

## Intent

Our R.E. curriculum is underpinned by our Diocesan Syllabus, supported by *Understanding Christianity*. Through R.E. pupils will develop religious literacy and knowledge of significant religious worldviews including Christianity, Islam, Judaism and Hinduism. Our curriculum is driven by our strong Christian vision to enable our children to thrive and 'become the best that they can be'. Our curriculum aims to *nurture unique individuals, who are well-equipped to make informed choices through a wide range of diverse experiences and opportunities.*

*'With God all things are possible'*

*Matthew 19:26*

## Implementation

Teachers plan from the agreed long-term planning and our progression document which identifies key substantive knowledge and uses the disciplinary lenses of 'believing', 'living' and 'thinking' to scaffold learning. These are underpinned by the Diocesan Syllabus, supported by *Understanding Christianity*.

R.E. is taught in weekly discrete lessons. Teachers adapt the planning to best support the progression of pupils in their class, consulting with the subject leader if there is any major variation. Opportunities to positively reinforce learning through global or national events are used, using a variety of resources. Lessons require pupils to develop their ability to analyse, evaluate and compare between their developing understanding and prior learning about religions and worldviews.

The following pages set out the content of the religious education curriculum at our school including our progression documents for substantive and disciplinary knowledge, including the key golden threads that run from EYFS to Year 6. Our religious education curriculum follows the York and Leeds Diocesan Syllabus.

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## **The aim of RE in St James' Academy**

*Aims and purposes of Religious Education in the Church school*

This principal aim incorporates the following aims of Religious Education in Church schools.

To enable pupils:

- to know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- to engage with challenging questions of meaning and purpose raised by human existence and experience.
- to recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- to explore their own religious, spiritual and philosophical ways of living, believing and thinking.

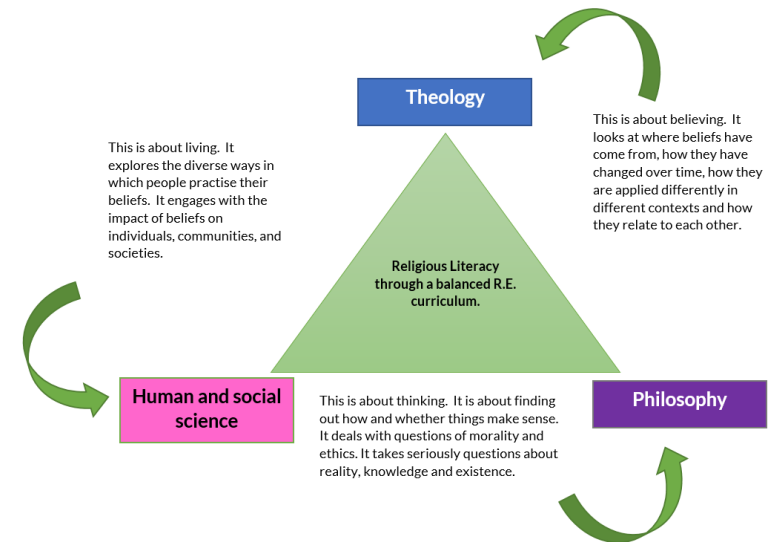
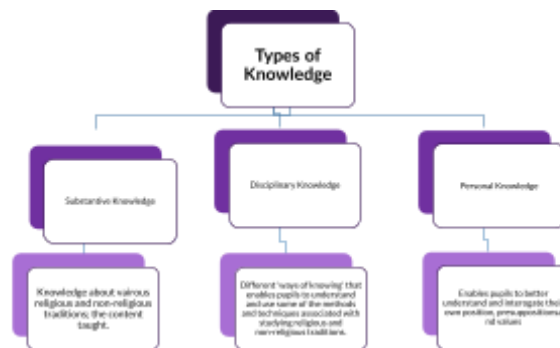
Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

## Skills in RE

Pupils should develop key skills in RE in order to enhance learning and this should be evident across key stages:

1. Investigation and enquiry: asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.
2. Critical thinking and reflection: analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.
3. Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.
4. Interpretation: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
5. Analysis: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
6. Evaluation: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence, and dialogue.



