

RE Curriculum Intent Overview - Vision

At Marshbrook First School, we want all children to be well prepared and equipped for life and citizenship in today's diverse and plural Britain, through fostering in each pupil an increasing awareness of, and sensitivity within, the diversity of religious and non-religious beliefs, practices, spiritual insights and world view they may encounter.

Marshbrook follows The Staffordshire Agreed Syllabus for Religious Education. The agreed syllabus sets out the programmes of study and the age related expectations for the subject.

RE Curriculum Implementation Overview

Snapshot of pedagogy across the school - informed by children's work and learning walks

Whole school

The RE leader works closely with staff to support planning, teaching and assessment.

RE lessons and learning happen in classrooms and through assemblies, celebrations and festivals. Lessons.....

In EYFS

Children learn art skills linked to topics of interest to the children. Teachers plan discrete lessons which complement independent and adult-led art activities.

In Key Stage One and Two

RE teaching is a mixture of discrete lessons and those linked to topics. Teaching is sequenced so that children can acquire the knowledge and understanding required for them to talk about a range of beliefs and understand the importance of respecting diversity.

Marshbrook First School



RE Curriculum

2024 - 2025



Key Notes from Last Inspection on 6th July 2022

- There are inconsistencies in how subject leaders monitor the effectiveness of the curriculum implementation.
- This means that sometimes subject leaders are unable to identify and address the specific aspects in the areas they lead on that need to be improved.
- Leaders should ensure that all subject leaders are able to carry out their roles more effectively so that they are able to further improve the quality of education that pupils receive.
- Subject leaders have the right knowledge and experience to be able to lead their subjects well.
- They do have opportunities to find out how well their subjects are being implemented. However, these opportunities are not always organised well enough for them to build a complete picture of what is going well and what needs to get better.

RE Curriculum Impact Overview

Snapshot of positive outcomes across the school - informed by first-hand evidence gathering.

Work in children's books/folders is well presented and conveys pride in their work.

The majority of children meet end of year expectations in RE.

Children can talk about different religions and beliefs confidently and knowledgeably.

RE has a high profile and children understand the importance of respecting difference.

RE Enrichment Opportunities

At Marshbrook First School, we aim to provide strong foundations for children's development of Religious Education in terms of knowledge, skills and understanding. Children have the opportunity to participate in/attend a variety of whole school celebrations including Harvest, Christmas Church Service, Easter and a Hindu workshop. Marshbrook has strong links with local religious leaders who frequently attend assemblies and special celebrations within school.

Data headlines - Spring 2025

	Year 1	Year 2	Year 3	Year 4
Working below Age Related Expectations	20%	17%	20%	13%
Work at Age Related Expectations	70%	83%	77%	87%
Working at Greater Depth	10%	0%	3%	0%

Overall, most children are on track to achieve Age Related Expectations by the end of the year. In Summer, we aim to identify children who have the potential to be working at Greater Depth and ensure that these children are appropriately challenged to meet the criteria of this.

Snapshot of expectations by year group - see progression maps for more detail and information.

Reception	Year 1	Year 2	Year 3	Year 4
(Understanding the World) Children are taught to: Know that some people have special places and celebrations and to talk about their family and community.	Children are taught to recognise and name features of religious life. They can recall religious stories and recognise symbols of religious expression. Pupils demonstrate awareness that there is more than one religious tradition or faith community.	Children develop an awareness of similarities and differences in religions. They can retell religious stories and suggest meanings for religious actions/symbols. Pupils can name more than one religious tradition/faith community and can talk about associated features.	Children are taught to describe key features of religions and recognise similarities and differences. They make links between beliefs and religious stories/sacred texts. They begin to identify the impact religion has on people's lives. Pupils distinguish between different faiths and express awareness of their identity within/outside these faiths.	Children use a developing religious vocabulary to show understanding of beliefs and ideas. They make links and describe similarities/differences. They describe the impact of religion on people's lives. They apply their ideas about identity in a diverse world to their own and other people's lives. They recognise in themselves/others some reactions to living alongside those who have a different faith.

Pupil Voice on 21st January 2025

Pupil voice showed that children can talk confidently about a range of faiths, places of worship and religious celebrations.

Children enjoy RE and especially like learning through stories, art and craft activities, drama, role play, songs and music.

All ages (Y1-Y4) spoke about the importance of learning about difference and respecting peoples' faiths and beliefs.