



Our P.U.R.P.L.E. Curriculum Intent, Implementation and Impact Model

P.U.R.P.L.E. is an acronym that stands for the qualities that we believe all children need to possess to be successful in life. It doesn't just involve implementing a series of learning experiences, but is a complete values set that encompasses everything that we do. It shapes every minute, of every day, for every child in every class at the school. Our aim is that every single child leaves our school, equipped with a toolbox packed full of knowledge, skills and experiences that enables them to confidently shout: 'I AM P.U.R.P.L.E.' ...and that they keep shouting it for the rest of their lives! Our Curriculum Intent, Implementation, and Impact Model for 2021-2022 describes how we plan to achieve that. Staff, children, and governors at Littleton Green Community School have all contributed to this document.

	<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
	<u>What do we want our children to say?</u>	<u>What will we focus on in 2021-2022?</u>	<u>What will success look like in all subjects?</u>
PROUD	'I am Proud. I am proud of the quality of my learning and the effort that I have put into producing it.'	Ensuring that learning and effort is of the highest order and that this is being celebrated in all subjects.	All children are able to showcase their best learning in pupil interviews, work scrutinies, displays and on dojo.
UNIQUE	'I am Unique. I am an individual who offers many talents. Everybody is good at something.'	Ensuring that all children are supported accordingly by all staff in all subjects.	Every teacher and LSA knows who their SEND and gifted and talented children, and this can be found in their Record Keeping Folder. Children receive the appropriate level of support from adults. This includes the suitable use of targeted questioning, scaffolding of tasks, deployment of adults in the classroom and where necessary additional small group/ one to one interventions. This is visible in work scrutinies, pupil interviews, chequebook walks, provision maps, iep's and planning.
REFLECTIVE	'I am Reflective. I learn from my mistakes and get better at things as a result.'	Ensuring children know how to reflect on their own learning in all subjects.	Children are able to reflect on their learning, demonstrating what has worked well and how they can improve further in work scrutinies, pupil interviews and/ or chequebook walks.
POSITIVE	'I am Positive. I always try my hardest. If at first I don't succeed, I try, try, and try again.'	Ensuring that children use resources appropriately in all subjects.	Children can demonstrate in work scrutinies, pupil interviews and/ or chequebook walks how they use a range of concrete and pictorial resources to become 'unstuck' in all subjects.
LOVING	'I am Loving. I respect and love the world that I live in. I respect and love other people. I respect and love myself.'	Ensuring that children are taught how to work collaboratively with one another in all subjects.	Children can demonstrate in work scrutinies, pupil interviews and/ or chequebook walks how they are able to work effectively with others during partner and group work.



EMPOWERED	'I am Empowered. I can overcome any challenge that comes my way because I own a toolkit packed full of skills and knowledge that I will use for the rest of my life.'	Ensuring that children can retrieve previously taught information in all subjects.	Children can demonstrate in work scrutinies, tests, pupil interviews and/ or chequebook walks previously they can recall and apply previously taught knowledge/ , vocabulary and skills.
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How do we teach R.E?

R.E is taught as discrete subject at LGCS

- We follow the Love to Celebrate Scheme and track Progress using Cornerstones
- Children complete a weekly lesson in R.E.
- Each lesson is based around a question which is designed to stimulate curiosity and promote discussion.
- During R.E lessons, children are referred to as Theologians and are taught the knowledge and skills identified in the Love to Celebrate Cornerstones curriculum.
- At the end of each lesson, the children's work is celebrated in a Class Celebration Book.

What is Cornerstones Curriculum?

We use Cornerstones to support our teaching of religious education.

Cornerstones is broken down into four stages: Engage, Develop, Innovate, Express.

ENGAGE

- Each project begins with 'Hook': a memorable experience either within school or a trip which sets the scene and provides the context for future learning. Teachers then ask questions to find out the children's interests and spark children's curiosity.

DEVELOP

- Children explore themes, concepts and subjects in greater depth. Teachers provide the opportunities for children to gain new skills and knowledge through a range of challenging activities. This enables children to make progress and develop confidence across a range of subjects.

INNOVATE

- Children are offered a range of rich and stimulating scenarios. These scenarios act as provocations encouraging children to think creatively. During this stage children have the opportunity to work both independently and with different groups.

EXPRESS

- Children reflect on their learning through talk and opportunities for shared evaluations. Children are provided with the opportunity to explain their learning in different ways and identify next steps. The involvement of parents and carers at this stage of learning enables a shared understanding of progress and achievement.



RE at Littleton Green Community School

KS1 Coverage of skills

Code	Skill	Buddhism		Christianity		Hinduism		Islam		Judaism		Sikhism	
		Esala Perahera	Losar	Harvest	Christmas	Diwali	Navratri	Milad un Nabi	Jumu'ah	Purim	Hanukkah	Naam Karan	Anand Karaj
RE 1 A1	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	✓	✓	✓	✓	✓							✓
RE 1 A2	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	✓		✓	✓		✓	✓	✓	✓	✓		
RE 1 A3	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
RE 1 B1	Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RE 1 B2	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	✓	✓			✓	✓		✓	✓	✓	✓	✓
RE 1 B3	Notice and respond sensitively to some similarities between different religions and worldviews.		✓					✓	✓		✓		✓
RE 1 C1	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	✓	✓	✓	✓	✓	✓	✓				✓	✓
RE 1 C2	Find out about and respond with ideas to examples of co-operation between people who are different.											✓	✓
RE 1 C3	Find out about questions of right and wrong and begin to express their ideas and opinions in response.					✓		✓		✓	✓		



KS2 Coverage of skills

**RE at
Littleton Green Community School**



Code	Skill	Buddhism				Christianity				Hinduism				Islam				Judaism				Sikhism			
		Vesak	Karbhina	Dharma Day	Panditvaha	Leit	Holy Week and Easter	Pentecost	Sunday	Ganesh Chaturthi	Jannashatami	Holi	Kumbh Mela	The Hajj	Eid ul-Adha	Ramadan and Eid al-Fitr	Lailat al Miraj	Shavuot	Shabbat	Passover	Rosh Hashanah and Yom Kippur	Guru Nanak Gurburab	Valakhi	Guru Arjan Gurburab	Bardi Chhor Dives
RE 2 A1	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	✓	✓				✓				✓	✓	✓		✓				✓			✓	✓	✓	✓
RE 2 A2	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓		✓		✓	✓	✓	✓
RE 2 A3	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	✓	✓		✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓					
RE 2 B1	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.			✓			✓	✓	✓		✓					✓		✓	✓				✓	✓	
RE 2 B2	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.		✓	✓		✓	✓	✓	✓		✓		✓	✓	✓		✓		✓	✓		✓	✓	✓	✓
RE 2 B3	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.		✓		✓					✓			✓	✓	✓	✓	✓	✓	✓	✓					✓
RE 2 C1	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓			✓		✓	✓			✓	✓	✓	✓
RE 2 C2	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.			✓			✓								✓			✓				✓	✓		
RE 2 C3	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	✓	✓	✓		✓		✓	✓		✓		✓		✓		✓	✓		✓		✓			