

Intent

RE at Woodford Primary School grows the potential in all children to secure new knowledge that achieves and exceeds the requirements of the National Curriculum through building links within and across different subjects and years. RE is taught through 'high-leverage' activities to retain material efficiently and build and understanding of different religions and questions humans may be asked about their religion, beliefs and practices which are obtained by philosophy, theology, social sciences and history. Through the use of storytelling of different traditions and practices of religions, it will enable children to compare religions, ask questions to gain a deeper understanding and acceptance of different religions. It allows them to see that humans are all different, but all have the same importance of belonging and community. Children will think critically about how to change the world for the common good; understand and value the diverse experiences and contributions from others which may be different to their own. Our rigorously, coherent and sequenced RE curriculum promotes children to enrich their own sense of identity as they look across time, space and culture allowing them to see many positive versions of themselves.

Social Structures

- Meet and greet to positively start each lesson.
- Talk partners.
- Shared discussion.
- Storytelling.
- Choral rehearsal of vocabulary.
- Say-it 5 times.
- Answering in more detail ('tell me more', Say it in a different way).

Vocabulary

We prioritise the teaching of vocabulary as a core component to build children's knowledge. We understand the links between powerful knowledge and vocabulary acquisition. We use schema maps to promote vocabulary and 'chunk' the knowledge in order to connect history, knowledge, building schema in the long-term memory.

Expectations

- Scope, rigour, coherence and sequencing.
- Powerful storytelling - wanting to know what comes next, the beliefs of different religions all stem from stories.
- 10 teaching techniques from Opening Worlds.
- Retrieval: Regular practice (not just previous lessons but previous sequences of learning).

Opportunities

- Use of primary and secondary sources.
- Local visits, visitors and link to allow children to make connections to the different religions
- Using religious artefacts.
- Religious workshops.
- Local links to faith centres.

Adaptations

- Widgit symbols.
- Cloze procedures.
- Pre-teach vocabulary.
- Symbols.
- Vocabulary mats.
- Consistency in approaches across the subject and across the school.

Diversity

At Woodford we understand the importance of diversity. Our curriculum is underpinned by the British values and ensuring our pupils are well rounded individuals who will impact positively on society.

- **Individual liberty:** Providing our children with the freedom and a safe space to make their own choices and form their own opinions to enrich their own sense of identity as they look across time, space and culture and see many positive versions of themselves.
- **Mutual respect and tolerance:** Learning about different religions and beliefs and listening to various view points to understand and value the diverse experiences and contributions of others who may be very different from themselves.
- **Democracy:** Working together to build strong standards of truth about different religions and how people celebrate and follow them.
- **The rule of Law:** Understanding that RE allows us to see and understand that different people will have different views and beliefs but can still feel valued through the exploration of RE concepts.

CURRICULUM DELIVERY			
Grow the potential for all children - children secure new knowledge and achieve. Enact the planned curriculum content.			
	Consistent Approach	Common Language	Teacher/TA Role
Entry	Ready for learning • Meet and greet/welcome • Calm and silent • Magnet eyes • Prepared (equipment, pre-teach)	Positive Calm 'Ready to learn.' '1, 2, 3'	Meet and greet. Set expectations for learning.
Starter	Review/Retrieval of knowledge. Set the purpose for new learning to connect schema (know, do remember).	Knowledge Retrieval Knowledge quizzes	Check knowledge. Connect schema. Assessment.
Teacher Instruction (I do)	Specify and define new vocabulary. Narrated modelling to demonstrate new knowledge. Questioning to deepen thinking of concept/new knowledge. High quality collaborative learner talk.	Narrated modelling Vocabulary Questioning Thinking Cold Calling Oral rehearsal 'WY?' 'TYP' 'Magnet eyes' 'Choral wave'	Direct instruction. Model and explain new knowledge. Circle the room. Listen to discussion. Give feedback. Question understanding.
Guided Practice (We do)	Exploring the idea in small steps to allow learners to master the concept and connect the schema. High quality collaborative learner talk. High quality talk around exemplars of excellence. Scaffolding support to adapt access for children to progress with knowledge content. Assessment for learning.	Connections Scaffolds Small steps 9 Talk Moves Choral responses 'Do it, do it again.' 'Say it again better' 'WY?' 'TYP'	Listen to discussion. Address misconceptions. Circle the room. Live feedback. Question.
Deliberate Independent Practice (You do)	Independent 'overlearning' to secure concept to long term memory. Scaffolding support to adapt access for children to progress with knowledge content. Questioning to assess how well the new knowledge has been secured. Live feedback to address misconceptions and deepen thinking.	Overlearning Applying Questioning Independent practice Silent practice Focused feedback 'Show what you know.' 'Do it, do it again.' 'do it yet again.'	Address misconceptions. Live action feedback. Circle the room. Targeted support. Responsive teaching. Adaptive scaffolds.
Exit	Review/Retrieval of new knowledge. Assessment as learning.	Knowledge quizzes Synoptic tasks Progress measure 'Tell me what you have understood.'	Check knowledge. How well have all children secured curriculum content?

Assessment and Curriculum Knowledge Content

All children included in learning and have access to the curriculum content - Equity.
All children secure new knowledge and progress with learning