

Pollington- Balne C of E Primary School Curriculum Statement

Religious Education

‘The education of children for God is the most important business done on Earth.’ R.L Dabney

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
The schools’ senior leadership team will: • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality.	Our typical teaching sequence will: • Big picture: Placing of the RE Understanding Christianity topic enquiry question being studied on the RE display/ working wall. • Weekly review: Brief review of learning covered in previous lesson/s • A cycle of lessons for each topic, which carefully plans for progression and depth (engage, develop, teach and apply) • Specify key vocabulary to be used and its meaning and displayed on the working wall • Conduct RE enquiry using a variety of sources discussion and artefacts. • Interpret their findings • Communicate their RE knowledge and understanding appropriately to a range of audiences • Evaluate their learning and compare with other topics studied as appropriate • Include a knowledge organiser/ front page which outlines knowledge (including vocabulary) all children must master	Pupil Voice will show: • A developed understanding of the methods and skills of RE at an age appropriate level • A secure understanding of the key techniques and methods for each key area of the curriculum: similarities and differences, chronology, significant individuals, different faiths, continuity and change, cause and consequence, theological questions, recording and enquiry. • A progression of understanding, with appropriate vocabulary which supports and extends understanding • Confidence in discussing RE, their own work and identifying their own strengths and areas for development

	• Retrieval practice: previous learnt content is reviewed regularly to increase storage in both short and long term memory (including a low stakes quiz) • Include trips and visiting experts who will enhance the learning experience (Linda Gardiner)	
The curriculum leader will: • Ensure that the children gain a coherent knowledge and understanding of RE and that of the wider world which helps to stimulate pupils' curiosity to know more about peoples thoughts and beliefs • Ensure that children will begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. (NC 2014) • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in 'knowing more and remembering more' deeper thinkers in theology. • Ensure an appropriate progression of RE skills and knowledge is in place over time so that pupils are supported to be the best they can be, and challenge teachers to support struggling pupils and extend more competent ones.	Our classrooms will: • Provide appropriate quality equipment for each area of the curriculum. • Have developed topic/ working walls which include high quality pieces of work, artefacts and carefully chosen vocabulary, which are regularly updated. • Provide a reflection area • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills	Displays around school and books will show: • Pupils have had opportunities for practice and application of skills and knowledge. • A varied and engaging curriculum which develops a range of RE skills. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas of the RE curriculum.

• Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Identify UC topics that underpin specific areas of the curriculum and raise aspirations for pupils. • Ensure the 'golden threads' are revisited and extended from F2-Y6. • Keep up to date with current RE, theology, philosophy and sociological research and subject development through an appropriate subject body or professional group.		
The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader: • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. • Will develop an excellent knowledge and understanding of people, events and contexts from a range of RE topic areas • Will encourage the children to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry	Our children will be: • Engaged because they are challenged by the curriculum which they are provided with. • Metacognitive who can overcome barriers and understand their own strengths and areas for development. • Able to critique their own work because they know how to be successful. • Safe and happy in history lessons which give them opportunities to explore their own creative development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on UC skills and knowledge • Develop theological/enquiry/debating skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.	The curriculum leader will: • Celebrate the successes of pupils through planned displays, working walls and reflection areas. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.