



Founded 1860

Spaxton
C of E Primary School

Our Curriculum

RE

'Together we Flourish and Achieve'



Science Curriculum

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Intent

Religious Education at Stogursey reflects a thoughtful and enquiry-driven approach, designed to inspire holistic, meaningful engagement with life’s big questions.

We use the Diocese of Oxford Scheme to deliver a balanced and rigorous study of faith and belief. This scheme’s enquiry-led framework enables pupils to explore the Christian faith in depth, with clear progression throughout their learning journey. Alongside this, the curriculum systematically introduces five of the major world religions—Judaism, Islam, Hinduism, Sikhism, and Christianity—as well as a focused study of non-religious worldviews, including Humanism. It should be noted that although other faiths are studied separately, sometimes they are within Christianity units to provide a contrast.

This approach is tailored to reflect the makeup of our local community while also building essential cultural capital, especially in faiths that are under-represented in Spaxton. Through enquiry-based learning, pupils are encouraged to reflect, analyse, and discuss their own and others’ beliefs, fostering curiosity, empathy, and respect.

Pupils are provided with opportunities to reflect on deep questions about life, change, and death, while exploring spirituality, rites of passage, and their role in the world.

The RE curriculum is delivered through high-quality implementation booklets that have been developed by the subject leader and provide a coherent sequence and ensures that the disciplinary knowledge is taught alongside the substantive knowledge.

The children have 4 RE scholarly guides who teach the children how to engage with faiths in different ways. The characters are set out below:

Scholarly Character	Behaviours
Ask-it-all Ava	Asks questions and interviews people
See-the-story-Suzie	Reads stories to do with the faith being studied
Debate-it- Derek	Likes to engage in big question debates
Have-a-go Hugo	Takes part in certain aspects of what is being studied

These behaviours are effectively the disciplinary knowledge we set out for children to think, act, and behave as a theologian.

Through this study, pupils develop the knowledge and skills to live harmoniously in a multicultural world. They cultivate an understanding of faiths and beliefs that encourages them to become polite, considerate, and empathetic citizens.

In the Grow and Flourish Foundation/ Key Stage 1 phase, Religious Education is experiential, creative, and reflective, giving pupils time to explore and engage with the world and the beliefs of others in their community. By the end of Key Stage 1, pupils will begin to form their own opinions and beliefs about the world they live in. By the end of Key Stage 2, they will have developed a

deeper understanding of the religions and worldviews studied, enabling them to compare and contrast beliefs and form reasoned, thoughtful perspectives.

This carefully designed curriculum nurtures pupils' intellectual curiosity and emotional resilience while equipping them with the cultural awareness and respect needed to thrive in a diverse and interconnected world.

This is underpinned by our school curriculum intent which in turn is underpinned by the QET principles.

At Spaxton, we deliver a broad and balanced curriculum to all our pupils. Through our ambitious curriculum offer, that has been carefully designed to ensure it is sequential and progressive through each stage, we believe it allows:

1. **Holistic Development:** It supports the overall development of our children, addressing their academic, social, emotional, and physical needs. This approach ensures that our pupils at Spaxton are well-rounded and prepared for next stage of learning and any other future challenges.
2. **Engagement and Motivation:** A varied curriculum keeps our pupils engaged and motivated by offering a range of subjects and activities. Our broad and balanced curriculum offer helps cater to different interests and learning styles, making education more enjoyable and effective for all.
3. **Critical Thinking and Problem-Solving:** Exposure to a wide range of subjects encourages critical thinking and problem-solving skills. Our pupils learn to make connections between different areas of knowledge, enhancing their cognitive abilities.
4. **Cultural Awareness and Respect:** Our broad curriculum includes subjects like history, geography, and the arts, which help our pupils understand and appreciate different cultures and perspectives. This fosters respect and empathy for others. This is particularly important due to our village rural location.
5. **Preparation for Future Learning:** Our balanced curriculum provides a strong foundation in core subjects like English and maths while also introducing pupils to other areas of knowledge. This prepares them for more specialised learning in secondary education and beyond
6. **Personal Growth and Well-being:** Subjects like physical education, music, and art contribute to pupils' physical and emotional well-being. They provide opportunities for self-expression, creativity, and physical activity, which are crucial for healthy development.

