**Diocese of Hallam**

**Expectations of Religious Education Teaching**

**Transitional period 2023-25**

**Main Resource**

The main resource identified for use in the diocese during this period will continue to be the ‘Come and See’ Catholic Programme, supported by other trusted resources that enrich the curriculum.

It is expected that new resources, created to support the delivery of the Religious Education Directory (RED) 2023, will emerge during this period, and may start to be used, either as a supplement or an alternative, to the Come and See programme. Such change may take place in staged approach, in particular year groups, or as part of a whole-school strategy. Any change needs to be carefully planned into the school’s strategic documents for religious education provision.

When deciding on their individual school approach, school leaders should bear these things in mind:

* The appropriate coverage of the Religious Education Directory, whether it be the 2012 or 2023 version, in each class.
* The leadership capacity of the school to lead and implement change effectively
* The quality and experience of the teaching of religious education
* The proximity of Catholic Schools Inspection
* Continuing advice from the diocese

**Expectations using the Come and See main resource approach**

Each topic lasts four weeks on average, except for study weeks focused on another world faith. It is advised that…

* One lesson is focused on **EXPLORE,** which might often include consideration of the ‘Big Question’.
* Approximately two/three weeks should be focused on **REVEAL** (inclusive of each Learning Focus- some foci may be combined into two lessons and not every focus requires recorded evidence in books as this depends on timing and the nature of the chosen activity);
* The final week should ensure time for the children to **RESPOND** to the topic. This should include some form of liturgical prayer, prepared and led by the children with guidance from the teacher (at an age-appropriate level) and based on learning within the topic. (Respond booklets are available on the Diocese of Hallam website should you wish to use them).

**Pupils’ books** should show evidence of learning as follows:

* Early Years Foundation Stage: Recording may often be within a ‘floor book’ or ‘class book’, showing the learning activities engaged in by the children. Schools may also use an individual children’s book for opportunities for emerging writers and to record scribed individual verbal responses.
* Key Stage 1 – Individual pupils’ minimum of three/four. pieces of learning recorded per topic.
* Key Stage 2- individual pupils’ minimum of five/six pieces of learning recorded per topic, two of which should be sustained/extended in nature.
* In Key Stage 1 & 2, there is also the option for some learning activities to be recorded in class books, such as practical tasks, role play, group collaborative learning, etc; and ways of recording that can not be easily recorded in a pupil’s book.

**Expectations using the branches of the RED model curriculum**

Each branch lasts for six weeks on average.

School leaders and teachers need to plan lessons across this time to ensure that the expected outcomes are achieved through coverage of the four knowledge lenses, so that pupils make meaningful connections between:

* Scriptural texts (**hear**)
* Catholic beliefs (**believe**)
* Prayer and liturgy(**celebrate**)
* The relationship of faith to life (**live**)

An initial expectation of the evidence of learning in pupils’ books is:

* Early Years Foundation Stage: As above
* Key Stage 1 – individual pupils’ minimum of five/six pieces of learning recorded per branch.
* Key Stage 1 - individual pupils’ minimum of seven/eight pieces of learning recorded per branch, three of which should be sustained/extended in nature.
* As above, In Key Stage 1 & 2, there is also the option for some learning activities to be recorded in class books, such as practical tasks, role play, group collaborative learning, etc; and ways of recording that cannot be easily recorded in a pupil’s book.

**Further expectations for all**

**Recorded learning** expectations are inclusive of written work, photographs, art work, design, prayer creation, display, scribed verbal comments. All recording should show that pupils are “..*developing secure knowledge, understanding and skills that reflect the learning required…”*.

All work should be “…*presented well and shows signs of emerging individuality and creativity. Through the modelling and displaying of this work other pupils are encouraged to strive to improve.*”

Teachers should “…*provide pupils with opportunities to present their learning using a variety of forms of expression to meet the differing needs of pupils.*”

Pupils should be able to “…*speak with confidence about what they have learned in religious education, showing an awareness of key concepts and using some subject- specific vocabulary. As a consequence, they are able to ask good questions of adults and peers, which enhance learning.”*

They should also be able to “…*work independently and take the initiative in their learning when given the opportunity to do so. As a consequence, they (will) concentrate well, and respond to the challenge of learning.”*  *(Catholic Schools Inspection Grade Descriptors in RE: ‘Good’).* ***March 2023***