



RE - Intent, Implement, Impact

Intent:

At Coomb Briggs Primary Academy we believe RE plays an important role in many aspects of our daily life. It has a significant role in promoting and helping teach spiritual, moral, social and cultural development.

Through the study of RE, children should be able to gain a greater understanding of identity and diversity within the community.

There are three broad aims, each subdivided into two areas. A balance of these should be included in any curriculum plan at every key stage. Pupils and students should:

- Investigate the beliefs and practices of religions and other world views.
- Investigate how religions and other world views address questions of meaning, purpose and value.
- Investigate how religions and other world views influence morality, identity and diversity.

Implementation:

Teaching and Learning

Our use of the Agreed Leeds Syllabus enables us to teach the above whilst helping children to be aware and tolerant of others' beliefs, both religious and non-religious. As part of this teaching, we allow children to share their views and beliefs whilst respecting any differing views of others. This will reduce the likelihood of preconceived ideas, prejudices and stereotyping.

Each unit of work focuses around a key question related to the subject content of the syllabus.

Enquiry and investigation of the key question should include at least three elements: An analysis of the question; A critical investigation of relevant beliefs, practices and ways of life; A reasoned and critical response.

Teaching of RE will be on a fortnightly basis to ensure learning/skills remain at the forefront of our daily life. During their time at Coomb Briggs Primary Academy, children should encounter one religious trip or visit per year group.

Leadership, Assessment and Feedback

Assessment informs the teaching and learning sequence, and children work on the objectives they are assessed as being at, with fluid boosting available within a 'keep up not catch up' culture.

Feedback is given on children's learning in line with our feedback and marking policy. Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who are ready for greater stretch and challenge through planned questioning or additional activities.

Assessment should be based on progress towards the end of key stage statements. To help teachers, the syllabus offers some interim expectations for lower key stages 1 and 2.

Pupils do not need to be assessed formally after every unit of work.

The RE subject leader will conduct QA cycles in accordance with the school rota and will give feedback on teaching and learning, children's work and pupil voice to the SLT team.

Impact:

RE assessment is ongoing in order to inform teachers with their planning, lessons and differentiation. Summative assessment is completed at the end of each unit in order to track progress and make middle leaders aware of the skills that require further improvement or embedding. Following the schools Quality Assurance monitoring cycle, RE is monitored across all year groups following a range of strategies such as lesson observations, pupil voice and lesson observations.