



# Curriculum Vision 2022-2023

'Strive to Achieve'

## R.E.

Our Helpingham HEART

SCHOOL VALUES	Happy	Equal	Aspirational	Resilient	Team
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### INTENT – We come to school every day to...

CURRICULUM VISION	Develop our sense of self	Develop our sense of others	Develop our sense of the world
	<ul style="list-style-type: none"> <li>To become passionate about different beliefs</li> <li>To be open minded to the potential to believe in different beliefs</li> <li>To have faith in our own beliefs to support our physical and mental</li> <li>To understand and convey my own personal beliefs to help support making the right choices.</li> </ul>	<ul style="list-style-type: none"> <li>To share our beliefs and faiths with others.</li> <li>To show tolerance and compassion for all religions and faiths</li> <li>To actively challenge and sources information linked to other beliefs.</li> <li>To share and celebrate our similarities and differences in our multicultural society.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to share the world peacefully including multicultural differences.</li> <li>Know how to respect and protect religious building.</li> <li>Access wider opportunities to attend different religious buildings and faiths.</li> <li>To understand how religious education will impact our future using their knowledge.</li> </ul>

### IMPLEMENTATION

TEN PRINCIPLES FOR EXCELLENT TEACHING	Questioning	High Expectations	Scaffolding	Parent Partnership	Assessment	Use of technology	Inspirational and memorable curriculum	Active Learning	Engaging Learning Environment	Differentiation
	1.1./class discussion debates	Challenging vocabulary High quality texts Respect during lessons.	Lincolnshire agreed syllabus	Parent visits (sharing religion)	End of term/year Learning by questions	Internet for research Documentaries	Visiting religious building External workshops	Religious dancing Role play/drama	Religious displays and artifacts/resources.	Questioning Adult support By outcome

ORGANISATION OF CURRICULUM	Reading	Writing	Phonics	Maths	Science	History	Geography	Art	DT	Music	PE	Computing	PSHE	RE
	<ul style="list-style-type: none"> <li>History – where the religion started</li> <li>Geography – Where the religion originated.</li> <li>Art – Creating religious artwork e.g. stain glass window</li> <li>English – reading the bible, religious documents.</li> </ul>													

TERMLY FIVE TO THRIVE	High Quality Texts	Memorable Experience	Hands on Learning	Celebration of Children's Work	Community Engagement
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ASSESSMENT	Daily, verbal feedback	Cold Maths	Extended writing pieces	Formative Assessments	Summative Assessments	Termly phonics screening	Multiplication Skills
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### IMPACT – How will we know?

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT
<ul style="list-style-type: none"> <li>High engagement</li> <li>Children inspired to be independent thinkers, researchers and learners</li> <li>Knowledge development</li> <li>Children prepared for the next step of their education, futures and careers</li> </ul>	<ul style="list-style-type: none"> <li>Engagement in learning</li> <li>Resilience</li> <li>Children see challenges as opportunities</li> <li>Children have pride in themselves and their work</li> <li>Children are able to take risk and responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Independence</li> <li>A Love of learning</li> <li>Children are able to care for their physical and mental wellbeing in a healthy way</li> <li>Children are curious, creative and courageous</li> </ul>

### EVALUATION

REVIEW	High quality outcomes	Innovation	Communication	Developing staff	Improving and changing
	<ul style="list-style-type: none"> <li>Data</li> <li>Progress in books</li> <li>Pupil voice</li> <li>Parent voice</li> </ul>	<ul style="list-style-type: none"> <li>Share new ideas</li> <li>Outward looking</li> <li>Reactive to learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>All parties know what is expected from our curriculum through effective communication</li> <li>Governors ask challenging questions which teachers and TAs answer confidently</li> </ul>	<ul style="list-style-type: none"> <li>High quality CPD linked to the school development plan</li> <li>Sharing of ideas and knowledge</li> <li>Working with others outside the school</li> </ul>	<ul style="list-style-type: none"> <li>Review</li> <li>Reflect</li> <li>Discuss</li> <li>Learn</li> </ul>

MONITORING	Class teachers and teaching assistants	Subject Leaders	Headteacher & Governors	Locality Lead & County Council	External partners e.g. OFSTED
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