## **Disciplinary RE**

These are the “lenses” we look through that help pupils develop specialised knowledge and specialised skills associated with R.E

### **Golden Threads for RE**

#### *Christianity*

One God who is a Trinity

God created the world and wants relationships with humans, but humans have damaged it (the Fall)

Jesus heals the damaged relationship between God and humans through his death, crucifixion and resurrection

The Bible is a key source of authority

Christians live out their beliefs in different ways.

#### *Islam*

One God

God wants humans to keep things in harmony and give them a straight path (shariah) to follow

There is guidance to help humans follow the straight path, including the Prophets

The Qur'an is a key source of authority for Muslims

Muslims live out their beliefs in different ways

#### *Hinduism (KS2 only)*

Brahman, the Ultimate Reality / Life Force

Atman (soul) – the bit of Brahman living in everything

Samsara, the cycle of birth, life, death, and rebirth that every atman is on

Moksha (liberation from samsara), the ultimate goal of every atman

The way to achieve moksha is for the atman to fulfil its dharma in every cycle of life

Hindus live out their beliefs in different ways.

### Overview of learning

Whole School Pacing Plan - RE	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	F4 Being special: where do we belong?	1:1 What did Christians believe God is like? (6-8 weeks)	Who am I, what does it mean to belong? (6 weeks)	What does it mean to be a Sikh in Britain today? (6 weeks)	What does it mean to be a Sikh in Britain today? (6 weeks)	What does it mean for Muslims to follow God? (6 weeks)	What does it mean for Muslims to follow God? (6 weeks)
Autumn 2	F2 Why do Christians perform nativity plays at Christmas?	1.3 Why does Christmas matter? (4)	1.3 Why does Christmas matter? (4)	What are the deeper meanings of festivals? Muslim, Jewish and Christian(5)	What are the deeper meanings of festivals? Muslim, Jewish, Sikh and Christian(5)	What will make our city a more respectful place? Christian Jewish Muslim Sikh Hindu  Was Jesus the messiah?	Why do some people believe in God and some people not? (Inc humanism) Christian Jewish Muslim Sikh Hindu
Also to support our Christian ethos - children will reflect on remembrance, advent, Christingle							

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1	F6 Which stories are special and why?	1.6 Who is Jewish and how do they live?	1.6 Who is Jewish and how do they live?	What do Christians learn about the creation story?	What kind of a world did Jesus want?	What kind of a king was Jesus?	What would Jesus do?
Spring 2	F3 Why do Christians put a cross in an Easter garden?	What makes some place sacred for believers?  1.5 Why does Easter matter?	How should we care for the world?  1.5 Why does Easter matter?	What does it mean to be a Hindu in Britain today?  Why do Christians call the day Jesus died - Good Friday?	What does it mean to be a Hindu in Britain today?  Why do Christians call the day Jesus died - Good Friday?	What did Jesus do to save human beings?	What difference does the resurrection make for Christians?
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1	F1 Why is the word God so important to Christians?	Who is Muslim and what do they believe?	Who is Muslim and what do they believe?	When Jesus left, what next?	What is the Trinity? (Incarnation and God)	Why is pilgrimage important? Christian Jewish Muslim Sikh Hindu	Creation and Science - conflicting or complementary?

Summer 2	Which places are special and why?	Who do Christians say made the world?	What is the good news that Christians say Jesus brings?	What is it like to follow God?	<p>How and why do believers show their commitments during the Journey of life?</p> <p>Jewish Muslim Sikh Hindu</p>	<p>What does it mean if God is holy and loving?</p> <p>How do religions help people live through good times and bad?</p>	<p>How can following God bring freedom and justice?</p> <p>How do religions help people live through good times and bad?</p>
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## Knowledge progression, overview of golden threads

