



## **RE Curriculum – Intent, Implementation, Impact**

**Subject Lead: L. Smart**

### **Intent**

- Promote spiritual, moral, cultural, mental and physical development of all pupils. Develop high standards of discipline, social awareness and consideration for others. Encourage all children to take responsibility for their actions and choices.
- Subject leader has a clear understanding of the newly agreed RE syllabus and ensures that the curriculum meets national requirements. The subject leader ensure that all teachers are aware of expectations for their own year groups and know starting and end points; enable pupils to build their knowledge and skills towards the agreed end points.
- Ensure that teachers provide progressions and sequential learning throughout the school, where children can build upon previous knowledge. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills.
- The subject leader ensures the content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills
- Subject lead has ensured colleagues have access to appropriate resources to ensure delivery of a rich and challenging new curriculum.

### **Implementation**

- Aim to deliver a curriculum that inspires enthusiasm for learning, where teachers have good subject knowledge of RE and that an environment is created to allow children to focus on learning.
- Through rigorous monitoring of the subject, the leader is confident that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning; through observations, work scrutiny and pupil discussions
- The subject leader ensures they provide appropriate CPD, providing up to date messages from the LA, particularly in line with the newly agreed syllabus and leading professional development, providing guidance and support to colleagues;
- The subject leader will oversee assessment and will use it well to see how teachers check understanding, inform future teaching, ensure yearly end points have been achieved and hold teachers to account.
- Weekly teaching of RE is non negotiable.
- Inclusion of reading extracts for significant religious festivals to improve reading skills.
- The subject leader ensures they are making best use of financial and human resources to impact on standards;
- Through work with the school council, the subject lead ensures the subject is promoted
- The subject leader, alongside the support of the LA will continually review the schemes of work and the other long-term planning

### **Impact**

- Delivery of RE Curriculum leads to well rounded children who are tolerant of all faiths.
- That children will be ready to succeed in their next transitional points.

- Through close monitoring, the effectiveness of teaching has a positive impact on learning and standards;
- The subject lead has an evidence file showing first-hand evidence of how pupils are doing, drawing together evidence from the interviews, observations, work scrutinies and documentary review
- The subject lead has successfully evaluated and summarised all aspects of the subject to define next steps for improvement from their action plan.

### **How we support SEN**

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

We are committed to :

- An inclusive curriculum enabling all children to experience a full and rich school life.
- A school environment with diversity at its heart, celebrating difference and achievement.
- Acceptance and tolerance underpin every level of core and wider curriculum.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEND policy and information report.