

Religious Education at Copperfield

Special People
Celebrations
Stories
Special places
Salvation
Incarnation
Gospel
Community and belonging
Prayer at home
Sharing and community
Prayer and worship
Forgiveness
Beliefs in practice and moral values
Beliefs and meaning



Subject Leadership

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Subject Leaders at Copperfield

- Subject Leaders provide professional leadership for a subject or group of subjects to secure high-quality first teaching, a rich curriculum and the effective use of resources. The success of this will be measured by the impact on learning and progress for pupils.
- We do not expect Subject Leaders to be an 'expert' in the subject they lead. What is important is that they have the overview of what is going well and what needs to be improved – based on evidence.
- Subject leaders at Copperfield are part of both the Middle Leadership and the Copperfield Extended Leadership Teams
- Each Subject Leader has an assigned Mentor (from SLT)

All Subject Leaders will

- Be part of our distributed leadership
- Utilise the expertise, passion, pedagogical awareness and strengths of other leadership team members
- Establish a collective responsibility for demonstrating that everyone makes a difference
- Moving the school forward through driving the implementation aspect of each subject
- Professionally develop themselves and other staff team members
- Raise standards across all aspects of the curriculum
- Enrich the curriculum
- Share knowledge, expertise, skill, passion and enthusiasm

How does the role of Subject Leader fit into Copperfield's Ofsted Statement of Action?

The staff, pupils and school community are working on areas identified in the May 2021 Ofsted inspection.

'Leaders are developing their plans to ensure that all areas of the curriculum are equally ambitious and well sequenced. Currently, they are focusing on science and history. Leaders should review existing wider curriculum planning to ensure that essential knowledge is explicitly identified and sequentially mapped out from Nursery to Year 6. For this reason, the transition arrangement has been applied in this case'.

This handbook, along with every other handbook, maps out the sequential curricular links from Nursery to Year 6.

Our Curriculum Statement

Copperfield has an ambitious and aspirational curriculum designed to meet each individual's needs and to give all learners the knowledge and cultural capital they need to succeed in life. Strong teachers have been appointed to key posts within the school. They are aware of national curriculum developments, pedagogical developments, and a range of strategies have been implemented to improve practice to meet the needs of pupils effectively'

Our Four Drivers, making a well sequenced and ambitious curriculum.

Ethical, informed Individuals.

At Copperfield we aim to build confident, open-minded individuals who feel safe and secure within a caring environment based on mutual respect where everyone is valued and is able to maximise their individual potential. Children from our community may need to develop their self-esteem, confidence and communication skills. An example of this is our comprehensive PSHE curriculum, weekly Values Assembly, and expansive Wellbeing Programme, which all support with self-esteem, independence, perseverance and self-discipline. Our curriculum will also prepare our children to successfully engage with the wider community, as we educate the children on inclusivity and British values. Our 'hands-on' approach to learning in all areas of the curriculum will ensure the children have many opportunities to practice the traits and values they are learning on a daily basis.

Ambitious Capable Learners (Skills and Knowledge).

Our aim is to make learning exciting, enjoyable, relevant and appropriately challenging to build upon what learners already know. Reading is at the heart of our curriculum, it is central to all that we do. Children will read and enjoy a range of books from a myriad of genres. Enriching the children's vocabulary, knowledge and imagination. We also aim for every child to become confident and competent mathematicians, achievable through our maths mastery approach. Beyond the core subjects, the children's knowledge and awareness of how the wider curriculum, such as the arts, humanities, and sports, can be applied in, and have an impact on, their community will be explored. The children will be able to recite key facts and demonstrate their learning of news skills through various forms of outcomes.

Experiences to Inspire

Aware that children seldom explore beyond their very immediate community, our curriculum is designed to broaden the children's horizon. To inspire. The curriculum will be brought alive through hands-on experiences designed to teach and link new skills and knowledge to prior learning. Where possible, the learning will happen beyond the classroom, either on the school grounds, local community or beyond. To enhance their learning for each topic, the children will meet knowledgeable and engaging individuals (virtually or physically) whilst also immerse themselves in the worlds of craft, art, food and sport – taking the learning of skills and knowledge beyond textbooks and into real life experiences. Reach2's 11b411 has also been embedded into our curriculum, to help enrich the children's learning even further.

