**RE Catch Up Curriculum 2021-2022**

RE remains compulsory for pupils in all year groups, in all local authority maintained schools.

In Key Stage 1 Christianity, Judaism, Islam and a non-religious view are studied.

By then end of Key Stage 2 Christianity, Judaism, Islam, Hinduism and Sikhi plus non-religious views are studied.

Because there are only 4 or 5 RE topics per year group in the Kirklees hub planning used at Ashfield, most classes were able to cover the majority of the RE curriculum in 2020-2021. On average, only 1 topic per year group was delivered via Google classroom and many classes managed to catch up on missed topics in the summer term. Because religions and concepts are revisited in greater detail within each key stage then there will be opportunities for children to catch up on any content missed during lockdown. For example; a Year 4 Sikh topic was missed but will be revisited in a similar topic in Year 6.

 Christianity and themes such as forgiveness/covenants/messages/belonging were mostly covered during lockdown across all key stage phases so we should make sure that we spend enough time covering these topics this year to enable children to catch up and allow ideas to be reinforced. The optional Christmas and Easter units were covered in some classes and were dropped in others in order to make way for the statutory units.We will teach these units in every class this year as this will cover some of the themes missed from lessons on Christianity.

Teachers should make sure that breadth of study within a religion is retained in order to gain a secure sense of what religion is as well as creating a strong foundation for studying other religions. RE teaching should recognise and reflect the huge variety within different religions and the many other faiths and systems of belief beyond the six defined world faiths. RE should challenge stereotypes, not reinforce them. If breadth of study is not maintained then pupils may develop misconceptions about what it means to be religious and non-religious.

We will ensure that RE is allocated sufficient time in the teaching timetable in every class (1 hour per week)

Pupils do not need to be formally assessed at the end of every unit of work. Instead, there are ideas for composite tasks to be completed once or twice a year. These composite tasks allow for the children to express their understanding and knowledge over time through extended pieces of writing, pieces of art, debates, presentations etc. These can be completed through open ended assessment tasks and 3 column grids for each class for the end of every topic and this is all the summative assessment needed.

Formative assessment is a better strategy for assessing children’s learning in RE and will be implemented in every lesson. Some good ideas for formative assessment in RE are:

No stakes quizzes

‘Explain it better’

Talk tubs or picture grids

5 grid

Word sorts

Connecting images

Using evidence for formative and summative assessments, teachers will use their professional judgement about whether children are working towards, expected or greater depth as they would in other subjects.