

Purpose:

Our Trust exists to create transformational educative opportunities in a shared culture of collaboration.

Religious Education - Conception of Quality

Developing a rich knowledge and understanding of religious and non-religious traditions helps children to make sense of the world around them and find their place. RE helps us all foster respect for one another. RE lies at the heart of our civilisation - an appreciation of people beliefs and traditions has helped humans inspire one another.

Contents

- * This document sets out our shared 'conception' of effective RE teaching.
- * It draws upon our collective expertise and is **evidence/research informed**.
- * It references insights from Ofsted, the DfE, the EEF and other organisations invested in research and 'best bets'.
- * This is not an exhaustive list of factors that can create quality!
- * Our key reference points for statutory requirements are: [The National Curriculum](#), [The Ofsted handbook / research and reports / & SEND COP](#).

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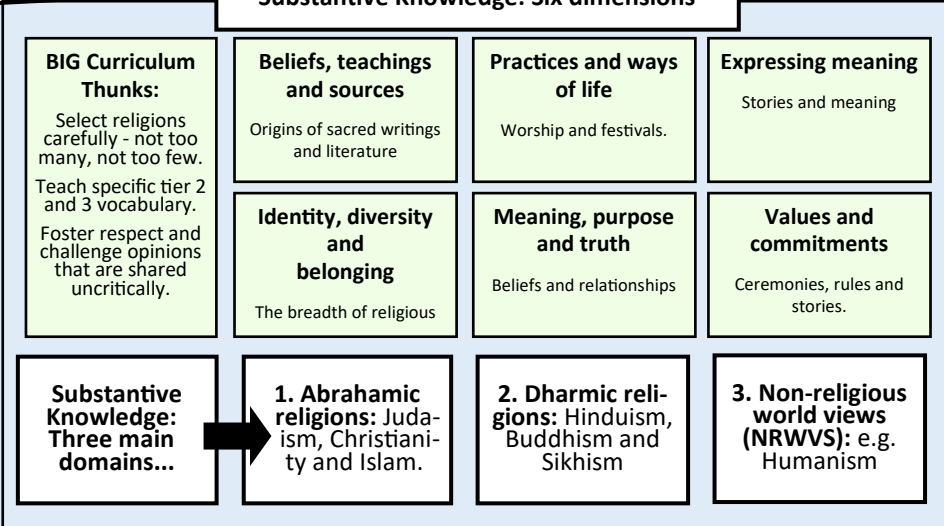
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The Curriculum - what we want children to learn

Key curriculum thoughts:

- ⇒ There should be a 'distinct' curriculum in place for RE - it should be challenging and built upon what children already know.
- ⇒ Knowledge should be carefully selected with an appreciation that studying fewer traditions in more depth may support greater understanding. Breadth and depth should therefore be carefully considered and debated.
- ⇒ A focus on breadth can lead to an overly simplified curriculum that results in unhelpful assertions and misconceptions about important beliefs and traditions.
- ⇒ Teachers should be supported to secure the necessary subject and pedagogical knowledge to teach RE confidently.

Substantive Knowledge: Six dimensions



Disciplinary Knowledge

The teaching of substantive knowledge increasingly provides children with the means to be supported to **explore, engage and reflect** on the diversity of religious and non-religious beliefs..



Explore: supporting awareness & insight



Engage: appreciating meaning and significance



Reflect: supporting analysis, self-awareness and respect.

Methods

How does the explore, engage and reflect model help children to understand how and why different religions have formed over time?
 What are the varying degrees of certainty about religious claims?



Personal knowledge

How does the explore, engage and reflect model support children to understand their own relationship to the knowledge they encounter?



Pedagogy - how we help children to learn

We use Rosenshine's principles of instruction to help guide our approach to teaching (image reproduced here from Tom Sherrington).

Review - 'the most important single factor influencing learning is what the learner already knows' (Ausubel) - this should be the overriding thought as teachers plan for RE. Activating relevant prior learning is crucial.

Questioning - we need to ask lots of questions in depth and encourage children to use the vocabulary.

Sequencing concepts and modelling - 'memory is the residue of thought' (Willingham) - thinking carefully about what children 'attend to' is the secret to remembering. Well designed activities, that are appropriately sequenced and chunked are important. There should be ample practice at every stage. Clear worked examples (modelling) and structures and supports to manage cognitive load (scaffolds) help children journey from novice to expert.

Proficiency requires Practise - practice through different stages from guided to independent as children build automaticity.

Adaptive teaching - teachers are alert to the 'demands that learning places on memory' and they make changes to their approach accordingly.



Assessment - checking what children have learnt

Effective assessment is based upon a strong knowledge of its purpose and the intended curriculum

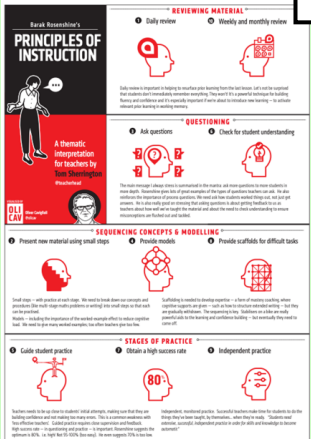


Assessment is understood in three ways: 'for', 'of' and 'as'. There is considerable overlap between each approach...

