



# Houghton St. Giles C.E. Primary Academy Curriculum Statement Religious Education



**Dream to Achieve - "I can do all things through him who strengthens me" Philippians 4:13**

"Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human." NATB

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?
<p><b>The school's senior leadership team will:</b></p> <ul style="list-style-type: none"> <li>Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of Religious Education</li> <li>Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.</li> <li>Provide sufficient funding to ensure that implementation is high quality where appropriate.</li> </ul>	<p><b>Our teaching sequence will be:</b></p> <ul style="list-style-type: none"> <li>Introduce children to unit, what they will be learning over the half term/day and recap what they have learnt in previous year groups.</li> <li>Provide children with feedback and consolidation from learning, using a variety of teaching strategies.</li> <li>Provide realistic and relevant information.</li> <li>Specify key vocabulary to be used and its meaning.</li> <li>Opportunities for the children to work interactively, using other curriculum areas e.g music, drama, art, with the teacher acting as the facilitator.</li> <li>Individual reflection on the learning.</li> <li>Provide opportunities for religious literacy with high expectations for quality and content.</li> </ul>	<p><b>Pupil Voice will show:</b></p> <ul style="list-style-type: none"> <li>A developed understanding of the knowledge and skills learned in R.E</li> <li>Passion and enjoyment of learning with respect for the variety of cultures and religions they have learnt about.</li> <li>A progression of understanding, with appropriate vocabulary which supports and extends understanding.</li> <li>Confidence in discussing RE, their own work and identifying their own strengths and areas for development.</li> <li>Pupils can consider other points of view with sensitivity.</li> <li>Pupils show respect for other religions.</li> </ul>
<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.</li> <li>Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as theologians, using LDBE curriculum supported by Understanding Christianity.</li> <li>Ensure an appropriate progression of RE skills and knowledge is in place over time so that pupils are supported to be the best theologians they can be, and challenge teachers to support struggling theologians and extend more competent ones.</li> <li>Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning – LDBE curriculum and UC</li> </ul>	<p><b>Our classrooms will:</b></p> <ul style="list-style-type: none"> <li>Provide appropriate quality equipment for each area of the curriculum.</li> <li>Have developed learning walls which include including actual pieces of work and carefully chosen vocabulary, which are regularly updated in line with the current unit.</li> <li>Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.</li> <li>Offer safe places and opportunities for children to ask thought provoking questions, offer thoughts and feelings and respect those of pupils who may differ from their own.</li> <li>Provide opportunities for children to review their whole class R.E learning journey.</li> </ul>	<p><b>Pupil books and learning journeys will show:</b></p> <ul style="list-style-type: none"> <li>Pupils have had opportunities for practice and refinement of skills.</li> <li>A varied and engaging curriculum which develops a range of religious understanding and skills.</li> <li>Developed pieces of work which showcase the skills learned.</li> <li>Clear progression of skills in line with expectations set out in the progression grids.</li> <li>The whole class learning journey, thoughts and conversations.</li> <li>That pupils, over time, develop a range of skills and techniques across all of the areas of the religious curriculum.</li> </ul>

**The class teacher will, with support from the curriculum leader:**

- Follow the school medium term plans and knowledge organisers in line with the LDBE and UC to ensure 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.
- Carry out effective assessment at the end of each unit and ensure that this is used to inform next steps.
- Respect the thought, views, feelings of all pupils regardless of their religion and celebrate opportunities for children from other religions to share their culture.
- Carefully answer 'big' questions from children, ensuring that they give a variety of views and opinions where relevant.

**Our children will be:**

- Engaged because they are challenged by the curriculum which they are provided with.
- Resilient learners who overcome barriers and understand their own strengths and areas for development.
- Able to critique their own work as an theologian because they know how to be successful.
- Safe and happy in RE 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 religious skills and knowledge
- Develop religious 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 their work and displays
- 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.