

Parson Street

Religious Education Curriculum Overview 23–24

Intent

Parson Street Curriculum Intent

- Regardless of background, prior attainment or SEND, all children thrive.
- Children understand and embody the components of successful learning and use these to further their own success.
- Children with SEND are rapidly identified and given the support needed to make steps of progress.
- All children have access to high quality teaching of a broad, rich, and challenging curriculum.
- Attainment gaps are closed between our most vulnerable children and other children within the school.
- Children are given the cultural capital needed to thrive.
- Vocabulary is always prioritised so that our children can purposefully and successfully communicate.
- Children are given the tools needed to succeed beyond school as life-long learners.
- Curriculum is meaningful, purposeful, and relevant.

Wider-Curriculum Intent

- We teach a religious education curriculum that provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.
- Our religious education curriculum will develop children's knowledge and understanding of world religions and other worldviews that offer answers to these challenging questions.
- Children will have the opportunity for personal reflection and spiritual development.
- We teach a curriculum that enhances pupils' awareness and understanding of religions and beliefs, teachings, practices, and forms of expression, as well as of the influence of religion on individuals, families, communities, and cultures.
- Our children are encouraged to learn from different religions, beliefs, values, and traditions, while exploring their own beliefs and questions of meaning.
- Our children should be challenged to reflect on, consider, analyse, interpret, and evaluate issues of truth, belief, faith, and ethics and to communicate their responses.
- Our religious education curriculum encourages pupils to develop their sense of identity and belonging.
- We teach a curriculum that enables pupils to develop respect for and sensitivity to others, particularly those whose faiths and beliefs are different from their own.

Implementation

Curriculum

- Awareness Mystery and Value schemes of work-Locally Agreed Syllabus (on two year rolling cycle where relevant)
- States of being as a theologian.
- Focus on locality of Bristol and Bedminster
- Core knowledge outlined in Knowledge Organisers
- Reflection on prior learning to ensure building.
- Flashback Four to support embedding of knowledge.
- Concept maps showing how concepts build across units.
- Progression of Tier 2 and 3 Vocabulary

Pedagogy

- Quality First Teaching
- Inset Days/Twilight
- Knowledge Organisers provided.
- CPD
- Coaching
- Phase Meetings

Assessment

- AFL within lessons
- Books
- Monitoring
- End of Unit quizzes and pre-unit quizzes

Culture

- Books
- Displays
- School trips/clubs
- Immersion Days
- Visitors

Systems

- Joint curriculum for composite classes

Impact

Internal measuring of impact

- Pre-Unit quiz
- End of unit quizzes
- Teacher assessment – marking policy – Feedback
- Religious Education Hub
- Phase meetings
- CPD
- Coaching
- Drop-ins
- Curriculum Lead drop-ins

Whole School Impact

- Curriculum review days
- Trust moderations