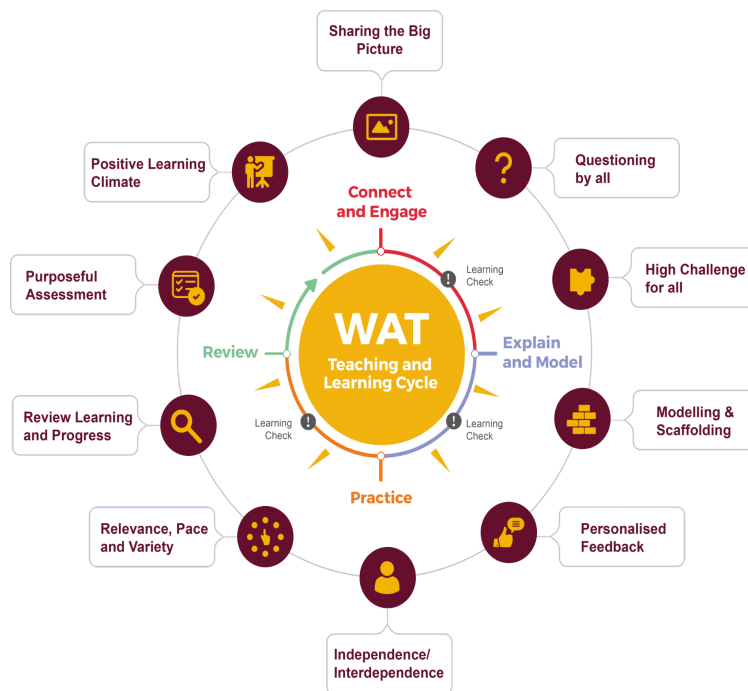


RE Subject Overview

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 will be taught in a daily block each half term. Children will have a chance to deepen their understanding of different faiths and religious celebrations and demonstrate their knowledge during this day through written pieces of work, crafts and drama.



"Our aspirations are our possibilities – believe you can and you will!"

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.

[Knowledge Organiser](#)

Assessment

- Summative assessment will occur at six points during the year to conclude each unit of work. These opportunities include written and creative responses such as drama and art.
- 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.

High Challenge for All

Challenging and interesting work is an entitlement for All our learners irrespective of their ability. All learners should be able to learn effectively once they know what learning looks like and are given the appropriate tools and support to make it happen.

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



"Our aspirations are our possibilities – believe you can and you will!"

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.

Vocab

[Enquiry based glossary](#)

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.