

## RE

### INTENT – To what do we aspire for our children?

-Vision -Design -Aspirations for our curriculum

#### Our Vision

**‘We are a Family of Friends who LEARN together.’**

#### Our Goal

Our vision for excellence within our RE curriculum is created in line with the Brighton and Hove SACRE and aims to encourage children to:

- Develop knowledge and understanding of Christianity and other principal religions and worldviews.
- Develop insight and understanding of key religious beliefs, teachings and practises, forms of expression and the influence of religion on individuals, families and communities.
- Learn from the diversity of religious beliefs and worldviews.
- Ask meaningful questions about the meaning and purpose of life, the nature of reality, questions of right and wrong and the being of God.
- Develop a sense of identity, affirming their own faith, beliefs or search for meaning.
- Flourish as individuals, within communities and as citizens in a plural society and global community.
- Develop respect for beliefs that differ to their own, recognising people’s right to faith and faith as a protected characteristic.

RE therefore plays an important role in the personal development of pupils and students as they grow from children into adulthood. RE enables pupils and students to become ‘religiously literate’ individuals who:

- have a deep understanding and insight into the nature of religions and beliefs
- know how religion and belief impacts on the lives of believers and wider society
- are confident to articulate and express their own views and beliefs whilst showing respect and understanding of others
- understand that Religious Education can motivated to explore ultimate questions about meaning, purpose and truth
- can engage positively with religions and beliefs in a diverse and global world.

The objectives for RE in Brighton & Hove are to:

- stimulate pupils and students to ask and explore challenging questions
- encourage pupils and students to explore their own identities, beliefs and become religiously literate adults
- enable pupils and students to value both commonality and diversity present in the world through gaining an understanding and respect for the main world religions and secular world views
- prompt pupils and students to consider their responsibilities to themselves and others.

(Brighton and Hove Agreed Syllabus)

Our Hove Learning Federation intention is to:

- engage, inspire, motivate, support and challenge
- ensure our learners progress academically and become more expert as they progress through the curriculum
- develop successful, informed, engaged, thoughtful, confident learners, who make a positive contribution to the community and society – both now and in the future.





#### Our Values & Curriculum Drivers

**At Hove Learning Federation, RE is driven by the following values:**











##### **Love of Learning**

- Enjoy immersive learning opportunities that aim for children to understand others’ beliefs and make connections between their own values.
- Inspire children’s curiosity and understanding allowing them to discover and gain an insight into religions within the world that we live.
- Develop children’s secure understanding of religions and world views.
- Develop children’s skills of enquiry through the investigation of artefacts, online sources, pictures and real-life stories

		<ul style="list-style-type: none"> <li>Encourage children’s ability to be inquisitive about others beliefs developing inquiry based R.E. skills that allow them to be culturally aware of the world around them.</li> <li>Embrace the art of oral storytelling and interpretative role play to enable the children to develop a deeper understanding to confidently and respectfully interact with people of different faiths and no faith as they move through life.</li> <li>Open children’s minds to different possibilities and alternative points of view, celebrating differences and individuality.</li> </ul>
	<b>Equality, Diversity &amp; Inclusion</b>	<ul style="list-style-type: none"> <li>Support children to be proud of their own religious or non-religious views.</li> <li>Enable children to understand and make connections with people from different religions.</li> <li>Provide the foundations for understanding the beliefs and practices which guide, motivate and inspire different people in the world around us.</li> <li>Help children to learn to value their own and other people’s cultures beliefs and consider how different religions are practised.</li> </ul>
	<b>Aiming High</b>	<ul style="list-style-type: none"> <li>Stimulate children to ask and explore challenging questions</li> <li>Encourage children to explore their own identities, beliefs and become religiously literate adults</li> <li>Enable children to value both commonality and diversity present in the world through gaining an understanding and respect for the main world religions and secular world views</li> <li>Prompt children to consider their responsibilities to themselves and others.</li> </ul>
	<b>Respect and Well-being</b>	<ul style="list-style-type: none"> <li>Foster empathy and respect for different religious and non-religious beliefs and perspectives and backgrounds.</li> <li>Show pride in their own and others’ religious and non-religious beliefs and customs.</li> <li>Respect others and gain a broader understanding of views and beliefs</li> <li>Improve their knowledge of global affairs</li> <li>Develop a stronger sense of wellbeing, ethical standards and personal happiness</li> <li>Avoid extremism and religious discrimination</li> <li>Contribute to and build a more cohesive community</li> </ul>
	<b>Nurture and Citizenship</b>	<ul style="list-style-type: none"> <li>Understand their own identities, customs and beliefs.</li> <li>Develop a sense of belonging.</li> <li>Understand how wider events in history have affected their own community on a local, national and global scale</li> </ul>

### Our Curriculum Design






**Meet the needs of every child across the whole curriculum**

<b>Equity</b> 	<b>Inclusion</b> 	<b>Learning Behaviours</b> 	<b>Personal Development</b> 	<b>Skills</b> 	<b>Knowledge and Understanding</b> 	<b>Creative and critical thinking</b> 	<b>Cultural Capital</b> 
Equality of opportunity. All children to succeed no matter their entry point.	Every child, whatever their individual abilities or needs, is equally valued.	Attitudes and attributes for learning and life.	Equip children to become global citizens, who live happy and healthy lives and know how to achieve their goals.	Curriculum mapped to include the subject specific skills required to attain and excel. Children develop learning to learn skills	Deep learning of the key concepts of our curriculum and the National Curriculum.	Both are nurtured. Children are challenged to question, reason and express themselves.	Is a golden thread, woven through everything we do to teach children well.









				such as metacognition.			
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### Learning Characteristics Animals

Underpinning Hove Learning Federation's curriculum are our learning characteristic's animals.