Successful in Society

Mindful that some challenges in the local community could have an impact on the children's learning and progress, the school continues to be an outward looking school. Through using the curriculum and resources at our disposal, we openly encourage the parents to engage with, and learn from, the children's curriculum and thus better place them to progress and prosper along with their children. Termly invitations to curriculum days, parent & teacher curriculum conferences and parent workshops with keynote speakers all come together as a package of support, upskilling and development for parents. This level of support for the support network is designed to elevate the standing of education, increase parental engagement and drive progress in the community. Running throughout the curriculum are our values we embed the 6 values in everything we do.

Aligning INTENT, IMPLEMENTATION AND IMPACT to ensure we meet the criteria for a good quality of education in the Education Inspection Framework

INTENT

Our curriculum is:

- deliberately ambitious
- designed to give all learners, particularly the most disadvantaged and SEND or high needs, the knowledge and cultural capital they need to succeed in life
- coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- broad and balanced , and allows all pupils access to the full range of subjects, throughout all years, from Nursery to Year 6
- successfully adapted to meet the needs of all learners, especially those with SEND, to develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence

IMPLEMENTATION

1. Teachers have good subject knowledge of the subject(s) they teach, and leaders support those teaching outside their main areas of expertise
2. Teachers:
 - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching
 - check learners' understanding systematically
 - identify misconceptions accurately
 - provide clear, direct feedback
 - respond, and adapt their teaching as necessary
3. Teaching is designed to help learners to remember in the long-term the content they have been taught, and to integrate new knowledge into larger concepts
4. Teachers and Leaders:
 - use assessment well to help learners embed and use knowledge fluently, or to check understanding and inform teaching
 - understand the limitations of assessment, and do not use it in a way that creates unnecessary burdens for staff and learners
5. Teachers create an environment that focuses on pupils:
 - textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study
 - materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
6. Work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge
7. Reading is prioritised to allow pupils to access the full curriculum offer
8. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading:
 - At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils

- Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read
9. The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning
 10. Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well

IMPACT

1. Pupils develop detailed knowledge and skills across the curriculum, and as a result achieve well. This is reflected in results from national tests
2. Pupils are ready for the next stage of education:
 - they have the knowledge and skills they need to go on to destinations that meet their interests and aspirations, and the course of study
 - those with SEND achieve the best possible outcomes
3. Pupils' work across the curriculum is of good quality
4. *Pupils:*
 - *read widely and often, with fluency and comprehension appropriate to their age*
 - *apply mathematical knowledge, concepts and procedures, appropriately for their age*

RE ON A PAGE

The Copperfield Way

RE

Intent:

Pupils at Copperfield Academy will be able to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

The key principles that pupils will study are;

- Investigating the beliefs and practices of religion and other world views; how these address questions of meaning, purpose, and value, and how they influence identity and diversity
- Through this the children will acquire the understanding of how to;
 - retell, recognise and find meanings,
 - explore and respond sensitively,
 - express ideas and opinions,
 - describe, discover, observe and suggest reasons then respond thoughtfully
 - reflect and make connections,
 - consider compare and contrast

Implementation:

- Celebrations and performances linked to different Religions throughout the year
- RE differentiated lessons taught in classes and across phases (using the Discovery RE schemes of work)
- Weekly assemblies with time for reflection

Impact (Anticipated/expected):

- Pupils at Copperfield Academy enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life.

