



Curriculum Intent, Implementation, Impact

SUBJECT: Religious Education

TEAM: Understanding the World

RELIGIOUS EDUCATION LEADER: Amy Roberts

LEADERS: Amy Roberts & Sarah Plumridge

Religious Education Intent:

At Marden Primary Academy, we follow the Herefordshire Agreed Syllabus for Religious Education 2020 – 2025. Through the religious education (RE) curriculum we aim to engage pupils in enquiring into and exploring questions arising from the study of religion and belief. We believe it is important for all pupils to learn about and learn from religion, so they can understand the world around them and make reasoned and informed judgements about religious and moral issues.

At Marden Primary Academy, understanding of different religions are embedded in each question the children study and these religions are revisited and developed throughout their time at school. This begins with studying the core concepts and beliefs of different religions before moving on to learning by comparing religious, beliefs and practices. The teaching and learning of RE is taught through key questions, which can be separated into three core elements, these are 'making sense of beliefs', 'making connections' and 'understanding the impact'. Through combining three different approaches, we aim to provide pupils with a breadth and balance of learning.

All children are encouraged to enquire into and explore questions arising from the study of religion and belief, as to promote their personal, spiritual, moral, social and cultural development. They are encouraged to make connections between religious and non-religious beliefs to allow them to challenge their own thinking and express critical responses and personal reflections with increasing understanding.

Implementation:

Teachers are provided with opportunities to work collectively in addition to their PPA, to plan their curriculum.

Teachers develop/plan for the following:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master;
- A cycle of lessons for each subject, which carefully plans for progression and depth;
- Carefully plan for opportunities to encourage the transference of skills and knowledge and to build upon previous learning.
- Regular opportunities for children to recall knowledge and increase space in the working memory, for example quizzes, mini plenaries, etc
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visits from experts who will enhance the learning experience.

Impact:

Our Religious Education Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes (key end points);
- A celebration of learning at the end of topic e.g. displays;
- Tracking of knowledge in K.W.L grids;
- Pupil discussions about their learning;

The subject leader, alongside the curriculum team leaders and senior management team, are responsible for monitoring and evaluating curriculum progress. This is done through book scrutiny, lesson observations, pupil interviews and staff discussions