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Christianity</b>						
<ul style="list-style-type: none"> <li>I know that <b>Jesus</b> is a special person to Christians.</li> <li>I know that the <b>Bible</b> is a special book for Christians.</li> <li>I know at least one special story for Christians (e.g., the story of <b>creation</b>, the Lost Sheep).</li> <li>I know that Christians believe the natural world is special because <b>God created it</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I know that Christians believe in <b>God</b>.</li> <li>I know that Christians find out about God in the <b>Bible</b>.</li> <li>I know that Christians believe God is loving, kind, fair and forgiving, and also Lord and King.</li> <li>I know that some <b>stories show these Christian beliefs</b>.</li> <li>I know that Christians <b>worship God and try to live in a way that pleases him</b>.</li> <li>I know that Christians believe that <b>God created the universe</b>.</li> <li>I know that Christians believe that the Earth and everything in it are important to <b>God</b>.</li> <li>I know that Christians believe that <b>God</b> has a unique relationship with human beings.</li> <li>I know that Christians believe that humans should care for the world because it belongs to God.</li> <li>I know and can explain the significance of some <b>key features of a Christian church</b>: candle, font, altar</li> <li>I know that <b>different churches and synagogues look very different from each other</b> and have different key features.</li> </ul>	<ul style="list-style-type: none"> <li>I know that Christians and Jews think it is important to thank <b>God</b>.</li> <li>I know that Christians and Jews thank God by praying.</li> <li>I know that Christians thank God for the good things in the natural world during Harvest Festival.</li> <li>I know <b>different ways in which Christians thank God during Harvest Festival</b>.</li> <li>I know that Easter is very important in the 'big story' of the <b>Bible</b>.</li> <li>I know that Christians believe <b>Jesus</b> rose again, giving people hope of a new life.</li> <li>I know that Christians believe that <b>Jesus is God</b> and that he was born as a baby in Bethlehem.</li> <li>I know that the <b>Bible</b> points out that his birth showed that he was extraordinary (for example, he is worshipped as a king) and that he came to bring good news (for example, to the poor).</li> <li>I know that <b>Christians celebrate Jesus' birth</b>.</li> <li>I know that <b>Advent for Christians is a time of getting ready for Jesus' coming</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I know Christians believe <b>God is Trinity</b>: Father, Son (<b>Jesus</b>) and Holy Spirit.</li> <li>I know that Christians believe that <b>The Father creates</b>: he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>I know that Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</li> <li>I know that Christians really want to try and understanding God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</li> <li>I know that Christians worship <b>God as Trinity</b>. It is a huge idea to grasp and Christians have created art to help to <b>express this belief</b>.</li> <li>I know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to <b>following Jesus</b>.</li> <li>I know Christians see Holy Week as the culmination of <b>Jesus' earthly life</b>, leading to his death and <b>resurrection</b>.</li> <li>I know that the various events of Holy Week, such as</li> </ul>	<ul style="list-style-type: none"> <li>I know that <b>confirmation</b> is a Christian celebration of someone deciding to commit to following <b>Jesus</b> and belonging to the Christian community.</li> <li>I know the <b>practices associated with Christian confirmation</b>.</li> <li>I know that Christians believe that <b>God the Creator cares for the creation, including human beings</b>.</li> <li>I know that Christians believe that as human beings are part of God's good creation, they do best when they listen to God.</li> <li>I know that Christians believe that the <b>Bible</b> shows that <b>God</b> wants to help people to be close to him – <b>he keeps his relationship with them, gives them guidelines on good ways to live</b> (such as The Ten Commandments).</li> </ul>	<ul style="list-style-type: none"> <li>I know that Christians read the 'big story' of the <b>Bible</b> as pointing out the need for God to save people. This salvation includes the <b>ongoing restoration of humans' relationships with God</b>.</li> <li>I know that the Gospels give accounts of <b>Jesus' death and resurrection</b>.</li> <li>I know that belief in <b>Jesus' resurrection</b> confirms to Christians that <b>Jesus</b> is the incarnate Son of God, but also that death is not the end.</li> <li>I know that this belief gives Christians hope for life with <b>God</b>, starting now and continuing in a new life (heaven). I know that <b>Jesus</b> was Jewish</li> <li>I know that Christians believe <b>Jesus is God</b> in the flesh.</li> <li>I know that Christians believe that his birth, life, <b>death, and resurrection were part of a longer plan</b> by God to restore the relationships between <b>humans and God</b>.</li> <li>I know that that the <b>Old Testament</b> talks about a 'rescuer' or 'anointed one' – a messiah. Some texts</li> </ul>	<ul style="list-style-type: none"> <li>I know that Christians believe <b>God</b> is omnipotent, omniscient and eternal, and that this means <b>God is worth worshipping</b>.</li> <li>I know that Christians believe <b>God</b> is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice but also loving, forgiving and full of grace.</li> <li>I know that Christians do not agree about what <b>God</b> is like, but try to follow his path, as they see it in the <b>Bible</b> or through Church teaching.</li> <li>I know that Christians believe <b>getting to know God is like getting to know a person rather than learning information</b>.</li> <li>I know that there is much debate and some controversy around the relationship between the accounts of <b>creation in Genesis</b> and contemporary scientific accounts.</li> <li>I know that these debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</li> </ul>