LONG TERM PLAN

| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------|--|--|--|--|---|---|
| EYFS (F1/2) | Christianity, Judaism | Christianity | Hinduism | Christianity | Christianity, Islam, Hinduism, Sikhism | Christianity, Islam, Judaism |
| | Theme: Special People Key Question: What makes people special? | Theme: Christmas Concept: Incarnation Key Question: What is Christmas? | Theme: Celebrations Key Question: How do people celebrate? | Theme: Easter Concept: Salvation Key Question: What is Easter? | Theme: Stories Key Question: What can we learn from stories? | Theme: Special Places Key Question: What makes places special? |
| 1 | Christianity Concepts: God/Creation Theme: The Creation Story Key Question: Does God want Christians to look after the world? | Christianity Concept: Incarnation Theme: The Christmas Story Key Question: What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem? | Christianity Concept: Incarnation Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? | Christianity Concept: Salvation Theme: Easter - Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? | Judaism Theme: Shabbat Key Question: Is Shabbat important to Jewish children? | Judaism Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? |
| | 2 | Christianity Concept: Gospel Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? | Christianity Concept: Incarnation Theme: Christmas - Jesus as a gift from God Key Question: Why do Christians believe God gave Jesus to the world? | Religion: Islam Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/her everyday life? | Christianity Concept: Salvation Theme: Easter - Resurrection Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? | Islam Theme: Community and Belonging Key Question: Does going to a mosque give Muslims a sense of belonging? |
| 3 | Sikhism Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh? | Christianity Concept: Incarnation Theme: Christmas Key Question: Has Christmas lost its true meaning? | Christianity Concept: Incarnation Theme: Jesus' miracles Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? | Christianity Concepts: Salvation/Gospel Theme: Easter - Forgiveness Key Question: What is 'good' about Good Friday? | Sikhism Theme: Sharing and Community Key Question: Do Sikhs think it is important to share? | Sikhism Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? |
| | 4 | Buddhism Theme: The Life of the Buddha Key Question: Is it possible for everyone to be happy? | Christianity Concept: Incarnation Theme: Christmas Key Question: What is the most significant part of the Nativity story for Christians today? | Buddhism Theme: Buddha's Teachings Key Question: Could the Buddha's teachings make the world a better place? | Christianity Concept: Salvation Theme: Easter Key Question: Is forgiveness always possible for Christians? | Buddhism Theme: Beliefs in Practice Key Question: What is the best way for a Buddhist to lead a good life? |
| 5 | Hinduism Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God? | Christianity Concept: Incarnation Theme: Christmas Key Question: Is the Christmas story true? | Hinduism Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? | Christianity Theme: Easter Key Question: How significant is it for Christians to believe God intended Jesus to die? | Hinduism Theme: Beliefs and Moral Values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? | Christianity Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? |
| | 6 | Islam Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? | Christianity Concept: Incarnation Theme: Christmas Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born? | Christianity Concept: Salvation Theme: Beliefs and Meaning Key Question: Is anything ever eternal? | Christianity Concept: Salvation Theme: Easter Key Question: Is Christianity still a strong religion 2000 years after Jesus was on earth? | Islam Theme: Beliefs and Meaning Key Question: Does belief in Akhirah (life after death) help Muslims lead better lives? |

KEY ASSESSMENT CRITERIA

End of Key Stage 1

I can tell you/talk about what concepts like belonging, commitment, kindness, forgiveness, mean to me in my world. I can verbalise and/or express my own thoughts. I can recall facts about the religions/beliefs I have studied, begin to use the religious vocabulary and start to explain the significance of meaning of the facts, practices etc. I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.

End of Lower Key Stage 2

I can tell you/talk about the concept/belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale. I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance/importance. I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.

End of Key Stage 2

I can explain how the concept/belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs. I can express my own thoughts etc having reflected on them in relation to other people's. I can recall facts about religions and explain differences in practice and interpretation within and between religions/belief systems. I can weigh up evidence and different arguments/aspects relevant to the enquiry question and express my answer, supported with evidence/rationale.

VOCABULARY PROGRESSION

EYFS:

Jesus, Moses, Mary, Joseph, Frankincense, Myrrh, Noruz, Holi, Vishnu, Palm Sunday, The Last Supper, Cross, tomb, parable, Allah, Brahmin, Sadhana, Gurru Nanak, Church, font, altar, lectern, Mosque, minaret, musalla, mihrab, Qur'an, Synagogue, ark, Torah, prayer shawls, Kippah

Year 1:

