

Catcott Primary School Curriculum Statement

RE

At Catcott Primary School, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Throughout our Religious Education curriculum, we promote British values through valuing a wide range of faith communities.

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>How will this be measured?</p>
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implement is high quality. 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • Introduce children to The Big Picture, what they will be learning today and what they have been taught in previous year groups. • Provide children with a daily review to provide feedback and consolidation from previous learning, using a variety of teaching strategies. • Provide realistic and relevant information • Specify key vocabulary to be used and its meaning. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of methods and skills of theologians at an age appropriate level. • A progression of understanding, with appropriate vocabulary which supports and extends understanding. • Confidence in discussing RE, their own work and identifying their own strengths and areas for development.
<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 if RE skills and knowledge is in place over time so that pupils are supported to be the best theologians they can be, and challenge teacher 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 theologians 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. 	<p>Our classrooms will:</p> <p>Provide appropriate quality resources for each topic in the syllabus.</p> <p>Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skill.</p>	<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 carried and engaging curriculum which develops a range of religious understanding and skills. • Clear progression of skills in line with expectations set out in the progression grids.
<p>The class teacher will, with support from the curriculum leader:</p>	<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. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays.

<p>Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid.</p> <p>Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.</p> <p>Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.</p>	<ul style="list-style-type: none"> • 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 and question their beliefs and the beliefs of others. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on religious skills and knowledge. • Develop religious skills and confidence over time because of careful planning, focused delivery and time to practice and review. 	<ul style="list-style-type: none"> • 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.
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