



## Intent – we aim to...

Teach knowledge and skills that progress from EYFS to Year 6	Increase pupils' knowledge and understanding of Christianity and other world religions.	Develop their own thoughts, beliefs, opinions and empathy.	Pupils develop substantive and subject knowledge.	Pupils develop disciplinary knowledge.	Explore British Values through the RE curriculum.
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## Implementation – How do we achieve our aim?

<p>Planning - RE is planned using the Jigsaw RE scheme. It is matched to follow the Derby and Derbyshire syllabus. Key vocabulary, learning opportunities and sticky knowledge is detailed throughout planning documents as key take aways for the children. Jigsaw RE follows an enquiry-based model, where children's critical thinking skills can be developed, motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE at Castle View does not try to persuade but rather to inform and develop the skills with which evaluation can take place.</p>	<p>Recording – RE will be recorded using floor books. These will give a snapshot of key vocabulary, key questions and a range of pupil responses from each session. They will follow each lesson (piece) and provide a journey of learning through each unit. Over the course of a unit all children will have their responses logged into the floor book at least once and this will be shown in range of ways, such as dictations, notes, observations, images and written work.</p>
<p>Assessment – Assessment in Jigsaw is both formative and summative. The two clear learning objectives for each lesson (piece) allow the teacher to be mindful of the assessment elements within that session that can formatively help them pitch and plan subsequent lessons, and activities are included in each lesson to give the children the opportunity to self-assess using simple pictorial resources designed in a child-friendly, age-appropriate manner.</p>	<p>Vocabulary - Developing the use of the correct vocabulary in RE is crucial and so key vocabulary is identified and listed for each session of a unit. This is then used to assess knowledge and enables pupils to express and communicate their understanding clearly and effectively.</p>
<p>EYFS - Our children's journey in RE starts in EYFS which is why our progression document begins here. RE at Foundation Stage is covered in the 'Understanding the world' early learning goal. It aims to foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p>	<p>SEND - Our children with SEND access the RE curriculum through careful teacher assessment. Lessons are carefully planned and resourced to enable all children to access their learning at an appropriate level, helping them to engage and be challenged. Children are supported in a variety of ways e.g. support from Teaching Assistant, or peers and a range of differentiated activities</p>

## ★ Impact – How do we know if we've achieved our aim?

Evidence shows progression of what is taught	Children can question ideas and reflect on their knowledge	Pupils explain their thoughts, beliefs, empathy and their own opinions.	Pupils discuss substantive and subject knowledge.	Pupils discuss disciplinary knowledge.	Confident discussions around British Values.
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