Creation story, Adam, Eve, Mary, Joseph, Frankincense, Myrrh, Zacchaeus, Mary, Matha and Lazarus, Palm Sunday, Palm Cross, Shabbat, Challah, Rosh Hashanah, Yom Kippur, Sholar, Chanukah, latkes, Synagogue, Dreidel, judas, Maccabee

Year 2:

Samaritan, parable, Advent, Pesach, Passover, Seder, Hagadah, Matzah, Charoset, Zeroah, Beitzah, Maror, Karpas, Chazeret, Exodus, Moses, Kashrut, Kosher, Salah, Allah, Qur'an, Makkah, Ka'bah, Easter Egg, Hot cross bun, Resurrection, Covenant, Abraham, Isaac, Ten Commandments, Mezuzah, Shema, Mosque, Minaret, Musalla, Mihrab, Minbar, Wudu, prayer mats, Hajj, Shabbat, Synagogue, Torah, Bar Mitzvah, Bat Mitzvah, Mitzvot, Tu B'Shevat, Shema, Grand Mosques, Mount Arafat, Five Pillars, pilgrimage

Year 3:

Divali, Ramayana, Rama, Sita, Lakshmi, Rangoli patterns, Diva lamp, Puja tray, Mandir, Guru, Amrit, Khalsa, Karah Prashad, Kirpan, Kesh, Kara, Kangha, Kachera, Khanda, Advent, Incarnation, Miracle, Maundy Thursday, Disciples, Judas, Brahman, Trimurti, Brahma, Shiva, Vishnu, Ganesha, Lakshmi, Puja, Omnipresent, Guru, Vaisakhi, Gurdwara, Guru Hargoinde, Guru Granth Sahib, Langar, Karah Parshad, Ganga, Varanasi, pilgrimage, Mool Mantar

Year 4:

Covenant, Abraham, Isaac, Moses, Ten commandments, Torah, Ner Tamid, Synagogue, Rabbi, Tallit, Mezuzah, Shema, Buddha, Bodhi, Prince Siddhattha, Gautama Yasodhara, Frankincense, Myrrh, Christingle, Pesach, Passover, seder, hagadah, charoset, zeroah, beitzah, Maror, Karpas, chazeret, Exodus, Moses, Kashrut, kosher, Buddha, Bodhi, Peter, Shabbat, seder, Synangogue, Torah, Bar Mitzvah, Bat Mitzvah, Mitzvot, Tu B'Shevat, Shema, Baptism, Eucharist

Year 5:

Golden temple of Amritsar, Guru Nanak, Puja Tray, Mantra, Brahman, Vedas, Purusharthas, Dharma, Karma, Advent, Incarnation, Guru Nanak, Khalsa, Trimurti, Brahma, Shiva, Vishnu, Ganesha, Lakshmi, Puja, Atman, Krishna, Avatar, Chadogya, Upanishad, pilate, Herod, Mount of olives, Garden of Gethsemane, Sewa, Gurdwara, Karma, Samsara, Monksha, Bhagavad Gita, Atman, Sadhu,

Year 6:

Zakah, Sawm, Qur'an, Haji, Mary, Virgin birth, Incarnation, Holy spirit, crib, carols, agape, Ten commandments, Lent, Ash Wednesday, Shrove Tuesday, Fish Symbol, CAFOD, Akihirah, Muhammad, Jihad, Ummah

OVERVIEW OF SUBJECT/MONITORING/PROGRESSION/COVERAGE AND OUTCOMES

- Has the school made the objectives of their curriculum clear for your subject?
- Does the school's curriculum for your subject align with national policy and statutory requirements?
- How do you know your curriculum is working? Can you demonstrate how you know?
- Why is the curriculum right for the children in your school at this time?
- What are the strengths of your current subject curriculum?
- What are the areas of the curriculum that might need development?
- How effectively are curriculum policies and plans translated into practice?
- Is the same importance given to all foundation subjects?
- How is the curriculum delivered across each year group and across key stages, ensuring progress in skills, knowledge and understanding from different starting points?
- How is progress and attainment measured?
- How are pupils given opportunities to apply basic skills in your subject?
- Where is the evidence of pupils' SMSC development?
- What is the impact of the curriculum in your subject on the pupils' outcomes?