

Religion and Well Being Curriculum

Rational 2021-2022

Intent:

1. Vision-

- To raise the profile of the subject making it more visual, respected and have an academic focus.
- To have the 4r's and lessons topic follow a thematic link throughout the lessons, assemblies, RSHE in form and whole school events.
- To inspire an ethos throughout the school, that RSHE is in everything and is everyone's responsibility.
- To promote religious tolerance and celebrate cultural diversity
- For the Curriculum to revisit topics throughout the year and key stages to look at a different depths and viewpoints.

2. Covid Reaction-

- Mental well being response
- Targeted form PSHE activities
- Catch up on legal content that pupils missed
- Pastoral support and safe guarding reactions- LGBTQ intervention, inclusion group, mental health packs, self help cards.

3. Thematic-

- PSHE in lesson time
- PSHE in assembly
- PSHE in form time with literacy
- PSHE in other curriculum areas
- SACRE- RE
- National Curriculum

4. Everyone responsibility-

- To ensure that all non-specialist staff receive the CPD needed to feel confident in delivering a knowledge rich curriculum.
- CPD- Mini lectures
- Non specialist booklets

Implement:

1. Cultural Capital-

- Predominately No religion or Christian
- White Working class
- Pre knowledge check at the start of lessons e.g. Who is God? Reaction to it
- Never take concepts for granted- Key terminology
- Cross cultural links in lesson clearly identified.

2. SEND

- Seating plans are detailed and adhered to monitored by Learning walks
- Book scrutinies conducted to clearly see scaffolding and learning plans adhered to.
- Transparent staff support and good practice shared
- Targeted Pupil voice to see how pupils confidence levels are achieved.

- I do, we do, you do- Effective use of time in the I DO part of the lesson
- Analyse the Data using DDI

3. Challenge

1. Seating plans are detailed and adhered to monitored by Learning walks
2. Book scrutinies conducted to clearly see scaffolding and learning plans adhered to.
3. Transparent staff support and good practice shared
4. Targeted Pupil voice to see how pupils confidence levels are achieved.
5. I do, we do, you do- Effective use of time in the I DO part of the lesson
6. Analyse the Data using DDI

Impact:

1. Assessments:

- Progress checks from the DO NOW
- RE assessments- Talk for writing
- Confidence levels
- Pupils voice
- Pastoral feedback- Audit
- Teaching staff feedback
- Class charts- behaviour

2. Non specialists

- Non specialist booklet- Routines, statutory requirements, SOW, cultural capital etc.
- Cpd Mini lectures
- Cpd Booklet

3. CPD

- SACRE
- Tudor grange
- Finham

4. Triangulate monitoring