



Chilthorne Domer Church School Curriculum Statement Religious Education



‘Together we Love, We Aim High and We Celebrate!’

“Religious Education contributes dynamically to children and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.” NATB

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 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 the 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 implementation 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 regular opportunity to reflect, 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. • Opportunities for the children to work interactively, using other curriculum areas e.g music, drama, art, with the teacher acting as the facilitator. • Individual reflection on the learning. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of the methods and skills of theologians at an age appropriate level. • A developing understanding of the key themes and concepts across religion and worldviews, using a variety of lenses: theological lens, philosophical lens and through human and social sciences lens. • A progression of understanding, with appropriate vocabulary which supports and extends understanding • Confidence to share their own thoughts, opinions and real-life examples • Ability to questions and ask though-provoking questions • 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 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. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate resources and external links to support the delivery of the curriculum. • Have reflection areas that link to the current Christian Value which are interactive and offer opportunities for prayer and reflection. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. 	<p>Displays around school, books, online learning journey 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. • Online Learning Journey - Seesaw showcases the skills learned and the pupils view/opinions and reflection.

<ul style="list-style-type: none"> • 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 staff and pupils. • Keep up to date with current RE research and subject development through an appropriate subject body or professional group. • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. 	<ul style="list-style-type: none"> • Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills. 	<ul style="list-style-type: none"> • Clear progression of skills in line with expectations set out in the progression grids. • Reflection journals - based on half termly Christian Values • That pupils, over time, develop a range of skills and understanding across a range of religions and worldviews.
<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Deliver 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. <p>We will measure progress by:</p> <ul style="list-style-type: none"> • The use of digital floor books for each class. • Use of end of term assessments grids for teachers to identify attainment. • Use of Christian Value reflections at the end of each half term. 	<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 thoughts/ideas and opinions. • 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 practise and hone skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through class floorbooks. • Collate evidence, over time, which evidences what pupils know. • 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.