





TPAT RE Curriculum

 Scope	Components - content and skills to be taught 
<ul style="list-style-type: none"> • Cornwall Agreed Syllabus Coverage 2025-2030 • Progression of skills document -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 <i>Judaism, Christianity and Islam</i> 	<ul style="list-style-type: none"> • Key knowledge is identified through the strands, showing progression from EYFS to Year 2 (<i>currently through units</i>) • <u>Substantive content</u> is identified - these key concepts and vocabulary are identified (<i>e.g. 'incarnation' in Christianity 'worship', 'pilgrimage'</i>) • 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	
<ul style="list-style-type: none"> • Introduce subject with pictorial representation – verbalising RE is understanding religion • Introduce learning objective • Retrieval task linked to previous lesson or gaps in previous learning • Oracy task for discussion and building upon enquiry question • Each unit is broken down into individual 6 lessons which show how the lessons are sequenced, building on each other • Reflective plenary for children to assess their own understanding 	<ul style="list-style-type: none"> • Children will have access to age appropriate texts and stories which will support their understanding of lesson content • Children read stories from holy books and stories about religious and non-religious world views
Retrieval	Enrichment
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Education visits and visitors mapped into the curriculum to enhance RE understanding • Visits to local places of worship
CPD	SEND Adaptations
<ul style="list-style-type: none"> • Evidence of CPD undertaken by lead • Attendance at TPAT RE Forum • Evidence of CPD provided for staff 	<ul style="list-style-type: none"> • 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 (<i>e.g. recognising many concepts of RE are abstract so may need pre-teaching</i>)
Monitoring	Assessment
<ul style="list-style-type: none"> • Monitoring schedule in place for RE (curriculum committee member) • Monitoring of planning and/or lesson observations shows that the intended curriculum is enacted – 4 week monitoring cycle to monitor planning, look at floor books, pupil conferencing and subject lead evaluation and feedback 	<ul style="list-style-type: none"> • 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 <p><i>Review at the beginning of unit from previous learning – in the moment</i></p>



- 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

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