			<p>the Last Supper, were important in showing the disciples what Jesus came to earth to do.</p> <ul style="list-style-type: none"> <li>• I know that Christians today trust that <b>Jesus</b> really did rise from the dead, and so is still alive today.</li> <li>• I know that Christians remember and celebrate <b>Jesus' last week, death and resurrection.</b></li> <li>•</li> </ul>		<p>talk about what this 'messiah' would be like.</p> <ul style="list-style-type: none"> <li>• I know that Christians believe that <b>Jesus</b> fulfilled these expectations, and that he is the Messiah.</li> <li>• I know that Christians see <b>Jesus</b> as their Saviour.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that there are many scientists throughout history and now who are Christians.</li> <li>• I know that the discoveries of science make Christians wonder even more about the <b>power and majesty of the Creator.</b></li> </ul>

## Islam

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• I know that the Prophet <b>Muhammed</b> is a special person to Muslims.</li> <li>• I know that the <b>Qur'an</b> is a special book for Muslims.</li> <li>• I know at least one special story for Muslims (e.g., The Prophet and the Spider).</li> <li>• I know that Muslims believe the natural world is special because <b>God created it</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the <b>Qur'an</b> is the holy book of Islam and contains the words of Allah, providing guidance for human beings.</li> <li>• I know that <b>Muslims believe in one God who created the world exactly as he wanted it to be (harmony)</b>.</li> <li>• I know that Muslims believe that Allah provided a <b>straight path</b> (shariah) to help keep the universe in harmony</li> <li>• I know that Muslims believe that God created humans with special rights and responsibilities (abd and Khalifa)</li> <li>• I know that Muslims celebrate a number of key festivals: Eid ul-Fitr and Eid ul-Adha.</li> <li>• I know some <b>different examples of how Muslims celebrate these festivals</b>.</li> <li>• I know that worship (<b>lbadah</b>) is very important to Muslims and know some examples of the ways in which Muslims worship (e.g. prayer, studying the Qur'an ain the madrassah).</li> <li>• I know that worshipping, celebrating festivals and carrying out rites of passage is one way of showing belonging in Muslim communities.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that Muslims believe that God created everything in <b>harmony</b> and that it is the responsibility of humans to try and make sure everything is harmonious.</li> <li>• I know that one way of doing this is to follow the straight path (<b>shariah</b>)</li> <li>• I know the Muslim statement of faith (shahadah) and that this is one of the five pillars of Islam.</li> <li>• I know some <b>examples of how Muslims try to promote harmony and show good character (akhlaq)</b> e.g. giving zakat</li> <li>• I know some stories and examples shared by the <b>Prophets</b> that help Muslims know how to care for others and make sure the world is a fair, just and harmonious place.</li> <li>• I know that Muslims have special ways of celebrating and saying thank you to God for the arrival of a new baby.</li> <li>• I know some of the <b>Muslim rituals and practices associated with welcoming a new baby</b> (whispering of the adhan, aqiqah ceremony)</li> <li>• I know that welcoming a new baby is an important part of belonging to a Muslim community (ummah).</li> <li>• I know some similarities and differences between how Christians and Muslims celebrate the arrival of a new baby.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that Muslims believe in one <b>Allah</b> (God) and that the oneness of God (tawhid) is a very important idea in Muslim worldviews.</li> <li>• I know that Muslims believe that <b>God created the universe and that he created things in harmony/in submission to his will (muslim)</b>.</li> <li>• I know that Muslims believe humans have been created as God's 'abd (servants) and khalifa (regents) and that they have a responsibility to try to keep things <b>muslim (harmonious)</b>.</li> <li>• I know that Muslims believe that God has provided humans with a straight path (shariah) to follow so that everything can stay <b>muslim (harmonious)</b>.</li> <li>• I know that Muslims believe God has provided humans with three types of <b>guidance</b> to help them stay on the straight path (<b>shariah</b>): the natural world, the <b>Qur'an</b> and the <b>Prophets</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that Muslims believe <b>Allah</b> (God) created the world <b>muslim (harmonious)</b> and wants humans to keep it that way.</li> <li>• I know the <b>Five Pillars of Sunni Islam</b> (Shahadah, Salah/Salat, Zakah/Zakat, Sawm, Hajj) and be able to explain how they connect with the idea of <b>harmony</b>.</li> <li>• I know that the festival of Eid ul-Fitr marks the end of the month of Ramadan and the fast (sawm).</li> <li>• I know some of the <b>key practices from the Muslim festival of Eid ul-Fitr</b> (e.g. giving zakat (charity), celebratory melas, new clothes etc.</li> <li>• I know that the festival of Eid ul-Adha is the festival of the sacrifice.</li> <li>• I know some of the <b>key practices from the Muslim festival of Eid ul-Adha</b> (e.g. sacrificing a sheep or goat and distributing the meat to family, friends and those in need).</li> </ul>	<ul style="list-style-type: none"> <li>• I know that Muslims believe that <b>Allah</b> (God) wants humans to promote <b>harmony</b> and that they can do this by following the straight path (<b>shariah</b>) that he has set out for them.</li> <li>• I know that some teachings from the <b>Hadith</b> (collections of the teachings and lived example of the Prophet Muhammed) and be able to explain how the <b>Hadith</b> help Muslims follow the straight path (<b>shariah</b>).</li> <li>• I know <b>some examples of ways in which Muslims follow these teachings in order to stay on the straight path (shariah)</b>, e.g. the work of Muslim Hands UK).</li> </ul>	<ul style="list-style-type: none"> <li>• I know that Muslims believe that it is important to belong to the global community of Muslims (<b>ummah</b>) because this is one way of being in <b>harmony</b></li> <li>• I know that part of belonging to this <b>ummah</b> is to take part in certain rites of passage.</li> <li>• I know that there are rites of passage associated with birth, initiation, marriage and death</li> <li>• <b>I know some of the key practices associated with these rites of passage.</b></li> </ul>

