

# RE Subject Overview

**WAT Aspire Curriculum** – our curriculum develops students' aspirations so that they strive to be the best that they can be. In all subjects we carefully plan the subject knowledge, skills and vocabulary, coupled with specific Aspire learner skills and character virtues, so that our students have the tools to be successful in learning and in life. This document sets out the key principles in this subject area.



## Teaching and Learning Cycle



## Long Term Overview

### [EYFS- Year 6 Long term coverage](#)

RE knowledge is taught through a four tiered cyclical approach.

Tier 1 – Pupils are immersed in the culture, faith and celebrations they are learning about, the categories of knowledge, at the start of every half term for 5 hours. Pupils will have a chance to deepen their understanding of different faiths and religious celebrations and demonstrate their knowledge during



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this day through written pieces of work, crafts and drama.

Tier 2 - Pupils complete a Google quiz to review the knowledge taught 2 weeks later

Tier 3 - A class assembly revisits the key knowledge taught and addresses any gaps in learning

Tier 4 - Pupil voice is used to check that pupils have retained the knowledge longer term

As well as this, the whole school will celebrate religious festivals in context to the world around them.

Pupils will experience these festivals as an addition to their RE curriculum for two 5 hour days;

alternating festivals to give the pupils a breadth of experiences.

In addition, throughout their time at Manor Way, children will have visited a Church, Gurdwara, Synagogue and a Mosque to undertake real life experiences of different faiths and celebrations in that context.

## Medium Term Plans

Medium Term plans are developed from the knowledge and skills identified on the knowledge organisers, which set out the skills, knowledge and vocabulary to be developed for each unit of work.

[Year 1 Overview](#)

[Year 2 Overview](#)

[Year 3 Overview](#)

[Year 4 overview](#)

[Year 5 Overview](#)

[Year 6 Overview](#)

## Knowledge Organisers

Knowledge organisers for each unit of work set out the skills, knowledge and vocabulary to be developed through the unit.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	<a href="#">Autumn 1 - Autumn 2</a>	<a href="#">Spring 1 - Spring 2</a>	<a href="#">Summer 1 - Summer 2</a>
<b>Year 2</b>	<a href="#">Autumn 1 - Autumn 2</a>	<a href="#">Spring 1 - Spring 2</a>	<a href="#">Summer 1 - Summer 2</a>
<b>Year 3</b>	<a href="#">Autumn 1 - Autumn 2</a>	<a href="#">Spring 1 - Spring 2</a>	<a href="#">Summer 1 - Summer 2</a>
<b>Year 4</b>	<a href="#">Autumn 1 - Autumn 2</a>	<a href="#">Spring 1 - Spring 2</a>	<a href="#">Summer 1 - Summer 2</a>
<b>Year 5</b>	<a href="#">Autumn 1 - Autumn 2</a>	<a href="#">Spring 1 - Spring 2</a>	<a href="#">Summer 1 - Summer 2</a>
<b>Year 6</b>	<a href="#">Autumn 1 - Autumn 2</a>	<a href="#">Spring 1 - Spring 2</a>	<a href="#">Summer 1 &amp; Summer 2</a>



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## Assessment

Formative assessment will form part of every lesson through children's responses, talking confidently about religions, recalling information about places of worship and religious festivals.

Pupils will have a chance to deepen their understanding of different faiths and religious celebrations and demonstrate their knowledge through written pieces of work, crafts and drama.

Tier 2 - Pupils complete a Google quiz to review the knowledge taught 2 weeks later

Tier 3 - A class assembly revisits the key knowledge taught and addresses any gaps in learning

Tier 4 - Pupil voice is used to check that knowledge that pupils have retained the knowledge longer term

## High Challenge for All

Challenging and interesting work is an entitlement for all our learners irrespective of their ability. High challenge is a focus for us at Manor Way and this is our 'High Challenge for All' rationale which sits alongside our Teaching and Learning cycle [High Challenge for all](#)

Children are encouraged to be reflective of their own beliefs through 'big questions'.

## SEND

When a pupil has been identified with special needs, their learning will be further scaffolded or differentiated by the class teacher to remove barriers to learning to enable them to access the curriculum. Teachers use a range of teaching strategies to involve every child in learning based upon what they already know and can do. This may include the use of specific resources and strategies:

- The use of visual prompts
- sensory audits
- task management boards to chunk tasks
- reading rulers, concentration cushions, fidget toys, sand timers
- Overlays etc.

All staff have high expectations of all pupils. By reviewing children's progress through formative, and summative assessments then gaps in their understanding, skills and knowledge can quickly be identified and support can be put into place to enable them to make progress. At Manor Way the interests of the child are always considered when planning the curriculum to ensure that children are engaged and enthusiastic about their learning.



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### Vocab

[RE vocabulary](#) is planned appropriately for each enquiry theme taught, according to the religion, in order to support children to answer the key questions.

### Evidence Collection and Presentation

- Evidence of work will be recorded in curriculum books.
- Evidence of assessment will be collected through photos, videos, pieces of art or extended pieces of writing.