



Intent, Implementation and Impact of Religious Education

INTENT

We aim to provide a variety of ways to explore the 6 major world religions as well as non-religious world views. We aim for RE to be high quality, coherent and progressive. The intent is for Uphire children to understand the importance of RE in our society today. The more they understand other people's world views the more they can live together, respectfully in the community. The Subject Lead monitors this when looking at teacher's use of the MTP in their planning and when doing lesson observations

IMPLEMENTATION

Each half term children will be focusing on different aspects of the 8 programmes of study. There is often an overlap between these aspects. Subject vocabulary is given to the children/teachers, which will help teachers assess understanding and progress. Children develop their skills of questioning as they progress through the school. As they begin most of the questions are who and what and where, as they reach UKS2 the questions are more why, how and if. Helping children with SEN or EAL is done by scaffolding with the aim of helping the children reach the same goals. Developing those with higher ability is done via deeper questioning. This is monitored by the subject lead when looking at planning, lesson observations, book looks and pupil voice. Teachers will assess their own class re: knowledge/ understanding of subject specific vocabulary. Subject lead will then monitor their assessment.

IMPACT

The impact of this RE curriculum is that children will have a greater understanding of the religious views of those around them in the UK and beyond. The RE curriculum will promote inquisitive minds, respect, tolerance, and understanding of those around them. It will also help them understand their own beliefs in the context of the world. Evidence will be found in high standard of discussion and work produced (in different formats) showing breadth and depth of understanding. Another impact will be teachers and children enjoying the experience of teaching and learning RE, which raises its profile in the school and as children engage more they learn more and retain more. The subject leader will monitor this by pupil voice, moderating assessment, and book samples.