Independence	Perseverance	Curiosity	Imagination	Co-operation
				

### RE Long Term Sequence Features

Sequencing 	Small Steps 	Spiral 	Long Term Memory 	Making New Links 	Cognitive Load 	Key Concepts 	Substantive and Disciplinary Knowledge 
Our curriculum design deliberately sequences units of learning from EYFS to Year 6 to ensure children deepen their RE knowledge and understanding through exposure to a progression of substantive and disciplinary knowledge	Learning is chunked into small steps that allow children to build knowledge and deepen understanding lesson to lesson, unit to unit and year to year.	The spiral design of our curriculum means children will return to key learning points and concepts. For example, in KS1 and lower KS2 our sequence guides children to develop an understanding of being a Muslim in Britain which will underpin their understanding of learning about the concept of Ahimsa in upper KS2.	The progression of knowledge in RE has been clearly mapped across each year group to ensure children will transfer new learning to long term memory. The ultimate goal is to make the learning stick!	The acquisition of knowledge into long term memory means that children are able to make links with new learning more easily. Our curriculum overview shows how new learning is carefully imparted over time.	Our long-term sequence for RE reduces cognitive load by mapping out opportunities for children to review previous years and units learning. All staff are aware of the units and lessons covered in previous years in order to refer back.	Children develop knowledge about key concepts in RE which allow them to have knowledge of, and understand, the key concepts and beliefs of religions and worldviews and their sources of authority; explore how people express their faith and beliefs and reflect on their learning about religion by asking thoughtful and challenging questions about meaning, purpose and truth; make connections to their own lives and deepen their understanding of the world around them.	<p><b>Substantive Knowledge</b> The subject knowledge and explicit vocabulary used to learn about the content</p> <p><b>Disciplinary Knowledge</b> The connections, theories, similarities and differences children can apply to their thinking when discussing religions and world views and the impact these have on people's lives.</p>

## Purpose of the Sequence Progression

Our curriculum is sequenced in line with the Agreed Syllabus for Religious Education (RE) for Brighton and Hove (2018-2024)

The Brighton and Hove syllabus advocates adopting an enquiry lead approach for RE. Each enquiry unit should be based around a key enquiry question and a structured learning journey which will enable pupils to:

- Make sense of beliefs - know about and understand the key concepts and beliefs of religions and worldviews and their sources of authority
- Understand the impact - explore how people express their faith and beliefs
- Make connections - reflect on their learning about religion by asking thoughtful and challenging questions about meaning, purpose and truth, making connections to their own lives and deepening their understanding of the world around them.

### Why do we have a long-term sequence? What is its purpose?

- It is our intention for children to deepen their RE knowledge and understanding over time through thoughtfully sequenced exposure to a progression of substantive and disciplinary knowledge.
- Our spiral curriculum is designed on the principles of instruction and is influenced by our understanding of how the memory works and cognitive load theory.
- Research shows that this will ensure knowledge is transferred to long term memory and making links with new learning is more accessible.

### Early Years Foundation Stage

Children in Reception classes are taught the building blocks of RE in a different way to their Key Stage One peers. Children learn about celebrations and important times of year for different friends in their class and the local community. They explore artefacts and local buildings that have deep meaning for friends and members of our city. Children engage with sharing special times for family and friends through Technology, Dance, Music, Art and Design & Technology. A prime example of this would be when learning about Diwali in the Autumn Term: as well as whole class taught sessions, children also have opportunities to make rangoli patterns on the computer, they share Diwali treats with friends, they make diva lamps from clay and they dance to celebration music.

The knowledge aspect of RE in the Early Years Foundation Stage is categorised in to the subject of 'People, Cultures and Communities'. However, the skills taught in these sessions apply to many subjects, such as Speaking; Listening, Attention and Understanding; Building Relationships, The Natural World and Being Imaginative and Expressive. Sessions are taught in practical, dynamic and engaging ways

### Key Stage One and Key Stage Two

The RE scheme of work is delivered through a discrete time allocation on the weekly timetable with the expectation that RE is allocated a minimum of 5% of curriculum time. The time allocated by B&H works out over the academic year as approximately 1 hour per week for KS1 and 2, which equates to 36 hours per year.

An example of the teaching and learning undertaken in Key Stage One is during the spring term when Year 1 children learn Christian churches. They use books, videos and stories to learn about the aspects of churches. They work together to build their own churches using construction materials, and create their own stained-glass windows. They listen to Christian hymns and songs and they take a trip to visit a local church.

The Religious Education curriculum in Key Stage 2 is planned to be inclusive and meet the needs and interests of all our children. Each year children will learn about one of the major faith groups as well as Christianity and the religious features which are common to all beliefs.

An example of the teaching and learning undertaken in Key Stage Two would be the unit of work on Buddhism in the summer term of Year 5. Children use a range of sources to learn about Buddha: the teachings and sense of community within this faith. Children are given the opportunity to consider the concept question: What does it mean to be a Buddhist in Britain today?

## HLF Long Term Plan

Our curriculum starts in EYFS and ends in Y6. Our long-term plans include the unit, concept question, substantive concepts and small step, lesson by lesson progression.

