

RE Education Progression Model

Curriculum Lead: Lauren Caisley

KS4 + 16-19 Year Old Students

Key Stage 4: Buddhism, Christianity, Islam, Sikhism (Hinduism, Judaism, New Religious Movements, New Age Spiritualities, the Bahai Faith, Paganism, Rastafarianism and a secular worldview such as Humanism are optional) Planning in relation to IASEND objectives and Northumberland SACRE:

All students will extend and deepen their knowledge and understanding of religions and worldviews, reflecting local, national and global contexts. Building on their prior learning, they will appreciate and appraise the nature of different religions and worldviews in systematic ways. They will use a wide range of concepts in the field of Religious Studies confidently and flexibly to interpret, contextualise and analyse the expressions of the religions and worldviews they encounter. They will research and investigate the influence and impact of religions and worldviews on the lives and values of individuals and groups, evaluating their impact on current affairs. They will appreciate and appraise the beliefs and practices of different religions and worldviews with an increasing level of discernment based on interpretation, evaluation and analysis, developing and articulating well-reasoned positions. They will use some of the different disciplines of Religious Studies (e.g. textual study, philosophical and sociological approaches) to analyse the nature of religion.

KS3

Key Stage 3: Christianity, Hinduism, Sikhism, a secular worldview such as Humanism (Buddhism, Islam, Judaism, the Bahai Faith and Rastafarianism are optional)

Planning with reference to Northumberland SACRE

Students will extend and deepen their knowledge and understanding of a range of religions and worldviews. Building on their prior learning, they will learn to appreciate religions and worldviews in systematic ways. They will draw on a wide range of subject-specific language confidently and flexibly. They will understand how beliefs influence the lives and values of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They will be able to appraise the beliefs and practices they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.

KS2

Key Stage 2: Christianity, Islam, Judaism (Buddhism, Hinduism, Sikhism, the Bahai Faith and a secular worldview such as Humanism are optional)

Planning with reference to Northumberland SACRE

Pupils will extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils will learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

KS 1

Key Stage 1: Christianity, Hinduism, Judaism (Buddhism, Islam, Sikhism and a secular worldview such as Humanism are optional)

Planning with reference to Northumberland SACRE

Pupils will develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will use basic subject-specific vocabulary. They will raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas

Engagement

Pupils using single elements of communication to express their feelings. Pupils beginning to respond to the feelings of others. They can demonstrate an appreciation of stillness and quietness. Pupils respond to new religious experiences involving music, drama, lights, colour, food or tactile objects.

Cleaswell Hill Early Years (Cherry Garden)

In the EYFS Stage, children will encounter religions and worldviews through special people, books, times, places and objects, and by visiting places of worship. They will listen to and talk about stories. Children will be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They will ask questions and reflect on their own feelings and experiences. They will use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. In line with the DfE's 2013 EYFS Profile, RE will, through planned, purposeful play, and through a mixture of adult-led and child-initiated activity, provide the following opportunities for children.

CPD: Visits to places of worship; Northumberland SACRE CPD/Newsletters; NCC Collective Worship Policy and Guidelines 2006; Annual RE Conference

Pupil Premium: Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes.

RE Progression Model

Content (Intent):

Teachers have agreed on a coherent sequence of learning from EYFS to Key Stage 5 based on the documentation outlined by Northumberland SACRE and is available on the curriculum map. Developing a sense of self, identity and belonging; a sense of community and flourishing within it and a sense of the world beyond. Being a citizen in a pluralist society and a global community. Pupils' will be encouraged to be curious and continue their quest for knowledge and understanding, becoming life-long learners who, with support, reflect on their beliefs, practices and experiences, as well as those of others.

Activities, Expectation and Challenge (Implementation):

Teachers have agreed on a coherent sequence of learning from EYFS to Key Stage 5 based on the documentation outlined by Northumberland SACRE and curriculum map. Medium term planning follows Northumberland SACRE guidelines and notes iASEND objectives. Two year rolling program outlines focus religion to be studied across the school each term (Year 1—Hinduism, Christianity, Islam Year 2— Sikhism, Judaism, Humanism/Buddhism) . Upper School students gain certifications (e.g. AQA Unit Award Schemes) in RE where appropriate.

Where relevant, visitors and educational visits are hosted to engage, enthuse and extend learners. High quality resources are utilised during teaching and learning.

