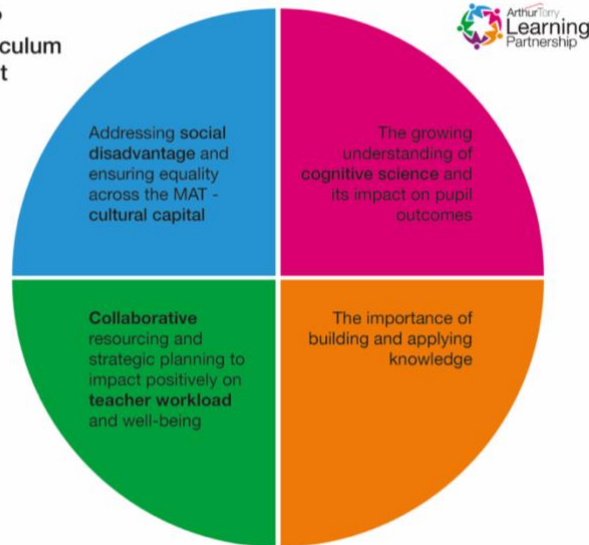


**Intent:**

ATLP  
Curriculum  
Intent



**Religious Education Vision**

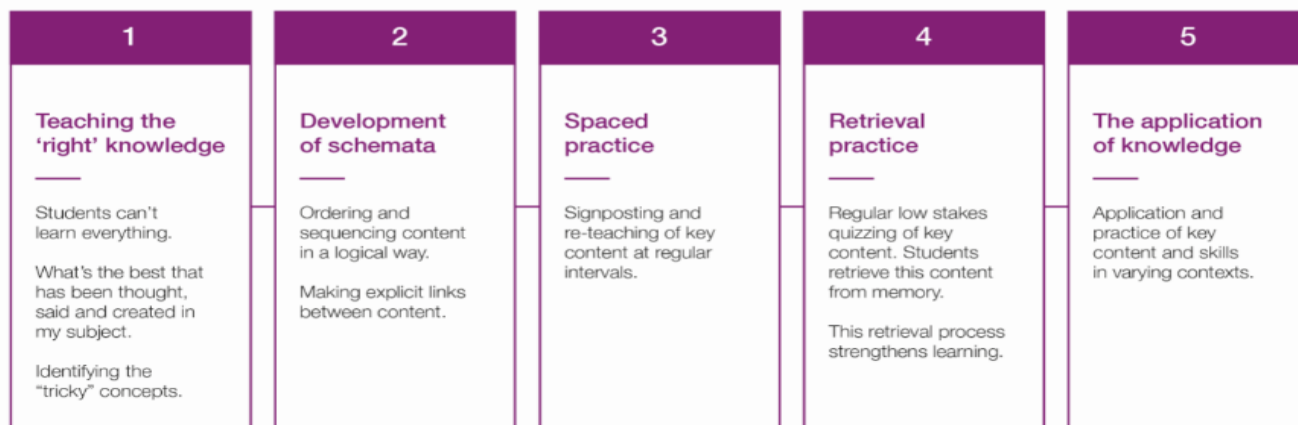
At William MacGregor Primary School, we believe it is vital for our pupils to learn about religion and from religion, so they can understand the world around them. Through Religious Education, pupils develop their knowledge of world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and reflect on their own and others beliefs, values and experiences. We use the Staffordshire Religious Education syllabus as the basis for our curriculum, enhanced further with trips to places of worship and through collaborations with our multi academy trust. This offers all pupils the opportunities to share and celebrate their own individual beliefs and traditions. Social, Moral, Spiritual and Cultural development, including the promotion of British Values are at the heart of our curriculum.

**Key features of our curriculum:**

Our aim is to develop a deeper understanding of religions and faiths, through a curriculum designed to increase levels of 'religious literacy' fundamental to them being able to live well and thrive. The curriculum can be split into **three key areas** that children experience throughout their RE learning journey:

1. **Exploring** – gaining a variety of knowledge about different religions and beliefs, both in Britain and across the world.
2. **Engaging** - considering a range of open-ended questions and developing their own opinion, sense of identity and values.
3. **Reflecting** – looking back on what they have learned about other people's beliefs, values and experiences, as well as considering the social, spiritual and emotional skills they have developed which will equip them for living in a religiously plural and open society.

## Implementation:



### Teaching Principles:

Implementation of the curriculum is based upon the 5 principles above. Cognitive science is a fundamental part of these principles, and they have been designed based on research into the working memory and long-term memory, considering how learning can be constructed to maximise the information retained by children. These principles underpin the long and medium term planning of RE, as well as the way in which individual lessons are planned, delivered and sequenced.

Lessons are planned so that the cognitive demand is suitable for all learners, guiding learners through new knowledge in smaller, manageable steps. Dual coded lesson presentations and resources within the classroom environment are used to support learners in their learning of new knowledge.

Verbal feedback and conversations with peers are key components of the teaching of RE, and can be used throughout lessons to ensure progress, develop key vocabulary and provide challenge.

### Staff Development:

Staff development will begin with supporting staff to develop knowledge of the curriculum, prewritten for use by The Staffordshire Agreed Syllabus for Religious Education. Through a photo library found on the OneDrive, staff will take ownership of resourcing their delivery to further embed their own understanding and enhance the curriculum. By following a long-term overview in place provided by the subject leader will ensure that all staff are aware of correct and purposeful implementation.

Staff development is focused upon feedback given by RE lead to ensure that progress is being made across the school.

Staff are directed to CPD to support their teaching. Staff will complete research such as reading to develop their knowledge of enquiry based learning. Staff are required to feedback to leaders on strengths and developments of the teaching of the subject so provisions can be put in to place to enhance the teaching of knowledge and skills.

**Assessment:**

Formative assessment through question and answer is used in every lesson to inform next steps in learning, ensuring gaps are closed and foundations are secured to ensure new learning can successfully take place. Recapping prior learning is used at the start of each session.

Teacher assessment at the end of the year is used to inform the next teacher of each child's starting point in terms of knowledge and skills.

**Monitoring:**

Monitoring is undertaken by the subject lead, also a member of the senior leadership team. The focus is directed by the WMG monitoring form, informed by any whole-school or staff specific focuses, such as the use of retrieval practice. It can be made up of one or a combination of pupil conversations, professional discussions with staff, and learning walks (all of which would involve looking through evidence of learning in books). Leaders monitor the quality of teaching, providing feedback to ensure that teachers are providing high quality RE lessons. Feedback is then given promptly with the intent of developing practice, followed by a discussion if clarification is needed or to plan CPD that would be beneficial.

**Moderation:**

In terms of moderating attainment within Religious Education, both assessment and moderation are very much in developmental stages. It is a priority of the subject leader to ascertain a suitable moderation network, with other Staffordshire schools.

**Work-life balance:**

A long and medium term plan have been developed by the RE leader, showing clear progression through the year groups.

Class teachers record samples of RE work completed in a "Big class book" to ease workload.

September 2020 there will be Key Note plans for EYFS to Year 6 to support delivery of lessons. Where needed, planning support is given by the subject lead. Resources are available on the OneDrive in a photo library.

To support work-life balance and maximise progress, teachers are encouraged to use live marking, verbal feedback and peer/self assessment.