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>AU1</b>	<b>Unit</b>	<b>People, Cultures and Communities</b>	<b>Belonging</b>	<b>Christianity</b>	<b>Why is Jesus inspiring to some people?</b>	<b>What can we learn from inspirational leaders?</b>	<b>What do different religions believe about how the world began?</b>	<b>What can we learn from religions about deciding what is right and wrong?</b>
	<b>Steps</b>	1) Week 1-3 Talking about families and family units. 4) Family Diversity and Equality 5) Photos of diverse family groups 7) Harvest	1) What is RE? 2) Belonging in a family 3) Belonging in friendship 4) Belonging to a club 5) Belonging to a community 6) Belonging to a religion.	1) What does 'God' mean to me? 2) What God means to others 3) Faith and Fact 4) Christian Beliefs 5) Christian Symbols 6) Special symbols in other religions.	1) identify inspirational people understand why Jesus is inspirational to some people use bible stories to understand why Christians think Jesus is inspirational 4) understand how religious stories affect people's lives. 5) understand how believing in Jesus inspires some Christian's lives	1) my local religious community 2) describe how religions make a difference to lives and communities 3) what makes an inspirational religious leader 4) Bear Grylls 5) Dalai Lama	1) ask ultimate questions about the universe 2) understand and retell the Judeo-Christian creation story 3) compare creation stories of the Abrahamic religions 4) about scientific ideas of creation and evolution 5) how scientific and religious ideas on creation can be held together 6) explore Buddhist ideas about Creation Hinduism	1. To understand the primary teachings of a range of religions 2. The 10 Commandment - how do they help Jewish people know how to live? 3. The Testitudes. What does Christianity say about how to live a good life? 4. How can people decide what is right or wrong without God's help? 5. What do religious stories tell believers about temptation? 6. Religious Teachings: Desmond Tutu. How have religious teachings helped to affect somebody's actions?
<b>AU2</b>	<b>Unit</b>	<b>People, Cultures and Communities</b>	<b>Celebrations</b>	<b>Light in Religion</b>	<b>What does having faith mean for different people?</b>	<b>What can we learn from inspirational leaders?</b>	<b>What does it mean to be a Hindu in Britain today?</b>	<b>Why do some people believe God exists?</b>
	<b>Steps</b>	Week 7: Christmas (cc People & Communities/ The World)	1) Diwali (stand alone lesson to celebrate Diwali in November). 2) What is a celebration? 3) What do you celebrate? 4) Why is Advent important to Christians? 5) The Christmas story 6) Christmas traditions 7) Giving gifts at Christmas	1) Diwali 2) Rama and Sita 3) The story of Hanukkah 4) How Hanukkah is celebrated 5) What does light in religion represent? 6) The Christmas story 7) Learning about and making Christingles.	1) what faith is and why it is important 2) how people show their faith 3) what faith means for other people 4) understand about festivals of light 5) about Christmas traditions and why they happen. 6) understand how and why Christmas is celebrated.	1) Fnuji Singh 2) Malala 3) Rabbi Jonathan Sacks 4) Hanay El Bannah 5) understand the significance of Christmas for Christians. 6) understand why Jews celebrate the festival of Hanukah.	1) understand and share information about beliefs in Hinduism 2) describe my identity 3) understand karma and what it means to Hindu children 4) about how Hindus worship 5) about the Hindu mandir and its importance to individuals and the community 6) about the Hindu festival of light	1. Why do some people believe God exists? 2. Is God real? What do Christians think? 3. Why do people believe or not believe in God?  1) understand the traditions of Winter Solstice

## HLF Subject Progression Ladders

Our Subject Leads created our Subject Progression Ladders to ensure the National Curriculum is taught step by step. They illustrate the progression of skills, knowledge and vocabulary taught through EYFS, Key Stage 1 and Key Stage 2. Breaking down the Brighton and Hove SACRE objectives allows our teachers to plan for progression and provide all of our learners with the small steps they need. Identifying knowledge and skill progression in this way enables our teachers to plan an ambitious and effective spiral curriculum through the key stages which results in long term learning. Subject and Year Leads use the Subject Progression Ladders to design and plan assessments and for monitoring. They illustrate the progression of skills, knowledge and vocabulary taught through EYFS, Key Stage 1 and Key Stage 2.

<b>Beliefs, Teaching &amp; Sources</b>	<b>By the end of Reception:</b>		<b>By the end of Year 2:</b> Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.	<b>By the end of Year 4:</b> Children can identify and describe the core beliefs for a range of religions (Christianity and Islam), connecting them to texts, suggesting examples and meaning. Children can recognize and explain a range of religious symbols, their relevance for individuals and how they feature in festivals and worship. Children will know about a range of religious leaders and tell stories about them. Children will know and understand about a range of religious texts, their structure and how they are treated. Children will be able to recall a range of religious stories. Children connect with and offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers and how they live, celebrate and worship. Children should be able to suggest answers to religious questions around religious beliefs and practices and be able to include their own ideas about what difference religion makes to a person's life.	<b>By the end of Year 6:</b> Children can describe beliefs for a range of religions (Christianity, Islam, Humanism, Buddhism and Hinduism) using examples from texts. Children can explain and give meanings for core texts and beliefs, comparing different ideas. Children suggest meaning for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations. Children can recognize and explain a range of religious symbols, their relevance for individuals and how they feature in festivals and worship. Children will use evidence and describe examples of ways in which people use texts/sources of authority to make sense of core beliefs (a defence to life). Children will be encouraged to reflect on the religions and views they study, developing their own insights.			
		Understand that some places are special to members of their community	Understand what Christians believe about God and Jesus	Describe the main beliefs of a religion	Understand what Christians believe about God. (Christmas and Easter RE, Bear Grylls, Martha Collison, TD Jakes, Charles Blondin)	Understand what Christians believe about God. (Christmas and Easter RE)	Understand what Christians believe about God. (Christmas and Easter RE)	Understand what Christians believe about God. (Christmas and Easter RE)
		Recognise that people have different beliefs and celebrate special times in different ways	Listen to and respond to stories from key religious texts such as the Torah, the Bible and the Qur'an.	Show an appreciation for how religion plays an important role in people's lives. Exploring identity and who we are.	Understand what Muslims believe about Allah and about Muhammad (PBUH) (Islam, The 5 Pillars and Pilgrimages - Hajj)		Understand what Muslims believe about Allah and about Muhammad (PBUH). (Islamic Art, Umamah, Grace and Ahimsa)	
			Understand what Jews believe about God and the Torah	Discuss and explore their own ideas and beliefs and understand the importance to respect the diversity within a community and the wider world.	Listen to and respond to stories and teachings about Old Testament Prophets, God, Jesus, Allah and Muhammed (PBUH) (The Christmas Story, The Easter Story, Jesus Feeds 5000, The Lost Sheep, Jesus Calms a Storm, Abraham and Isaac)	Listen to and respond to stories and teachings about Old Testament Prophets, God, Jesus, Allah and Muhammed (PBUH) (The Christmas Story, The Easter Story, Daniel in the Lion's Den, Islam - The Qur'an - (The Prophet and the Ants, The Crying Camel)	Listen to and respond to stories and teachings about Old Testament Prophets, God, Jesus, Allah and Muhammed (PBUH) (The Christmas Story, The Easter Story)	Listen to and respond to stories and teachings about Old Testament Prophets, God and Jesus (The Christmas Story, The Easter Story)
			Listen to and respond to stories from the Torah		Describe the central teachings and concept of a religion (Christianity and Islam)	Describe the central teachings and concept of a religion (Christianity, Judaism and Islam)	Describe the central teachings or concepts of chosen religion (Christianity, Islam, Hinduism and Buddhism - Karma and reincarnation)	Describe the central teachings or concepts of chosen religion (Humanism and Christianity)
					Describe stories and traditions about religious leaders: e.g. Jesus and Muhammad (PBUH)	Describe stories and traditions about religious leaders: e.g. God, Jesus, Muhammad (PBUH).	Describe stories and traditions about religious leaders: e.g. God, Jesus, Muhammad (PBUH).	Describe stories and traditions about religious leaders: e.g. God, Jesus, Muhammad (PBUH).

