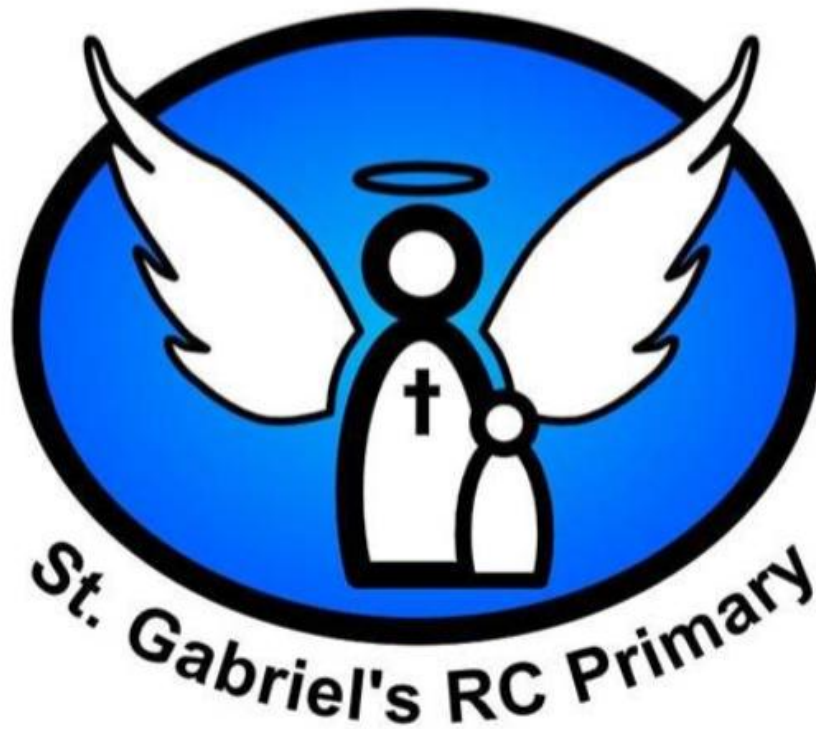




Religion

Intent, Implementation and Impact Policy

Intent, Implementation and Impact in Religion

INTENT	Subject Statement	At St Gabriel's, Religious Education is the core of the core curriculum and is both fully religious and genuinely educational. We aim to develop religiously literate young people who have the knowledge, understanding and skills to think spiritually, ethically and theologically. Through Scripture, Catholic teaching, prayer, liturgy, Catholic Social Teaching, other Christian traditions, religions and worldviews, pupils develop respectful dialogue, empathy and an understanding of the relationship between faith and life. We want pupils to recognise the dignity of every person, stand up for the vulnerable and understand how faith can shape choices and action.
	Subject Expectations	• Religious Education is taught as a rigorous, systematic academic subject with the same high expectations as other curriculum areas. • The curriculum follows the Religious Education Directory (RED, 2023) and uses Lighting the Path as the principal planning and teaching resource from EYFS to Key Stage 2. • RE is taught for at least 10% of curriculum time within each repeating cycle of the regular school timetable. • Learning develops religious literacy through progressively deeper knowledge, understanding and application. • Presentation and attainment should be equivalent to or better than other curriculum areas.
	Conditions for learning	<u>Sacred space / working environment</u> • Each classroom has a sacred space reflecting the current liturgical season. • RE working walls reflect current learning and support pupils to make connections between knowledge, Scripture and Catholic teaching. • Key religious vocabulary is clearly displayed, explained and supported by images. <u>Learning behaviours / attitudes</u> • Children are engaged in RE through a balance of practical, discussion-based, creative, oral and written activities. • Teachers create opportunities for meaningful cross-curricular links, including English, art, drama, music and computing, where these strengthen RE learning.
	Planning	<u>Progression and sequencing</u> • Lighting the Path is the principal planning and teaching resource and follows the six curriculum branches of the RED. • Progression is developed through the knowledge lenses of Hear, Believe, Celebrate and Live, alongside Dialogue and Encounter. • The three ways of knowing — Understand, Discern and Respond — develop progressively through the age phases. • Ten:Ten+ Relationships and Sex Education/PSHE <u>Planning</u> • Teachers adapt the scheme to meet the needs of their pupils in light of formative assessment and adaptive, responsive teaching. • Learning builds on prior knowledge and introduces new knowledge, concepts, vocabulary and skills in a carefully sequenced way. • Teachers use subject expertise to provide suitably demanding, age-appropriate learning and maintain high expectations for all pupils.

