

**What does my subject look like in each of the pathways?**

Engage	Discovery	Develop	Deepen
<p>Pupils will engage with sensory activities to explore resources and artefacts from different cultures and religions to begin to see their sense of belonging.</p>	<p>Pupils will discover an awareness of diversity, religions and different ways of life between communities to begin to develop an understanding of why people are special, what places are special and what is special in our world. Pupils will start to discover their own beliefs and values.</p>	<p>Pupils will develop their ability to recall different names, meanings, symbols and actions of beliefs and practices. They will develop their ability to ask and respond appropriately to questions and communities and recognise similarities and difference between religions and world views. They will also develop a sense of right and wrong and how different people work together.</p>	<p>Students will deepen their ability to discuss, consider, present and apply thoughts and views on challenging questions in relation to belonging, meaning, purpose and truth. Pupils will observe difference and similarities of religions and world views and understand the value of belonging both in communities and in their own life e.g. why are festivals important? Why do some people believe in God? Why is a holy book important etc</p>

**What does my subject look like in each of the pathways, for each of our drivers?**

	Engage	Discovery	Develop	Deepen
<p><b>Communication</b></p>	<p>Pupils will <u>engage</u> in celebrations and festivals of different faiths and religions through sensory experiences and <u>communicate</u> their choices and begin to make decisions through AAC, gestures, signs and symbols.</p>	<p>Pupils will <u>discover</u> faiths and religions through sensory experiences and <u>communicate</u> some similarities and differences between different religions and cultural communities in their community.</p>	<p>Pupils will <u>communicate</u> observations, responses and views through describing, discussing and being able to recall religious stories, sacred writings, practices and beliefs to further <u>develop</u> their knowledge of different religions.</p>	<p>Pupils will <u>communicate</u> varied opinions, beliefs, practices, connections of features through challenging respectful discussion <u>deepening</u> their knowledge of religions and beliefs in their community and worldwide.</p>

<b>Independence</b>	Pupils will <u>independently</u> engage with and experience a range of religious beliefs and celebrations and begin to explore a sense of self.	Pupils will <u>independently</u> experience a range of religious beliefs and celebrations and begin to <u>discover</u> a sense of self. They will know some similarities and differences between religions and cultural communities.	Pupils will <u>independently</u> <u>develop</u> an understanding of religious and world views on belonging and meaning along with a knowledge of what is right and wrong and begin to ask purposeful questions.	Pupils will <u>independently</u> form their own beliefs through questioning, enquiring and explaining differences and similarities and impacts of different religions in their community and worldwide, <u>deepening</u> their understanding of sense of self and why things are right or wrong.
<b>Resilience</b>	Pupils will engage in learning about special and meaningful people and places in their immediate community, school, and begin to build their <u>resilience</u> and become aware of their belonging within it.	Pupils will actively explore and <u>discover</u> special and meaningful people and places in their immediate community and begin to build their <u>resilience</u> and become aware of their belonging within it.	Pupils will begin to <u>develop</u> their knowledge of religious celebrations, traditions and beliefs in their immediate and local community, to build their <u>resilience</u> and their roles and responsibilities within it.	Pupils will <u>deepen</u> their understanding, knowledge of and own views of different religions within their community and wider world, to build their <u>resilience</u> and understand the importance of cooperation and positive contribution.

## What does my subject look like in each of the Newman sites?

<b>Whiston</b>	<b>Dinnington</b>	<b>NAR</b>
All students are in EYFS, KS1 or KS2 and have two weekly 'My World' lessons which follows a progressive half termly plan including History, Geography and RE. Children are taught in their class groups, and follow the appropriate outcomes for the curriculum pathway. Children are taught small steps so they are building their 'My World' knowledge and enquiry skills in order to progress through the curriculum pathway they are on, or progress on to the next pathway.	All students in KS3 and 4 will be accessing History/Geography/RE lessons ( <u>usually equivalent to 3 hours weekly</u> ). Students will generally be taught in their form groups. Students will be following an adapted form of the national curriculum and may be working towards a qualification. <u>What is this qualificaion?</u> Students in KS5 do not study History/Geography/RE specifically unless continuing with a qualification.	The majority of students in KS3 and 4 will be accessing History/Geography/RE lessons ( <u>usually equivalent to 3 hours weekly</u> ). Some students may be accessing a bespoke curriculum and this may affect the subjects that they initially study. Students will be following an adapted form of the national curriculum and may be working towards qualifications. <u>What is this qualificaion?</u>

'My World' in EYFS and KS1 is likely to be taught through continuous provision activities. 'My World' in KS2 will be taught as specific subject lessons.		Students in KS5 do not study History/Geography/RE specifically unless continuing with a qualification.
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## Flightpath

### Focus area within the subject:

Engage	Discovery	Develop	Deepen

AQA Unit Awards	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	GCSE (AQA)

**How are children achieving in each of the pathways? How do you know, quantitative and qualitative? What actions are you taking as a result of the analysis? How are you ensuring that staff have the subject knowledge to teach your subject?**

Engage	Discovery	Develop	Deepen
Students are monitored throughout the year via a learning journey that is completed by teaching and support staff. Students' progress will be tied to the learning outcomes that have been developed against the 5 areas of the Engagement Model.	The progress of students on the Discovery pathway is monitored through evidence in workbooks and progress towards the learning objective for each lesson. The curriculum topics are sequenced to match all other pathways but the outcomes are set to be achievable for these children, but still have ambitious goals.	The progress of students on the Develop pathway is monitored through evidence in workbooks and progress towards the learning objective for each lesson. The curriculum topics are sequenced to match all other pathways but the outcomes are set to be achievable for these	The progress of students on the Deepen pathway is monitored through evidence in workbooks and progress towards the learning objective for each lesson. The curriculum topics are sequenced to match all other pathways but the outcomes are set to be achievable for these

<p>Progress is currently not quantitative but is qualitative through teacher assessment. Students may achieve some AQA unit awards to accredit their learning at KS4.</p>	<p>Students will demonstrate progress towards their EHCP targets and development of PfA skills during these lessons and will be assessed on the pre-Newman tracker.</p>	<p>children, but still have ambitious goals. Students will demonstrate progress towards their EHCP targets and development of PfA skills during these lessons and will be assessed on the Newman tracker.</p>	<p>children, but still have ambitious goals. Students will demonstrate progress towards their EHCP targets and development of PfA skills during these lessons and will be assessed against National Curriculum levels.</p>
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