## EYFS

At Hove Learning Federation, children begin to explore the world of religion in Early Years Foundation Stage in terms of special people, books, times, places, objects and hearing about the traditions of the families in their class and the special countries to them. Children listen to, and talk about, stories. They are introduced to key vocabulary and use their senses in exploring religious beliefs, practices and forms of expression. They are guided to talk about and reflect upon their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live. It is important for young children to approach early experiences related to religious education with open attitudes and interest and to feel free to talk about the places of religious experience in their own lives. For this to happen, it is important to foster an environment where children can appreciate that everyone is of equal importance, where diversity is celebrated and where children can develop an understanding that the needs of everyone should be treated fairly and equally. Within such a learning environment, cultural and religious diversity is regarded as positive and children can feel that they are able to express their viewpoints and beliefs in safety.

Play is essential for child development, building their confidence as they learn to explore, to think about problems, and relate to others. We know that children learn by leading their own play, and by taking part in play which is guided by adults. The religious education curriculum is lead implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.




## Golden Thread – 3D Curriculum Curriculum Drivers & Substantive Concept Mapping

Our curriculum drivers (see above) and our RE substantive concepts (see below) are the ‘golden thread’ running through our RE curriculum.

Children learn abstract concepts through meaningful examples and repeated encounters in different contexts across the curriculum. This explicit planning supports children to transfer their knowledge across the curriculum and use it to frame future learning.

This supports our work towards a 3D curriculum that promotes remembering. Our 3D curriculum is designed so that knowledge is built upon term by term, year by year and between topics across a variety of year groups. This enables our children to gain and retain more knowledge and understanding.

### RE 3D Curriculum

Vertical Links	Horizontal Links	Diagonal Links
<p>Concepts deliberately constructed within a subject that are encountered across year groups from EYFS to Y6 (e.g. celebration, both religious and traditional, is taught and explored in each year groups R.E. lessons)</p> 	<p>Links between subjects, commonly known as cross-curricular, or themed links (e.g. in Year 1 children’s science and music work on animals is reflected through the story of Noah’s Ark or in Year Two where children link an understanding of religious beliefs to the work of George Cadbury in History)</p> 	<p>Concepts connected across both year groups and across subjects (e.g. children learn about gratitude in PSHE – an idea they come back to in many of their R.E. lessons)</p> 

### RE Substantive Concepts

#### Types of knowledge:

There are 3 different types of knowledge used in RE. These broad types of knowledge are points of progression within RE and are set out within the RE curriculum:

- substantive knowledge: knowledge about different religious and nonreligious traditions
- ways of knowing (disciplinary knowledge): pupils learn the skills of ‘how to know’ about religion and non-religion

- personal knowledge: pupils build an awareness of their own presumptions and values about the religious and non-religious traditions they study

The table below outlines the **Substantive Concepts** that are mapped out in our RE curriculum and some of the associated 'Thinking Questions' that children are asked to prompt discussion and reflect on understanding.

What traditions does your family have?	What symbols, songs and sacred objects are important to religions?	What can we learn from inspirational leaders?	What does having faith mean for different people?
The different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions.	The knowledge about artefacts and texts associated with different religious and non-religious traditions.	The understanding of concepts that relate to religious and non-religious traditions.	Discussing and reflecting on the very concepts of 'religion' and 'non-religion' and debates around these ideas
What can we learn from religions about deciding what is right and wrong?	Why do people pray?	What do different religions believe about how the world began?	Is it better to express your beliefs in art, architecture or in charity and generosity?
Understanding that there are concepts that are common to religious and non-religious experience (such as 'interpretation')	Considering concepts that are common to multiple forms of religious experience (such as 'sacrifice')	Learning about concepts specific to a religious tradition (such as the Christian notion of 'incarnation')	Learning that concepts can be theoretical and that people can associate with different theories.

### Disciplinary Knowledge

Disciplinary knowledge involves the 'ways of knowing' associated with the academic disciplines that engage with religious and non-religious worldviews. It involves developing the specialised knowledge and specialised skills associated with studying religion and worldviews.

When we are talking about this in the classroom, it can be helpful to talk about looking through the lenses of believing, living and thinking.

When learning about RE children need to be able to: explore, discuss, reflect, experience, consider and challenge.