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IMPLEMENTATION	Curriculum	<u>Scope</u> - The curriculum follows the RED model curriculum through six branches: Creation and Covenant; Prophecy and Promise; Galilee to Jerusalem; Desert to Garden; To the Ends of the Earth; and Dialogue and Encounter. - Dialogue and Encounter develops pupils' understanding of other Christian denominations, Judaism, Islam, Dharmic religions and pathways, and non-religious or atheistic worldviews. <u>Sequencing</u> - Learning is sequenced to build on prior knowledge and deepen understanding as pupils revisit concepts and themes. <u>Knowledge</u> - Substantive knowledge is revisited and developed so that important concepts become embedded and retained in long-term memory. - Content is suitably demanding, age-appropriate and does not lower expectations.
	Teaching and Learning	Quality First Teaching based on current research - Concepts are embedded and progressed across year groups. - Opportunities for creativity, individuality and meaningful cross-curricular learning are planned and implemented. - A range of artefacts, books, images, Scripture and digital resources are used as appropriate stimuli. Learning - Use a mix of practical, oral, discussion-based, creative and written tasks. - Provide opportunities for cross-curricular writing and different genres where this supports the RE learning. Teaching - Use modelling: provide models, guide pupil practice and move towards independent practice. - Use enabling and deliberate practice. - Use regular review and retrieval questions. - Introduce new knowledge and skills in small steps. - Use spacing and interleaving. - Use cognitive load principles to support movement from short-term to long-term memory. - Promote growth mindset, metacognition and resilience. - Use scaffolding and gradually remove support as pupils become more independent. - Use technology appropriately to enhance learning and provide alternative ways for pupils to demonstrate understanding.
	Meeting the needs of the learner	<u>Planning</u> Teachers adapt Lighting the Path planning to meet the needs of their class, informed by formative assessment and responsive teaching. <u>Provision for SEND / disadvantaged</u> - Use Quality First Teaching, differentiation, adult support, scaffolding, adapted resources and reasonable adjustments. - Take account of targets in Pupil Passports and Individual Learning Plans. <u>Challenge</u> - Maintain high expectations and ensure pupils can access the full range of knowledge, skills and ways of knowing. - Where a pupil cannot demonstrate learning through writing, appropriate alternatives can be used; for example, verbal responses may be recorded on Seesaw. <u>Inclusion</u> - Vary activities and support so that all pupils can participate fully in RE. - Address gaps through responsive teaching, appropriate intervention and opportunities to experience the religious and cultural life of the school and community.

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IMPACT	Review and Assess Assessment for learning	<u>Questioning</u> - Use a range of open and closed questions to elicit responses, check understanding and make formative judgements. <u>Review of learning</u> - Regularly check for understanding and address misconceptions through responsive teaching. <u>Feedback to improve</u> - Give explicit, detailed and constructive feedback verbally throughout lessons and through written feedback in RE books. - Where appropriate, use thought-provoking questions to deepen pupils' understanding of religious concepts and expect pupils to respond to them.
	Summative assessment	- At the end of each branch, teachers make a summative judgement against the expected outcomes in Lighting the Path. - Summative judgements are recorded on Sonar and used to track attainment and progress of pupils, groups, classes and the school. - Assessment information is used to inform future planning and adaptive teaching.
OTHER	Culture	Love of RE flourishes throughout school through: - Caritas Ambassadors and opportunities for pupils to live out Catholic Social Teaching. - Visits, visitors and workshops. - CAFOD assemblies and workshops, fundraising and opportunities to support others. - Liturgies, assemblies, prayer and liturgy and participation in the wider religious life of the school. - Creative opportunities including art, drama, music and other forms of expression.
	Wider curriculum opportunities / Cultural capital	- Sunshine Days - Visits to and visitors from places of worship and opportunities to encounter different faiths, cultures and worldviews. - Charity work and fundraising. - CAFOD assemblies and workshops. - Caritas Ambassadors / chaplaincy opportunities. - Understanding other cultures, religions and worldviews through meaningful encounter and dialogue.
	Reading within the Curriculum Area	- Religious vocabulary is explicitly taught, revisited and used accurately to develop religious literacy. - Regular reading of Scripture and Bible stories/Parables takes place within lessons. Scripture can sometimes be difficult to access and understand, particularly for SEND children and can be simplified by the class teacher, where appropriate.
	Related Policies	- RE Policy - Teaching, Learning and Assessment Policy - Feedback and Marking Policy - SEND Policy - Prayer and Liturgy Policy - RSE/ PSHE Policy - SMSC Policy - British Values & Culture Policy