



<p>Our R.E provision aims to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living</p>	<h3>BIG IDEAS</h3> <ul style="list-style-type: none"> <li>▪ Make sense of a range of religious and non-religious beliefs.</li> <li>▪ Understand the impact and significance of religious and non-religious beliefs.</li> <li>▪ Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.</li> </ul>	<h3>CONTENTS AND SEQUENCING</h3> <ul style="list-style-type: none"> <li>▪ Reception: Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.</li> <li>▪ KS1: Will learn about the religious practices and beliefs of Christians, Jews and Muslims.</li> <li>▪ KS2: Will learn about the religious practices and beliefs of Christians, Muslims, Hindus and Jews.</li> <li>▪ KS2 take into consideration other religions and non-religious worldviews and can occur at any key stage, as appropriate to the school context.</li> <li>▪ Content is built on in a cyclical pattern throughout each year group.</li> </ul>	
<h3>LINKS WITH MATHS AND ENGLISH</h3> <p>Use of key words and connecting this understanding with English writing and reading skills. Transferable skills such as SPaG.</p> <p>Faith stories which are explored in context.</p>	<h3>RETRIEVAL SCALE</h3> <p>Mini Quest quizzes to ensure support/retrieval of previous learning.</p> <p>Content is built on in a cyclical pattern throughout each year group with questioning to elicit previous learning.</p>	<h3>PROGRESS</h3> <p>Content is built on in a cyclical pattern throughout each year group.</p> <p>Mini Quest to ensure support/retrieval of previous learning.</p> <p>Connections are made between styles and processes through observation and teacher guidance.</p>	<h3>SUPPORT</h3> <p>Targeted questioning to develop thinking.</p> <p>Assessment for Learning: peer and self used to steer thinking.</p> <p>Everyone has access to the Gloucestershire Agreed Syllabus.</p> <p>Use of key vocabulary mats that are consistent throughout the school.</p>