

### **How does our RE curriculum evidence intent, implementation and impact at Midfield?**

In the Ofsted publication “Inspecting the Curriculum”, it is stated that: “The working definition of the curriculum uses the concepts of ‘intent’, ‘implementation’ and ‘impact’ to recognise that the curriculum passes through different states: it is conceived, taught and experienced. Our exciting enquiry based RE curriculum has shown to produce rich discussions and lively debate in lessons. The positive results of pupils’ learning can then be seen in the standards they achieve in Oracy and their ability to present both substantive and disciplinary knowledge.

#### **Intent (Why are we teaching this?)**

RE is an integral part of our curriculum; SMSC opportunities often present themselves in each enquiry, and are mapped on the overview grid for each year group.

Learning in RE helps to underpin the development of respect and tolerance and supports school values and the preparation of pupils for life in modern Britain. We believe that RE makes a valuable contribution to pupils’ personal development and to their understanding of the wider world.

Our belief is that, using an enquiry-based model, children’s critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced.

This approach enables children to make their own choices and decisions concerning religion and belief. Our teaching of RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

#### **Implementation (How is this being taught in the classroom?)**

##### EYFS:

The following table outlines some of the curriculum links that can be made between R.E. and areas of learning within the Early Years Foundation Stage.

- These may include prerequisite skills that are necessary to the understanding of R.E.
- The children are encouraged to share news or traditions that may be of importance to them.
- Around important religious celebrations e.g. Christmas, Easter, Diwali, Eid children are taught about the simple origins of each as well as carrying out simple craft, baking and linked activities.
- The importance of ‘respect’ for others is highlighted in our school values and children are encouraged to discuss how their traditions, beliefs and opinions may differ or look the same as others.
- We have links with the sustainability award- see file on social/cultural pillar of the United Nations

- Concepts are taught through themes including diversity and directed adult time. Adults are also engaged in sustained shared thinking during Child initiated play
- Visits to our local church and through this investigation into other special buildings
- Finding commonality through celebration in food, family, dress, places of worship, special books

RE			
Three and Four-Year-Olds	Personal, Social and Emotional Development		• Develop their sense of responsibility and membership of a community.
	Understanding the World		• Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development		• See themselves as a valuable individual. • Think about the perspectives of others.
	Understanding the World		• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	• Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	• Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

## KS1 and KS2

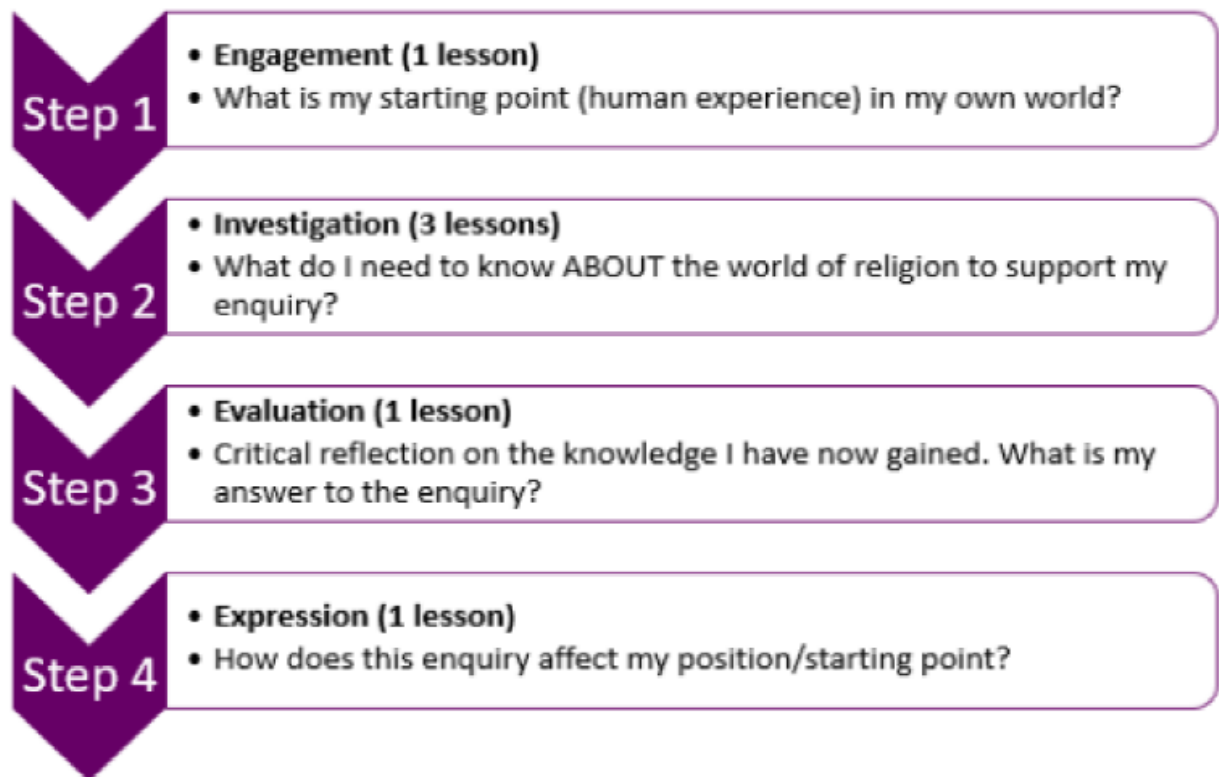
Key concepts and progression are mapped out in the Concept Development Map.