## HINDUISM (KS2 only)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> <li>• I know that Hinduism is also known as Hindu Dharma or Santana Dharma.</li> <li>• I know that <b>Brahman</b> is the Ultimate Reality or Life Force in every living thing.</li> <li>• I know that the <b>atman</b> (soul) is the bit of <b>Brahman</b> in every living thing.</li> <li>• I know that the deities include the Trimurti: Brahma, Vishnu and Shiva.</li> <li>• I know that the Trimurti represent the cycle of life (<b>samsara</b>).</li> <li>• I know that Hindu Dharma is interested in the journey of the <b>atman</b> through <b>samsara</b>.</li> <li>• I know that the goal is for the <b>atman</b> to achieve liberation (<b>moksha</b>) from <b>samsara</b>.</li> <li>• I know that the way to do this is for the <b>atman</b> to fulfil its duty (<b>dharma</b>) in each lifetime.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what <b>dharma</b> is and why it is important to Hindus.</li> <li>• I know about <b>key worship practices in Hindu worldviews at the mandir and at home</b>, including the puja ceremony and the importance of murtis.</li> <li>• I know that performing bhakti (worship/devotion) is one way of fulfilling <b>dharma</b>.</li> <li>• I know about the <b>key practices associated with the festivals of Diwali and Raksha Bandhan</b>.</li> <li>• I know about the ways in which the stories and practices associated with Diwali and Raksha Bandhan connected with the idea of fulfilling <b>dharma</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that Hindus believe that the <b>atman</b> (soul) travels through <b>samsara</b> (the cycle of birth, life, death and rebirth) and that its ultimate goal is to achieve <b>moksha</b> (liberation).</li> <li>• I know that Hindus believe that the way to achieve <b>moksha</b> is for the <b>atman</b> to fulfil its <b>dharma</b> (duty) in each cycle of life.</li> <li>• I know that there are <b>different ways in which Hindus seek to fulfil their dharma</b>, which include carrying out duties relating to age (ashrama) and social group (varna).</li> <li>• I know that Hindus follow the principle of non-violence (ahimsa) and know some examples of what this looks like in practice (e.g. the work of Mahatma Gandhi, vegetarianism).</li> </ul>	<ul style="list-style-type: none"> <li>• I know that Hindus believe it is important to fulfil your <b>dharma</b> (duty).</li> <li>• I know that there are rites of passage (samskaras) that mark the journey of a human life and that carrying out these samskaras is part of fulfilling your <b>dharma</b>.</li> <li>• I know that there are samskaras associated with birth, initiation, marriage and death.</li> <li>• I know some of the <b>key practices associated with the samskaras</b>.</li> </ul>