Our school curriculum is bespoke and designed to meet the needs of the children in our school. It is underpinned by the Quantock Education Trust curriculum principles (SMART) which guide the development and review of the curriculum in all schools in the Trust:

- A strong and carefully Sequenced curriculum, so that children and young people's learning progresses in a way that builds knowledge intentionally and cumulatively
- A curriculum that Motivates children and young people so they can value and experience joy in learning whilst developing their own unique voice.
- An Ambitious curriculum, so that children and young people are challenged and empowered to think deeply and critically and grapple with complexity, challenge assumptions, question accepted authorities and embrace curiosity.
- A curriculum that is Responsive, so that it meets the needs of children and young people in our local community as well as opening doors to the wider world.

- A curriculum that is Transformative, so that children and young people can put their learning to use as active citizens, working for social justice, environmental stewardship and a healthy, equitable world, enabling them to build character and shape their future.

Outcomes for Religious Education in our school

These statements show what we want children to know, understand and do by the time they leave our school.

Know	Understand	Do
the main factual information about different world faiths as well as non-faiths	the key people, vocabulary, key facts and other schema to do with the content studied	learn and remember key facts about different content in RE
expectations and methods of scholarly learning	that to gain understanding of life's big issues, it takes scholarly behaviour and deep thinking to create this	act in a scholarly way
how learning of faiths connects to own life	that learning about religion can lead to learning from religion	use RE to make reflections on the world, self and others
some answers to 'big questions' and accept when you do not have any answers	that we may not ever have the 'correct answers' and that it is ok to change your mind	engage in respectful debate
background knowledge around contentious and non-contentious topics before engaging in debate on it	things from different points of view	respectfully disagree on issues and co-regulate with an emotionally-available adult if finding the content too triggering
values being exemplified in the content being taught	how learning about values builds your own 'moral compass'	build an overall understanding of values that are important to different people as well as self
where the main faiths started and that the UK is also made up of many faiths as well as non-faiths	how different faiths connect to each other both geographically and historically	be curious and embrace learning about about people with similar and different faiths
the main Bible stories that exemplify the school's vision and values	the importance of the stories to our school	remember the main Bible stories and gain an overall picture of the Bible and where stories take place within it

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the main teachings of Jesus Christ	how the New Testament provided a different message to the Old	remember the messages of Jesus Christ
Christian theological concepts such as God, creation, the Trinity, incarnation, salvation and the Kingdom of God and People of God.	the importance of these concepts in our school	continually debate and discuss the theological concepts to gain a richer understanding of them
the church, the building as well as the people and what happens in Christian worship	the significance of the church in our community and its specialness	act with reverence and respect in and around the church
main festivals in the church year and the colours of the church year	how these events are important to not just our community but to the UK as a whole, including those who aren't Christian	participate representing the school
the main leaders of the church both internationally, nationally and locally and their significance	the messages of the Christian faith they deliver to our community	develop good relationships with church leaders and visitors, taking on board what they tell us
how main life events are held in all faiths studied	the similarities and differences of these events	compare with own beliefs on life's main events and own experiences
the contribution to wider society made by groups of people including faiths	the civic responsibilities of these communities.	take civic action following study of this.

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Implementation

Religious Education Knowledge Progression – Christianity

Strands	Grow and Flourish Reception/ Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Christianity: belonging	<ul style="list-style-type: none"> ● know what makes them special and groups they belong to; ● know some parables that teach about being 'lost but then found' and what the lesson is relating to belonging to the Christian faith; ● know what Baptism is and why people take part in it; ● know what the water and the light is meant to represent; ● know other ways people join groups; ● know best ways of getting people to join a group and to make them stay in it. ● <i>know how stories can make us feel and that some stories make us change our behaviour</i> ● <i>know that Christians learn how to live better lives through reading Bible stories</i> ● <i>know how people might change their behaviour from these stories</i> 	<ul style="list-style-type: none"> ● know that the sacraments of Baptism and Communion show belonging to the Christian faith and their main differences and similarities; ● know why church-goers take part in certain activities; ● know own viewpoint on ways in which Christians show they belong and own opinion on the theme of belonging. ● know what the Kingdom of Heaven is and what believers think needs to happen to enter it; ● <i>know sayings and whether they are true or not;</i> ● <i>know what a parable is and whether they are true, untrue or truth hidden in a story;</i> 	<ul style="list-style-type: none"> ● know some well-known saints and what they are famous for; ● know how the early Christian martyrs were persecuted and why they are also revered as saints; ● know own beliefs about standing up to persecution in all its forms; ● know how saints are revered through pilgrimages, relics and shrines and Roman Catholic customs of praying to saints and how Anglicans differ on this; ● know the Bible story linked to our school vision and the message the saintly writer compels us to act in our school; ● know what local believers think about the local church saint; ● know similarities and differences between Jesus

