



CAWTHORNE'S ENDOWED PRIMARY SCHOOL

National Curriculum **SUBJECT GUIDANCE** for

R.E.

PLANNING for DELIVERY

Religious Education is taught as a discrete subject, with links throughout the year with assemblies, PSHE and so on. It is taught within the context of our dedicated rolling programme, which is based on the Lancashire agreed scheme and contains links throughout, to Philosophy for Children (P4C). The rolling programme is available on shared school Google Drive folder.

The rolling programme ensures that major events in the Christian calendar are covered throughout the children's time in school, together with a good grounding and understanding of Christianity. Over their time in Key Stage 1 and 2, they cover the five other major world religions of Islam, Judaism, Hinduism, Buddhism and Sikhism, as well as an understanding of those with no faith. Where possible, links within the wider communities and with faith leaders will be utilised where possible.

The Lancashire Agreed Syllabus (on which our rolling programme is based) can be found at:

- <http://council.lancashire.gov.uk/documents/s139102/Lancashire%20Agreed%20Syllabus%20for%20RE%202016.pdf>

PROGRESSION and DIFFERENTIATION

The R.E. sessions are taught through a three-year rolling programme for Key Stage 1 and a four year rolling programme for Key Stage 2, ensuring that all children have access the full range of experiences and coverage, over their time at Cawthorne's Endowed School. This also provides the opportunity to develop skills and knowledge in a coherent manner and to have access to P4C, developing their higher order thinking skills from an early age.

CHALLENGING THE HIGHER ABILITY

All the learning activities are differentiated so as to provide appropriately challenging learning for all pupils. Many of the activities are differentiated by outcome as well as by the method of recording completed work, questioning and tasks related to the main lesson objective.

SUPPORTING SEND

Children requiring additional support are given this where appropriate and in accordance with their Pupil Passport. Regular interventions are in place for children identified as needing differentiated support which is reviewed termly to assess suitability on an intent, implementation and impact cycle. All work is differentiated to the needs and abilities of the children, this is through questioning, support, expectation, work set and outcome.

ASSESSMENT and RECORD KEEPING

Teachers are constantly assessing children through questioning, observation and performance. Evidence of engagement with learning activities are also collected through work completed in the Class Big Books, including photographs, together with evidence of audio and video recordings on the school Face Book page. Class 1 has a dedicated Big Book for R.E. and P.S.H.E., whereas Class 2 have a Big Book for Topic (which is colour coded for the different subjects contained there) as well as individual topic books. Children are also encouraged to assess their own and other's work against specific learning objectives and success criteria.

Summative comments are written on an end of year report to parents. Annual report comments are to be recorded at the end of each unit of work. This should be written in the light of the skills and knowledge that each child has acquired and developed throughout the unit.