

Religious Education CURRICULUM OVERVIEW

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1. What are we trying to achieve?

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2. How do we organise learning?

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3. How well are we achieving our aims?

The curriculum aims to					
Curriculum vision	Develop students into happy, hardworking and caring people, who aspire to be the best they can be and ensure their aspirations are brought to life				
Core values of	Cheerful	Caring	Committed	Collaborative	Creative
Focus for learning	Attitudes- determined, respectful, dedicated, helpful	Habits- resilient, resourceful, reflective and collaborative	Skills- literacy, numeracy, ICT, personal, learning and thinking skills	Knowledge and understanding- subject expertise to shape our knowledge of the world	

The curriculum as an entire planned learning experience underpinned by a broad set of common values and purposes							
Approaches to learning inside and outside of the classroom	Varied approach- matched to learning need e.g. enquiry, instruction, practical	Assessment- fit for purpose and integral to teaching and learning. AFL Summative	Personalised- offering challenge and support to enable all learners to make progress	Retrieval- in the form of low stake testing to help students with long term knowledge gains without pressure	Metacognition- encourage learners to reflect on their own learning	Learning Habits- students are given opportunities to work collaboratively, reflectively resourcefully and with resilience	Targeted resources- matched to learning need- use of time, space, people, materials
Knowledge and skills and key RE concepts	Skills: Literacy	Spiritual Development Moral Development Social Development Cultural Development		Key RE concepts Beliefs, teachings and sources	Practices and Ways of Life Identity, diversity and belonging	Values and Commitments	Meaning, purpose and truth
RE skills	Encountering Religion A01 Learning about religion- knowledge and understanding			Responding to Religion A02 Learning from religion- Reflect, evaluate and analyse			

To ensure teaching and learning is effective so that learners understand quality and how to improve								
Evaluating impact	Look at whole child e.g. progress and personal development	Uses information intelligently to identify areas for development	Use a wide range of measures, both qualitative and quantitative	Creates a continuous improvement cycle	Uses a variety of techniques to collect and analyse information	Choose assessments that are fit for purpose	Ensure all information is quality assured by a "critical friend"	Convey impact to all stakeholders in a simple clear format

To secure			
How we measure the impact	Assessment for Learning Peer/self/teacher assessment.	Assessment tests in KS3 & KS4 Progress sheets/tracking	Book monitoring in department meeting, good practice shared, areas for development identified. Learning Walks