between values and commitments, and their own attitudes and behaviour, as well as making links between religions and describe some similarities and differences both within and between religions. They are given the opportunity to express their own ideas and opinions in the response to the religious materials they come across. The ability to 'dig deep' and give reasons for their beliefs and opinions is vital at this stage of learning to ensure all children are challenged through six of the core concepts of 'The Big Story' – creation, incarnation, salvation, God of Kingdom, People of God, and gospel.

This medium-term plan shows how concepts such as Incarnation are taught in every year group and built on year on year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	F1 Why is the word 'God' so important to Christians? DD	F2 Why do Christians perform nativity plays at Christmas? DD	What makes every single person unique and precious?	F3 Why do Christians put a cross in an <u>Easter-garden</u> ? (LIEP)	How can we help others when they need it?	How can we care for our wonderful world?
<b>Year 1</b>	1.2 Who made the world?	1.3 Why does Christmas matter to Christians?	Why is the Torah such a joy for the Jewish Community? (LIEP)	What do Muslim's believe?	1.1 What do Christians believe God is like?	Why do Jewish families say so many prayers and blessings?
<b>Year 2</b>	How do some Muslims show Allah is compassionate and merciful?	1.3 Why does Christmas matter to Christians? DD	1.4 What is the good news Jesus brings?	1.5 Why does Easter matter to Christians? (LIEP)	Why is learning to do good deeds so important to Jewish families?	Sikhism topic What do the Sikh community believe and practice?
<b>Year 3</b>	2a.1 What can Christians learn from the Creation story?	How does the story of Rama and Sita inspire Hindus to follow their dharma? (LIEP)	2a.2 What is it like to follow God?	How do Sikhs put their beliefs about equality into practice? (LIEP)		How does a Muslim show their submission and obedience to Allah?
<b>Year 4</b>	2a.4 What kind of world did Jesus want?	2a.3 What is the Trinity? DD (LIEP)	Why do Muslims call Muhammad the 'Seal of the Prophets'? (LIEP)	2a.5 Why do Christians call the day Jesus died 'Good Friday'.	2a. When Jesus left what was the effect of Pentecost?	Why does a Hindu want to collect good karma?
<b>Year 5</b>	2b.1 What does it mean if God is holy and loving?	2b.3 How can <u>following</u> God bring freedom and justice? (LIEP)	What is holiness for Jewish people: a place, a time, an object, or something else?	2b.6 What did Jesus do to save human beings?	2b.5 What would Jesus do?	What does the Qur'an reveal about Allah and his guidance?
<b>Year 6</b>	2b.2 Creation and science, conflicting or complimentary?	2b.4 Was Jesus the Messiah?	How did Buddha teach his followers to find enlightenment? (LIEP)	2b.7 What difference does the resurrection make to Christians?	2b.8 What kind of king is Jesus?	How do questions about Brahman and atman influence the way a <u>Hindu lives</u> ?
KEY:	Christian Topics	Other Faiths	(LIEP)	Visit to religious building linked to topic		

## 2. Lesson Structure

Religious Education is taught every week for an hour by the class teacher. At the start of every unit the children are given a '**Big Question**' these will be to do with the religion that they are learning that term. All lessons begin with a **Do Now** activity. These short burst recaps help children to recall prior learning and make connections with the required substantive knowledge for that lesson. The **Learning Objective** and **New Vocabulary** are also shared with the children after that.

Each lesson children will be presented with the **big question** again to support with the building of their knowledge and to support their recall of prior learning. In each lesson children will be presented with a religious text or story that supports the big question, this allows our students to gain a greater knowledge of different religious texts. At a key moment in the lesson, teachers will use a **Check for Understanding** to quickly decide whether pupils are ready to move on. This could be a **Hinge Question, Show Me Boards, Cold Calling** or other related Walkthrus strategies.

Finally, children are given a chance to apply their learning in an **Independent or Group Activity**. The teacher will use this to assess whether the pupils are ready to move onto the part in the sequence of learning.

When appropriate, the teacher will finish the lesson by recapping the learning and addressing any misconceptions that have arisen. This could be in the form of **Whole Class Feedback, Feedback that Moves Forward, or Feedback as Actions**.

