



Intent *We aim to:*



Subject on a Page – Beliefs & Ethics



<p>Prioritise the skills of speaking and listening to best support our pupils to communicate their knowledge and understanding of theirs and others Beliefs and Ethics.</p>	<p>To ensure that tolerance for all beliefs is central to all that we do. Promote mutual respect and acceptance in a diverse society.</p>	<p>Embedding the skills of independent communication and debate through quality first teaching which explicitly teaches new and appropriate vocabulary.</p>	<p>Create a language rich environment and atmosphere where philosophy for children is practised.</p>	<p>For children to have the skills, acceptance and understanding of their own beliefs and those of others within the wider communities.</p>
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Before the lesson	Teaching Input	Student Tasks	Throughout lesson
Pre-teaching and consolidation of vocabulary	Previous learning is consolidated	Clear, simple instructions	Concrete and visual resources are available
Vocabulary rich environment	Information is chunked	Strong scaffolding and adapted examples	Questioning techniques clarify understanding
Transitions are planned	Language and questioning is adapted for accessibility	AFL is used to identify gaps in learning	Further challenges extend learning
Expectations are clear	I do, we do, you do	Planned activities promote engagement	Achievements are recognised and praised

<p>Planning: The Derbyshire RE syllabus is used to ensure children sequentially learn about different religions and do so through the strands of believing, expressing and living. Units are planned so that they are progressive, building on previous knowledge and learning and reduce cognitive overload for pupils. RE is taught weekly in Key Stage 2 and 3 with assemblies which reinforce RE values as well as British Values. Each half term one lesson will be dedicated to Philosophy for children. Here children will have the opportunity to share their understanding of beliefs and ethics in a non-judgemental, scaffolded supportive lesson.</p>	<p>Vocabulary: Developing oracy is key to our school's ethos. Within RE, as in other subjects, subject's specific vocabulary is explicitly taught at the start of the unit of work and will continue to be used throughout the lessons to ensure children will recognise and understand new words. This will lead to children being able to communicate their ideas and thoughts clearly and effectively. Philosophy for Children is a programme designed specifically to enhance children's oracy skills. Incorporating the P4C into the lesson structure supports pupils in becoming curious and developing the confidence to have a voice. The aim is for the pupil to become clearer, more accurate and more aware of other people's view point while debating with others in a non-judgmental way.</p>
<p>Recording: Each unit of work outlines key questions for learning, vocabulary and key information children can refer to support their understanding. Children have a Belief and Ethics book (RE Books) that the learning will be recorded in. Pupils work will then be recorded, this may be a piece of written work, drawings, photos or a mix of one or two elements that will show what the children have learnt in that lesson. RE is heavily based around speaking and listening skills: philosophy for children is solely children's discussions.</p>	<p>Assessment: Each unit is to start with a knowledge and wonder assessment or a mind map. This will check what the children already know and to make connections between prior learning. This will be revisited at the end of the unit by the children and further understanding and learning can be added to it. AFL is used throughout the lesson to check and support children learning.</p>
<p>Monitoring: Learning walks will take place by the lead teacher to ensure a consistent delivery of RE across all key stages. Books are checked to see that work and lessons marry with the scheme we follow. Feedback will be given to SLT.</p>	<p>SEND: Pupils will be taught an age appropriate curriculum however, staff will take into consideration the pupils developmental age when considering the teaching of sensitive topic matter. All lessons are inclusive and take account of children's SEND, reasonable adjustments are made as need. Pupils are supported through a high staff to pupil ratio, providing emotional reassurance and support with their work as needed. Lessons are planned and resourced to enable all students to access their learning, supporting them to engage and be challenged.</p>
<p>Qualifications: Students study WJEC Pathways in Humanities from Y9. The Entry Pathways Humanities specification provides learners, centres and employers, with an inclusive and flexible qualification that recognises the widest possible range of quality-assured learner achievements. Students cover a range of units from entry level 2 to level 1. The theme of religious education is a constant throughout.</p>	<p>Professional Development: There are planned opportunities for staff to plan collaboratively with the Beliefs & Ethics lead to ensure the sharing of ideas and good practice.</p>

What are the Drivers for the curriculum?

- Narrow Gaps
- Develop Vocabulary
- Promote Reading
- Improve Attendance
- Improve Emotional Regulation
- Encourage Independence & Safety



Impact *How do we know if we achieve our aims:*

Children can reflect on their own ideas, beliefs and ways of living.	Children will know more, remember more and achieve a higher tolerance and resilience, as a result of a balanced curriculum.	Children will have the knowledge and skills to appreciate and respond to others respectfully.	Children will be able to actively listen and have a balanced conversation about their own and others views.	Children will have the confidence to share their own beliefs whilst respecting others opinions.
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