Assessment for learning (formative) involves providing feedback for practitioners and children that is used to improve teaching and learning. It is used in a 'live' way to adapt the curriculum e.g. checking that children understand how different materials and tools work and function.

Assessment of learning (summative) identifies when specific curriculum goals/end points have been achieved - it is less frequent than AfL and has limitations as it often provides more limited information about children's security with smaller steps e.g. end of unit judgements related to complex composite answers to big ideas in RE.

Assessment as learning (the testing effect) draws on the cognitive principle that children are likely to remember knowledge that they re-encounter and retrieve from their long term memory e.g. providing planned opportunities for children to re-encounter specific RE vocabulary and formal elements.



Monitoring and Governance



Monitoring:

- ⇒ This COQ is used to evaluate the impact of the teaching of RE.
- ⇒ There should be a clear focus to monitoring which utilises the **pupil book study** approach we are learning as a Trust.
- ⇒ Ideally, a whole school monitoring schedule, aligned to training, should set out the priorities for the year ahead.

Link Governor visits prioritise 3 themes:

1. Discussing the effectiveness of RE with leaders (with reference to this COQ, the local action plan and outcomes).
2. A focus on the security of **substantive and disciplinary knowledge. Consideration of how children's knowledge of different elements deepens over time.**
3. The quality of staff training - what is the impact on teaching? What do children know? What can they do?

SEND and Inclusion



Every teacher is a teacher of SEND.

- ⇒ Where appropriate and possible, staff should provide pre-teaching and extra practice as children encounter new and/or more complex knowledge
- ⇒ As much as is possible pupils access the whole science curriculum with appropriate adaptations. Refer to our Trust wide **COQ for SEND.**

Principles for securing '**Greater Depth**':

- ⇒ The principles within this COQ result in children acquiring increasing fluency in recall of both substantive and disciplinary content.

Resources, Environment & Culture



The environment services the RE curriculum.

- ⇒ There are dedicated displays that reference and serve to remind children of the concepts that they are learning over time in RE - it is these concepts that will help organise their expanding schema.
- ⇒ The acquisition of vocabulary is carefully thought through - the whole curriculum is discussed and understood by staff.
- ⇒ Appropriate religious artefacts and resources are available and well organised to support effective teaching.
- ⇒ Pupils are supported to select ambitious texts that relate to their studies in RE.

Subject Myth Busting



Some common myths about RE:

- ⇒ All RE leaders and teachers are religious - RE can be taught by anyone. Effective teaching is brought about by having strong subject knowledge and a keen awareness of the teaching approaches that will help share that knowledge (so that it is memorable) with all children.
- ⇒ RE is a bit stand alone - it doesn't link with other learning. RE has special links with all subjects - these links make the subject rich and varied.
- ⇒ RE is only really of interest to people of faith. Not so, RE is a fascinating subject that supports the promotion of fundamental British values and respect.
- ⇒ RE doesn't need CPD. It does! RE is a complex subject domain which requires strong subject knowledge.

Early Years - Firm Foundations



The RE curriculum begins in the early years - this is where firm foundations are established:

- ⇒ The 'PSED' curriculum provides the starting point for the whole progression model - **it is rooted in a developing sense of 'me' and 'my world'**.
- ⇒ Planning details the vocabulary (especially tier 2/3 words) that children will be introduced to. There are opportunities for children to practice and use the words they learn. This creates readiness for Key stage 1 and beyond.

Research, reading and Staff CPD



This document, and practice within provision, are informed by:

Ofsted [research review](#) and [subject report](#)
[Rosenshine's principles of instruction](#)
[researchED series](#)
[National Curriculum](#)
[The EYFS Framework](#)

You can find out more about our curriculum for leaders and teachers of RE at:
[Creative Learning Hub.](#)

Our Trust Vision:

Our vision for pupils:	Our vision for people:	Our vision for communities:
<ul style="list-style-type: none"> ✿ Strong attendance and outcomes for all. ✿ Freedom and Justice. ✿ A knowledge rich curriculum. ✿ Research/evidence informed teaching. 	<ul style="list-style-type: none"> ✿ Collaboration and kindness. ✿ Opportunities to develop and learn. ✿ A focus on wellbeing and workload. 	<ul style="list-style-type: none"> ✿ Schools at the heart of the community they serve. ✿ A range of benefits to support families and vulnerable groups. ✿ Ongoing support as pupils transition to their next school and beyond.

Our Trust Values:

Integrity: Courage to do the right thing for the child.	Collaboration: Working together, enabling each other.	Dedication: Committed to supporting and improving.
Kindness: Acting with compassion	Understanding (Openness): Listening and valuing one another	Innovation & Creation: Using expertise and research to transform.