### Local Knowledge, Enrichment & Cultural Capital

#### Local knowledge and community

At HLF, we value the importance of our local community. Within our curriculum our children learn about the history of our local area, the significant people who have played a part in it and the places of interest and importance both 'then' and 'now'.

#### Enrichment

We provide enrichment opportunities that can happen inside or outside of the school but that complement classroom instruction. The aim is for our children to try new and varied activities that help to develop character, resilience, and motivation, and that encourage our children to pursue their interests and become lifelong learners. We know that enrichment activities can empower children to develop skills, discover passions, and foster a well-rounded education.

#### Cultural Capital

These are the opportunities such as trips, visits, local walks and interactions with members of our local community that are woven through our curriculum that give children the essential knowledge needed to be educated citizens that have an appreciation of how human creativity and achievement in the past has, and continues to, influence our lives. However cultural capital is also derived from the learning opportunities in the classroom, the sources of inspiration for lessons carefully curated by our staff and the dialogue around religion, beliefs, faith and traditions that children are engaged with.

## Implementation – How do we deliver the curriculum?

### -The strategies and steps that we take every day to achieve our curriculum intent

#### Sequencing

The teaching of Religious Education at Hove Learning Federation follows the Brighton and Hove Agreed Syllabus. The teaching and learning approach has three core elements woven together to provide balance and breadth within teaching and learning.

- **Making sense of beliefs** - The curriculum aims to ensure that pupils can make sense of a range of religious and non-religious beliefs and can identify and explain why these beliefs are understood in different ways within communities.
- **Making connections** - They can understand the impact of religious and non-religious beliefs on ways of living and explain how and why people express their beliefs in diverse ways.
- **Understanding the impact** - They can make connections between religious and non-religious beliefs and reflect upon connections between these ideas and their own understanding of the world, expressing their personal responses with increasing clarity and understanding.

As children progress through the school pupils will study the religious traditions of Christians, Jews, Muslims, and Hindus in depth. They will learn about non-religious worldviews and other religions as appropriate.

At Hove Learning Federation, we aim to ensure that all children understand that RE is not just for the religious but is for all pupils to explore, and the knowledge and understanding gained will support them in their future lives.

Our RE curriculum is taught discretely across each year group in units. As a result of the careful sequencing and design of our curriculum, we ensure that all pupils understand and access new material when it is taught, building their knowledge from Reception to Year 6. Through our holistic approach to teaching RE, pupils compare a variety of religions to demonstrate their understanding of the complexity of RE. This enables our children to build a depth of knowledge, acquire and practice key skills and embed vocabulary. Each unit is strategically planned to build upon prior learning with opportunities to introduce and revisit key concepts woven throughout in order to deepen pupil understanding. An example of this is outlined below:

When planning RE to meet these aims the Expert Advisory Group (EAG) guidance stresses the importance of balancing enquiry, content and curriculum design.

The Enquiry Cycle The enquiry cycle enables pupils and students to deepen their understanding, make connections and use higher level thinking skills. An enquiry cycle involves a sequence of 5 steps:-

**Engage**  
**Enquire**  
**Explore**  
**Evaluate**  
**Express**

These 5 steps guide teachers in how the core knowledge for the area being studied might be translated into a sequence of learning.

#### **Engage**

A stimulus is offered to engage and excite pupils and students in the key religious concept. For example; a piece of art, an artefact, a video clip. Whatever the activity, the aim is to draw children into thinking about the key concept by relating it to their own experiences and current knowledge. As pupils and students engage, they should begin to unpack the meaning and significance of the key concept.

#### **Enquire**

In the enquiry stage, the teacher and pupils and students construct the question that they will explore and answer in the unit of work. Effective enquiry approaches to promoting questioning and discussion about the religious material will dictate the learning that will take place during the unit of work. This can deepen and extend pupils' and students' investigation into religion, building the skills of an effective argument. Here the assessment criteria should also be introduced so that pupils and students are clear about where the learning is going and the purpose of study.

#### **Explore**

At this stage of the cycle the main teaching and learning takes place, as the children are taught and investigate the key ideas underpinning the enquiry questions. The outcomes should involve interpreting texts, provide opportunities for extended writing and sustained research and enable pupils to 'dig deeper.' This allows pupils and students time to gather information



and to start drawing conclusions, before asking them to reflect on or apply their learning. At this point, the focus on learning is mainly on learning about religion. Regular reference should be made, over the course of a series of lessons, to the main enquiry question.

**Evaluate**

Here pupils and students are given the opportunity to reflect upon their learning. This reflection should be based on the key concept and should involve critical thinking skills as well as shaping more personal views and responses. This links to learning from religion. At this evaluation stage, pupils and students should be given the opportunity to engage in robust discussions with each other, to help shape their own views and opinions. This enables them to reconsider their initial thinking and to extend their enquiry and questioning as they begin to see new levels of possibility. This stage of the cycle is where a summative assessment activity might be set. However the ‘express’ part of the cycle is also a very important assessment opportunity.

**Express**

Where RE is highly effective, opportunities for creativity are integrated within the process of enquiry, and arrive directly from pupils’ and students’ engagement with religious materials, enabling them to deepen their understanding and to present their findings in an original way. Through these tasks children should be able to demonstrate their insight and discernment about the key concept studied.

The enquiry approach should be embedded in RE learning and not be a ‘bolt on’. Each enquiry unit should be based around a key enquiry question and structured learning journey. The key question should inform the planning and learning, so that all activities develop a depth of understanding of the key question and the different answers to it. Within each enquiry unit should enable pupils to:

- Make sense of beliefs - know about the key concept/belief of the religion/worldview being studied and their sources of authority
- Understand the impact - explore how people express their faith and belief
- Make connections - reflect on their learning about religion by asking thoughtful and challenging questions about meaning, purpose and truth, making connections to their own lives and deepening their understanding of the world around them.

