



TPAT RE Curriculum

 Scope	Components - content and skills to be taught 
• Cornwall Agreed Syllabus Coverage • Deliberate decisions made about what is taught when, building from EYFS showing when content about specific religions and religious transitions are taught in each year group (e.g. Abrahamic: Judaism, Christianity, Islam / Dharmic: Hinduism, Buddhism, Sikhism / NRWVs: Humanism)	• Key knowledge is identified through the strands, showing progression from EYFS to Year 6 • <u>Substantive content</u> is identified - these key concepts and vocabulary are identified (e.g. 'incarnation' in Christianity or 'reincarnation' in Hinduism, 'worship', 'pilgrimage') • Disciplinary knowledge – <u>Ways of Knowing</u> – the curriculum builds up knowledge of how different communities might go about finding out about religion • Disciplinary knowledge – <u>Personal Knowledge</u> – the curriculum allows children to make sense of a religion and worldviews from a position • Vocabulary is deliberately mapped out
Lesson Sequencing	
• Each unit is broken down into individual 5-7 lessons which show how the lessons are sequenced, building on each other • Lessons to either have a Learning Objective (or WALT) or could be answering an enquiry question	• Children will have access to texts which match their ability to support RE learning • Children read stories from holy books and stories about religious and non-religious world views
Retrieval	Enrichment
• Planned and systematic opportunities for prior learning to be retrieval – from previous units of learning • Opportunities for prior learning to be retrieval – from previous lessons, within the lesson design • Opportunities to recall key facts about world religions • Use of Socrative used in Y5/6 (at least) for both assessments and retrieval practice	• Education visits and visitors mapped into the curriculum to enhance RE understanding • Virtual visits to places of worship • Secondary links are established for support in resources, expertise and Y6/7 transition
CPD	SEND Adaptations
• Evidence of CPD undertaken by lead • Attendance at TPAT RE Forum • Evidence of CPD provided for staff	• Identify where barriers to learning are in the sequence of learning for specific adaptations for the 4 areas of need • SEND adaptations made for children who may find recording challenging, including use of technology • SEND adaptations specifically for RE (e.g. <i>recognising many concepts of RE are abstract so may need pre-teaching</i>)
Monitoring	Assessment
• Monitoring schedule in place for RE • Monitoring of planning and/or lesson observations shows that the intended curriculum is enacted • There is evidence of children showing knowledge and understanding in books, floor books or on a technology platform • Pupil conferencing shows that children can talk through the learning ensuring that the knowledge matches the end points / knowledge organisers	• Formative assessment through verbal questions throughout the lesson planned in to assess knowledge and understanding • End of unit assessment appropriate to the learning / subject • Assessment strategy in place for RE clear to staff and children
Impact	
• The intended RE curriculum is enacted and accessible to all children • Children have developed a love of RE and can talk enthusiastically about different religions • Children have a good knowledge and understanding of Christianity, other religions including traditions and non-religious world views • Children are knowing more, understanding more and doing more aligned to end points decided on by school • Children will develop respect and sensitivity to others, in particular those whose faiths and beliefs are different from their own	



Truro and Penwith
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