Broomgrove Infant School

Intent, Implementation, Impact and Monitoring Document for RE

Broomgrove Infant School is an inclusive and friendly school that serves the community in and around Wivenhoe.

We aim to include and support all members of the school community to be the best that they can be. This includes providing a broad and balanced curriculum that is carefully adapted and tailored to engage all children and provided them with skills for learning.

Our curriculum is built around the School's key values (FAMILY): Friendship, Active, Motivated, Inclusive, Learning and You are Loved

Intent	Broomgrove Infant school follows the Essex Agreed Syllabus 2022 – A Religious Education for the Future to develop an enriching curriculum for Religious Education. The syllabus builds upon an enquiry-based pedagogy as a means of exploring religion and other worldviews. We want children to develop a cultured world view that encourages them to self-reflect and develop empathy for others regardless of race or religion. Through their understanding of the concepts and their religious links we want the children to become further skilled in thinking critically, reasoning and justifying their own ideas about spiritual, cultural and moral concepts as well as being able to challenge the ideas of others in a respectful manner. It is vital that the children have the opportunity to develop their skills, language and understanding of a variety of Religions and celebrations through planned lessons that all children, including those with SEND, can access.
Implementation	Pedagogy: High quality RE will support our pupil's religious literacy and pupils will be able to hold balanced and well informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which we live. The aims of our RE provision ask children to; • Know about and understand a range of religious and non- religious worldviews through the 3 lenses • Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through the multi-disciplinary approach Resources: Staff and children have access to topic boxes which are full of books, pictures and artefacts linked to each topic and religion. These resources are used effectively in the appropriate lessons to allow children to enhance their learning.

	Delivery method: In EYFS, Religious Education is shared throughout the year. Children explore religion and non-religious worldviews in terms of important people, times, places and objects. Children will listen to and talk about stories which may raise puzzling questions. They are introduced to specialist vocabulary and use their senses in exploring beliefs, practices and forms of expression In Key Stage One, RE is explored through three disciplinary lenses: **Theology – thinking through believing** **Philosophy – thinking through thinking** **Human/Social Sciences – thinking through living** The enquiry based approach adopted by the school means that planning and implementation follows the same cycle; • Engage • Enquire • Explore • Evaluate • Express Across Key Stage One a spread of enquiry questions are given. Each question draws from one particular lens and planning ensures that a balance of disciplinary lenses are looked at within each year group. Opportunities to enrich learning should be provided for the children to: • Visit places of worship • Listen and respond to visitors from local faith communities • Use and appreciate their senses and have times of quiet reflection • Use art, design, music dance and drama to develop their creative talents and imagination. • Share their own beliefs, ideas and values and talk about their feelings and experiences
Impact	Teachers assess children's learning in RE by making formative assessment judgements through observing them working during lessons and also through class discussions. Teachers indicate using pink and green highlighter how each child has achieved during every RE lesson. By the end of Key Stage One the children will have had a variety of experiences and can talk about a variety of religions and beliefs. The children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. As such, R.E. is invaluable in an ever changing world
Monitoring	At Broomgrove Infant school, we track progress and achievement to ensure that children make at least good progress. We balance formative and summative assessment to review progress and gauge success. Children who are vulnerable nationally to low achievement, such as pupil premium are monitored carefully to ensure we continue to close any gaps. Teachers use assessment strategies in every lesson which helps the teacher plan the next steps to be taught. At the end of each term, assessment data is gathered and progress is carefully monitored. Teaching and learning monitoring includes pupil progress meetings, lesson visits, book looks and pupil voice.

What our lessons look like at Broomgrove Infant School			
Introduction	Teaching input	Pupil Activity	Ongoing assessment
Daily review and recall	Present new sounds, vocabulary or concepts in small steps	Guided student practice	Ask questions
	Provide models, examples or manipulatives to support teaching	Obtain a high success rate	Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks	Termly review
	Demonstrate where additional support maybe found; working walls, books.	Independent practice and improvements	Book reviews, pupil voice and test results where applicable.