	<ul style="list-style-type: none"> ● <i>know why the Bible is special to Christians</i> ● <i>know examples of other Bible stories to read about</i> ● <i>know that behaviour can change for the good from reading a story and relating to the characters</i> 	<ul style="list-style-type: none"> ● <i>know a range of parables and what Jesus was trying to teach through them;</i> ● <i>know what Christians believe about parables;</i> ● <i>know and feel the power of a life-changing story or message.</i> ● <i>know examples of miracles studied and understand the impact of them on different people</i> ● <i>know that miracles may be interpreted differently and how this influences Christians today</i> ● <i>know that some people don't believe in miracles and the implications of the truth or falsity of such accounts</i> 	<p>and the saint and understand that Jesus is not classed as a saint.</p>
<p>Christianity: God and Creation</p>	<ul style="list-style-type: none"> ● know the difference between making and receiving gifts and how people feel about this; ● know the creation story and what believers think it tells us about God; ● know that the Psalms tell of God's qualities by describing the world; 	<ul style="list-style-type: none"> ● know the link between prayer and miracles ● know what Christians believe about prayer ● know the types of prayer and their purpose ● know some prayers off by heart that are important to our school ● know how Hindus pray and understand similarities and differences between 	<ul style="list-style-type: none"> ● know how the world is being damaged by people and debate questions on responsibility for the planet's wellbeing; ● know the Christian- Judeo story of creation; ● know other faiths' stories of creation and make comparisons;

	<ul style="list-style-type: none"> ● know what God would think of how humans are treating the planet; ● know what they would do to look after the planet. 	<p>this and Christian practices</p> <ul style="list-style-type: none"> ● know own beliefs on prayer and understand how some people value prayer 	<ul style="list-style-type: none"> ● know that people's belief systems cause them to behave in different ways when it comes to care for the planet; ● know how it feels to care about an environmental issue and decide whether their own beliefs inform their decisions on this.
Christianity: Leadership	<ul style="list-style-type: none"> ● know the difference between leaders and followers and understand that leaders need followers in order to lead ● know the events in Moses and Joshua's lives and why these exemplify leadership ● know the key events of the Exodus ● know the leaders for Jews and Christians ● know how Jesus demonstrated leadership and how God guides believers ● know the features of good leadership and compare with current leaders as well as historical ones. 	<ul style="list-style-type: none"> ● know the difference between 'authority' and being 'authoritarian'; ● know what good leadership and bad leadership is like; ● know some of the well-known teachings of Jesus and understand how some of them show his authority on things like faith, living a good life and humans' relationship with God; ● know what believers think of Jesus' teachings; ● know that good leaders also require followers to hear and act on the message. 	<ul style="list-style-type: none"> ● know a range of leadership skills required for complicated challenges ● know inspirational leaders and why they are inspiring ● know a 'winnable campaign' in the local area ● know national charities and the work they do to bring justice ● know how injustice feels and care enough to act ● know how to make change happen on a local level

