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The core purpose of RE is to enable pupils to develop their religious literacy. To enable this to happen, effective teaching must include the following:

* RE must be taught in accordance with the RE syllabus agreed by the school Governing Board.
* The correct time allocation must be given to the teaching of RE in accordance with the Church of England Statement of Entitlement.
* RE must be taught as an academic subject.
* Children must make good or better progress in RE.
* Teachers’ subject knowledge must be secure.
* RE lessons must be planned in a sequential way, taking note of prior learning and knowledge the children bring to the classroom.
* The RE curriculum must be balanced, giving children exposure to the study of theology, philosophy and human/social science. (Believing, thinking, living.)
* RE lessons must be planned in accordance with the school’s planning expectations for all other subjects.
* Teachers must be aware of what knowledge the children are expected to know by the end of a unit of learning.
* Teachers must be aware of end of unit expectations at the beginning of the planning stage so that accurate assessments can be made.
* On-going assessment must take place.
* RE must be taught through an enquiry-based approach.
* The big question must be shared with the children at the beginning of the unit and referred to in each lesson.
* Each lesson must be driven by a question which links to the big question being explored,
* Core concepts in Christianity must be shared with the children and referred to throughout the unit of learning, enabling children to gain greater insight into what these concepts mean.
* Religious vocabulary must be shared, explained, taught and developed throughout a unit of learning.
* Opportunities for children to engage in Biblical text analysis must be made available.
* A range of high-quality questions must be asked by the teachers across the unit of learning and within a lesson.
* A wide range of activities must be included in the unit of learning, giving children the opportunity to express themselves in a variety of ways and show what they know and understand.
* Opportunities for effective talk, discussion, debate and critical thinking must be made available as this is often when you will hear children share their profound thoughts and demonstrate what they know and the skills they are able to apply.
* Presentation in books must be of a high standard.
* Pupil’s work in books must be in line or better than work seen in other core subjects.
* There must be evidence in the books that demonstrate children are making good or better progress in the subject.
* Teacher feedback must relate to RE knowledge, understanding and skills and not English based objectives.
* Teacher feedback must lead children to deepening their knowledge and understanding in RE. One way of doing this effectively, is to give children a question to consider and adequate time to respond.
* Visits and visitors must be planned for across the year to support the RE learning. Ensure you follow the school’s guidance on planning an educational visit and guidance around inviting visitors into school.

**RE learning journey to include the following:**

* The big question
* Six subsidiary questions
* Religious vocabulary related to the unit
* Children’s response to each question
* Examples of children’s work related to individual lessons

Each classroom to have a Biblical timeline on display so that children can refer to it during the teaching of units, enabling them to develop their understanding of the Bible and its chronology.