**Intent, Implementation and Impact in Religious Education**

|  |  |  |
| --- | --- | --- |
| **Intent** | **Implementation** | **Impact** |
| The R.E curriculum is systematically planned to meet the needs of all abilities within our school ensuring all children have high expectations of their learning.  Throughout the curriculum, it is coherently planned and sequenced covering key skills and knowledge.  A range of exciting, creative lessons are planned which are clearly differentiated to develop talents, interests and to give the children a sense of pride in their learning.  All lessons build on previous learning and encourage transferable skills. | Lessons are comprehensively planned which clearly state the knowledge and skills to be gained through a range of cross-curricular activities.  Religious Education teaching promotes trusting relationships, which enable children to explore their ideas and to learn from each other.  Misconceptions in pupil understanding is promptly address through discussions and differentiated approaches including sharing outcomes, ideas and mini plenaries throughout the lesson.  The teacher assesses knowledge and skills taught at the end of each lesson against the steps to success criteria.  Pupils are able to empathise with the feelings and actions of others, seeing points of views and beliefs other than their own. Pupils have a keen interest in ethical issues and can apply their personal values to situations, giving reasons for their decisions and actions.  Religious Education is designed as a two-year cycle. The content offers a programme of study, which covers all strands and requirements of the National Curriculum:  · Moral and spiritual development  · Equality and justice  · Belief systems  · Ethics and the environment.  These strands are revisited within each cycle where greater depth and larger concepts are explored. | Through the knowledge and skills covered, we promote and embed an ethos of being a school, which has successful happy and productive citizens who show mutual respect for others irrespective of their social and religious background.  There is accountability by the subject leader who consistently checks there is clear progression, breath of knowledge and skills across the whole R.E. curriculum and monitors planning, teaching and learning, ensuring high expectations are met. |