

Curriculum Principles in Religious Education

We know that our children need:			
To develop their understanding of the wider world.	To raise aspiration for all.	To develop their vocabulary	
We know this because:			
Our local community consists of mainly White British families who may not have much experience of the wider world. Therefore, we have a strong focus on diversity and inclusion throughout our curriculum.	Because parts of the local area measure lower than national average for education, skills and deprivation we want to promote ambition and aspiration to support our children and community to be the best they can be.	We understand that on entry a spoken language for a number of children is below that of the national average for their age, this is why we focus on developing pupil's vocabulary.	
These are important to ensure our children:			
<p>Have an understanding, interest and respect for the diverse world which they live in and treat others how they would want to be treated.</p> <p><b>Develop an understanding of and make links between the school community, local community, wider community, global community becoming aware of their place within society.</b></p> <p>Are <b>SUCCESS</b>ful, well rounded, responsible young people who make a positive contribution to their community and beyond.</p>	<p>Continually strive to learn more, know more and be the best version of themselves.</p> <p><b>Grow as confident, independent and resilient learners who embrace the challenges of today, tomorrow and beyond.</b></p> <p>Work together so that all can achieve their potential with the knowledge that <b>SUCCESS</b> is in our hands.</p>	<p>Are confident, articulate and successful communicators.</p> <p><b>Can articulate their knowledge, learning and understanding as well as thoughts and opinions with ease and fluency.</b></p> <p>Can achieve <b>SUCCESS</b> throughout the curriculum and the wider world by constantly developing speech and language. Have a love and a passion for reading.</p>	
Therefore, our curriculum is based on the following principles:			
<p><b>Memory (inc. knowledge)</b></p> <p>Children need to have a rich body of knowledge in their long-term memory which forms the building blocks for making progress and acquiring higher-level skills. Our ambitious curriculum has been carefully sequenced by subject leaders with clearly identified sticky knowledge and key concepts that are revisited continuously so that pupils know, remember and understand more. With this knowledge embedded in their long-term memory our</p>	<p><b>Opportunities</b></p> <p>We want our children to learn about the best of what has been written, played, performed, painted, created etc. To have experiences that galvanise and support the acquisition of knowledge back in the classroom. Cultural capital is not just about trips and expensive visits. Weekly assemblies enhance pupil cultural capital ie: reading, RE, wider curriculum and Picture News assemblies.</p>	<p><b>Vocabulary (inc. Reading)</b></p> <p>Vocabulary and reading are at the heart of the curriculum. Our curriculum is carefully planned so that children develop their vocabulary. Early Reading is built upon and embedded over time. This develops a wide range of vocabulary and a love of reading. To access the wider curriculum and acquire the important knowledge our children are taught a wealth of vocabulary throughout all subjects.</p>	<p><b>Equality and Equity</b></p> <p>Equality is a key principle as we want to ensure that all pupils access an ambitious curriculum and want to achieve the best possible outcomes for all groups of children including SEND, PP, protected characteristics and sexuality. Our curriculum is designed to develop a deep understanding of the wider world so that children are respectful, knowledgeable and understand the importance of treating each other equally.</p>

<p>children will be ready for the challenges and opportunities of the future.</p>			
<p><b>In RE this is evidenced through:</b></p>			
<p><b>KKPD's mapped out learning from F1 to Yr6 – more ambitious than National Curriculum.</b>  An RE curriculum (following Nottinghamshire Syllabus) that begins in F1 and builds year on year.  <b>The opportunity to continuously revisit prior learning as part of the established MAPPS lesson design model.</b>  Use of assessment tools to help retain children's learning.  <b>Use of quizzes, Leitner model/flash cards , knowledge mats)</b>  Curriculum links to other subjects – history (history of a faith, historical places of worship e.g. Mecca), PSHE, British Values, SMSC (diversity and understanding of cultural differences)  <b>Assessment opportunities to identify gaps in learning/knowledge</b></p>	<p><b>Weekly lessons in class following the agreed syllabus and covering the 6 main faiths.</b>  Weekly RE assemblies led by the RE lead covering the 6 main faiths throughout the year – knowledge rich and with opportunities for pupil voice.  <b>Assemblies compare and contrast the different faiths with Review &amp; Reflect to ensure knowledge is fully embedded and retained.</b>  Visits to places of worship, visitors to school to represent different faiths.  <b>Visit to the holocaust centre (Y6)</b></p>	<p><b>A vocab rich environment with focus on blue for new.</b>  Weekly RE assemblies introduce new vocabulary and Review &amp; Reflect previously taught vocabulary.  <b>Flash cards and Leitner model used in lessons / assemblies.</b>  Use of written work rather than worksheets in Curriculum books to fully immerse in the vocabulary needed and embed the knowledge.</p>	<p><b>Quality first teaching of RE allows all children to access the learning.</b>  Learning is scaffolded up, so all children aspire to know and learn more.  <b>Children learn about the origins of the faith, the country, people, cultures and traditions.</b>  Comparisons are made to children's own experiences and lives, either through any faiths they may follow themselves or just their everyday ways of life.  <b>Support provided in lesson for children when required to allow all children to make progress.</b>  Links to British Values (tolerance and diversity) and SMSC (moral and cultural)</p>