



St. Mary's Catholic Primary School

Curriculum Statement

Religious Education

“In response to the question ‘*Where do you live?*’, Jesus invited the disciples to ‘***Come and See.***’ They went with Jesus ‘*and spent the rest of that day with him.*’

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>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as theologians. • 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. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Identify key theologians and significant people of God who underpin specific areas of the curriculum and raise aspirations for pupils. • Keep up to date with current RE research and subject development through an appropriate subject body or professional group. • Set out clear expectations of staff in terms of planning, monitoring and assessment. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Have developed learning walls which include scripture, key questions and vocabulary and examples of children’s work. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of religious understanding and skills. • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas of the religious curriculum.

<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Create a long-term plan which ensures 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. • Provide children with meaningful feedback both verbal and written which moves their learning forward. • Set children targets which stretch them. • Regularly assess the children's work in line with the age-related expectations. • Plan engaging lessons which inspire a love of learning. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • 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 a 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. • They will be able to apply their learning in RE to their everyday lives including how to make well informed decisions and the impact their actions have on others. • They will be equipped with a moral code based on the teaching of the Catholic Church. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned 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. • Deliver collective worship and/ or support colleagues with delivery of collective worship in their classrooms. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive. • To ensure that cross-curricular concerns such as literacy skills, multi-cultural issues, equal opportunity, the use of Information Technology and PHSE are reflected in Religious Education. • Working with the Headteacher and colleagues, to undertake a regular audit/review of Religious Education in line with the school development plan. • To keep up to date with any changes to the Areas of Study (Religious Education Curriculum Directory revision). • To track data and use this, in consultation with the headteacher, to set realistic targets in RE.
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