## Assessment

### Pre-assessment

Teachers and subject leaders consider carefully any potential misconceptions that may arise while planning units, which enable teachers to adapt short-term planning to include time to address any areas of particular need. We use a range of strategies to review prior learning, examples of tasks include discussions, low stakes quizzes and knowledge capture activities.

### Ongoing formative assessment and feedback

Teachers observe and respond to pupils during a lesson, offering verbal feedback and prompting deeper thinking using questioning. Children are supported to use teaching materials on interactive whiteboards, working walls and key vocabulary to explain their thinking and develop understanding. Ongoing teacher observation identifies pupil progress and attainment during lessons and enables learners to be challenged through response and feedback.

### Retrieval practice

Pupils are offered carefully planned tasks to promote knowledge retrieval, bringing core knowledge and skills into long term and working memory. Children are explicitly taught these skills through a range of different activities, including using visual resources, quizzes and through the application of literacy skills.

### End of unit assessments

Progress in RE will be monitored using these key questions:

How do we know that our curriculum is having the desired impact?

**Do pupils know what I think they should know?** Are they confident in their understanding of the substantive knowledge on which this topic / unit of study has focused?

**Have pupils developed their confidence in handling this knowledge appropriately?**  
Are they developing their disciplinary knowledge?

**Have pupils developed their knowledge of:**  
Ways of believing and the sources of authority they draw from?  
The ways in which context affects ways of living?  
Different ways of reasoning about God, human beings and/or the world?



**Have pupils developed their own skills of:**  
Source/textual interpretation?  
Analysis of data?  
Reasoning?

### Teachers

- Become more knowledgeable.
- Have higher levels of confidence in delivering all areas of the curriculum.
- Can give senior leaders and subject leads feedback about what is working well.
- Are acutely aware of how children are coping with the taught content. The curriculum is the progression model and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then we know it is working and that children are making progress.
- Teach consistently well; applying sound pedagogical practices in all lessons.
- Plan coherent learning journeys based on the unit overviews.
- Seek support from subject leads when they are less confident.

### Children

- Can talk with confidence about what they have learned, using correct terminology.
- Are enthused and interested in a wide range of curriculum areas.
- Can talk about the specific characteristics of subjects and the disciplines associated with them.
- Can show adults examples of their learning and describe the 'why' behind work they have produced.
- Demonstrate good learning behaviours in all lessons.

- Are able to explain how their learning within a subject builds on previous learning.
- Are able to make thoughtful links between subjects.
- Can all access, enjoy and make progress within the curriculum - regardless of their starting points, or any additional needs they may have.
- Are independent learners who can think creatively and critically

#### Children's Work

- Demonstrates that they take pride in what they produce. Children show the same effort as they would in Maths or English, for example.
- Captures their increasing understanding of key concepts within each subject.
- Illustrates their developing understanding of the disciplines of each subject, as well as the declarative knowledge content.
- Shows that a coherent teaching sequence has taken place within each unit of work.
- Demonstrates our curriculum's emphasis on subject-specific terminology.

#### Governors and Visitors

- Give us positive feedback about pupil engagement and behaviour in lessons.
- Comment on the high-quality work that they see.
- Report that leaders are clear about strengths and weaknesses and have clear plans to address areas for development.
- Report that 'seeing things in action' in agreed governor visits shows the extent to which our intent is being implemented effectively

#### Parents and carers

- Give us positive feedback about their children's attitudes to school.
- Share examples of when their children have been enthused by the curriculum (e.g. they have been talking about learning at home, or carrying out their own research because of their interest).

#### Leaders

- Develop subject leader expertise through coaching and CPD
- Are outward facing
- Source external expertise and support where needed
- Regularly monitor strengths and areas for development which feeds into school evaluation and improvement.