**Pedagogy**

**Key Principles for Effective Teaching & Learning at Hove Learning Federation**

high expectations 	quality first and adaptive teaching 	developing learning behaviours 	relationships and environment 	quality of instruction 
inspire, support and challenge 	layered modelling to ensure access for all children 	subject knowledge and mastery 	effective questioning and feedback 	making it stick' - transferring knowledge to long-term memory 

**Key Theories & Evidence Based Research to design lessons and units**

Below are the key theories and research that underpin our approach to pedagogy and guide our curriculum design. They are used to promote high quality teaching and used in staff CPD to develop strategies that ensure constancy of standards and pedagogical understanding.

<b>Sweller’s cognitive load theory</b> 	<b>Rosenshine’s principles of instruction</b> 	<b>Cain and Oakhill’s vocabulary instruction</b> 	<b>Maslow’s Hierarchy of Needs</b>
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<b>Fiorella and Mayer's generative learning practice</b> 	<b>Ebbinghaus' forgetting curve</b> 	<b>Interleaving and Spacing</b> 	<b>Bloom's Taxonomy</b> 
<b>Retrieval Practice</b> 	<b>Bruner's Spiral Curriculum</b> 	<b>Pupil Book Study</b> 	<b>Education Endowment Foundation</b> 

### Assessment

Assessment opportunities are continuous and form a key part of our teaching and learning.  
**Formative assessment** opportunities are planned in throughout our lesson model (see examples below).  
**Summative assessment** – opportunities are planned in at the end of units and the end of the year.

#### Examples of in class formative assessment opportunities

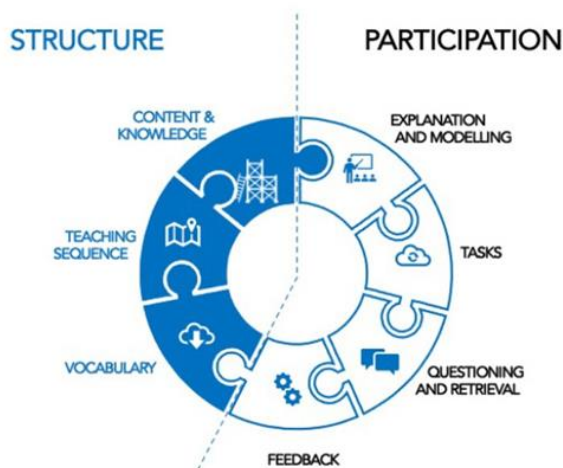
deliberate practice and rephrasing of taught content 	cumulative quizzing within the learning sequence 	structured discussions in class 	retrieval and recall 	explaining and challenge partner talk 
self and peer assessment 	teacher feedback and summaries 	diagnostic questioning 	higher order thinking and exit tickets 	summarising and explaining the Big Question from the sequence 
rephrasing and thinking out loud 	key vocabulary use and application 	Professor Prove It 	Deep Diver and Submarine challenges 	lesson to lesson, unit to unit, term by term, end of year feedback & concept questions 

## Mapping and Planning – 7 Lenses

Alex Bedford’s Pupil Book Study approach to quality assuring the curriculum helps us to evaluate curriculum structures, teaching methods, pupil participation and response through a dialogic model. When evaluating our curriculum design in this way, we ask the following key questions:

- How well do our children remember the content that they have been taught?
- Do books and children discussions radiate excellence?
- Does learning ‘travel’ with our children and can they deliberately reuse it in more sophisticated contexts?

To ensure our monitoring is thorough and targeted, we identify what is helping and hindering by looking at structure and participation (see table below).



Pupil Book Study 7 Lenses						
STRUCTURE			PARTICIPATION			
Content and Knowledge	Teaching Sequence	Vocabulary	Explanation and Modelling	Tasks	Questioning and Retrieval	Feedback

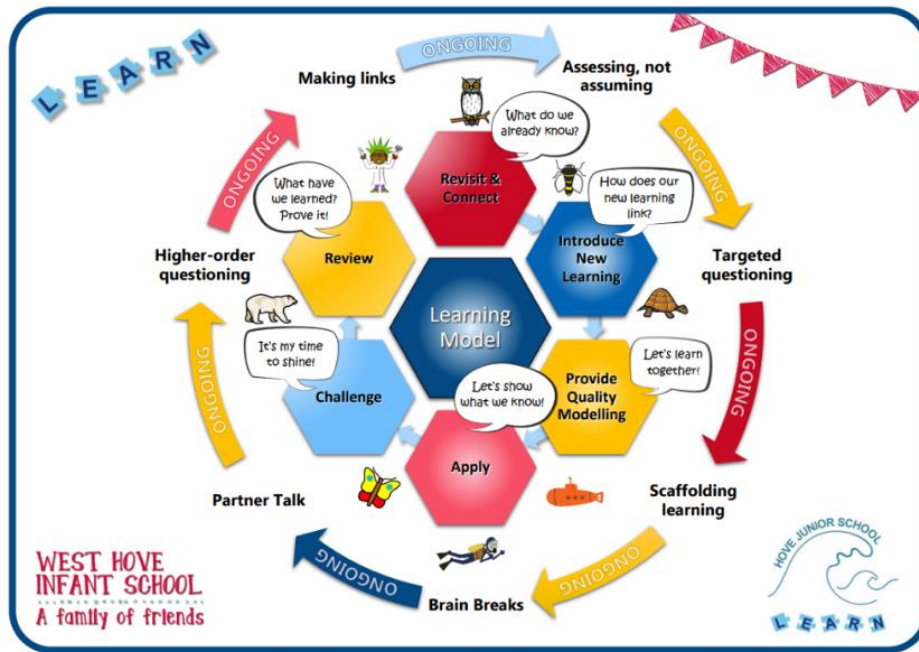
## Lesson Structure/Model

### Learning Model: The Enacted Curriculum

To ensure constant quality-first teaching across the curriculum we have developed the Hove Learning Federation Learning Model. As illustrated in our visual guide below, each stage of the model has been carefully crafted on the most up to date evidence based research. It is a model designed to give enable all children to:

- Revisit prior learning from previous lessons and linked units from past terms and years.
- Make links with this learnt knowledge and new learning.
- Access new learning through skilled teacher modelling.
- Apply new understanding and skills with partner and independent work.
- Experience challenge at their level.
- Review the learning for that day and be guided to see how their understanding has deepened.

