

RE Curriculum at a Glance

Your aims and ambitions for the curriculum	Know more, do more and remember more	Curriculum adaptation; Access for all
<p>We aim to equip the children we teach with the knowledge and understanding of Christianity as a global faith and of a range of religions and world views in order to develop the understanding, tolerance and acceptance of others. They will find out about religions through stories and narratives from holy books, through talking and interviewing religious and non-religious people, through observing religious artefact and practices and considering the reasons behind religious ideas and viewpoints.</p> <p>For the children to engage with questions of meaning and purpose to explore, develop and express their own ideas.</p> <p>For the children to develop their own religious, spiritual and philosophical ways of living, believing and thinking.</p>	<ul style="list-style-type: none"> - World religions and world views are taught in line with the Nottinghamshire syllabus - KS1 learn about Judaism and Christianity and in KS2 children also learn about Islam, Hinduism and Humanism. - We use Understanding Christianity which provides a spiral curriculum of Christianity to enable themes to be revisited and studied in greater depth as the children move up through school. - Plans and resources have been made for the whole school to follow, following the Progression of Knowledge document. Recall and revision questions are beginning to be made and used to recap learning at the start of every lesson. - Collective Worship also teaches children aspects of Christianity, giving chance for the children to reflect and develop spiritually. 	<p>Learning is scaffolded for children though adult support either in a small group or 1:1. Differentiated tasks are sometimes provided with scaffolded learning for SEN and extension tasks for the more able and gifted children.</p>
Scope and breath of the curriculum	Sequencing of learning, particularly through concepts, vocabulary and skills	CPD (and the impact of it)
<ul style="list-style-type: none"> - Long Term Plan created to ensure that all areas of the curriculum were covered - Knowledge Progression Document created to ensure that all objectives are being taught week by week. - knowledge of religions and world views is developed and built upon through the year groups and the teaching of Christianity is done through a spiraling curriculum, with key topics revisited at a deeper level as children move through school. - Learning objectives and weekly plans are cross examined against the Knowledge Progression - Planning and resources are provided for teachers to follow across school. - The Long term plan and Knowledge Progression document both follow the Nottinghamshire Syllabus for RE. 	<ul style="list-style-type: none"> - Long term plan has been created to ensure sequence of knowledge is built upon. Progression document statements are also labelled for each half term and are the learning objectives that need to be covered within each unit on the LTP. Vocabulary documents are available for teachers to view and use when planning, so that they are aware of the language children should be learning - The teaching of Christianity follows Understanding Christianity, which revisits 6 key themes and ensures learning is built upon as the children move up through school. 	<ul style="list-style-type: none"> - RE Leader's Network Meetings half termly in 2025/6 – looking at the SEF and sharing ideas for developing RE and Spirituality. - Over 2024-2025 CC attended 3 meetings as part of a working party linked to the SACRE to consult over developments of the new RE syllabus due June 2026. - RE Network meeting 30/09/25 learning about SIAMS quick wins – to feed into SEF. - RE working party with the diocese 09/07/25 looking at the worldview approach and developing case studies. - Nottinghamshire SACRE meeting Feb 2025 – learning about worldviews and how the RE syllabus is decided. - RE conference—04/02/25 - Pupil worship leader's conference 05/11/24 ideas for developing pupil worship leaders - Spirituality course 01/12/23—ideas to develop spirituality for next year - RE conference—01/02/24 Impact: better SMK in world religions, which has impacted on planning and ideas for developing pupil-led worship, which were put into practice later in the Spring term. Better knowledge of the coming new curriculum and worldview approach.
What to teach and when	Substantive and disciplinary knowledge	Responding to the locality and deliberate enhancements to the curriculum
<p>RE is a core subject and is taught discretely for 1 hour a week. The Long Term Plan clearly demonstrates what teachers should be teaching and when</p>	<ul style="list-style-type: none"> - Learning is based on both substantive and disciplinary knowledge. Children learn substantive knowledge about the practices and beliefs of religions and worldviews and disciplinary knowledge of the 	<p>Year 3 visit Southwell Minster for a modern day pilgrimage to find out more about the Christian faith.</p> <p>FS1 visited the church to learn about the church building last year.</p>

<p>Coinciding with the Long Term Plan, the Knowledge Progression Document links day-by-day, lesson-by-lesson what the children should be doing.</p> <p>Planning and resources provided for teachers gives clear guidance and support to teachers of what to teach.</p>	<p>methods of finding these out and personal disciplinary knowledge of considering their own viewpoints.</p> <ul style="list-style-type: none"> - All learning objectives are 'to know', and LOs are shared with children in each lesson so they are aware of what knowledge they are going to gain, alongside how this builds on prior knowledge. - There are summative assessments given to the children at the beginning and end of each unit to assess their learning. 	<p>Year 1 visited the church as part of their visit learning about Shireoaks.</p> <p>Sunita visited Y4 and 5 to teach about Hinduism.</p> <p>We celebrated World Religion Day, with each class learning about a different religion.</p>
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The RE Curriculum At A Glance

What checks have you completed? What have they told you? What did you do about it? What is the impact of this?

Checks

- Work scrutiny 17/11/25
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- Pupil voice and work scrutiny 03/02/2025
- Collective worship questionnaire 19/05/25
- Christian Character questionnaire 19/05/25
- KS1 work scrutiny and pupil voice 07/07/25

Findings

- 17/11/25 – work scrutiny showed key vocabulary needs to be displayed or provided. Recall questions are embedded and work is very well presented. Adaptations for LA learners were not evident in books.
- The children in KS1 enjoy RE. They can recall their learning about Christianity but find it harder to recall learning about Judaism. They have one recall question a week or a recall quiz at the beginning/end of a unit. 07/07/25
- The children value collective worship times as times to be quiet and reflect and learn about God and how to be a better person. They understand spirituality and now need time to reflect and develop their spirituality in lesson time. We now need to involve the children in collective worship more. (19/05/25)
- The children feel we are distinctive as a church school and can explain why. They are unsure of the school's vision but know the school values and most children can link these to Bible stories. We now need to make sure the children know the school vision. (19/05/25)
- The progression of knowledge document is followed throughout school and progression is evident across school and within each unit taught. Work is presented well in books. Pre and post assessment quizzes are used across school to help assess the children's achievement. Recall and revision questions are being used at the start of lessons. Self-assessment is beginning to be used. There is little evidence of adaptations for the bottom 20% or higher level learners. (12/01/24 and 03/02/25)
- Children enjoy RE lessons. Christianity and world religions are taught across school. (26/04/24)
- There were no concerns for the progress of EAL children, though they are WTS so should be targeted. (12/01/24)
- Resources have been made for the curriculum across school for teachers to use in the future. (22/12/24)

Actions taken

-World Religion Day celebrated Jan 2025 to continue to develop the children's knowledge of world religions.

Sunita delivered Hinduism workshops to Y4 and Y5 – Jan 2025.

- RE long term plan updated – addition of Young Leader's Award and moving of Kindertransport unit - Summer 2025.

- Y6 to take part in the Archbishop's of York Young Leader's Award Programme to enhance our work on Courageous Advocacy. Signed up 09/25 – to be taught Summer 2025.

- Feedback is given to staff and monitoring document completed each time.

- Y6 curriculum has been altered slightly, with the addition of a unit on Kindertransport added, as the children felt it was repetitive. (26/04/24)

- Revision and recall questions are embedded in lessons.

Next steps

- Continue to develop recall and revision questions at the start of lessons, with one question to focus on world religions

- Make sure feedback is given to children about their work.

- Teachers to develop resources to suit the children's needs and adapt learning.