

# INTENT, IMPLEMENTATION AND IMPACT

## INTENT

- Is there a clear and comprehensive vision for RE and Worldviews?
- Is RE and Worldviews valued as a subject, how is this demonstrated?
- Which RE and Worldviews traditions are to be investigated and is the learning sequenced succinctly?
- Is the subject adequately resourced?
- Are a range of visits and visitors included with the curriculum plan for RE and Worldviews?
- How has the curriculum been planned to promote progression?
- Has the learning been appropriately adapted so that all pupils, including those with SEND, can fulfil their potential and demonstrate progress?
- Is there an expectation that children will develop their knowledge, understanding, skills, awareness, values and vocabulary in RE and Worldviews as they study it?
- Has attention been given to the embedding of ideas, concepts and principles relating to RE within children's long-term memories?
- Has summative and formative assessment been carefully planned?

## IMPLEMENTATION

- Are coherent plans available for those responsible for teaching the subject?
- Have clear learning objectives, in the form of key questions, been set out for the units and lessons in the plans for RE and Worldviews?
- Do the teachers feel confident in their subject knowledge of RE and Worldviews?
- Do the lessons incorporate a variety of teaching and learning strategies?
- Is the teaching of RE and Worldviews creative, enthusiastic and inspiring?
- Are resources, such as religious artefacts and art, used in the lessons?
- How is assessment embedded within lesson delivery?
- Do pupils learn about and from religion and belief?
- Are pupils motivated, positive and committed to the subject?
- Are the support units, lessons and lesson activities coherent and logically ordered?
- Is the teaching of RE and Worldviews open, objective and balanced?
- Does RE and Worldviews promote respect for all religions and beliefs?

## IMPACT

- Are most pupils achieving, or exceeding, their age-appropriate expectation for RE and Worldviews?
- Are pupils who are facing barriers to learning, including pupils with SEND, able to access learning and succeed in RE and Worldviews?
- Is there clear evidence that pupils are progressing as they move through the year groups in their knowledge and understanding of, and their reflection on, religious, ethical, philosophical and spiritual matters?
- Have children developed mastery of certain central concepts and ideas in RE and Worldviews as an outcome of their study of the subject?
- Are pupils able to articulate a clear sense of the value and purpose of RE and Worldviews?
- As an outcome of their learning in RE and Worldviews, are pupils able to make sense of their own and others' religious and non-religious beliefs?
- Are pupils being effectively prepared to play a constructive role within a religiously and culturally diverse society?
- Are pupils aware of different beliefs and practices within religions?
- As an outcome of their learning in RE and Worldviews, are pupils able to make sense of their own and others' religious and non-religious beliefs?
- Are pupils informed of difference within religions and worldviews?
- Are pupils able to reflect on the importance of values and beliefs and the impact these can have?
- Are pupils given the opportunity to reflect upon their learning?
- Are pupils aware how values are shaped by culture and belief?

