

SUBJECT LEADER PROFILE FOR INTENT, IMPLEMENTATION AND IMPACT STATEMENT

NAME OF SUBJECT LEADER: Debbie Oakley

SUBJECT: Religious Education

	Brief outline	Where can the evidence be found?
Intent	<ul style="list-style-type: none"> • Promote spiritual, moral, cultural, social, mental and physical development of pupils. • Pupils learn about and from religious beliefs, transferable skills. • Sequential learning throughout the school, building on, not repeating, previous knowledge. 	<ul style="list-style-type: none"> • Assemblies, school rules, curriculum enrichment days – eg Anti-Bullying Day. Visitors from a wide variety of faiths. • Learn that basis of religions follow a moral code and regardless of religion/non-religion it is a good path to follow. • Deeper understanding of main religions, including those of no religious faith; can answer 'deeper questions'.
Implementation	<ul style="list-style-type: none"> • Deliver a curriculum that inspires an enthusiasm for learning. • Monitoring - that implementation of new syllabus is full and broad and not repeated within the school. • MTP shows current learning for all year groups across the academic year, which is based on Scheme of Work. • Have a variety of religious visitors, visits to local church in KS1, assemblies by Jewish and Christian leaders, link with local foodbank. • Weekly teaching of RE is a non-negotiable. 	<ul style="list-style-type: none"> • CPD of staff to ensure secure knowledge and confidence in teaching to transfer to children. I attend cluster meetings, am active on Facebook groups relevant to RE. • Support teachers as and when required. RE planning with teacher as/when requested to ensure no repetition from previous years. Get regular subject leader time to assess. • Seen in children's books, weekly lessons, planning.
Impact	<ul style="list-style-type: none"> • Curriculum leads to well-rounded children who are tolerant of all faiths. • They will have been taught the necessary skills to succeed when they transition to secondary school. • SEN children and PP children are given the same opportunity to succeed, developing skills needed for life. 	<ul style="list-style-type: none"> • Subject Leader File • 2019/2020 Action Plan • End of term assessments

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