Teachers do not make assumptions about children’s understanding but use a range of Assessment for Learning strategies to adjust lesson content and pace so that they are delivering the right knowledge and skills for the children they have in front of them. Learning is scaffolded to be inclusive to all and brain breaks and partner talk keep the learning engaging, accessible and challenging. Higher order questioning is used to guide children to make links and encourage considered thinking. Staff receive regular CPD on each element of the Learning Model. Areas for development are pinpointed through monitoring and targeted for improvement.



## Environment and Resources

We utilise a variety of high-quality images and diagrams within the teaching resources we provide for our children. These are carefully designed and dual coded to minimise cognitive overload and allow each child access to their learning in the most inclusive way. Wherever possible we use inspiring images, that can be zoomed in on to explain difficult concepts and That, spark discussion and challenge thinking. The use of all resources is modelled carefully by teachers so that every child knows how to succeed in each lesson. In RE lessons we also endeavour to give children practical access to religious artefacts or those used in non-religious traditions. Sometimes these are lent to us by religious groups within our school community and at other times these are brought in by families who want to share what the artefact or item represents and how it is used in there celebrations or traditions.

## Enrichment Opportunities

Our holistic RE curriculum allows us to create learning sequences in RE that ensure cultural capital and enrichment opportunities extend the curriculum offer for all pupils. These include:

- Visits to local places of worship
- Visits from religious leaders and people of faith
- Family members invited into school to talk about their traditions and beliefs
- Assemblies around key religious events and festivals from a variety of religions

## Diversity and Identity across the RE Curriculum

Through our planning and curriculum mapping, we celebrate the diversity within our community and the wider world and develop confidence in individual identity through our tailored curriculum. We promote equality and use examples of where this has not always been the case in the past to support learning and promote tolerance.

We believe that R.E. learning that is well planned through a lens of diversity and inclusion can contribute to helping children see the diversity and multiplicity of our society from every individual's unique perspective.

## SEND & Inclusive Learning

We adapt the curriculum to meet the needs of all our children so that everyone can access the learning, build on their prior knowledge, and understand the skills needed to become historians.

We do this by:

	<p>-Identifying the <b>CRITICAL CORE CONTENT</b> that pupils with SEND need to know and use.</p>
	<p>-<b>CHUNKING</b> knowledge and knowledge notes/models in manageable sections</p>
	<p>-Teachers use structured <b>RESPONSIVE FRAMEWORKS</b> (including the use of stem sentences and sentence stems) to promote hard thinking</p>
	<p>-Teachers use structured <b>DELIBERATE PRACTICE</b> to increase attention and retention</p>
	<p>-Pupils with SEND are entitled to think hard. We use structured <b>CHALLENGE FRAMEWORKS</b> to promote hard thinking, drawing on the content, including explain the word connections and sequenced thinking paths</p>
	<p>· Dual coding (using CIP and symbols from the Noun Project) is used to pre-teach tier 2 and 3 vocabulary and is included on all lesson slides, core knowledge files and knowledge strips in Key Stage 2, and all activity sheets in Key Stage 1.</p>
	<p>· Higher level challenge partners and talking trios are used to ensure children with SEN and or EAL are provided with high quality talk and modelled language of history skills.</p>
	<p>· Activities ensure children with SEN or EAL can access tasks appropriately and share their understanding of historical concepts.</p>
	<p>· Differentiation and scaffolds are included where appropriate to enable access to learning and ensure children make at least expected progress.</p>
	<p>· Pictures and quotes are taken from children with SEN and or EAL to ensure evidence is recorded in books and on The Portal (EYFS)</p>



· EEF 5-A-Day approaches/strategies are reviewed and incorporated into our lessons  
1 – explicit instruction, 2 – cognitive and metacognitive strategies, 3 – scaffolding, 4 – flexible grouping, 5 – using technology




## Impact – How do we know our curriculum is effective? Evidencing the standards of Teaching and Learning

In order to identify the impact our curriculum is having on our pupils, we check the extent to which learning has become permanently embedded in children’s long-term memory in addition to looking for excellence in their outcomes. At HLF, we use a number of tools to quality assure the implementation and impact of our curriculum such as:

- Pupil Book Studies (Subject Reviews & Shallow Splashes)
- Subject Meetings
- Subject analysis & Action plans
- Formative and Summative Assessment
- Learning observations/drop ins (subject lead, year/phase lead and SLT)
- CPD for all staff
- Governors
- Recent successes
- Next steps

## Hove Learning Federation Impact

Children leave Hove Learning Federation as deeply knowledgeable and skilful learners who can set targets and believe in themselves to achieve them. They understand how to be socially, morally, spiritually and culturally responsible and aware. They are able to make positive contributions to the local and wider community and strive to be the best that they can be.