Assessment and Progression (Impact):

SACRE informs medium term planning. Observations of pupils supports teacher understanding of the impact of learning. Progressed tracked on iASEND. Parents may withdraw their children from RE or Collective Worship, but are asked to discuss this with the Headteacher. Pupils make sustained progress in religious education, tracked using IASEND/Cherry Garden/qualification trackers, observations/Tapestry, books, annual subject reports and teacher evaluations.

English, Communication and Reading:

Range of resources sourced to support pupils and staff. Pupils use appropriate texts and visual support. Pupils develop understanding through role play, visits and with support from outside agencies and cultural partners. Pupils have a plethora of opportunities for emersion and asking questions. Human Library concept supports diversity and equality.

RE Action Plan

Area	Deep Dive	Action	Time (aim)	Who	Impact
Whole School	<p>Strong emphasis on moral teaching and values</p> <p>Whole school assemblies/collective worship</p> <p>Assessing, recording and reporting attainment using iASEND targets</p> <p>Curriculum Map available to support sequential learning within 3 areas: Beliefs, practices and lifestyles; Reflection; Values and Moral Understanding. Celebration of Christian festivals such as Easter and Christmas., Celebration of other faiths such as Diwali</p> <p>Some high quality physical teaching Resources available for Hinduism, Buddhism, Sikhism., Christianity and Islam</p> <p>Educational visits to/strong link with St Paul's Church, Choppington</p> <p>Staff CPD - Annual Northumberland SACRE RE Conference attended</p>	<p>To monitor, and evaluate the implementation of the locally agreed RE syllabus (Northumberland SACRE documentation)</p> <p>Monitor provision and quality of Collective Worship in school to ensure good use is made of the NCC Collective Worship Policy and Guidelines January 2019– December 2021</p> <p>Explore opportunities for increased pupil accreditation</p> <p>Clarity of sequential learning and relevance of concepts to pupils levels of understanding</p> <p>RE Resource Bank– Manage and expand high quality religious books, artefacts and resources. Storage in 'topic boxes'.</p> <p>Compile contact details for and make links with a wide range of local places of worship/religious figures</p> <p>Staff skills gaps analysis</p>	<p>July 2021 Ongoing</p> <p>Ongoing</p> <p>November 2020</p> <p>Ongoing</p> <p>November 2020</p> <p>January 2021</p> <p>December 2020</p>	<p>Teacher Teaching Staff</p> <p>Teaching Staff</p> <p>Upper School Teaching Staff</p> <p>Teaching Staff</p> <p>Teaching Staff</p> <p>Teaching Staff</p> <p>Teaching and support staff</p>	<p>Agreed syllabus in line with NCC SACRE 2016</p> <p>Effective provision of RE and Collective Worship</p> <p>Opportunities for pupils to gain accreditation for religious studies</p> <p>Cohesive curriculum map that facilitates progression of knowledge, understanding and skills</p> <p>High quality, engaging resources to enhance teaching and learning</p> <p>High quality educational visits and experiences to enhance teaching and learning</p> <p>Identification of areas of strength and improvement</p>
Early Years/Engagement	<p>RE is currently integrated into Cherry Garden branches of understanding the World and PSED.</p> <p>Intensive Interaction sessions provide opportunities for pupils to explore their likes, dislikes, connect with other people and work out right and wrong.</p> <p>Therapies—hydro, sensory room, rebound allow children the space to engage in self-reflection</p> <p>Being outdoors supports pupils understanding of the natural world. Exploring nature gives them the opportunity to feel connected to something bigger than themselves.</p> <p>Showing sensitivity to others' needs and feelings and forming positive relationships are embedded into our teaching and practice across the Early Years setting at Cleaswell.</p> <p>Sensory exploration sessions allow children to develop their senses and understand the world around them in a deeper way.</p> <p>In the Early Years we celebrate the religious festivals of Christianity, Hinduism and Judaism.</p>	<p>RE SACRE content mapped onto Cherry Garden Framework and assessed via Tapestry</p> <p>Board books linked to different religions, festivals, cultures</p> <p>Develop more sensory stories around religious celebrations and traditions</p>	<p>July 2021</p>	<p>SO/TMch/AT</p>	<p>Cohesive curriculum map that facilitates progression of knowledge, understanding and skills</p> <p>High quality, engaging resources to enhance teaching and learning</p> <p>High quality educational visits and experiences to enhance teaching and learning</p>