<p>Christianity: Christmas</p>	<ul style="list-style-type: none"> ● know different ways people show thankfulness and make others feel good about their actions; ● know that Jews are people from any country and they follow Judaism or the Jewish faith; ● know what happens in the Jewish festival of Sukkot and compare with Harvest festivals; ● know where gifts appear in the Christmas story and understand that Christians believe Jesus was sent as a gift from God to the world. ● <i>know the events of the Christmas story</i> ● <i>know how Christmas is celebrated</i> ● <i>know the wise men's gifts and their significance</i> ● <i>know the meaning of the manger</i> ● <i>know what Christians do at Church to mark Christmas</i> ● <i>know the parts of a church, behaving respectfully when visiting it.</i> ● Know that the story of Jesus' birth is an important part of the Bible and the Christian faith. 	<ul style="list-style-type: none"> ● know the symbols of Mary and compare her with other faiths ● know the story of the Annunciation and Mary's role in the Christmas story; ● know why Roman Catholics hold Mary in such high regard and reverence compared to protestant denominations; ● Know how women are held in reverence in other faiths and make connections with Mary. ● <i>know what the main purpose of baptism is and debate whether people can be truly forgiven;</i> ● <i>know how light and darkness is conveyed in faiths and non-faiths;</i> ● <i>know the stories of Rama and Sita (Hinduism) and the Miracle at the Temple (Judaism) and the significance of light to believers when commemorating these;</i> ● <i>know the main themes of the story of the miracle of the menorah and find</i> 	<ul style="list-style-type: none"> ● know the importance of various forms of communication with God to believers; ● know the story of Guru Nanak's meeting with God and the effect it had on him and others; ● know the Old Testament prophecies and how they are perceived to be about Jesus' coming; ● know the prophecies' contribution to the Christmas story and how it wouldn't make sense without them; ● know what it feels like to be spiritually- inspired in a religious or non-religious way from reflection activities; ● know own beliefs about the current state of the world and express what God might communicate about it ● <i>know what the Trinity is and its link to incarnation;</i> ● <i>know similarities and differences between incarnation and Hindu avatars;</i>
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	<ul style="list-style-type: none"> ● Know how the Gospels of Matthew and Luke tell different parts of the story of Jesus' birth. ● Know that Christian art depicts the nativity to express beliefs about Jesus' birth. ● Know that the Incarnation means Christians believe Jesus is both fully human and fully divine. ● Know why Christians are inspired by the story of Jesus' birth to help others through acts of charity. ● Know that Christians celebrate Jesus' birth in diverse ways around the world. 	<p><i>connections and inspiration in own life to it;</i></p> <ul style="list-style-type: none"> ● <i>know what Advent is and the meanings of each candle in a wreath;</i> ● <i>know how light features in our own lives and the meaning of 'guiding light' in its broadest sense.</i> 	<ul style="list-style-type: none"> ● <i>know similarities and differences between traditional views of Christmas and the Biblical accounts;</i> ● <i>know Christian beliefs around 'God as man' and how this connects to their own lives;</i> ● <i>know about the commercialisation of Christmas and begin to express an idea of the true meaning of Christmas.</i>
<p>Christianity: Easter</p>	<ul style="list-style-type: none"> ● know why Shrove Tuesday is marked and how it is celebrated ● know the story of Jesus in the wilderness and its significance to Lent ● know the Easter story and some of the symbols associated with it ● know the significance of Easter symbols and debate which ones are important to them ● <i>know the origin story of the Jewish festival of the Passover;</i> 	<ul style="list-style-type: none"> ● know that compared to other faiths, it can be hard to spot a Christian by their outward appearance and that the Bible compels them to show this through their actions instead; ● know what activities church-goers participate in both inside and out of church; ● know the link between Communion and The Last Supper and why Christians participate in this; 	<ul style="list-style-type: none"> ● know the main events in the Easter story ● know what the word sacrifice means and understand it through different ● media (literature, holy texts, art and music) ● know what the Bible teaches about sin and Jesus' sacrifice on the cross ● know what Christians believe about the significance of Jesus dying on the cross ● know own beliefs about death and understand that it is acceptable to not

	<ul style="list-style-type: none"> ● <i>know how Jews celebrate the Passover and what the 6 special things symbolise;</i> ● <i>know the Easter story and why Christians remember it;</i> ● <i>know how Christians celebrate Easter.</i> <ul style="list-style-type: none"> ● know that different people have different roles in our community and some are leaders, others are followers; ● know why crowds followed Jesus and why people were excited to see him when he entered Jerusalem ● know the story of the Good Samaritan and what it tells us about Jesus ● begin to understand the main teaching of Jesus to 'love thy neighbour' ● know who the local church leader is and more about their role ● know how they feel about leadership and their relationship with their followers ● know that people follow leaders because they make followers feel something important 		<p>know what happens as this is one of life's great mysteries;</p> <ul style="list-style-type: none"> ● <i>know religious and non-religious narratives featuring resurrection and understand what this term means;</i> ● <i>know how other faiths mark death and understand the difference between resurrection and reincarnation;</i> ● <i>know the beliefs and customs of other faiths as well as experiences of those who arrange funerals;</i> ● <i>know what St Paul says about death and the resurrection and evaluate it;</i> ● <i>know whether own beliefs have stayed the same or changed during this study.</i>
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Religious Education Knowledge Progression - Other faiths