<b>Learning Behaviours</b>	<b>Emotional</b> 	Names and expresses emotions  Manages impulses of personal behaviour	Shows pride in successes	<b>Social</b> 	Focuses on learning in class  Attentive to directions, listening to the teacher	Shows empathy and appreciates diversity	<b>Cognitive</b> 	Organises time and space for own learning  Sets goals and monitors own progress	Talks purposefully with peers, valuing other opinions
<b>Attitudes to Learning</b>	Love of Learning and lifelong learners	Positive	Curious and Inquisitive	Independent	Able to work in teams	Motivated and Hardworking	Resilient	Proud	Ready for secondary school
<b>Quality of Education</b>	Evidence of learning	Attainment	Progress	Skills, knowledge and understanding	Personal Development	Relationships between pupils and staff	Learning atmosphere and environment	Professional Development	School Improvement

## Pupil Book Studies – Subject Reviews & Shallow Splashes

At HLF, we have created our own monitoring systems that incorporate the key principles from the Pupil Book Study (see ‘Implementation’). They are called Subject Reviews and Shallow Splashes. Through this form of monitoring, we quality assure each subject by carrying out:

- 1) Learning walks – subject teams and SLT support teaching and learning and record positives and good practice to share and inspire
- 2) Flip/PowerPoint and planning looks – to check planning & resources meet the needs of all of our learners. We check against our lesson model, Rosenshine’s Principles of Instruction and the key theories & research that underpin our teaching philosophy
- 3) Book looks - to check for incremental small steps, sequencing, task design, scaffolds, personalisation, knowledge & skill progression, vocabulary, access, support & challenge

- 4) Pupil voice – to discuss the learning and see the subject through the eyes of the child. Part of our questioning is designed to assess the impact of our lessons, that they provide enjoyment, that children can articulate their learning with key vocabulary and that learning is ‘sticking’ in the children’s long-term memory

<p><b>Flip/PowerPoint and planning look</b></p> 	<ul style="list-style-type: none"> <li>• Planning for small steps</li> <li>• Progress and learning over time</li> <li>• Knowledge and skills based</li> <li>• Child centred, active learning</li> <li>• Consistency with the use of the HLF Learning Model across year groups and sites</li> </ul>
<p><b>Book Look</b></p> 	<ul style="list-style-type: none"> <li>• Shows progress of knowledge and skills</li> <li>• Shows development of learning and understanding</li> <li>• Demonstrates a clear sequence of learning</li> <li>• High expectations, consistency and pride in work</li> </ul>
<p><b>Pupil Voice</b></p> 	<ul style="list-style-type: none"> <li>• Use precise vocabulary</li> <li>• Show a deep understanding of the learning</li> <li>• Are enthusiastic about their learning</li> <li>• Talk through the learning sequence</li> <li>• Highlight how the learning builds lesson to lesson and unit to unit</li> </ul>

Findings from our monitoring systems are categorised into positives and next steps. These can be specific to year group, to key stage or whole school (across the 3 sites). To ensure next steps are acted on, subject and year teams identify actions and assign responsibility. This monitoring feeds into our subject analysis and action plans (see ‘Subject analysis and Action plans’ below).

## Subject Meetings

Subject team meetings are timetabled regularly throughout the year. Time is set aside during staff meetings, INSET days and yearly meetings with SLT. The aims of these meetings are to:

- Review current practise and impact
- Set targets, identify actions, and create plans
- Discuss the latest research and evidence to ensure our subjects are up to date and plans are in place to progress
- Work towards our school key priorities
- Give time to professional development and to offer support to our teachers

## Subject analysis & Action plans

Each subject has an action plan for the academic year to monitor change and progress across a variety of objectives and goals within multiple areas (e.g., student, classroom, professional development, etc.). Using our school key priorities as a guide, our teams review and RAG their subjects throughout the year and set new targets each term. Each target is a story arc that shows how a subject leader has identified a next step, actioned it and reviewed the impact so that subject development is continuous and effective.

Each subject team uses the table below to reflect, plan, set actions, assess impact and discuss next steps.

<b>What did you notice?</b> (Why did you set this target?)	<b>Action</b> (What will you do?)	<b>Intended Impact</b> (What will this look like?)	<b>Responsibility</b>	<b>By when</b>	<b>Evidence for Monitoring</b>
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## Formative and Summative assessments

Our assessment structures are designed to ensure that our children will know more, remember more and be able to do more. A mixture of formative and summative assessments allows us to evaluate if our curriculum helps or hinders the goal of achieving persistent change in the long-term memory of our children.

### Formative Assessment

We assess formatively throughout each lesson using our learning model (see 'Implementation' section). This tool ensures each lesson is planned and delivered to maximise assessment opportunities. Teachers use this information to support, challenge and adapt the learning.

Each subject assesses in a range of different ways (see 'Implementation' section).

### Summative Assessment

Our curriculum is a progressive, spiral model. Teachers use deliberate summative assessment to measure if children are making progress as they journey through the curriculum. The range of summative assessment methods that teachers use build a picture of children's understanding of:

- Content and knowledge
- Use of vocabulary
- Ability to access the curriculum and thrive

All information gained from assessments are used to tailor, target and adapt future planning, teaching and learning.

## Continuous Professional Development for all Staff

*'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'* - EEF

Through each element of the monitoring process described above and assessments, subject leads know how well their subject is being taught and areas for development. As a result, staff meetings and inset days are carefully considered to provide a range of tailored CPD opportunities guaranteeing consistency of expectations and practice, and ensuring the highest quality teaching is taking place to improve pupil outcomes. The content of this CPD is then factored into year group meetings for year group teams to explore further over time.

As a school, we use a range of development methods to meet the needs of our staff. This includes:

- 1:1 using mentoring or coaching
- Guided collaborative group work
- Use of research based think pieces
- Professional modelling

## Governors

Our governors are with us on every step of our curriculum journey. They are critical friends who ask key questions, investigate patterns within the data, and support and challenge our reasoning when creating systems and devising new strategies. Subject teams are given opportunities to feedback to governors about their subject development and planned next steps. The purpose of this close relationship is to ensure governors have an in-depth understanding of what is happening in the classrooms so that they can play an active role in school development. SLT work closely with governors so that there is a shared understanding of how high quality teaching is improving pupil outcomes at Hove Learning Federation and that these successes are celebrated.