Through our curriculum

- pupils learn RE in sufficient depth so that they remember what they have learnt and can apply this to different religions and practices, especially in Britain today.
- planning is detailed and sequenced to ensure pupils develop secure long-term understanding, building on what they have learnt before

We understand the importance of implementation to ensure depth, accurate substantive knowledge, development of disciplinary knowledge, detailed planning, building on prior learning and awareness of how the learning will be built upon in following years.

We advocate an enquiry model with a 4-step approach as the basis for implementation. Every unit (enquiry) is based around a key question. The key question for the enquiry is such that it demands an answer that weighs up 'evidence' (subject knowledge) and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. We focus on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.



Through our curriculum the children start from their own experience to ensure understanding of the concept being studied then move into investigating that concept in depth from the point of view of the chosen religion. This continues over at least three lessons of investigation and discussion throughout Step 2, which embeds subject knowledge. These lessons not only support children with embedding their RE knowledge, but also develop their oracy, personal resonance, evaluation and critical thinking skills (disciplinary knowledge).

### **Assessment**

In Step 3, the children complete an activity to evaluate the question again in light of their new knowledge, and have further opportunities to embed their own reflections on the learning in Step 4. In some lessons this is written and in some it is oral and evidenced through a Big Book/Floor Book. Quizzing culture is embedded throughout all of the RE lessons and all units

end with a more formal end of unit quiz. Our planning has clear descriptors and exemplar outcomes that enable teachers to make informed judgements about levels of outcome for each unit of work.

### **Planning**

Our RE curriculum for Key Stages 1 and 2 allows children to study Christianity plus one other religion in each year group, which means both religions have multiple enquiries (or 5 week units) per year. This ensures that children revisit prior learning for both religions throughout the year to build on the previous enquiries, and Christmas and Easter enquiries are built on progressively year-on-year throughout the child's journey through school.

In addition to this, we plan with detail and attention to our individual children. Learners' varying needs are accounted for and scaffolded, and any individual needs are supported where necessary. Greater depth children are challenged to ensure that they are being given the opportunities to enrich their learning further.

We encourage teachers to include memorable activities such as visitors or visits to places of worship and advocate the use of rich and varied artefacts and resources which bring learning to a real life context. We constantly endeavor to embed learning hence each unit of work is carefully matched to a linked text that is woven into the curriculum.

The main faith festivals, with a focus on those that are representative of our school community are celebrated and given high profile by one lesson being devoted to a whole school celebration of co-ordinated activities, display, visitors and assemblies.

### **Impact (What is the effect?)**

We aim to evidence the impact of the RE curriculum both on learners individually and in the school community as a whole. The impact is evident through our children's increased understanding of the effect of religion on people's lives, their respect and tolerance towards differences in beliefs and practices and the pride and willingness of our children to share their experiences in a culture of mutual respect and keen interest in the lives of others.

The subject leader monitors impact effectively using book scrutiny, learning walks and moderation of outcomes as well as discussions with pupils.

Our teachers and children have shown they are enjoying RE lessons more and this is evidenced in books, whole school celebrations, displays and planning.