At the end of a unit a double page spread is created and this will be answering the **big question**. Children will also participate within an end of **Unit Quiz**.

### 3. Practice and Retrieval

The use of Medium-Term Plans support teachers in sequencing learning and are also available on our website. Our displays are regularly refreshed with key words, concepts and important information to remind themselves of what they have been learning. Every lesson starts with a Do Now to activate prior learning and help the children remember things that they have learnt before. The children also will have a short discussion on the big question in each lesson to support their recall of prior learning in previous lessons. We also complete frequent low stake curriculum quizzes which effectively review learning and helps to ascertain whether pupils are confident and accurate in what they have learnt and ultimately that they have retained the knowledge. The aim is to ensure that lessons will develop long-term memory by allowing for repetition of learning within the year and across the years.

### 4. Assessment

Assessment is an integral part of teaching, as it determines whether the goals of education are being met. However, we recognise that assessment goes far beyond tracking spreadsheets and termly knowledge tests. At its core, assessment should lead children to learn more effectively.

Assessments serve the students by letting them know what errors they made and how they could correct those errors. It also helps students to reinforce the content better in the event they don't remember it very well. Assessments also helps teachers better understand what worked and what didn't in their classes. For example, if the average score in a mini-quiz was lower than expected after the test, then the teacher knows that something didn't click with the students. In such a scenario, it helps the teacher change the way the content was earlier taught and use other ways to teach the same content moving forward.

Assessment at St John's and St Peter's CE Academy is guided by two key pieces of research: McCourt's (2019) '**Mastery Model of Education,**' and Fletcher-Wood's (2018) model of '**Responsive Teaching.**'

## Mastery model of education

Diagnostic pre assessment with pre teaching	All children need the foundations for the upcoming new learning.
High quality, group based initial instruction	Multiple ways of communicating and teaching each and every concept. Lots of practice.
Progress monitoring through regular formative assessments	Timely action when children have not understood
High quality corrective instruction	Intense, individualised assistance offered early. Most children will need this at some point.
Second, parallel formative assessments	If the child still has not gripped the idea, then the cycle repeats. All will grasp concepts eventually
Enrichment or extension activities	Take an idea into much greater depth and well beyond the expectations of the statutory school curriculum.

McCourt (2019)

Fletcher-Wood (2018) outlines a model of **'Responsive Teaching'** with three clear principles:

- 1. Setting clear goals and planning learning carefully.**
- 2. Identifying what children have understood and mis-understood.**
- 3. Responding and adapting teaching to support children to improve.**

Our assessment process is designed to align with these three principles and give teachers the opportunity to respond and adapt teaching to support children to improve.

## Before the Unit begins

### High Quality Planning

Long-term and Medium-term planning provided by the Subject Lead ensures that lessons are designed to build on prior learning.

### Big Question

Children are presented at the start of each unit with a big question and time to engage with it and ask questions/examine what it might be asking.

## During each lesson

### Do Now

Each lesson begins with a low-stakes, low threat recap that help children to recall prior learning and make connections with the required substantive knowledge for that lesson.

### Feedback

Teachers finish the lesson with a recap of learning and addressing misconceptions that have arisen. This could be Whole Class Feedback, Feedback that Moves Forward, or Feedback as Actions.

### Check for Understanding

After the learning input, adults will use key strategies such as Hinge Questions, Show Me Boards or Cold Calling to check for understanding. This allows teachers to assess whether the majority of pupils are ready to move to the Independent Activity.

## During or at the end of the Unit

### Unit Check-Ins

Low stakes, low threat check-ins designed to assess the progress of the pupils mid-way through the unit. This could be in the form of questioning, quizzing, or other formative assessment methods.

### Quizzing

A simple routine knowledge quiz that checks students have learned the material that you want them to know. These could take place during a unit, or at the end. Quizzing provides information to student and teacher about where gaps exist.

### Double-Page Spreads

An open response task for pupils to showcase what they have learned. The precise form of this response is not critical, but it may include pictures and labels, key vocabulary, descriptions, or verbal presentations.

