



# RE ON A PAGE

Subject Leader: Mike Mulhall

## Book Expectations

- God's Big Story must be stuck into the back of the exercise book so it can be folded out and referred to during the lesson.
- Journaling approach is preferred for the majority of recording.
- Date and LO is recorded on the unit cover which is stuck in the front of the book.
- A range of activities should be used to record learning e.g. pictures, newspaper reports, image captions etc (adaptive strategies may be evidenced through this e.g. pictures of active learning)

## Lesson Structure (incl. planning)

- Use high quality planning and resources from Questful and Understanding Christianity.
- Use appropriate resources such as the Biblical Art website,
- Recap and recall should be used at the start of each lesson linked to God's Big Story and refer to the books in the Bible.
- Key vocabulary should be discussed and used.
- Enquiry questions should be used and lesson delivery should promote 'botheredness' and be inclusive of all faiths and no faith – religious education not instruction
- RE Display demonstrates key topics.
- Spirituality through wider questioning is promoted.

## Assessment

- We use iTrack to record summative assessment data.
- Teacher led assessment quizzes throughout the topic based against the sticky knowledge/end points.
- Knowledge organisers are shared with the children.
- Subject leaders will carry out a book scrutiny and pupil voice to check understanding.

## Adaptive Strategies

- Opportunities to demonstrate understanding in different ways – mind maps, voice recordings, videos etc + wider curriculum reinforcement
- Mixed ability partners & talking partners
- Clear objectives and vocabulary referred to throughout lessons (and displayed)
- Visual aids and tactile resources/ useful apps where appropriate
- 1:1/small group support provided by TA (in year groups with TA support)

## Enrichment

- Trips to support learning outside the classroom – visit a local mosque
- Visitors into school e.g. Amelia from St George's to support journaling approach
- Linked Art activities – cross curricular. Spiritual Arts Competition
- Exploring different cultures through music, food and stories linked to wider RE learning.

## Display/Working Walls/Resources

- Appropriate vocabulary displayed with suitable accompanying images (where appropriate)
- World and local maps are essential
- Quality resources that bring RE to life.
- Linked artwork and wider curriculum learning.
- Relevant resources on a table/working wall for display.
- Linked books within class libraries, fiction and non-fiction