

Intent, Implementation and Impact subject document.

‘Growing in Faith, Hope and Love’

Religious Education



Intent



Implement



Knowledge



Impact



Intent – What do we want?

- Children to know how Christianity contributes to our understanding of our history, culture and faith
- Develop theoretic, philosophic and social thinking through considered questioning and purposeful exposure to a range of faiths and concepts
- Deepen and broaden knowledge of the wider world around us to prepare children for the world as it is
- Broaden declarative knowledge of diversity within faith, within the UK and world wide
- Children to systematically and progressively build a schema providing an informed reference point to Christianity to think critically about belief
- Children to grasp the meaning and significance of core theological concepts within belief and practice



Implementation – How will we ensure this happens?

Subject Pedagogy

- Each Religious Education session begins with a long-term retrieval from prior knowledge, linked to the session signposting building on retained knowledge
- Each Religious Education session considers the forgetting curve with an application opportunity of the previous session's learning
- Learning sequences are stacked to build on prior declarative knowledge of the core beliefs of Christianity and other faiths
- Learning sequences are considered to enable the introduction of theoretical knowledge, providing opportunities for philosophical discussion and personal reflection
- Deepen the explicit teaching of Jesus' parables or miracles linking to real life
- Focus on key concepts of Christianity and other faiths using a spiral curriculum to revisit, deepen and extend
- Interleave opportunities for children to reflect on the messages from other faiths in relation to their own beliefs, understanding and behaviours



Considered coverage, declarative knowledge and procedural knowledge.

See whole school overview and Understanding Christianity and Enhanced Emmanuel project MTPs



Impact – What data will be reviewed?

- **Pupil conferencing** – retention and explanation of declarative and procedural knowledge
- **Subject Leader Book Looks** - focus on high quality outcomes
- **Subject Leader Planning** – Ensures both breadth, depth, NC expectation and sequential learning
- **Teacher Assessment** – identifying challenge and support Termly judgements
- **DSAT comparative judgements and outcome comparison** – ensuring standards
- **SIAMS Report** – meeting standards of outstanding Religious Education teaching



Research – Why?

[Sweller's Cognitive Load theory](#) – Steve Garnett / Oliver Lovell

[ResearchEd Explicit and Direct Instruction](#) – Adam Boxster / Kirschner

[Rosenshine's Principles in Action](#) – Tom Sherrington

[Visual Learning](#) – Clarke / Hattie

[Retrieval Practice 1 and 2](#) - Kate Jones

[SIAMS Guidance](#) p15 – Church of England Education Office

[Understanding Christianity](#)

[Ofsted Inspection Curriculum Inspection Guidance](#)

[Ofsted Deep Dive Guidance for Subject Leaders](#)