Strands	Grow and Flourish Reception/ Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Judaism	<ul style="list-style-type: none"> ● Know where Jews worship and what it is like in a Synagogue; ● Know what the Torah is; ● Know the Jewish festivals; ● Know what Jews believe about the Messiah; ● Know how Jews express their faith today ● know the difference between the working week and the weekend and what activities happen at the weekend; ● know the practices of the Shabbat and why Jews do this; ● know what food and drink is consumed during the Shabbat and experience this; ● know what Jews believe about the Shabbat; ● know how we feel regarding the rules of the Shabbat; ● <i>know different stories and why we like them;</i> 	<ul style="list-style-type: none"> ● know that different rules mean different things to different people and that in law the rules apply to everyone. ● know that for believers of a faith, following the rules is also important. ● know some of the 10 commandments and the story behind it ● know that Jews have other rules and know how they observe them ● know the rules that are followed and not followed and the challenges of meeting them ● know the difference between being observant and not 	

	<ul style="list-style-type: none"> ● <i>know the stories of Abraham and Isaac and God's wish to form a relationship with humans;</i> ● <i>know the story of the Exodus and that God is protective</i> ● <i>know Jewish stories and what this shows us about Jewish beliefs of God;</i> ● <i>know which stories tell us the most interesting things about God and why.</i> ● know that people have special buildings in their lives or special spaces within buildings and how they might feel about them ● know what happens at a synagogue and the special features; ● know why the synagogue is special to a Jewish person ● know why people like their own individual spaces as well as collective shared spaces ● know that it is hard to please everyone and to accept that not everyone will share the same feelings! ● know what a New Year resolution is and why people set them; ● know what happens in the Jewish new year festival Rosh Hashanah 	<ul style="list-style-type: none"> ● know what is expected of Jewish children and evaluate whether they are happy with this. 	
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	<p>and experience some of the customs;</p> <ul style="list-style-type: none"> ● know that sacrifice is a key theme of new year's resolutions and link this to sacrifice stories in the Bible. 		
Hinduism	<ul style="list-style-type: none"> ● know some celebrations where light is used and why; ● know the story of the Rama and Sita and where good triumphed over evil; ● know why Hindus use Diya lamps to celebrate Diwali and what the light represents; ● know some beliefs about Diwali 	<ul style="list-style-type: none"> ● know the difference between rules and duties; ● know what the 5 daily duties are and Hindu worship practices; ● know that some Hindu stories demonstrate karma and how this links to their own lives; ● know what is expected of Hindu children and evaluate whether they are happy with this. ● <i>know the symbols of God used by Hindus;</i> ● <i>know that Hindus believe in one God in different forms (parts of God) and that these are called deities</i> ● <i>know the origin stories of some of the prominent deities</i> ● <i>know how murtis are used in Hindu worship</i> 	

		<ul style="list-style-type: none"> ● <i>know how Hindus carry out worship</i> ● <i>know that the Mandir is an important building in Hinduism and central to the community.</i> ● <i>know what is the same and different between Hindu beliefs of God and our own views</i> 	
<p>Islam</p>		<ul style="list-style-type: none"> ● Know how Islam began ● Know the core beliefs of Islam through the 5 pillars ● Know what the Holy text is of Islam ● Know what a mosque is and worship practices ● Know some Islamic festivals (excluding the Hajj) ● <i>know the difference between a pilgrimage and a holiday and begin to understand why people go on such things;</i> ● <i>know specific Christian pilgrimages and that they are not compulsory;</i> 	<ul style="list-style-type: none"> ● know about our own beliefs on God; ● know that Allah has 99 names in Islam and that the Shahadah is one of the 5 pillars of Islam. ● know Christian beliefs about God; ● what Hindus believe about God; ● know viewpoints about the existence of God and reflect on own position.

