|  |
| --- |
| **Intent, Implementation and Impact for RE** |
| Intent:  **Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10)**  *It will help educate for dignity and respect encouraging all to live well together Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.(1)*  **Our aims and objectives:**   * **To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.** * **To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.** * **To engage with challenging questions of meaning and purpose raised by human existence and experience.** * **To recognise the concept of religion and its continuing influence on Britain’s cultural heritage and in the lives of individuals and societies in different times, cultures and places.** * **To explore their own religious, spiritual and philosophical ways living, believing and thinking.** * For the school Christian vision and core values to be displayed in all teaching and learning of RE. * Promote spiritual, moral, cultural, mental and physical development of all pupils. Develop high standards of discipline, social awareness and consideration for others. Encourage all children to take responsibility for their actions and choices. * Subject leader has a clear understanding of the Diocese RE syllabus and Understanding and ensures that the curriculum meets national requirements. The subject leader ensure that all teachers are aware of expectations for their own year groups and know starting and end points; enable pupils to build their knowledge and skills towards the agreed end points. * Ensure that teachers provide progressions and sequential learning throughout the school, where children can build upon previous knowledge. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils’ knowledge and skills. * The subject leader ensures the content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills * Subject lead has ensured colleagues have access to appropriate resources to ensure delivery of a rich and challenging new curriculum. |
| Implementation:   * Aim to deliver a curriculum that inspires enthusiasm for learning, where teachers have good subject knowledge of RE and that an environment is created to allow children to focus Learning activities must provide fully for the needs of all pupils. * Pupils should develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. * Pupils should have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. * They should have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews. * Through rigorous monitoring of the subject, the leader is confident that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning; through observations, work scrutiny and pupil discussions * The subject leader ensures they provide appropriate CPD, providing up to date messages from the Diocese, particularly in line with the syllabus and leading professional development, providing guidance and support to colleagues; * The subject leader will oversee assessment and will use it well to see how teachers check understanding, inform future teaching, ensure yearly end points have been achieved and hold teachers to account. * Weekly teaching of RE is non-negotiable. * Inclusion of reading extracts from religious texts to improve reading skills. * The subject leader ensures they are making best use of financial and human resources to impact on standards; * Through work with the school council, the subject lead ensures the subject is promoted * The subject leader, alongside the support of the Diocese will continually review the schemes of work and the other long-term planning |
| Impact:   * Delivery of RE at Bridgemere allows all children to develop their own faith, who are tolerant of all faiths, and display the school vision and core values. * It will lead to children who display core character civic, moral and performance virtues; service, citizenship, service, courage, compassions, honesty, resilience, creativity and determination. * That children will be ready to succeed in their next transitional points. * Through close monitoring, the effectiveness of teaching has a positive impact on learning and standards; * The subject lead has an evidence file showing first-hand evidence of how pupils are doing, drawing together evidence from the interviews, observations, work scrutinies and documentary review * The subject lead has successfully evaluated and summarised all aspects of the subject to define next steps for improvement from their action plan. |

1. The Church of England Education Office, Church of England Vision for Education: Deeply Christian, Serving the Common Good. (The Church of England Education Office, 2016), available at <https://www.churchofengland.org/more/education-and-schools/vision-education>