### “End Product” Evaluations

This could be a performance in music or a purposeful “product” in D&T. Students and teachers can reflect on the process of creating these end products and evaluate whether they have been successful.

*Teachers have autonomy to choose the most appropriate form of assessment to use during, or at the end of the unit. Although some assessment strategies lend themselves to different subjects, there is no requirement to perform a specific one at a specific time.*

## 5. Supporting pupils with SEND

At St John's and St Peter's CE Academy, we aim for all RE lessons to be accessible for all pupils. We recognise that high-quality teaching is what is best for all pupils, including those with SEND or other additional needs. Our consistent approach to teaching is underpinned by Walkthrus instructional coaching, equipping teachers with a toolkit of research-based strategies that have been proven to work in the classroom.

Where pupils may have additional needs that could prevent them from engaging with the content of a lesson, the class team will make adaptations to ensure that each child can access the learning. Some pupils may require extra time or support in the classroom, while others may require pre-teaching of specific vocabulary or concepts.

As part of termly Pupil Progress meetings, the Deputy Head and SENDCo meet with the class teacher to identify any barriers to learning that may be hindering progress, liaising with the Pastoral Care Manager to build up a holistic view of all pupils. Staff are confident to raise any concerns they have about specific pupils, and regularly seek guidance for additional strategies or advice.

### **High and complex needs:**

For pupils with high and complex needs, "Religious Education" lessons are delivered in our Enhanced Provision setting using the steps from the Orchard Framework. This includes themes such as 'Understanding the world,' 'People, Culture and Communities, progressing to 'Making Sense of Belief' and making links. This is assessed by staff using Solar, our online progress tracker.

## 6. RE in EYFS

At St John's and St Peter's we use Understanding Christianity and the Emmanuel project to teach RE. Each Unit of RE is supported by understanding Christianity planning alongside a long term plan for the subject. RE in EYFS is taught through different methods such as drama, hot seating, story-telling and creative activities. Children in EYFS will have a hands on experience. The children will store this information and work that they do within their learning journals which include the other humanity subjects and will be built upon every term.

## 7. Supporting classroom teachers

At St John's and St Peter's CE Academy, we aim to offer our classroom teachers a high level of support. Our RE lead gives all teams a Long-Term plan overview with all the units which should be taught and the order in which they need to be taught. All medium planning is available on our shared teacher drive.

Our RE lead always encourages teachers to adapt and change lessons depending on their pupil's need however the foundations are in place for all members of staff. Teachers have access to all online resources, including PowerPoints, Do Now activities and classroom-based resources.

Staff are given staff INSETs led by the RE lead when changes are occurring or when the expectations of the classroom are changing. Our RE lead is continuing their own CPD so they are able to support all staff to the best of their ability.

As a school, we have a fully stocked resource space, so teachers are able to carry our practical lessons with the children and ensure then engage in hands on experiences. We pride ourselves on offering support to all staff, in turn staff know they have on hand support whenever needed.

**Teachers are provided with:**

- Access to 'Understanding Christianity' planning and resources.
- Access to the 'Emmanuel Project' planning and resources.
- Links and visits to the local Mosque, Pagoda, and church through LIEP.
- Support with planning and delivery by the subject lead.
- Subject lead receives training through BEP and the R.E leaders conference.

## 8. Additional Information

**LIEP Educational visits:**

Children will participate within LIEP school trips which will include visiting different religious buildings and organisations. This will allow children to understand a diverse range of different faiths and religions and be able to ask questions to religious leaders and teachers. These trips take place throughout the year across each year group with children visiting different organisations based on the religion and big questions for each term.

**Prayer space:**

As a school we have a designated permanent prayer space. This is an interfaith space for children to be able to pray, reflect and have time and space to think. This area is available to all the children and can be used throughout the school year. Within this space there are different activities put on throughout the year to support children's spiritual journey.

**Faith team:**

At St Johns and St Peters, we have a designated Faith Team. This team of children work alongside our RE lead and will participate within collective worship, phase worship and with spirituality and faith based tasks within the prayer space. The children work alongside our Religious Education lead to support with different devotions and to look after and support their peers within the prayer space. These children also give their own input in how we can support their peers spiritual understanding and help to lead sessions within devotion.