		<ul style="list-style-type: none"> ● <i>know specific Hindu pilgrimages and that they are not compulsory;</i> ● <i>know what happens during the Islamic pilgrimage of the Hajj and that as one of the five pillars of Islam, a Muslim is compelled to go at least once in their lifetime;</i> ● <i>know how believers feel about pilgrimages by asking them about it;</i> ● <i>know own viewpoint on which pilgrimages are more important than others and reasons for this</i> 	
Sikhism			<ul style="list-style-type: none"> ● know how the Sikh faith came about and the importance of Guru Nanak in regards to this ● know the key teachings of the Sikh holy texts and understand what it tells Sikhs about God ● know how the Gurus and books are treated by Sikhs

			<ul style="list-style-type: none">● know how this impacts on daily life for a Sikh and evaluate it● <i>know what the word community means and give views on them;</i>● <i>know the four main principles in Sikhism and why they are important;</i>● <i>know that the Golden Temple is important to Sikhs and the meanings of its 4 entrances;</i>● <i>know how Sikhs worship and compare to other faiths' practices;</i>● <i>know that the Gurdwara is a key part of a Sikh's life and what happens there</i>● <i>know that communities help promote a sense of belonging and is important to humans as social creatures</i>
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Strands	Grow and Flourish Reception/ Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Other world views			<ul style="list-style-type: none"> ● Know what humanism is and a humanist's core beliefs ● Know how humanists develop a 'moral compass' ● Know what humanists believe about life and death ● Know how humanists celebrate key life events ● Know humanists' goals for society ● Know any famous humanists and learn from them

RE Long-Term Overview

UKS2 Years 5-6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Does it matter what we believe about creation?	Does God communicate with humans?	Are the saints encouraging role models?	Is the resurrection important to Christians?	What is Humanism?	Can we know what God is like? (All faiths and none)
Year B	Do Sikhs need the Guru Granth Sahib?	Is "God made man" a good way to understand the Christmas story?	<i>Does the community of the Gurdwara help Sikhs lead better lives?</i>	<i>What is best for our world? Does religion help people decide?</i>	Courageous Advocacy- Young Leaders Award	

LKS2 Years 3-4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Is a Hindu child free to choose how to live?	Is light a good symbol for celebration? (part 2)	Does Jesus have authority for everyone?	Does taking bread and wine show that someone is a Christian?	What is Islam?	Is a holy journey necessary for believers?
Year B	<i>Is a Jewish child free to choose how to live?</i>	Does the Christmas narrative need Mary?	Did Jesus really do miracles?	Does prayer change things?	Do murtis help Hindus understand God?	Can made-up stories tell the truth?

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GROW AND FLOURISH Years R-2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Is light a good symbol for celebration? Part 1	What is a Nativity?	Does Creation help people understand God?	Should everyone follow Jesus?	Do we need shared special places?	
Year B		Jesus: why is he so important to Christians?	Who should you follow?	How should the Church celebrate Easter?	Are some stories more important than others?	Can stories change people?
Year C	Is everyone special?	Should we celebrate Harvest or Christmas?	Is it important to celebrate the New Year?	Do religious symbols mean the same to everyone?		How should you spend the weekend?

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Impact and Assessment

We assess pupils as we observe them during lessons and mark their work following this, annotating with appropriate comments, if necessary. RE skills and learning can be enhanced through effective verbal and written questions.

At the beginning of each unit, prior learning is explored through a variety of means such as; retrieval, pre-assessment 'brain dumps', use of KWL grids or quizzes.

Each class has impact tasks at the end of a unit to support the teachers' assessments, book looks, learning walks, pupil voice and the end of year teacher assessments all contribute to the overall assessment of RE.

Inclusion

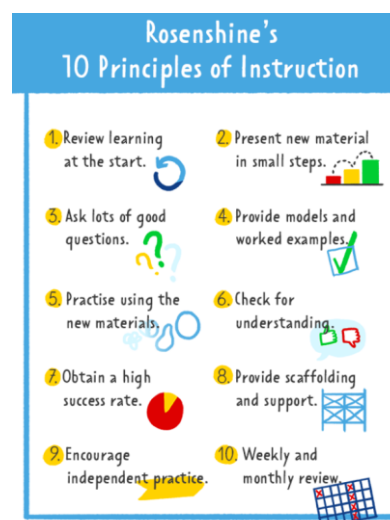
At Spaxton we believe that **All** leaders are leaders of SEND, and as such is it our responsibility to ensure an inclusive approach to promote the wellbeing and academic progress of **all** our children in whole curriculum. By removing barriers to learning and supporting the growth of the whole child we are helping **all** to succeed.

In the Trust, we have adopted an evidence-based approach to supporting **all** of our children as we believe what is good for all can be vital for some.

We use the EEF 'Five a day' principles to support our repertoire of teaching strategies daily in response to individual needs.



These work in conjunction with the work we have been doing on Retrieval with Kate Jones and Rosenshine's Principles of instruction such as small step learning, modelled examples, independent practice.



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